# GALLAUDET
## U N I V E R S I T Y

# ANNUAL REPORT OF ACHIEVEMENTS

## October 1, 2013-September 30, 2014

## FISCAL YEAR 2014

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

Dear Secretary Duncan:

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 2014. This report is submitted in accordance with the requirements of the Education of the Deaf Act, which provides in two separate sections that we will:

> "... prepare and submit an annual report to the Secretary, and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate ..." (regarding the University)

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

Last year, the University celebrated the 150th anniversary of the signing of its Congressional charter by President Abraham Lincoln. This year, we look forward to a new phase of innovation and expansion as we seek to open the campus to the surrounding community as well as continue the legacy of Gallaudet University and the Clerc Center as the leading educational institutions for deaf and hard of hearing students in the nation.

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

With our thanks and warm regards,

T. Alan Hurwitz
President

*Gallaudet University welcomed 281 new and transfer students for the fall 2014 semester.*

# Fiscal Year 2015 Highlights

All of the data contained in this chapter was collected for the fall semester of Academic Year 2014-2015, which is the first quarter of Fiscal Year (FY) 2015. The data in subsequent chapters covers FY 2014. This chapter contains a variety of numeric tables highlighting the activities of Gallaudet during the current year. Included are data on enrollment, demographics of undergraduate and graduate students, home states of students, international students by country, students with cochlear implants, and data on entering students—including ACT scores, applied/accepted/enrolled students, declared majors and minors.

# 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 30), 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 received a degree, certificate, or other formal award.

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

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

**Census date –** At Gallaudet the census date is the fifteenth calendar day, including weekends, from the first day of class in the fall and spring semesters, and 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 freshmen 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 enrollments –** Those enrolled in two or more programs.

**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.

**Enroute enrollment –** Students completing a set of requirements for a second program while pursuing completion of their primary program.

**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 including students who entered with advanced standing (college credits earned before graduation from high school).

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

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

**Graduation rate –** Calculated, as required under the Student Right-to-Know Act, 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. 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 does not exceed a 5% limit for FY 2013, 6% for FY 2014, 7% for FY 2015, and 8% for FY 2016. The cap does not include hearing undergraduates accepted into the Bachelor of Arts in Interpretation program.

**New to career –** An individual who is a graduate student, undergraduate student, professional studies student, or English Language Institute student who is in one of those 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 one 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 resulting 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.

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

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

Data in this annual report cover several different "years." Primarily the report covers Fiscal Year 2014 (from October 1, 2013 to September 30, 2014). However, this one chapter ("FISCAL YEAR 2015 HIGHLIGHTS,") covers the beginning quarter of fiscal year 2015. Both of these periods are shown in the table below.

| Partial Calendar Year 2012 (by month) | Calendar Year 2013 (by month) | | | | | | | | | | | | Calendar Year 2014 (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 2012 | Fiscal Year 2013 | | | | | | | | | | | | Fiscal Year 2014 (Note: This report primarily covers this time period.) | | | | | | | | | | Partial Fiscal Year 2015 (Note: This chapter primarily covers this time period.) | |
| Academic Year 2012-2013 | | | | | | | | Academic Year 2013-2014 | | | | | | | | | | | | | Partial Academic Year 2014-2015 | | | |
| Fall Semester 2012 | Spring Semester 2013 | | | | | Summer 2013 | | Fall Semester 2013 | | | | | Spring Semester 2014 | | | | | Summer 2014 | | Fall Semester 2014 | | | | | |

## Fall 2014 Census University and Clerc Center Enrollment

| | Full-time | Part-time | TOTAL | % of Enrollment |
|---|---|---|---|---|
| Undergraduate Degree-seeking | 951 | 50 | 1,001 | |
| Freshmen | 327 | 4 | 331 | |
| Sophomores | 165 | 4 | 169 | |
| Juniors | 236 | 5 | 241 | |
| Seniors | 213 | 35 | 248 | |
| Second degree | 10 | 2 | 12 | |
| Undergraduate Non Degree-seeking | | 30 | 30 | |
| **TOTAL UNDERGRADUATE** | **951** | **80** | **1,031** | **57%** |
| Graduate Degree-seeking | 325 | 118 | 443 | |
| Graduate Non Degree-seeking | | 14 | 14 | |
| **TOTAL GRADUATE** | **325** | **132** | **457** | **25%** |
| English Language Institute | 81 | | 81 | **4%** |
| Consortium | | 3 | 3 | |
| **TOTAL UNDERGRADUATE, GRADUATE, ELI & CONSORTIUM** | **1,357** | **215** | **1,572** | |
| Kendall Demonstration Elementary School | 87 | | | |
| Model Secondary School for the Deaf | 165 | | | |
| **TOTAL CLERC CENTER** | **252** | | | **14%** |
| **TOTAL UNDERGRADUATE, GRADUATE, ELI, & CLERC CENTER** | **1,609** | **215** | **1,824** | **100%** |
| Professional Studies[1] | | 119 | 119 | |

[1]Professional Studies students can enroll continuously throughout the semester. Therefore, the one-time snapshot of Professional Studies enrollment shown on this line 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.

**Fall 2014 Degree-seeking Diversity by Career Level**

|  | Undergraduate | Graduate | TOTAL |
|---|---|---|---|
| **RACE/ETHNICITY** |  |  |  |
| International/Nonresident Alien | 82 | 28 | **110** |
| American Indian/Alaska Native | 2 | 1 | **3** |
| Asian | 43 | 14 | **57** |
| Black/African American | 124 | 41 | **165** |
| Hispanic of any race | 146 | 25 | **171** |
| Native Hawaiian/Other Pacific Islander | 3 |  | **3** |
| Two or more | 33 | 10 | **43** |
| White | 562 | 264 | **826** |
| Race and ethnicity unknown | 6 | 60 | **66** |
| **GENDER** |  |  |  |
| Male | 459 | 102 | **561** |
| Female | 542 | 341 | **883** |
| **HEARING STATUS** |  |  |  |
| Deaf/Hard of hearing | 917 | 201 | **1,118** |
| Hearing | 84 | 235 | **319** |
| Unknown |  | 7 | **7** |
| **ACADEMIC LOAD** |  |  |  |
| Full-time | 951 | 325 | **1,276** |
| Part-time | 50 | 118 | **168** |
| **TOTAL FOR EACH CATEGORY** | **1,001** | **443** | **1,444** |

## Fall 2014 Undergraduate Degree-seeking Diversity by Class Year

| | Freshmen | Sophomores | Juniors | Seniors | Second Degree | TOTAL |
|---|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | | |
| International/Nonresident Alien | 28 | 15 | 20 | 17 | 2 | **82** |
| American Indian/Alaska Native | 1 | 1 | | | | **2** |
| Asian | 12 | 7 | 8 | 14 | 2 | **43** |
| Black/African American | 55 | 16 | 30 | 20 | 3 | **124** |
| Hispanic of any race | 56 | 19 | 35 | 36 | | **146** |
| Native Hawaiian/Other Pacific Islander | 1 | 1 | | 1 | | **3** |
| Two or more | 17 | 6 | 4 | 6 | | **33** |
| White | 157 | 103 | 144 | 153 | 5 | **562** |
| Race and ethnicity unknown | 4 | 1 | | 1 | | **6** |
| **GENDER** | | | | | | |
| Male | 148 | 86 | 107 | 115 | 3 | **459** |
| Female | 183 | 83 | 134 | 133 | 9 | **542** |
| **HEARING STATUS** | | | | | | |
| Deaf/Hard of hearing | 304 | 163 | 223 | 216 | 11 | **917** |
| Hearing | 27 | 6 | 18 | 32 | 1 | **84** |
| Hearing Undergraduate (HUG) | 19 | 5 | 13 | 11 | 1 | **49** |
| Non-HUG | 8 | 1 | 5 | 21 | | **35** |
| **ACADEMIC LOAD** | | | | | | |
| Full-time | 327 | 165 | 236 | 213 | 10 | **951** |
| Part-time | 4 | 4 | 5 | 35 | 2 | **50** |
| **TOTAL FOR EACH CATEGORY** | **331** | **169** | **241** | **248** | **12** | **1,001** |

**Fall 2014 Graduate Degree-seeking Diversity by Degree Level**

| | Certificates | Masters | Specialists | Doctorates | TOTAL |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Nonresident Alien | | 22 | 2 | 4 | **28** |
| American Indian/Alaska Native | | | | 1 | **1** |
| Asian | | 12 | | 2 | **14** |
| Black/African American | | 26 | 3 | 12 | **41** |
| Hispanic of any race | | 9 | 3 | 13 | **25** |
| Native Hawaiian/Other Pacific Islander | | | | | |
| Two or more | | 5 | 1 | 4 | **10** |
| White | 5 | 153 | 10 | 96 | **264** |
| Race and ethnicity unknown | 3 | 34 | 1 | 22 | **60** |
| **GENDER** | | | | | |
| Male | | 69 | | 33 | **102** |
| Female | 8 | 192 | 20 | 121 | **341** |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 4 | 153 | 10 | 34 | **201** |
| Hearing | 4 | 106 | 9 | 116 | **235** |
| Unknown | | 2 | 1 | 4 | **7** |
| **ACADEMIC LOAD** | | | | | |
| Full-time | | 221 | 14 | 90 | **325** |
| Part-time | 8 | 40 | 6 | 64 | **118** |
| **TOTAL FOR EACH CATEGORY** | **8** | **261** | **20** | **154** | **443** |

## Undergraduate Degree-seeking Fall 2014

INTERNATIONAL/
NONRESIDENT ALIEN
8%

RACE AND ETHNICITY
UNKNOWN
1%

AMERICAN INDIAN/
ALASKA NATIVE
<1%

ASIAN
4%

BLACK/
AFRICAN
AMERICAN
12%

WHITE
56%

HISPANIC OF
ANY RACE
15%

NATIVE HAWAIIAN/
OTHER PACIFIC ISLANDER
<1%

TWO OR MORE
3%

## Graduate Degree-seeking Fall 2014

INTERNATIONAL/
NONRESIDENT ALIEN
6%

RACE AND ETHNICITY
UNKNOWN
14%

AMERICAN INDIAN/
ALASKA NATIVE
<1%

ASIAN
3%

BLACK/
AFRICAN
AMERICAN
9%

WHITE
60%

HISPANIC OF
ANY RACE
6%

TWO OR MORE
2%
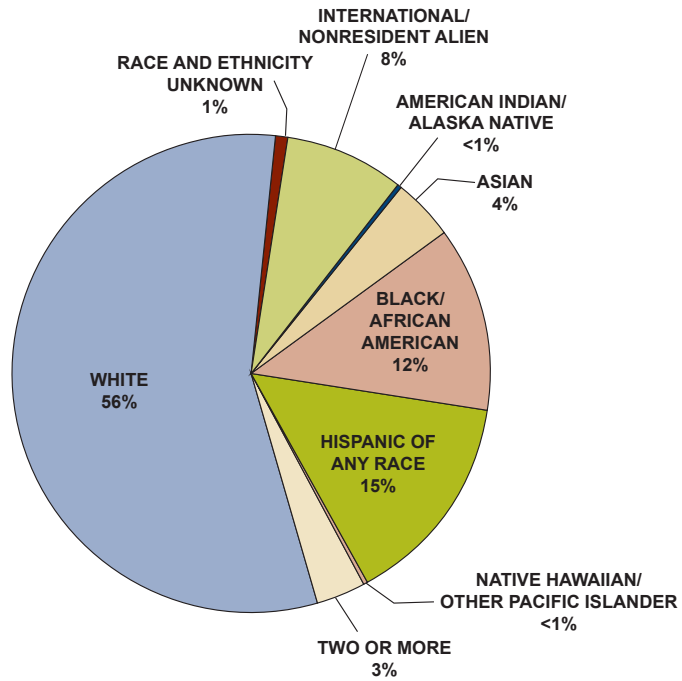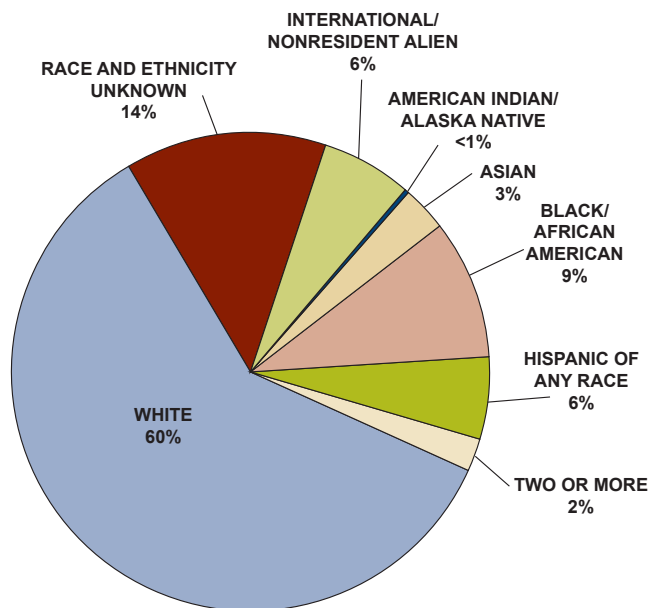
# Fiscal Year 2015 Highlights

## Fall 2014 U.S. Degree-seeking Students by State/Territory

| | Undergraduate | Graduate | TOTAL |
|---|---|---|---|
| Alabama | 12 | 1 | 13 |
| Alaska | 3 | | 3 |
| Arizona | 20 | 1 | 21 |
| Arkansas | 3 | | 3 |
| California | 102 | 29 | 131 |
| Colorado | 11 | 3 | 14 |
| Connecticut | 9 | 6 | 15 |
| Delaware | 3 | | 3 |
| District of Columbia | 32 | 53 | 85 |
| Florida | 52 | 13 | 65 |
| Georgia | 24 | 8 | 32 |
| Guam | | | |
| Hawaii | 6 | 1 | 7 |
| Idaho | 1 | | 1 |
| Illinois | 27 | 12 | 39 |
| Indiana | 21 | 5 | 26 |
| Iowa | 5 | 1 | 6 |
| Kansas | 12 | | 12 |
| Kentucky | 7 | 4 | 11 |
| Louisiana | 9 | 3 | 12 |
| Maine | 4 | 1 | 5 |
| Maryland | 112 | 73 | 185 |
| Massachusetts | 22 | 11 | 33 |
| Michigan | 20 | 9 | 29 |
| Minnesota | 32 | 12 | 44 |
| Mississippi | 3 | | 3 |
| Missouri | 16 | 10 | 26 |
| Montana | 1 | | 1 |

| | Undergraduate | Graduate | TOTAL |
|---|---|---|---|
| Nebraska | 8 | 1 | 9 |
| Nevada | 3 | 1 | 4 |
| New Hampshire | 1 | 1 | 2 |
| New Jersey | 25 | 16 | 41 |
| New Mexico | 9 | 3 | 12 |
| New York | 65 | 27 | 92 |
| North Carolina | 17 | 9 | 26 |
| North Dakota | 1 | 1 | 2 |
| Ohio | 24 | 9 | 33 |
| Oklahoma | 7 | 1 | 8 |
| Oregon | 4 | 3 | 7 |
| Pennsylvania | 21 | 18 | 39 |
| Puerto Rico | 3 | | 3 |
| Rhode Island | 3 | | 3 |
| South Carolina | 6 | 3 | 9 |
| South Dakota | 1 | | 1 |
| Tennessee | 11 | 3 | 14 |
| Texas | 46 | 16 | 62 |
| Utah | 7 | 5 | 12 |
| Vermont | | 1 | 1 |
| Virginia | 60 | 26 | 86 |
| Virgin Islands | | | |
| Washington | 10 | 3 | 13 |
| West Virginia | 3 | 1 | 4 |
| Wisconsin | 10 | 6 | 16 |
| Wyoming | 1 | | 1 |
| Unknown | 4 | 5 | 9 |
| **TOTAL** | **919** | **415** | **1,334** |

**Fall 2014 International Undergraduate Degree-seeking Enrollment by Country**

|  | Undergraduate | Graduate | TOTAL |
|---|---|---|---|
| Argentina |  | 1 | 1 |
| Bahamas | 1 |  | 1 |
| Botswana | 4 |  | 4 |
| Canada | 29 | 3 | 32 |
| China | 9 | 4 | 13 |
| France | 2 |  | 2 |
| Germany | 2 |  | 2 |
| Ghana | 1 |  | 1 |
| India | 3 |  | 3 |
| Iran | 1 |  | 1 |
| Italy |  | 1 | 1 |
| Hong Kong |  | 1 | 1 |
| Japan | 1 | 4 | 5 |
| Kenya |  | 1 | 1 |
| Korea, Republic of |  | 3 | 3 |
| Kuwait |  | 1 | 1 |
| Malaysia |  | 1 | 1 |
| Mali | 1 |  | 1 |
| Mongolia | 1 |  | 1 |
| Nepal | 1 |  | 1 |
| Netherlands |  | 1 | 1 |
| Nigeria | 6 | 4 | 10 |
| Paraguay | 2 |  | 2 |
| Peru | 1 |  | 1 |
| Qatar | 1 |  | 1 |
| Russian Federation | 1 |  | 1 |
| Saudi Arabia | 8 |  | 8 |
| Singapore |  | 1 | 1 |
| Spain |  | 2 | 2 |
| Sri Lanka | 2 |  | 2 |
| Sweden | 4 |  | 4 |
| Taiwan | 1 |  | 1 |
| **TOTAL** | **82** | **28** | **110** |

**Fall 2014 Degree-seeking Hearing Undergraduates**

|  | 2014 |
|---|---|
| Hearing undergraduate (HUG) | 49 |
| Percentage of new undergraduate enrollment | 5% |
| Bachelors of Interpretation (BAI) | 32 |
| Adult Degree Completion Program (ADCP) | 3 |
| **TOTAL HEARING STUDENTS** | **84** |
| **Percentage of new undergraduate enrollment** | **8%** |

**Fall 2014 Degree-seeking Student
Cochlear Implant Use**

|  | Cochlear Implants | % of Enrollment |
|---|---|---|
| **UNDERGRADUATE** | **79** | **8%** |
| Freshmen | 19 | |
| Sophomores | 15 | |
| Juniors | 24 | |
| Seniors | 21 | |
| Second degree | | |
| **GRADUATE** | **7** | **2%** |
| **TOTAL** | **86** | **6%** |



*A student checks in during New Student Orientation while wearing an "I'm In" T-shirt. Gallaudet's successful "I'm In" campaign gave incoming students the opportunity to declare on social media their plans to enroll at Gallaudet—and to meet each other before arriving on campus.*

Photo by Matt Vita

### Fall 2014 Hearing Undergraduate (HUG) Enrollment by Declared Majors

|  | 2014 |
|---|---|
| Biology, B.S. | 1 |
| Communication Studies | 1 |
| Deaf Studies | 3 |
| Education | 1 |
| English | 1 |
| Government | 1 |
| International Studies | 2 |
| Interpretation | 3 |
| Philosophy | 1 |
| Sociology | 2 |
| Social Work | 3 |
| Undeclared | 30 |
| **TOTAL MAJORS DECLARED**[1] | **49** |
| **TOTAL HEADCOUNT**[2] | **49** |

[1]Dual program enrollments are included.

[2]HUG headcount includes students who haven't yet declared a major.



*Family members and friends help students move into their dorm rooms in Benson Hall during New Student Orientation. A family orientation during NSO also gave family members the opportunity to learn more about the University and its departments and services.*

Photo by Matt Vita

**Fall 2014 Undergraduate Degree-seeking Enrollment Trend by Declared Majors and Minors**

|  | Majors | Minors |
|---|---|---|
| Accounting | 16 | 1 |
| American Sign Language | 5 | 2 |
| Art |  | 5 |
| Art and Media Design | 23 |  |
| Athletic Coaching |  | 26 |
| Biology |  | 3 |
| Biology, B.A. | 11 |  |
| Biology, B.S. | 16 |  |
| Business Administration | 40 | 1 |
| Chemistry |  | 4 |
| Chemistry, B.A. | 1 |  |
| Chemistry, B.S. | 1 |  |
| Communication Studies | 36 | 6 |
| Dance |  | 4 |
| Deaf Studies | 27 | 2 |
| Digital Media |  |  |
| Economics and Finance |  | 1 |
| Education | 23 |  |
| English | 14 | 10 |
| Family and Child Studies | 1 |  |
| French |  | 1 |
| Government | 18 | 3 |
| Graphic Design | 1 |  |

|  | Majors | Minors |
|---|---|---|
| History | 15 | 1 |
| Information Technology | 17 | 8 |
| International Studies | 26 |  |
| Interpretation | 39 |  |
| Linguistics |  | 8 |
| Mathematics |  | 3 |
| Mathematics, B.A. | 7 |  |
| Mathematics, B.S. | 1 |  |
| Philosophy | 4 | 2 |
| Photography | 1 |  |
| Physical Education | 6 |  |
| Physical Education and Recreation | 44 |  |
| Psychology | 35 | 9 |
| Recreation and Sports Program | 3 | 4 |
| Self-directed Major | 3 |  |
| Social Work | 44 |  |
| Sociology | 11 | 10 |
| Spanish | 4 | 5 |
| Studio Art |  |  |
| Theatre Arts | 7 | 2 |
| Undeclared | 536 |  |
| **TOTAL PLAN ENROLLMENT**[1] | **500** | **121** |
| **HEADCOUNT** | **1,001** | **113** |

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

## Fall 2014 Graduate Degree-seeking Enrollment by Degree Program and Discipline

| | 2014 |
|---|---|
| **CERTIFICATES** | |
| ASL/Deaf Studies | 2 |
| ASL/English Bilingual Early Childhood Education | 2 |
| Deaf and Hard of Hearing Infants, Toddlers, and Families | 19 |
| Deaf Students with Disabilities | 4 |
| **CERTIFICATES TOTAL** | **29** |
| **MASTERS** | |
| Counseling: Mental Health | 12 |
| Counseling: School | 14 |
| Deaf Studies | 13 |
| Deaf Education: Advanced Studies | 3 |
| Deaf Education: Special Programs | 3 |
| Developmental Psychology | |
| Education | 21 |
| International Development | 10 |
| Interpretation | 20 |
| Interpreting Research | 1 |
| Linguistics | 19 |
| Public Administration | 40 |
| Sign Language Education | 35 |
| Sign Language Teaching | 1 |
| Social Work | 42 |
| Speech-Language Pathology | 33 |
| **MASTERS TOTAL** | **267** |

| | 2014 |
|---|---|
| **SPECIALISTS** | |
| Deaf Education | 3 |
| **School Psychology** | 17 |
| **SPECIALISTS TOTAL** | **20** |
| **DOCTORATES** | |
| Audiology, Au.D. | 45 |
| Audiology, Ph.D. | 2 |
| Clinical Psychology | 42 |
| Critical Studies in the Education of Deaf Learners | 12 |
| Deaf Education | 3 |
| Educational Neuroscience | 4 |
| Hearing, Speech, and Language Sciences | 8 |
| Interpretation | 33 |
| Linguistics | 8 |
| **DOCTORATES TOTAL** | **157** |
| **TOTAL PROGRAM ENROLLMENT** | **473** |
| **HEADCOUNT** | **443** |

[1]Dual program enrollments are included. Enroute enrollment counted while student is pursuing another program.

### Fall 2014 New Undergraduate Degree-seeking
### by Applied, Admitted, and Enrolled

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **RACE/ETHNICITY** | | | |
| International/Nonresident Alien | 59 | 41 | 21 |
| American Indian/Alaska Native | 5 | 3 | 1 |
| Asian | 28 | 19 | 7 |
| Black/African American | 143 | 74 | 47 |
| Hispanic of any race | 130 | 74 | 45 |
| Native Hawaiian/Other Pacific Islander | 2 | 1 | 1 |
| Two or more | 22 | 18 | 13 |
| White | 329 | 228 | 143 |
| Race and ethnicity unknown | 18 | 8 | 3 |
| **GENDER** | | | |
| Male | 314 | 195 | 122 |
| Female | 422 | 271 | 159 |
| Unknown | | | |
| **HEARING STATUS** | | | |
| Deaf/Hard of Hearing | 610 | 424 | 247 |
| Hearing | 126 | 42 | 34 |
| **APPLICATION TYPE** | | | |
| First-time Freshmen | 496 | 324 | 182 |
| Transfers | 229 | 138 | 96 |
| Second Degree | 11 | 4 | 3 |
| **TOTAL FOR EACH CATEGORY** | **736** | **466** | **281** |

**Fall 2014 New Degree-seeking Enrolled Undergraduates**

INTERNATIONAL/
NONRESIDENT ALIEN
7%

AMERICAN INDIAN/
ALASKA NATIVE
<1%

RACE AND ETHNICITY
UNKNOWN
<1%

ASIAN
2%

BLACK/
AFRICAN
AMERICAN
17%

WHITE
51%

HISPANIC OF
ANY RACE
16%

NATIVE HAWAIIAN/
OTHER PACIFIC ISLANDER
<1%

TWO OR MORE
5%
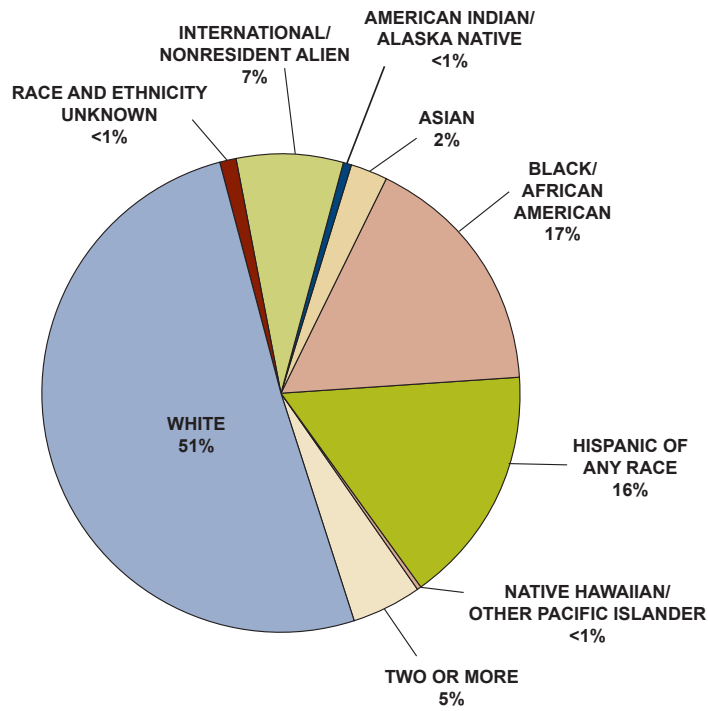
**Fall 2014 New Undergraduate Degree-seeking Average ACT**

|  | All New | First-time Freshmen |
|---|---|---|
| **ENGLISH** | 16.7 | 16.5 |
| **MATH** | 17.7 | 17.9 |
| **READING** | 19.4 | 19.4 |

**Fall 2014 New Degree-seeking Hearing Undergraduates**

|  | 2014 |
|---|---|
| Hearing undergraduate (HUG) | 25 |
| Percentage of new undergraduate enrollment | 9% |
| Bachelors of Interpretation (BAI) | 9 |
| Adult Degree Completion |  |
| **TOTAL HEARING STUDENTS** | **34** |
| **Percentage of new undergraduate enrollment** | **12%** |

**17**

**Fall 2014 New-to-Graduate Career Degree-seeking Diversity
by Applied, Admitted, and Enrolled**

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **RACE/ETHNICITY** | | | |
| International/Nonresident Alien | 42 | 17 | 10 |
| American Indian/Alaska Native | 1 | | |
| Asian | 20 | 11 | 7 |
| Black/African American | 45 | 19 | 12 |
| Hispanic of any race | 48 | 10 | 7 |
| Native Hawaiian/Other Pacific Islander | | | |
| Two or more | 11 | 5 | 3 |
| White | 294 | 152 | 105 |
| Race and ethnicity unknown | 156 | 43 | 27 |
| **GENDER** | | | |
| Male | 114 | 52 | 37 |
| Female | 503 | 205 | 134 |
| Unknown | | | |
| **HEARING STATUS** | | | |
| Deaf/Hard of hearing | 213 | 121 | 95 |
| Hearing | 397 | 134 | 75 |
| Unknown | 7 | 2 | 1 |
| **TOTAL FOR EACH CATEGORY** | **617** | **257** | **171** |

**Fall 2014 New-to-Program Degree-seeking Graduate Students by Applied, Admitted, and Enrolled**

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **CERTIFICATES** | | | |
| ASL/English Bilingual Early Childhood Education | 5 | 3 | 2 |
| ASL/Deaf Studies | 4 | 4 | 1 |
| Deaf and Hard of Hearing Infants, Toddlers, and Families | 20 | 19 | 17 |
| Deaf Students with Disabilities | 8 | 7 | 4 |
| **MASTERS** | | | |
| Counseling: Mental Health | 16 | 8 | 7 |
| Counseling: School | 32 | 11 | 10 |
| Deaf Education: Advanced Studies | 6 | 3 | 2 |
| Deaf Education: Special Programs | 6 | 1 | |
| Deaf Studies | 16 | 7 | 5 |
| Education | 26 | 8 | 7 |
| International Development | 14 | 11 | 5 |
| Interpretation | 25 | 13 | 13 |
| Linguistics | 15 | 9 | 7 |
| Public Administration | 34 | 24 | 17 |
| Social Work | 28 | 23 | 17 |
| Sign Language Teaching | 83 | 39 | 31 |
| Speech-Language Pathology | 189 | 45 | 19 |
| **SPECIALISTS** | | | |
| Deaf Education | 6 | 5 | 3 |
| School Psychology | 11 | 10 | 7 |
| **DOCTORATES** | | | |
| Audiology | 91 | 30 | 12 |
| Clinical Psychology | 33 | 9 | 7 |
| Critical Studies in the Education of Deaf Learners | 7 | | |
| Educational Neuroscience | 6 | 2 | 2 |
| Hearing, Speech, and Language Sciences | 3 | 3 | 2 |
| Interpretation | 14 | 9 | 8 |
| Linguistics | 2 | | |
| **TOTAL PROGRAM ENROLLMENT[1]** | **700** | **303** | **205** |
| **HEADCOUNT** | **654** | **281** | **191** |

[1]Dual program enrollments are included.

*A statue in front of Chapel Hall portrays the Reverend Thomas Hopkins Gallaudet signing the letter "A" to a young Alice Cogswell. Sculpted by Daniel Chester French, the memorial was erected on campus in 1887 to honor Rev. Gallaudet's significant contributions to American deaf education.*

## About Gallaudet University

Gallaudet University is the world leader in liberal education and career development for deaf and hard of hearing students. The University enjoys an international reputation for the outstanding undergraduate and graduate programs it provides deaf, hard of hearing, and hearing students, as well as for the quality of the research it conducts on the history, language, culture, and other topics related to people who are deaf. In addition, the University's Laurent Clerc National Deaf Education Center serves deaf and hard of hearing children at its two demonstration schools—Kendall Demonstration Elementary School and Model Secondary School for the Deaf—and throughout the country through its national mission by developing, implementing, and disseminating innovative educational strategies.

Gallaudet University was founded 150 years ago in 1864 by an Act of Congress (its Charter) which was signed into law by President Abraham Lincoln.

This introductory section includes: the Mission, Vision, and Credo statements, a brief history of the University, information on accreditations, a basic set of facts about the University, and a listing of the members of the Board of Trustees.

# I. Mission Statement

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

*Approved by the Board of Trustees, November 2007*

# II. Vision Statement

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

Gallaudet will achieve these outcomes through:

- A bilingual learning environment, featuring American Sign Language and English, that provides full access for all students to learning and communication

- A commitment to excellence in learning and student service

- A world-class campus in the nation's capital

- Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners

- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide.

*Approved by the Board of Trustees, May 2009*

# III. The Gallaudet Credo

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

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

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

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

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



*Students study on Kendall Green, which was named after U.S. Postmaster General Amos Kendall, who donated 2,000 acres to establish a grammar school for deaf children that eventually would become Gallaudet University. Kendall Green often is the site of various events and celebrations, including a Berry Blossom Welcome Festival that kicked off the fall 2014 semester.*

# IV. History of Gallaudet

## The first 100 years

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

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

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

## A time of expansion

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

By an act of the U.S. Congress, Gallaudet was granted university status in October 1986. Two years later, in March 1988, the Deaf President Now (DPN) movement led to the ap-

pointment of the University's first deaf president, Dr. I. King Jordan, '70 and the Board of Trustees first deaf chair, Philip Bravin, '66. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people everywhere.

In the 1990s, a generous contribution from the W.K. Kellogg Foundation enabled the University to construct the Kellogg Conference Hotel at Gallaudet University, which has become a popular venue for meetings, seminars, receptions, and other events for both on- and off-campus groups. Since then, additional buildings have been constructed, including the technology-rich Student Academic Center and, thanks to the generosity of James Lee Sorenson, chair of Sorenson Development, Inc., the James Lee Sorenson Language and Communication Center, a unique facility that provides an inclusive learning environment totally compatible with the visu-centric "deaf way of being."

The University's undergraduate students can choose from more than 40 majors leading to bachelor of arts or bachelor of science degrees. A small number of hearing undergraduate students—5% limit for FY 2013, 6% for FY 2014, 7% for FY 2015, and 8% for FY 2016—are also admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students and offer certificates and master of arts, master of science, doctoral, and specialist degrees in a variety of fields involving professional service to deaf and hard of hearing people.

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

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

# V. Pictorial History of Diplomas and Institutional Name

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

1. The **Columbia Institution for the Instruction of the Deaf and Dumb and Blind** was incorporated in 1857, with Edward Miner Gallaudet serving as the school's president.
2. The **National College for the Deaf and Dumb** was established seven years later in 1864 with the signing of its charter by President Lincoln.
3. The **National Deaf-Mute College** became the name of the college one year later in 1865 when blind students were transferred to the Maryland Institution for the Blind. This name remained in effect until 1893.
4. The **Columbia Institution for the Deaf and Dumb** became the corporate name in 1865, including both the **National Deaf-Mute College** and the **Primary Department**.
5. The **Kendall School** became the name of the **Primary Department** in 1885, in honor of Amos Kendall, the philanthropist who initially donated the land for the establishment of the school.
6. **Gallaudet College** became the name in 1894 and remained the name until 1985. This renaming honored the Rev. Thomas Hopkins Gallaudet, the father of Edward Miner Gallaudet.
7. The **Columbia Institution for the Deaf** became the corporate name in 1911.

## National Deaf-Mute College
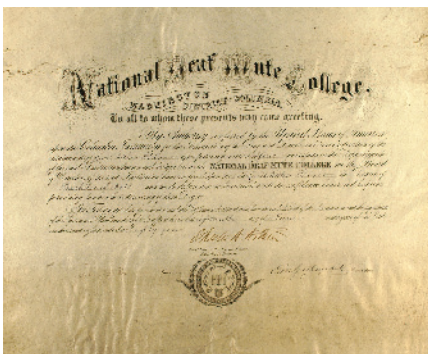


*Lewis Palmer diploma signed by President Chester A. Arthur.*

## Gallaudet College



*May Koehn diploma signed by President Franklin D. Roosevelt.*

8. **Gallaudet College** became the corporate name in 1954.
9. The **Model Secondary School for the Deaf (MSSD)**, authorized by Congress in 1966, opened on campus in 1969.
10. The **Kendall Demonstration Elementary School (KDES)** became the name of the Kendall School in 1970 with the signing of Public Law 91-587 by President Richard Nixon.
11. **Gallaudet University** became the name of **Gallaudet College** in 1986, and has remained the name to the present, when President Ronald Reagan signed the Education of the Deaf Act (Public Law 99-371).
12. Today, the **Laurent Clerc National Deaf Education Center** is comprised of **KDES, MSSD,** and the school's national mission to improve the quality of education provided to deaf and hard of hearing students across the United States.

## Gallaudet University



*Elizabeth Sorkin's diploma signed by President Barack Obama.*

# VI. Fast Facts

## Location

800 Florida Avenue, NE, Washington, DC 20002

## Website

www.gallaudet.edu

## Founded

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

## Programs

Deaf and hard of hearing undergraduate students can choose from more than 40 majors leading to a bachelor of arts or a bachelor of science degree. The University also admits a small number of hearing, degree-seeking undergraduate students—6% limit for FY 2014, 7% limit for FY 2015, and 8% limit for FY 2016. Undergraduate students also have the option of designing their own majors, called "self-directed majors," in which they select classes from a variety of departments at Gallaudet or take courses offered at 12 other institutions of higher learning that are members of the Consortium of Universities of the Washington Metropolitan Area.

Graduate programs, open to deaf, hard of hearing, and hearing students, include a master of arts and a master of science degree, specialist degree, certificates, and doctoral degrees in a variety of fields involving professional service provision to deaf and hard of hearing people.

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

## Technology

Gallaudet is a leader in uses of technology in its academic programs and services. Approximately 94 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 of 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 two central computer labs, as well as more than 15 departmental computer labs. Most classrooms are outfitted with computers, projectors, DVD/VCRs, and other technologies. All buildings on campus have wireless network access.

## Research

Gallaudet has a unique obligation to contribute knowledge and scholarship likely to benefit deaf and hard of hearing people, especially in the areas of education and human services. Accordingly, the Gallaudet Research Institute conducts studies related to demographics and assessment of deaf and hard of hearing people in the educational system, as well as language and learning processes, and engages students in research, while stimulating and supporting work directed towards 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 as a major goal in the current Gallaudet Strategic Plan. Faculty pursue a full range of research interests related to their own academic disciplines. Major grant support includes research, development, and training programs in visual language and learning, access to communication for deaf and hard of hearing people, genetics, and technology assessment.

## Public Service

Last year, Gallaudet served tens of thousands of individuals through conferences, leadership institutes, professional studies and extension courses, sign language classes, American Sign Language (ASL)/English bilingual education, enrichment and youth programs, international programs, and its regional centers (Midwest-John A. Logan College, Illinois; Northeast-Northern Essex Community College, Massachusetts; Pacific-Kapi'olani Community College, Hawaii; Southeast-Gallaudet University, Washington, D.C.; Southwest-Austin Community College, Texas; and Western-Ohlone College, California).

In fulfilling its national mission role via training and technical assistance, information dissemination, and exhibits and performances, the Clerc Center served tens of thousands of individuals and disseminated over 36,000 products and publications this year.

## Enrollment

In the fall of academic year 2014-2015 we experienced the following enrollments:

| UNIVERSITY | |
| --- | --- |
| Undergraduate (degree/non-degree, full- and part-time) | 1,031 |
| Graduate (degree/non-degree, full- and part-time) | 457 |
| English Language Institute/Consortium | 84 |
| **UNIVERSITY SUBTOTAL** | **1,572** |
| **CLERC CENTER** | |
| Kendall Demonstration Elementary School | 87 |
| Model Secondary School for the Deaf | 165 |
| **CLERC CENTER SUBTOTAL** | **252** |
| **TOTAL FALL ACADEMIC YEAR 2014-2015 ENROLLMENT** | **1,824** |

In addition, on the fall census date, we had 119 students enrolled in Professional Studies activities.

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

## Alumni

Gallaudet University has more than 21,000 alumni around the world. The Gallaudet University Alumni Association, organized in 1889, has 53 chapters.

According to a survey conducted by the University, 97 percent of the Gallaudet undergraduate student respondents who graduated between December 2011 and August 2012 are either employed or furthering their education. Ninety-eight percent of the survey respondents who graduated with graduate degrees during the same time frame are employed or furthering their education.

During the same period, 76 percent of the Model Secondary School for the Deaf graduates are in advanced education or training programs within one year after graduation.

## Employees

The University and the Clerc Center have 890 employees, 461 of whom are deaf or hard of hearing. A total of 230 employees are faculty members or teachers.

## Annual University Tuition and Room and Board (Academic Year 2014-2015)

Tuition and room and board are charged as below. Additional charges are applied for student activities and health-related fees. For a full explanation of the details of all charges including those below refer to the Gallaudet University website.

| | Undergraduate | Graduate |
| --- | --- | --- |
| U.S. Student Tuition | $14,498 | $15,956 |
| International Student Tuition (non-developing countries) | $28,996 | $31,912 |
| International Student Tuition (developing countries) | $21,747 | $23,934 |
| Room and Board | $12,360 | $12,360 |

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

## Funding

Total revenues and other support for FY 2014 were $174,611,958.

## Endowment

As of the end of FY 2014, the University's endowment was approximately $194 million.

## 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. Please visit the Development Office website (giving. gallaudet.edu) for more information about philanthropic support for Gallaudet, including opportunities to make a gift in memory or in honor of a loved one.

## Community Impact

Gallaudet is one of the area's largest businesses, with direct salaries, wages, and benefits totaling more than $107.8 million in FY 2014. The University spent another $61.3 million on goods and services and $12.5 million on capital improvements.

Since 1992, Gallaudet has constructed five buildings and renovated 21 others. In 2003, the District of Columbia's Zoning Commission approved Gallaudet's Facilities Master Plan, the University's vision for campus development for 2002 to 2012.

# VII. Accreditation

Gallaudet University is accredited by:

Middle States Commission on Higher Education (MSCHE)
http://msche.org/institutions_view.asp?idinstitution=237
3624 Market Street, Second Floor West
Philadelphia, PA 19104
Telephone: (267) 284-5000
E-Mail:  info@msche.org

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

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

• American Psychological Association (APA)

• American Speech-Language-Hearing Association's Council on Academic Accreditation (ASHA / CAA)

• Association of Collegiate Business Schools and Programs (ACBSP)

• Council on Accreditation of Counseling and Related Programs (CACREP)

• Council on Social Work Education (CSWE)

Our Deaf Education program is approved by, and allows graduates to become CED certified through the:

• Council on the Education of the Deaf (CED)

Programs that prepare graduates to be a licensed professional in schools are approved by the:

• District of Columbia State Education Agency (SEA)

These same programs, along with the MSW in School Social Work Program, are part of Gallaudet's Professional Education Unit which is accredited by the:

• National Council for the Accreditation of Teacher Education (NCATE)

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

• Association for Childhood Education International (ACEI)

• Council on Accreditation of Counseling and Related Programs (CACREP)

• Council for Exceptional Children (CEC)

• National Association for the Education of Young Children (NAEYC)

• National Association of School Psychologists (NASP)

• National Council for Social Studies (NCSS)

• National Council of Teachers of English (NCTE)

• National Council of Teachers of Mathematics (NCTM)

• National Science Teachers Association (NSTA)

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

# VIII. Board of Trustees

## Executive Committee

## Additional Members

Jameson Crane, Jr.
Ohio

Dr. Jorge L. Díaz-Herrera
New York

Dr. Charlene Dwyer
Wisconsin

Dr. Harvey Goodstein, '65
Arizona

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

Jeffrey Humber
Washington, D.C.

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

Dr. Richard Ladner
Washington

Pamela Lloyd-Ogoke
North Carolina

James Macfadden, '62
Maryland

Wilma Newhoudt-Druchen,
'92, G-'05 & H-'09
South Africa

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

## Public Members

Tiffany Williams, '89
Washington

The Honorable G.K. Butterfield
North Carolina

The Honorable Sherrod Brown
Ohio

The Honorable Kevin Yoder
Kansas

# IX. The Office of Diversity and Inclusion

The Office for Diversity and Inclusion (ODI) is charged with providing leadership to foster and advance a strategic and integrated approach to diversity in all aspects of University life. As such, ODI works to ensure the community is knowledgeable about issues of diversity and inclusion and understands how diversity and academic excellence are intricately woven into patterns of student success.

ODI supports a diverse student, faculty, and staff population and is committed to creating a climate that is inclusive and accessible so all members of the community can succeed.

To that end, ODI sponsors and co-sponsors multiple and varied programs for the community including lecture series, pedagogical workshops, cultural competency training, diversity dialogues, and cultural events. In particular, the University's Diversity Dialogue series has brought together diverse members of the community to discuss challenging topics.

ODI's many activities during FY 2014 included special presentations; educational and professional development offerings; internal studies and institutional activities; and campus events.

*The Gallaudet University Dance Company will celebrate its 60th anniversary in April 2015 with a performance featuring returning alumni members. The dance company in 2013-2014 collaborated with a Washington, D.C.-area troupe to develop choreography with communication as the major theme.*

*U.S. Senator Tom Harkin (D-Iowa) speaks during a question-and-answer session hosted on Capitol Hill and that gave participants in the 2013 Jr. National Association of the Deaf conference the opportunity to visit and learn more about legislation. Harkin, a longtime disability rights advocate and supporter of Gallaudet University, announced his retirement from Congress in 2014.*

# 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 also details requirements of that reporting. In this section of the annual report, we quote the relevant reporting requirements of the EDA and cross-reference the relevant submittal of material in this document or in separate documents.

In addition, Gallaudet University does other major required reporting of annual performance indicators established for the University by the U.S. Department of Education under the Government Performance and Results Act of 1993. That report, previously submitted to the Department, is also included in this section of the annual report.

# I. Education of the Deaf Act Reporting Requirements

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

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

## From the EDA

"The Board of Trustees of Gallaudet University … shall prepare and submit an annual report to the Secretary, and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than 100 days after the end of each fiscal year, which shall include the following:

(1) "The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, or who left without completing a program of study, reported under each of the programs of the University (elementary, secondary, undergraduate, and graduate) …"

Refer to the next section of this chapter, *Government Performance and Results Act Report.* (Additional information is available in the chapters entitled *Strategic Plan Goal A: Enrollment* and *Strategic Plan Goal B: Persistence and Graduation.*)

(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 *Strategic Plan Goal A: Enrollment.*)

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 *Strategic Plan Goal B: Persistence and Graduation.*)

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 *Strategic Plan Goal B: Persistence and Graduation.*)

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

Detailed information is available on these support services, for Gallaudet University and the Clerc Center and is provided in the chapter entitled *Strategic Plan Goal B: Persistence and Graduation* and *Laurent Clerc National Deaf Education Center (Clerc Center)* respectively.

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

Refer to the chapter entitled *Strategic Plan Goal A: Enrollment.*

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 *Strategic Plan Goal C: Resource Efficiency* for available data.

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 (Clerc Center)*.

(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 *Strategic Plan Goal E: Research and Outreach*

(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; and"

Refer to the chapters *Strategic Plan Goal E: Research and Outreach* and *Laurent Clerc National Deaf Education Center (Clerc Center)*.

(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 *Strategic Plan Goal E: Research and Outreach*; this summary has been incorporated into the annual report.

# II. Government Performance Results Act Report

This section contains the performance indicators for both the University and for the Clerc Center for FY 2014, as submitted to the U.S. Department of Education. This material was submitted as specified in the Government Performance Results Act (GPRA) of 1993. The purposes of the act, paraphrased here, are to: hold Federal agencies accountable for achieving results; set goals, measure performance, and reporting publicly on progress; improve effectiveness and public accountability; help Federal managers improve services; improve Congressional decision making on Federal programs; and improve internal management of the Federal Government. (For additional information, refer to the Office of Management and Budget's website at: www.whitehouse.gov/omb/mgmt-gpra/gplaw2m).

## Program Goal

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

### Objective 1 of 4:

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

**Measure 1.1 of 13:** The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 1,174 | Historical Actual |
| 2007 | Not available. | 1,101 | Historical Actual |
| 2008 | 1,180.0 | 973 | Target Not Met |
| 2009 | 1,020.0 | 927 | Target Not Met |
| 2010 | 1,020.0 | 1,002 | Target Not Met but Improved |
| 2011 | 1,020.0 | 1,012 | Target Not Met but Improved |
| 2012 | 1,020.0 | 1,029 | Target Exceeded |
| 2013 | 1,020.0 | 1,045 | Target Exceeded |
| 2014 | 1,020.0 | 1,006 | Target Not Met |
| 2015 | 1,020.0 | 951 | Target Not Met |
| 2016 | 1,020.0 | (October, 2015) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University reported a total of 951 full-time, degree-seeking undergraduate students enrolled in the fall of 2014 (FY 2015), a decrease of 55 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 undergraduates in the bachelors of interpreting program. This measure does not include part-time students or non-degree seeking undergraduate students.

In FY 2008 this measure was revised to be consistent with Integrated Postsecondary Education Data System (IPEDS) methodology to report only full-time, degree-seeking undergraduates. Census data is collected and reported in the fall of each year. Consequently, this data does not include new students who enroll in the spring of the same academic year.

**Target Context.** In the FY 2009 Performance Plan, the target for the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University was reduced from 1,180 students to 1,020 students for the academic year 2008-2009 (shown in FY 2009 of this table) and for subsequent years. The decision to reduce the enrollment target was based on the anticipated impact from policy changes in admissions requirements and academic standards.

**Explanation.** In AY 2007-2008 Gallaudet made significant changes in its admissions requirements and curriculum. Since then, Gallaudet University made steady progress in incrementally increasing enrollment each year from the fall of 2008 (FY 2009 in this table) to the fall of 2012 (FY 2013). In the fall of 2013 (FY 2014), the number of students enrolled at Gallaudet University decreased by 39 students. This year's drop in enrollment can be attributed in large part to the loss of both the Director and Asst. Director of Financial Aid. Although Gallaudet immediately brought in an acting Director of Financial Aid on contract, the loss and changes occurred during the peak time for financial aid decisions for incoming students.

In response to unsatisfactory enrollments in our undergraduate student population, Gallaudet has responded by contracting with a well-respected consultant in the area of enrollment management: Noel-Levitz. During the past year, a Noel-Levitz consultant on financial aid has been working with Gallaudet to leverage our financial aid for maximal enrollment. More recently, Gallaudet contracted with Noel-Levitz to conduct an audit of our admissions operations. Since that time the consultant has been working with enrollment management to respond to areas identified as in need of improvement in our Gallaudet's admission processes. The consultant will continue to meet weekly with the enrollment office throughout the year. Gallaudet is also targeting populations that have a high likelihood of increasing not only enrollment, but retention. For example, enrollment of transfer students increased slightly this year, and Gallaudet has a much higher retention rate of transfer students than is typical of other universities.

Gallaudet University's *2010-2015 Strategic Plan* contains a goal to improve its enrollment of full-time and part-time undergraduate, graduate, and continuing education students to 3,000 by 2015. To achieve this goal, Gallaudet University is focusing its efforts to recruit and enroll: (1) college-bound students who are deaf and hard of hearing from mainstream programs; (2) non-traditional students, including transfer students, returning adult students, students with limited financial resources, and students who prefer on-ling education opportunities; (3) hearing undergraduate students who are interested in careers working with deaf and hard of hearing individuals; (4) international students; and (5) traditionally-underrepresented groups.

The following table reports the total enrollment each fall for Gallaudet University (e.g. FY 2006 is the fall of the 2005-2006 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 |
|---|---|---|---|---|
| 2006 | 1,174 | 320 | 466 | **1,960** |
| 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** |



*Participants in the Gallaudet Summer Science Undergraduate Internships program display the results of their research during a poster session in July 2014. The internship program, in its sixth year, is operated by the University's Department of Science, Technology, and Mathematics and has drawn applications from students at 22 different colleges and universities.*

Photo by Matt Vita

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**Measure 1.2 of 13:** 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 |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 320 | Historical Actual |
| 2007 | Not available. | 318 | Historical Actual |
| 2008 | 295.0 | 277 | Target Not Met |
| 2009 | 295.0 | 277 | Target Not Met |
| 2010 | 295.0 | 460 | Target Exceeded |
| 2011 | 295.0 | 368 | Target Exceeded |
| 2012 | 295.0 | 274 | Target Not Met |
| 2013 | 295.0 | 330 | Target Exceeded |
| 2014 | 295.0 | 278 | Target Not Met |
| 2015 | 295.0 | 297 | Target Exceeded |
| 2016 | 295.0 | (October, 2015) | Pending |

**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 taking on-line courses, and graduate students enrolled in the professional studies program that grant continuing education credit, and non-degree seeking undergraduate and graduate students taking other courses that cannot be applied to a degree, or who have not been admitted into a degree-seeking program. This indicator also includes part-time, degree-seeking undergraduates that were not counted in Measure 1.1 on full-time degree-seeking undergraduate students.

Census data is collected and reported in the fall of each year. Consequently, this data does not include new students who enroll in the spring of the same academic year.

**Target Context.** The target represents the total enrollment of a varied group of students; thus, a decrease in enrollment in any one subgroup would impact the overall enrollment reported for this measure.

**Explanation.** The target of 295 was met in fall 2014 (FY 2015).

**Measure 1.3 of 13:** The number of students enrolled in graduate programs at Gallaudet University. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 466 | Historical Actual |
| 2007 | Not available. | 430 | Historical Actual |
| 2008 | 425.0 | 383 | Target Not Met |
| 2009 | 425.0 | 377 | Target Not Met |
| 2010 | 425.0 | 408 | Target Not Met but Improved |
| 2011 | 425.0 | 413 | Target Not Met but Improved |
| 2012 | 425.0 | 410 | Target Not Met |
| 2013 | 425.0 | 446 | Target Exceeded |
| 2014 | 425.0 | 469 | Target Exceeded |
| 2015 | 425.0 | 443 | Target Exceeded |
| 2016 | 425.0 | (October, 2015) | Pending |

**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 degree is an award conferred as official recognition for the successful completion of a program of studies. Additionally, IPEDS surveys often ask for enrollment figures that are "degree/certificate-seeking."

Census data is collected and reported in the fall of each year. Consequently, this data does not include new students who enroll in the spring of the same academic year.

**Target Context.** In FY 2008, the definition of graduate enrollment was changed to include only degree-seeking enrollment. Non-degree graduate enrollment is counted in Measure 1.2. Gallaudet University exceeded the target for this measure in fall 2012 (FY 2013), in fall 2013 (FY 2014), and again in fall 2014 (FY 2015).

**Explanation.** New graduate online and hybrid programs have been successful in attracting some new student populations. These include the Sign Language Education master's program as well as three graduate certificate program: Deaf and Hard of Hearing Infants, Toddlers, and their Families; Educating Deaf Students with Disabilities; and ASL/English Bilingual Early Childhood Education: Birth to 5.

**Measure 1.4 of 13:** The enrollment in the Model Secondary School for the Deaf established by Gallaudet University. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | 225.0 | 226 | Target Exceeded |
| 2007 | 225.0 | 218 | Target Not Met |
| 2008 | 225.0 | 164 | Target Not Met |
| 2009 | 225.0 | 149 | Target Not Met |
| 2010 | 225.0 | 151 | Target Not Met but Improved |
| 2011 | 225.0 | 140 | Target Not Met |
| 2012 | 165.0 | 165 | Target Met |
| 2013 | 165.0 | 150 | Target Not Met |
| 2014 | 165.0 | 149 | Target Not Met |
| 2015 | 165.0 | 165 | Target Met |
| 2016 | 165.0 | (October, 2015) | Pending |

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

**Frequency of Data Collection:** Annual

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

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

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

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at MSSD for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers. Work in these areas, along with strong academic and student life programs, has resulted in on-target student enrollment at MSSD.

**Measure 1.5 of 13:** The enrollment in the Kendall Demonstration Elementary School established by Gallaudet University. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | 140.0 | 141 | Target Exceeded |
| 2007 | 140.0 | 128 | Target Not Met |
| 2008 | 140.0 | 127 | Target Not Met |
| 2009 | 140.0 | 120 | Target Not Met |
| 2010 | 140.0 | 105 | Target Not Met |
| 2011 | 140.0 | 99 | Target Not Met |
| 2012 | 115.0 | 97 | Target Not Met |
| 2013 | 115.0 | 94 | Target Not Met |
| 2014 | 115.0 | 92 | Target Not Met |
| 2015 | 115.0 | 87 | Target Not Met |
| 2016 | 115.0 | (October, 2015) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University reports the number of Kendall Demonstration Elementary School (KDES) students enrolled as of September 15 each year. Because census data is collected and reported in the fall of each year, 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 reflect actual enrollment trends.

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

Gallaudet University states 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 plans to more closely monitor inquiry rates and to improve its data collection process. This will enable the Clerc Center to review reasons given by prospective families on why they chose not to enroll after beginning the application process, with the goal of ensuring a higher percentage of inquiries and applications to become enrollments. In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at KDES for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers. These efforts have resulted in an increase in inquiries and applications but have not yet resulted in students being enrolled.

**Measure 1.6 of 13:** The percentage of first-time, full-time degree seeking undergraduate students who were in their first year of post-secondary enrollment in the previous year and who are enrolled in the current year. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|--------------------------|--------|
| 2006 | Not available. | 64 | Historical Actual |
| 2007 | Not available. | 54 | Historical Actual |
| 2008 | 75.0 | 60 | Target Not Met but Improved |
| 2009 | 70.0 | 75 | Target Exceeded |
| 2010 | 70.0 | 73 | Target Exceeded |
| 2011 | 70.0 | 70 | Target Met |
| 2012 | 72.0 | 77 | Target Exceeded |
| 2013 | 73.0 | 69 | Target Not Met |
| 2014 | 74.0 | 67 | Target Not Met |
| 2015 | 75.0 | (October, 2015) | Pending |
| 2016 | 75.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** In FY 2007, the calculation for this measure was changed to measure the first-year persistence of first-time, full-time freshmen students from one fall semester to the next fall semester to be consistent with the IPEDS methodology. Data for this measure was provided by Gallaudet University to the Department for the first time in October 2008 on the percentage of the undergraduate students who were in their first year of enrollment (2007-2008 academic year) in the previous year and who returned for their second year in the fall of 2008 (2008-2009 academic year). The institution also provided historical data for FY 2003, 2004, 2005, 2006, and 2007.

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

In comparison, the National Center for Educational Statistics data indicates that 4-year public colleges and universities have an average persistence rate of 79%, and 4-year private colleges and universities have an average persistence rate of 80% (Institutional Retention and Graduation Rates for Undergraduate Students: 2012 data). Gallaudet University reported that data from the ACT Educational Services for 2012 indicates for students with ACT scores in the range of 17-22 at 4-year public colleges and universities have a persistence rate of 58.9%, and 4-year private colleges and universities in the same ACT range have a persistence rate of 51.9%. Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

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

The decrease in first-year persistence rate to 54% in FY 2007, despite increases in prior years, is believed to be a result of the negative publicity surrounding the protest against the selection of a new president in 2006, as well as lower admission standards for entering students. The persistence rate improved in FY 2008, following the establishment of new admissions standards and a new general studies curriculum in 2007. Gallaudet University saw improvements in its persistence rates from 60% in FY 2008 to 75% in FY 2009. This improvement was sustained at similar rates of 73% in FY 2010 and 70% in FY 2011. In FY 2012, Gallaudet University saw its highest

persistence rate of 77%, the highest Gallaudet University has seen in at least 15 years. However, in FY 2013, its persistence rate decreased to 69% and decreased again to 67% in FY 2014.

Gallaudet's drop in in persistence rate AY 2013-2014 from 77% to 69% is attributable to a collection of factors: students' background characteristics; their fit with the institution; and their interactions with institutional structures once they're here. For AY 2014, the University has had an extensive analysis of data completed to better understand factors that predict retention and graduation to enable us to focus resources on those most likely to improve persistence. Various strategies addressing the needs of students identified as high-risk or underprepared, include: (1) assessment, revision, and expansion of early alert interventions that help identify students at risk early in the semester and connect them to key resources, (2) evaluation and assessment of developmental students and their progress into credit-based courses, the major and subsequent graduation, with an emphasis on addressing math

courses for 2014-2015 ; (3) continued tracking of high-fail gateway courses and assessment of high impact practices for improving student learning in these courses, such as Supplemental Instruction and MyMathLab; (4) continued focus and strengthening of support through Peer Mentoring for underprepared students and students of color as they progress into their second-year; (5) through the Peer Mentoring Program, a pilot study to implement an instrument for evaluating non-cognitive factors for identifying students areas of learning challenges and development of intervention strategies offered through student peer mentors for addressing these challenges; (6) continued evaluation of both professional and faculty advising practices to ensure continuity of advising services from pre-major to major; (7) assessment of the GSR Curriculum to manage limited resources, including cross-listing required courses that also fulfill GSR requirements and tapping into existing 200-level department courses as a means for building the bridge into the majors; and (8) developing action plans in response to data from the 2014 administration of the National Survey of Student Engagement (NSSE).

**Measure 1.7 of 13:** The Gallaudet University graduate student persistence rate.   (Desired direction: increase)

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

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

**Frequency of Data Collection:** Annual

**Data Quality.** Historically, Gallaudet University has calculated the graduate student persistence rate as the ratio of the number of returning graduate students in a particular fall to the number of graduate students "available to return." This methodology was changed in September 2011 to calculate the 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.

**Target Context.** Based on five years of historical data (2006, 2007, 2008, 2009, and 2010) on the graduate student persistence rate that was provided by Gallaudet University, the Department set the target at 77% for FY 2012, FY 2013, and FY 2014. This target is being increased to 80% in FY 2015 and FY 2016.

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

The persistence rate is calculated as the number of enrolled master's degree students who return the next fall, divided by the number of who were enrolled in the previous fall, after subtracting the number of students who graduated from the denominator. This new method of calculating the graduate persistence rate is comparable to the method used to calculate undergraduate persistence rates.

**Measure 1.8 of 13:** The dropout rate for students in Model Secondary School for the Deaf.   (Desired direction: decrease)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 5 | Historical Actual |
| 2007 | Not available. | 2 | Historical Actual |
| 2008 | Set Baseline | 13 | Baseline |
| 2009 | 6.0 | 3 | Target Exceeded |
| 2010 | 6.0 | 3 | Target Exceeded |
| 2011 | 6.0 | 3 | Target Exceeded |
| 2012 | 6.0 | 1 | Target Exceeded |
| 2013 | 6.0 | 1 | Target Exceeded |
| 2014 | 6.0 | 4 | Target Exceeded |
| 2015 | 6.0 | (October, 2015) | Pending |
| 2016 | 6.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

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

**Target Context.** The Clerc Center reported that the dropout rate for MSSD students has ranged from 2% to 13% from FY 2004 to 2008, with an average of 7% dropout rate over the five years. The year-to-year variability in the dropout rate is due to the small population of students at MSSD. The Clerc Center also noted that NCES reported that the national event dropout rate for students in public schools in grades 9-12 in 2003-2004 was 3.9%. Based on the analysis of the national data and MSSD historical data, the target of 6% dropout rate was determined to be an ambitious, yet achievable goal.

**Explanation.** The U.S. Department of Education's Common Core of Data (CCD) defines a dropout as "a student who was enrolled at any time during the previous school year who is not enrolled at the beginning of the current school year and who has not successfully completed school. Students who have transferred to another school, died, moved to another country, or who are out of school due to illness are not considered dropouts." This method of calculating the dropout rate allows the Clerc Center to track annual changes in the dropout behavior of students.

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

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

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

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

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

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

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

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

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

6. Late enrollment - The student is planning to enroll shortly after September 15.

7. Death - The student is deceased.

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

1. Incomplete graduation requirements - the student completed all course requirements for graduation, but did not meet other graduation requirements.

2. Declared dropout - The student declares himself/herself to be dropping out of school.

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

4. Multiple events - The student dropped out multiple times during a school year is reported as a dropout only once for a single school year.

**Measure 1.9 of 13:** 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 | 94.0 | 95 | Target Exceeded |
| 2012 | 95.0 | 95 | Target Met |
| 2013 | 95.0 | 95 | Target Met |
| 2014 | 95.0 | 96 | Target Exceeded |
| 2015 | 95.0 | (October, 2015) | Pending |
| 2016 | 95.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** Teachers at KDES record daily attendance in Power Teacher database program, a web-based student information system. Daily attendance is then calculated, based on enrollment dates for each student, in Power School database program. The Clerc Center merges data from these two databases to generate a baseline average attendance rate for the year for KDES.

**Target Context.** The average daily K-8 grade attendance rates at KDES for the 2008-2009, 2009-2010, and 2010-2011 school years (FY 2009, 2010, and 2011) were 94%, 94%, and 95% respectively. Based on this data, the target was established in September 2011 at 95%. The Clerc Center met this target in FY 2011, FY 2012, and FY 2013. The Clerc Center exceeded this target in FY 2014.

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

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

**Measure 1.10 of 13:** 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 |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 32 | Historical Actual |
| 2007 | 31.0 | 25 | Target Not Met |
| 2008 | 32.0 | 28 | Target Not Met but Improved |
| 2009 | 32.0 | 39 | Target Exceeded |
| 2010 | 32.0 | 35 | Target Exceeded |
| 2011 | 32.0 | 41 | Target Exceeded |
| 2012 | 32.0 | 33 | Target Exceeded |
| 2013 | 35.0 | 47 | Target Exceeded |
| 2014 | 39.0 | 46 | Target Exceeded |
| 2015 | 40.0 | (October, 2015) | Pending |
| 2016 | 42.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** This measure is consistent with the standard 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 2013 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 2007 - 2008 academic year).

**Target Context.** The targets for FY 2013, FY 2014, FY 2015, and FY 2016 were raised, from 32%, to 35%, 39%, 40%, and 42%, respectively. In FY 2011, the six-year graduation rate was 41%, the highest rate for Gallaudet University up to that time in years. The rate dropped in FY 2012, possibly due to the negative publicity surrounding the protest against the selection of a new president in 2006 (which would have affected the 2006-2007 cohort's persistence rate in FY2007 and graduation rate in FY 2012). A much higher graduation rate occurred in FY 2013, at 47%, for the 2007-2008 cohort. The rate continued to be high in FY 2014 with 46%.

Recent comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges have a six-year graduation rate of 57% and private colleges at 66% respectively. Gallaudet University reports that data from ACT Educational Services for 2012 indicates that students with ACT scores in the range of 17-22 at 4-year public colleges and universities have an average six-year graduation rate of 38.6%, and 4-year private colleges and universities in the same ACT range have an average six-year graduation rate of 55.3%. Further analysis show that public and private institutions with open enrollment and large populations from low-income families have lower graduation rates; that is, these four-year public colleges have an average graduation rate of 28.5% and four-year private colleges have an average graduation rate of 32.6%. Gallaudet University's graduation rates have been more similar to public colleges with open enrollment and student populations from low-income families.

**Explanation.** This is a long-term measure.

Gallaudet University's 2010-2015 Strategic Plan identified objectives for improving its graduation rate from 28% in 2008 to 50% in 2015. Gallaudet continues to exceed our target for this measure. Gallaudet is employing a number of strategies in the Gallaudet Strategic Plan (GSP) intended to improve the six-year graduation rate of first-time, full-time, degree-seeking undergraduate students. Many of these strategies emphasize supporting students along a "pathway to graduation" which emphasizes students declaring a major by their junior year (56 credits).  Following the GSP, specific strategies include: (1) evaluation and assessment of developmental students and their progress into credit-based courses, the major and subsequent graduation; (2) tracking of high-fail gateway courses that are critical for student entrance to major and assessment of high impact practices for improving student learning in these courses, such as Supplemental Instruction and MyMathLab; (3) continued evaluation and support of both professional and faculty advising practices to ensure continuity of advising services from pre-major to major; (4) assessment of the GSR Curriculum to manage limited resources, including cross-listing required courses that also fulfill GSR requirements and tapping into existing 200-level department courses as a means for building the bridge into the majors; and (5) re-evaluating major admissions requirements to ensure they have predictive validity for subsequent success in the major and removing un-necessary requirements that create barriers for entrance to the major.

**Measure 1.11 of 13:** The graduation rate of Gallaudet University graduate students.   (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 74 | Historical Actual |
| 2007 | Not available. | 78 | Historical Actual |
| 2008 | Not available. | 63 | Historical Actual |
| 2009 | Not available. | 74 | Historical Actual |
| 2010 | Not available. | 74 | Historical Actual |
| 2011 | Not available. | 72 | Target Not In Place |
| 2012 | 74.0 | 72 | Target Not Met |
| 2013 | 74.0 | 75 | Target Exceeded |
| 2014 | 74.0 | 81 | Target Exceeded |
| 2015 | 74.0 | (October, 2015) | Pending |
| 2016 | 74.0 | (October, 2016) | Pending |

**Source.** Gallaudet University, Office of Graduate Admissions database.

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University is able to identify its cohort of new master's degree students each fall through the University's Data Warehouse. The cohort includes all new master's degree students at the institution, regardless of whether they are not new to the institution or new to the graduate career at the University.

**Target Context.** Gallaudet University proposed that the target for the revised measure be established at 70%. Based on five years of historical data (2006, 2007, 2008, 2009, and 2010) that was provided by Gallaudet University, the Department set the target at 74% for FY 2012 and subsequent years. This target by the university's graduate student was exceeded in FY 2013 and again in FY 2014, at 81% graduation rate.

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

Historically, Gallaudet University has calculated the graduate student graduation rate by dividing the number of graduates in a given year, including masters and doctoral degree program students, by the number of entering students six years prior. This methodology was changed in September 2011 to calculate the graduate 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.

## Performance Requirements

**Measure 1.13 of 13:** The annual graduation rate of the Model Secondary School for the Deaf students. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2014 | TBD | 72 | Target Not In Place |
| 2015 | TBD | (October, 2015) | Target Not In Place |
| 2016 | TBD | (October, 2016) | Target Not In Place |

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

**Frequency of Data Collection:** Annual

**Data Quality.** This is a new measure.

**Target Context.** This is a new measure. A target for the four-year adjusted cohort graduation rate will be established, based on historical data.

**Explanation.** The new measure is a four-year adjusted cohort graduation rate, based on first-time 9th grade cohorts, and uses the data definitions developed and used by the District of Columbia Public Schools; and is consistent with how states are now uniformly reporting graduation rates as required by the No Child Left Behind Act. 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 determining the four-year graduation rate, the Clerc Center is using the Department's definition as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years, which is set at four, and is referred to as the "on-time graduation rate." The cohort is "adjusted" by adding any student transferring into the cohort and by subtracting any student who transfer out, emigrate to another country, or die during the years covered by the rate.

## 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 MSSD/Kendall innovative strategies/curricula or modifying their strategies as a result of MSSD and Kendall's leadership. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 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 | (October, 2015) | Pending |
| 2016 | 120.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

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

**Target Context.** The Department is working with the Clerc Center to develop more meaningful measures related to its national mission activities as alternatives to this measure. The alternative measure(s) would assess the impact of evidence-based research projects, other scholarly activities, and demonstration and program development activities on improving national educational outcomes for students who are deaf and hard of hearing. The time frame for developing new measures is uncertain. Consequently, the Department increased the 2014 and 2015 targets for the existing measure to make it more ambitious.

**Explanation.** 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 112 schools and organizations that arranged, for multiple individuals, viewings of four online webinars offered by the Clerc Center In FY 2013, the Clerc Center reported that it offered its first online webinar, which included 64 schools and organizations. Many of the same schools and organizations who participated in the webinars also hosted follow-up activities. Similar webinars were offered in FY 2014 and are expected to continue in future years.

## 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 7:** 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 |
|------|--------|---------------------------|--------|
| 2006 | 82.0 | 73 | Target Not Met |
| 2007 | 82.0 | 70 | Target Not Met |
| 2008 | 82.0 | 80 | Target Not Met but Improved |
| 2009 | 82.0 | 83 | Target Exceeded |
| 2010 | 82.0 | 72 | Target Not Met |
| 2011 | 75.0 | 50 | Target Not Met |
| 2012 | 50.0 | 63 | Target Exceeded |
| 2013 | 50.0 | 59 | Target Exceeded |
| 2014 | 50.0 | (October, 2015) | Pending |
| 2015 | 53.0 | (October, 2016) | Pending |
| 2016 | 53.0 | (October, 2017) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a Web-based survey with electronic reminders, in addition to the mailed survey. In the 2011-2012 and 2012-2013 academic year, the University also sought information about its recent alumni through the National Student Clearinghouse's StudentTracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between this category and Measure 3.2.

In 2011, an agreement between Gallaudet University and the Department stated that the employment rate reported in this indicator would be defined as those working full-time and those working part-time divided by the total respondents to this survey.

**Target Context.** In FY 2011, the target for this measure was revised to 75% to reflect changes made in Measure 3.2 and the fact that each alumnus would be counted only once. This would allow the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities. The target is being increased to 53% for FY 2015 and FY 2016.

**Explanation.** In FY 2010, Gallaudet University began reporting each alumnus in only one category - either employed, pursuing additional education, or neither employed nor

pursing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category. In addition, the current economic context including higher unemployment rates nationwide may be impacting the distribution between work and pursuit of graduate or additional education.

Each alumnus is counted only once in their primary category as: (1) working fulltime; (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 2011 graduates when their answers indicated they fit the qualifications of more than one category.

| Survey Respondents | |
|---|---|
| Employed | 88 |
| Education | 56 |
| Neither | 4 |
| **TOTAL RESPONDENTS** | **148** |
| Unknown/not responded | 58 |
| **TOTAL GRADUATES** | **206** |

(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.)



**Open Commission Meeting**

February 20, 2014, 10:30 AM - 12:30 PM EST
Room TW-C305, 445 12th Street S.W., Washington, DC

>> HI.
MY NAME IS TAI JENSEN.

*KDES and MSSD experience a variety of opportunities to interact with the government, political, and cultural life of Washington, D.C. This year, KDES seventh grader Tai Jensen became the first student to appear before the Federal Communications Commission (FCC). Jensen joined a panel of expert witnesses February 20 to present her views of the vital role that quality closed captioning for television and video has had on her life.*

**Measure 3.2 of 7:** 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 |
|------|--------|---------------------------|--------|
| 2006 | 41.0 | 13 | Target Not Met |
| 2007 | 37.0 | 14 | Target Not Met but Improved |
| 2008 | 37.0 | 12 | Target Not Met |
| 2009 | 38.0 | 7 | Target Not Met |
| 2010 | 38.0 | 18 | Target Not Met but Improved |
| 2011 | 15.0 | 45 | Target Exceeded |
| 2012 | 45.0 | 35 | Target Not Met |
| 2013 | 45.0 | 38 | Target Not Met |
| 2014 | 45.0 | (October, 2015) | Pending |
| 2015 | 45.0 | (October, 2016) | Pending |
| 2016 | 45.0 | (October, 2017) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a Web-based survey with electronic reminders, in addition to the mailed survey. In the 2011-2012 academic year, the University also sought information about its recent alumni through the National Student Clearinghouse's StudentTracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between this category and Measure 3.1.

In 2011, an agreement between Gallaudet University and the Department stated that the advanced education and training rate reported in this indicator would be 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).

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

**Explanation.** In FY 2010, Gallaudet University began reporting each alumnus in only one category - either employed, pursuing additional education, or neither employed nor pursing additional education. From the data resulting from the new methodology, it became apparent that many graduates were both employed and pursing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category. In addition, the current economic context including higher unemployment

rates nationwide may be impacting the distribution between work and pursuit of graduate or additional education.

Each alumnus is counted only once in their primary category as: (1) working fulltime; (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 2011 graduates when their answers indicated they fit the qualifications of more than one category, as shown in this table.

| Survey Respondents | |
|---|---|
| Employed | 88 |
| Education | 56 |
| Neither | 4 |
| **TOTAL RESPONDENTS** | **148** |
| Unknown/not responded | 58 |
| **TOTAL GRADUATES** | **206** |

(Some bachelors-level graduates who were pursuing additional education were also employed during their first year after graduation that matched the qualifications for Measure 3.1. These bachelors-level graduates are counted only in the previous category on employment.)

**Measure 3.3 of 7:** 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 |
|---|---|---|---|
| 2006 | Set Baseline | 15 | Baseline |
| 2007 | 10.0 | 16 | Target Not Met |
| 2008 | 10.0 | 8 | Target Exceeded |
| 2009 | 10.0 | 10 | Target Met |
| 2010 | 10.0 | 10 | Target Met |
| 2011 | 10.0 | 5 | Target Exceeded |
| 2012 | 5.0 | 2 | Target Exceeded |
| 2013 | 5.0 | 3 | Target Exceeded |
| 2014 | 5.0 | (October, 2015) | Pending |
| 2015 | 2.0 | (October, 2016) | Pending |
| 2016 | 2.0 | (October, 2017) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a Web-based survey with electronic reminders, in addition to the mailed survey. In the 2011-2012 and 2012-2013 academic years, the University also sought information about its recent alumni through the National Student Clearinghouse's StudentTracker 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.

In 2011, an agreement between Gallaudet University and the Department stated that the rate of reported in this indicator would be 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.

**Target Context.** In 2012, the target for this measure is being revised to 5% to reflect changes made in the two previous indicators on the percentage of students employed and/or in advanced education or training during their first year after graduation and each alumnus being counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student Tracker service. The target is being revised to 2% for FY 2015 and FY 2016.

**Explanation.** In FY 2010, Gallaudet University began reporting 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.

**Measure 3.6 of 7:** The percentage of Model Secondary School for the Deaf graduates who are not in jobs nor postsecondary (advanced education or training) programs within one year after graduation.   (Desired direction: decrease)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2007 | Not available. | 0 | Historical Actual |
| 2008 | Set Baseline | 7 | Baseline |
| 2009 | 7.0 | 0 | Target Exceeded |
| 2010 | 7.0 | 7 | Target Met |
| 2011 | 0.0 | 7 | Target Not Met |
| 2012 | 0.0 | 7 | Target Not Met |
| 2013 | 0.0 | 24 | Target Not Met |
| 2014 | 0.0 | (October, 2015) | Pending |
| 2015 | 0.0 | (October, 2016) | Pending |
| 2016 | 0.0 | (October, 2017) | Pending |

**Source.** Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Office of Planning, Development, and Dissemination direct contact with graduates/graduates' families National Student Clearinghouse's StudentTracker service.

**Frequency of Data Collection:** Annual

**Data Quality.** Since FY 2008, the Clerc Center has been conducting one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education and/or employed, or doing neither. 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 either successfully contacting each graduate or graduate's family directly or through results from a query National Student Clearinghouse's StudentTracker service, the Clerc Center was able to get one-year follow-up information on 78% of the members of the 2013 graduating class.

Given the new data collection methods and tracking systems established in FY 2014, the Clerc Center believes that follow-up data will be more meaningful and allow for more consistent reporting in the future.

**Target Context.** Three years of data from the one-year follow-up (2007, 2008, and 2009 MSSD graduating classes reported in FY 2008, FY 2009, and FY 2010) was aggregated and used by the Department to set the targets for the percentage of MSSD graduates, one year after graduation, for those who are employed (formerly indicator 3.4), who are in advanced education or training (formerly indicator 3.5) or who are doing neither (indicator 3.6). Indicators 3.4 and 3.5 were to total 100%. In FY 2014, the Department combined indicators 3.4 and 3.5 to form a new indicator 3.7, which includes the percentage of students reporting they are employed or working, or both. The Clerc Center requests that a three-year average be used to set the baseline and/or proposed lower targets until the Clerc Center is able to achieve a higher response rate.

**Explanation.** The percentages for the two current measures on post-school outcomes (indicators 3.6 and 3.7) will total 100%.

**Measure 3.7 of 7:** The percentage of Model Secondary School for the Deaf graduates who are enrolled in college or other post-secondary education or training, and/or who are competitively employed within one year after graduation. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|---|---|---|---|
| 2013 | 100.0 | 76 | Target Not Met |
| 2014 | 100.0 | (October, 2015) | Pending |
| 2015 | 100.0 | (October, 2016) | Pending |
| 2016 | 100.0 | (October, 2017) | Pending |

**Source.** Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Office of Planning, Development, and Dissemination direct contact with graduates/graduates' families; National Student Clearinghouse's StudentTracker service.

**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. The data on the outcomes of Model Secondary school graduates will be collected each year through both a one-year graduate follow-up contact with the graduate or the graduate's family and through the National Student Clearinghouse's StudentTracker service. The survey results will include graduates enrolled at colleges and universities and/or competitively employed.

**Target Context.** To address the low response rates, the Clerc Center revised its data collection methods in FY 2014 and has achieved a higher response rate than that of previous years. This provides a more complete picture of the combined employment and postsecondary education activities of the Model Secondary School graduates one year after graduation. The Clerc Center requests that a three-year average be used to set the baseline and/or proposed lower targets until the Clerc Center is able to achieve a higher response rate.

**Explanation.** This is a new measure to combine and replace the two previous measures - "the percentage of Model Secondary School graduates who are in jobs within one year after graduation" and "the percentage of Model Secondary School graduates who are in advanced education or training programs within one year after graduation" - in the FY 2014 Performance Report. An aggregated indicator is a better measure of outcomes, as students who graduate from high school are often engaged in competitive employment and enrolled in a post-secondary program at the same time. This is also more consistent with the indicator used by the Department's Office of Special Education Programs on the outcomes of students with disabilities one year after graduating from high school.

## 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 |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 230,214 | Historical Actual |
| 2007 | Set Baseline | 245,356 | Baseline |
| 2008 | 245,356.0 | 227,940 | Target Exceeded |
| 2009 | 245,356.0 | 264,523 | Target Not Met |
| 2010 | 237,969.0 | 257,875 | Target Not Met but Improved |
| 2011 | 243,204.0 | 252,501 | Target Not Met but Improved |
| 2012 | 248,554.0 | 241,894 | Target Exceeded |
| 2013 | 253,277.0 | 232,117 | Target Exceeded |
| 2014 | 258,343.0 | (January, 2015) | Pending |
| 2015 | 263,768.0 | (January, 2016) | Pending |
| 2016 | 269,307.0 | (January, 2017) | Pending |

**Source.** Gallaudet University, Budget Office.

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2013 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2008 to FY 2013. The Federal cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

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

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

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

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

2015: 2.1%
2016: 2.1%
2017: 2.3%

Note: For FY 2017, the target is estimated to be $275,501.

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

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

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

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 273,068 | Historical Actual |
| 2007 | Set Baseline | 292,279 | Baseline |
| 2008 | 292,279.0 | 272,094 | Target Exceeded |
| 2009 | 292,279.0 | 313,142 | Target Not Met |
| 2010 | 284,066.0 | 301,652 | Target Not Met but Improved |
| 2011 | 290,315.0 | 291,548 | Target Not Met but Improved |
| 2012 | 296,702.0 | 276,785 | Target Exceeded |
| 2013 | 302,339.0 | 263,927 | Target Exceeded |
| 2014 | 308,386.0 | (January, 2015) | Pending |
| 2015 | 314,862.0 | (January, 2016) | Pending |
| 2016 | 321,474.0 | (January, 2017) | Pending |

**Source.** Gallaudet University, Budget Office.

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2013 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2008 to FY 2013. The total educational cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

**Target Context.** In determining the appropriate target each year for the Federal cost per graduate, future inflation must be taken into account, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost per graduate) for FY 2010, 2011, and 2012, the Consumer

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

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

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

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

2015: 2.1%
2016: 2.1%
2017: 2.3%

Note: For FY 2017, the target is estimated to be $328,868.

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

*A Charter Day Festival of Learning on April 8, 2014, marked the 150th anniversary of the signing of the charter for what would become Gallaudet University. Events included exhibits, presentations, the grand opening of the Gallaudet University Museum exhibit "Gallaudet at 150 and Beyond," and the Deaf Studies Digital Journal's launch of a special issue, "Gallaudet at 150: The Past, Present, and Future."*

# Gallaudet Strategic Plan

The Gallaudet Strategic Plan (GSP) provides the university community with a roadmap for the years 2010-2015. Approved by the Board of Trustees in May 2009 the GSP re-affirms the core values of our Mission, Vision, and Credo statements, and sets forth bold, new, clearly articulated goals, objectives, and strategies – all included in this section. In broad terms, the five goals focus on: enrollment; persistence and graduation; resource efficiency; academic programs; and research and outreach. All were established to ensure a university of excellence for future generations of students.

# I. Brief History

In June 2007, Gallaudet University began a revitalization process by establishing a working group to develop a refocused mission statement; in doing so, we were guided by a sense of rededication to Gallaudet's heritage as a bilingual, signing community of students, teachers, and scholars. The new mission statement was subsequently approved by the Board of Trustees in November 2007, and is included earlier in this report.

Thereafter, five strategic goals were developed that sharpened the emphasis of the previous strategic plan, and focused on issues that flowed from the revised mission statement. Those five areas, each with a strong goal vital to the ongoing renewal of Gallaudet, can be broadly stated as involving: enrollment; persistence and graduation; resource efficiency; academic programs; and research and outreach.

Beginning with those goals, the Board of Trustees asked the campus community to engage a process of envisioning the next strategic steps for the University. The community responded by developing a strategic plan that established objectives and strategies for accomplishing the five goals. Working together, the constituencies of Gallaudet University prepared a complete plan—the Gallaudet Strategic Plan (GSP).

In May 2009, the Board of Trustees unanimously approved this new Gallaudet Strategic Plan intended to carry the University from 2010 to 2015. The GSP was the product of more than eighteen months of hard work by faculty, staff, students, alumni, and other key stakeholders. The GSP, like the revised mission statement and new vision statement (approved by the Board of Trustees in May 2009, and also included earlier in this report), is similarly guided by a sense of rededication to Gallaudet's heritage. The GSP positions Gallaudet as the University of choice for the most qualified and diverse group of deaf and hard of hearing students in the world, as well as for hearing students pursuing careers related to people who are deaf and hard of hearing.

The Gallaudet Strategic Plan for 2010-2015 provides the university community with a roadmap for upcoming years. In 2013, the GSP underwent a mid-cycle update to assess progress and clarify strategies as needed. During the next few years the five vital goals will ensure a University of excellence for future generations of students. The following section of this chapter includes the goals, objectives, and strategies of the GSP. Subsequent chapters of this report include a variety of data tied to each of the GSP goals.



*Students study with faculty in Denison House, one of the University's historic houses renovated into a living and learning environment. The University works to ensure its students live in environments most conducive to studying and interacting with each other. These environments include the newest dormitory, Living and Learning Residence Hall 6, which opened in 2012 and is designed around DeafSpace principles. In October 2013, Gallaudet received three different awards recognizing LLRH6: the Presidential Citation for Universal Design and Award of Merit from the D.C. chapter of the American Institute of Architects and the Award of Excellence for the Best Institutional Facility from the NAIOP Maryland/DC Commercial Real Estate Development Association Chapter.*

## Goal A: Grow Gallaudet's enrollment of full-time undergrads, full- and part-time graduate students, and continuing education students to 3,000 by 2015

| **Objective 1** |
| --- |
| Expand all undergraduate recruiting to become "top of mind" for all deaf and hard of hearing, and hearing students seeking deaf/HH-related careers |
| **Strategy A.1.1** Increase enrollment of students from all programs serving deaf and hard of hearing students particularly from mainstream schools |
| **Strategy A.1.2** Develop an innovative media campaign to promote Gallaudet and frame Deaf People and their signed languages as positive aspects of human diversity, while iteratively assessing the impact of the campaign on enrollment (attracting/retaining diverse learners) |
| **Strategy A.1.3** Expand the pipeline of recreational and academic youth programs for middle- and high school deaf, hard of hearing, and hearing students by increasing the number of prospects in the Admissions database |
| **Strategy A.1.4** Increase the visibility of the Honors program to prospective students |
| **Strategy A.1.5** Increase enrollment of non-traditional students through targeted programs (i.e. online, ADP, transfer, readmits) |
| **Strategy A.1.6** Increase enrollment of international students to achieve the current university cap of 15% |
| **Strategy A.1.7** Increase enrollment of traditionally-underrepresented groups (TUGs) |
| **Strategy A.1.8** Increase enrollment of BAI/HUG students |

| **Objective 2** |
| --- |
| Expand all graduate recruitment to become top of mind for all deaf, hard of hearing, and hearing students seeking deaf or hard of hearing-related careers |
| **Strategy A.2.1** Expand the graduate school pipeline by increasing the number of contacts |
| **Strategy A.2.2** Increase the enrollment of Traditionally Underrepresented Groups (See report from the Office of Distance Education for increasing Online Graduate Students) |
| **Strategy A.2.3** Increase department accountability to meeting new student enrollment targets |
| **Strategy A.2.4** Increase graduate program offerings based on student demand, market needs and enrollment trends |

| **Objective 3** |
| --- |
| Expand the ELI program by reaching out to all constitutes that support ESL learning |
| **Strategy A.3.1** Develop new programs to encourage students to enroll in a degree seeking program at Gallaudet University after the completion of their ESL studies |
| **Strategy A.3.2** Identify funding partners with strategic goals related to education of ESL students |
| **Strategy A.3.3** Collaborate with the Office of International Relations and Gallaudet University Regional Center-Pacific strengthen international outreach efforts |
| **Strategy A.3.4** Expand summer offerings with an emphasis in ACT, GWE, DRP, and/or TOEFL preparation for current ELI students who intend to pursue undergraduate/graduate studies |

**Objective 4**

The Center for Continuing Studies (CCS) will increase enrollment of students in professional studies courses and programs

**Strategy A.4.1** Expand the number of in-demand professional studies courses and programs that support professional development and career advancement

**Strategy A.4.2** Expand niche market programs and courses in the areas of ASL, Deaf Studies, and Interpreting

**Strategy A.4.3** Provide courses and programs in delivery formats, schedules, and locations that addresses the learning needs of adult learners

**Strategy A.4.4** Create appropriate students service infra-structure to more appropriately service adult learners

**Strategy A.4.5** Create appropriate students service infra-structure to more appropriately service adult learners



*Second-year Masters in Interpreting students interact during a session of the Interpreting Medical Discourse course. The program also offers courses in interpreting legal, mental health, and business and government discourse to prepare interpreters to work in various fields after graduation.*

## Goal B: By 2015, increase Gallaudet's six-year undergraduate graduation rate to 50%

| **Objective 1** |
| Create environment and support system to encourage retention and successful completion |
| **Strategy B.1.1** Upgrade physical infrastructure (primarily dormitories to meet 21st century student expectations for quality of campus life. |
| **Strategy B.1.2** Strengthen the continuity of teaching and learning outcomes between developmental and "supported" courses and for credit courses |
| **Strategy B.1.3** Enhance collaboration connecting enrollment and retention support (e.g. ARC, placement testing, data analysis) to improve admissions decision making and ensure student support for student persistence and graduation |
| **Strategy B.1.4** Extend the Peer Mentor program for underprepared students from freshman to sophomore year, on into the major |
| **Strategy B.1.5** Develop an effective early warning and intervention system (Starfish) to guide students to graduation |
| **Strategy B.1.6** Provide learning assistance programs (Supplemental Instruction/Tutoring) and a centralized student academic support center with emphasis on Math, ASL, and English |

| **Objective 2** |
| Institutionalize clear Path to Graduation for all undergraduates |
| **Strategy B.2.1** Strengthen advising including collaboration between Academic Advising and Faculty Advising |
| **Strategy B.2.2** Update the GSR curriculum to manage limited resources, allow for timely progress to graduation, and provide for a bridge into the majors during GSR |
| **Strategy B.2.3** Strengthen culturally appropriate mentoring and support programs for all TUGs |

| **Objective 3** |
| Increase acceptance of undergraduate students into majors |
| **Strategy B.3.1** Develop and use student planning tools and resources for students in selecting and transitioning into a major and in documenting and monitoring milestones towards graduation |
| **Strategy B.3.2** Reduce barriers so that students can declare major no later than 50 credits |
| **Strategy B.3.3** Improve the course passage rates of key Gateway Courses |

| **Objective 4** |
| Increase and broaden accountability for student retention and graduation |
| **Strategy B.4.1** Utilize department/program retention and graduation targets and performance data to improve university retention and graduation |
| **Strategy B.4.2** Amend performance management system to reflect retention and graduation as strategic priorities for all faculty and staff |
| **Strategy B.4.3** Establish targets for retention and graduation of TUGs university wide, and in targeted majors |
| **Strategy B.4.4** Improve the quality of interactions between students and faculty and student support services |
| **Strategy B.4.5** Improve acceptance and respect in all programs for students, faculty and staff along all facets of diversity |

## Goal C: By 2015, secure a sustainable resource base through expanded and diversified funding partnerships and increased efficiency of operations

**Objective 1**

Increase breadth and depth of local and federal government relations

**Strategy C.1.1** Designate specific staff and retain external experts for government relations to strengthen partnerships with the federal and District of Columbia governments

**Strategy C.1.2** Increase accountability for performance on GPRA goals, with special attention to efficiency and cost/graduate indicators

**Strategy C.1.3** Develop facilities strategic plan for university and Clerc Center, and seek ongoing federal support for capital improvement projects

**Objective 2**

Grow revenue from grants, auxiliary enterprises, and private fundraising

**Strategy C.2.1** Develop incentives and infrastructure to support faculty/staff in seeking, obtaining, and administrating grants

**Strategy C.2.2** Leverage the Innovation Lab concept (in initial planning stages) to secure grants and private funding

**Strategy C.2.3** Reallocate capital expenditures towards 6th Street projects to generate consistent revenue streams and improve Gallaudet's physical environment

**Strategy C.2.4** Explore options for additional revenue from interpreting, VRS, and other deafness-related enterprises

**Strategy C.2.5** Establish seed money for promising academic and nonacademic ventures and innovative revenue-producing programs

**Strategy C.2.6** Establish specific targets and strategies to grow planned giving, bequests, and private fundraising from foundations and individuals

**Objective 3**

Increase student-related income through enrollment growth

**Strategy C.3.1** Limit growth in charges for tuition and fees to inflation or less, to achieve lower costs per student and costs per graduate

**Strategy C.3.2** Identify student-specific auxiliary enterprises whose revenues could increase with enrollment, such as student housing (on- and off-campus)

**Strategy C.3.3** Optimize enrollment numbers resulting from Gallaudet administered financial aid, by targeting funds to undergraduates

**Strategy C.3.4** Develop program to increase student access to and usage of sources of financial aid in addition to Vocational Rehab, through communication with students and their parents

**Objective 4**

Improve efficiency and effectiveness of all programs and services

**Strategy C.4.1** Create mechanisms that reallocate resources to high-priority areas, including funding the strategic plan

**Strategy C.4.2** Conduct Workforce Planning Analysis, mapping human capital against current needs, to achieve improved faculty:student and staff:student ratios

**Strategy C.4.3** Identify optimal unit costs and develop plans to meet cost objectives

**Strategy C.4.4** Institute ongoing cost/benefit reviews of new and existing programs, including 'sunset policies'

**Strategy C.4.5** Develop shared services to increase efficiency and generate cost savings between departments

## Goal D: By 2015, refine a core set of undergraduate and graduat   programs that are aligned with the institutional mission and vision, leverage Gallaudet's many strengths, and best position students for career success

**Objective 1**

Optimize undergraduate majors and graduate programs to justify costs and outcomes

**Strategy D.1.1** Review outcomes of program prioritization to assess results of recommendations in terms of curricular and economic impact

**Strategy D.1.2** Assess the extent to which the program viability process has an impact on program changes

**Strategy D.1.3** Develop a process for assessing the quality and impact of new programs (since 2010) and for sunsetting (closing) those that have not had desired impact

**Strategy D.1.4** Develop a regular Program Review process for all academic programs

**Objective 2**

Develop five new comprehensive academic partnerships

**Strategy D.2.1** Develop and assess the strengths and challenges of a pilot partnership with one DC Consortium universities to develop or sustain curriculum for specific majors

**Strategy D.2.2** Conduct a best practices study on interuniversity partnerships and implement findings to maximize benefit of Gallaudet's membership in DC Consortium

**Objective 3**

Strengthen students' preparation for employment and career success

**Strategy D.3.1** Maintain and strengthen the infrastructure to require real-world experiences (internships) as a graduation requirement for all students, by increasing collaborations between Career Center and academic programs

**Strategy D.3.2** Increase student participation and use of Career Center services to improve job search and interview skills

**Strategy D.3.3** Increase number of advisory groups consisting of employers, alumni, and professionals in the field (includes Career Center employer advisory board as well as departmental) to advise on developing, implementing and assessing programs

**Strategy D.3.4** Continue to develop relationships with new employers as well as strengthen existing relationships to increase variety and number of internship sites for students

**Strategy D.3.5** Create career skill application modules to be integrated throughout each major program (i.e. creation of SLOs for real-life application of skills)

**Objective 4**

Increase faculty accountability for student learning and development

**Strategy D.4.1** Modify faculty performance management systems to increase accountability for results in total student development, including learning and engagement

**Strategy D.4.2** Through Scholarship of Teaching and Learning, identify ways to optimize classroom and online content and delivery methods

**Strategy D.4.3** Provide development opportunities, particularly via ASL/English bilingual education, to address the identified ways to optimize content and delivery methods

**Strategy D.4.4** Align teaching loads and course assignments to increase lower-level undergrads' access to faculty who are distinguished in teaching

## Goal E: Establish 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 of humanity

**Objective 1**

Establish Gallaudet's research agenda and set and achieve targets for externally-funded research proposal submission, funding, and completion by 2015 and beyond

**Strategy E.1.1** Formulate no more than five integrated research priorities by assessing compelling needs as well as current and potential strengths in fields such as visual language and learning; hearing enhancement; linguistic and communication access; genetics; and ASL/English bilingualism

**Strategy E.1.2** Conduct market/feasibility study to identify potential funders, partners, and competitors to inform choice of priority areas in Gallaudet's research agenda

**Strategy E.1.3** Set and achieve targets for number of proposal submissions and successful funding awards in priority and discipline-specific research areas by 2015

**Objective 2**

Create the infrastructure needed to support a world-class research enterprise

**Strategy E.2.1** Assess and provide the necessary administrative leadership to promote research synergies within and outside the university

**Strategy E.2.2** Evaluate and provide appropriate staffing complement and resources to enhance services for pre-award support, post-award support, and research compliance including professional development and training in grant writing and management for faculty and support staff

**Strategy E.2.3a** Align faculty evaluation and incentive systems to encourage and reward grant-funded research and peer-reviewed publication

**Strategy E.2.3b** Identify and remove barriers that exist for deaf and hard of hearing faculty as they seek to advance their scholarship, research, and creative activity goals

**Strategy E.2.4** Build administrative infrastructure, and leadership succession, resource base needed to support and institutionalize externally funded research centers such as VL2, RERC-TA, and RERC-HE

**Strategy E.2.5** Set and achieve expectations for all doctoral programs to apply for external funds for research with significant support for graduate students, a plan for mentoring them in grant-writing, and support for post-doctoral fellows

**Strategy E.2.6** Determine strategic cost/benefit of revitalizing Gallaudet Research Institute (including re-creating center for assessment and demographic studies)

**Objective 3**

Enhance outreach integrating research and its evidence-based and ethical translation, particularly to benefit deaf and hard of hearing PK-12 students and visual learners across the lifespan.

**Strategy E.3.1** Through VL2, establish collaborations among Gallaudet University, the Clerc Center, and PK-12 programs nationwide to achieve two-way research and translation innovations with the goal of improving the learning outcomes of deaf and hard-of-hearing students, especially minority students

**Strategy E.3.2** Develop and implement research-based educational innovations and evaluate their impacts on student learning through research, PK-12 school and university partnerships, and cooperative relationships among community organizations, private foundations, museums, government programs, and industry

**Strategy E.3.3** Establish and maintain a state-of-the-art web-based national clearinghouse for research-based information relating to deaf/hard-of-hearing people

**Strategy E.3.4** Establish a center for research, development, and assessment on diversity, equity and TUG achievement, both on campus and in PK-12 settings

*Gallaudet has made a tradition of encouraging students to be more actively involved in their majors through research, putting their new-found knowledge to practical use by expressing their ideas in a wide variety of studies. Engaging in research gives students a chance to apply theories from their classes in a way that helps them make connections to real-life situations. This critical approach to thinking leads to a deeper insight into their chosen field—and solidifies their foundation for a promising career in the knowledge-based fields.*

# Strategic Plan Goal A: Enrollment

This chapter includes data on University enrollment and on recruitment activity directed to individuals who are deaf or hard of hearing from minority backgrounds. (Separate data are contained in the Clerc Center chapter for their students.) Included are enrollment data: for the fiscal year and trend data for the last five years; by undergraduate, graduate and professional studies status; by race/ethnicity, gender, deaf/hearing status, and full-time/part-time status; for cochlear implant users; by state; for international students by country; by numbers applied, admitted, and enrolled; and by ACT scores. The contents of this chapter reflect the major accomplishments performed during FY 2014 in support of Goal A of the Gallaudet Strategic Plan.

# I. Enrollment

### Fall 2013 Census University and Clerc Center Enrollment

| | Full-time | Part-time | Total | % of Enrollment |
|---|---|---|---|---|
| Undergraduate Degree-seeking | 1,006 | 47 | 1,053 | |
| Freshmen | 300 | 2 | 302 | |
| Sophomores | 225 | | 225 | |
| Juniors | 234 | 4 | 238 | |
| Seniors | 235 | 40 | 275 | |
| Second degree | 12 | 1 | 13 | |
| Undergraduate Non Degree-seeking | | 24 | 24 | |
| **TOTAL UNDERGRADUATE** | **1,006** | **71** | **1,077** | **58%** |
| Graduate Degree-seeking | 361 | 108 | 469 | |
| Graduate Non Degree-seeking | | 15 | 15 | |
| **TOTAL GRADUATE** | **361** | **123** | **484** | **26%** |
| English Language Institute | 63 | | 63 | **3%** |
| Consortium | | 7 | 7 | 0% |
| **TOTAL UNDERGRADUATE, GRADUATE, ELI & CONSORTIUM** | **1,430** | **201** | **1,631** | |
| Kendall Demonstration Elementary School | 92 | | 92 | |
| Model Secondary School for the Deaf | 149 | | 149 | |
| **TOTAL CLERC CENTER** | **241** | | **241** | **13%** |
| **TOTAL UNDERGRADUATE, GRADUATE, ELI, & CLERC CENTER** | **1,671** | **201** | **1,872** | **100%** |
| Professional Studies[1] | | 122 | 122 | |

[1]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.

## End-of-Year University Enrollment

|  | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| Undergraduate Degree-seeking | 1,105 | 1,098 | 1,143 | 1,147 | 1,107 |
| Undergraduate Non Degree-seeking | 57 | 73 | 55 | 46 | 47 |
| **TOTAL UNDERGRADUATE** | **1,162** | **1,171** | **1,198** | **1,193** | **1,154** |
| Graduate Degree-seeking | 417 | 460 | 459 | 506 | 533 |
| Graduate Non Degree-seeking | 53 | 28 | 32 | 24 | 34 |
| **TOTAL GRADUATE** | **470** | **488** | **491** | **530** | **567** |
| English Language Institute | 92 | 84 | 85 | 98 | 92 |
| Consortium |  |  |  | 11 | 12 |
| **TOTAL UNDERGRADUATE, GRADUATE, & ELI** | **1,724** | **1,743** | **1,774** | **1,832** | **1,825** |
| Professional Studies | 853 | 753 | 664 | 631 | 594 |
| **TOTAL UNIVERSITY** | **2,577** | **2,496** | **2,438** | **2,463** | **2,419** |

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

|  | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| Undergraduate Degree-seeking | 1,105 | 1,107 | 1,145 | 1,154 | 1,111 |
| Undergraduate Non Degree-seeking | 62 | 80 | 63 | 46 | 49 |
| **TOTAL UNDERGRADUATE** | **1,165** | **1,184** | **1,204** | **1,200** | **1,160** |
| Graduate Degree-seeking | 417 | 460 | 459 | 506 | 533 |
| Graduate Non Degree-seeking | 54 | 30 | 35 | 29 | 34 |
| **TOTAL GRADUATE** | **470** | **488** | **491** | **535** | **567** |
| English Language Institute | 92 | 84 | 92 | 109 | 100 |
| Consortium |  |  |  | 11 | 12 |
| **TOTAL UNDERGRADUATE, GRADUATE, & ELI** | **1,727** | **1,756** | **1,787** | **1,855** | **1,839** |
| Professional Studies | 1,100 | 928 | 842 | 751 | 708 |
| **TOTAL UNIVERSITY** | **2,827** | **2,684** | **2,629** | **2,606** | **2,547** |
| **HEADCOUNT ENROLLMENT** | **2,577** | **2,496** | **2,438** | **2,463** | **2,419** |
| **ENROLLED IN MORE THAN ONE CATEGORY** | **250** | **188** | **191** | **143** | **128** |

**Fall Census University and Clerc Center Enrollment**

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Undergraduate Degree-seeking | 1,055 | 1,064 | 1,078 | 1,097 | 1,053 |
| Undergraduate Non Degree-seeking | 28 | 36 | 40 | 20 | 24 |
| TOTAL UNDERGRADUATE | 1,083 | 1,100 | 1,118 | 1,117 | 1,077 |
| Graduate Degree-seeking | 408 | 413 | 410 | 446 | 469 |
| Graduate Non Degree-seeking | 21 | 20 | 18 | 17 | 15 |
| TOTAL GRADUATE | 429 | 433 | 428 | 463 | 484 |
| English Language Institute | 62 | 59 | 65 | 90 | 63 |
| Consortium | | | | 4 | 7 |
| TOTAL UNDERGRADUATE, GRADUATE, ELI & CONSORTIUM | 1,574 | 1,592 | 1,611 | 1,674 | 1,631 |
| Kendall Demonstration Elementary School | 105 | 99 | 97 | 94 | 92 |
| Model Secondary School for the Deaf | 151 | 140 | 165 | 150 | 149 |
| TOTAL CLERC CENTER | 256 | 239 | 262 | 244 | 241 |
| TOTAL UNDERGRADUATE, GRADUATE, ELI, & CLERC CENTER | 1,830 | 1,831 | 1,873 | 1,918 | 1,872 |
| Professional Studies[1] | 296 | 201 | 102 | 147 | 122 |

[1] 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 2013 Degree-seeking Diversity by Career Level**

|  | Undergraduate | Graduate | Total |
|---|---|---|---|
| **RACE/ETHNICITY** |  |  |  |
| International/Nonresident Alien | 75 | 31 | 106 |
| American Indian/Alaska Native | 4 | 1 | 5 |
| Asian | 40 | 12 | 52 |
| Black/African American | 117 | 39 | 156 |
| Hispanic of any race | 146 | 36 | 182 |
| Native Hawaiian/Other Pacific Islander | 2 | 1 | 3 |
| Two or more | 28 | 9 | 37 |
| White | 636 | 280 | 916 |
| Race and ethnicity unknown | 5 | 60 | 65 |
| **GENDER** |  |  |  |
| Male | 490 | 117 | 607 |
| Female | 563 | 352 | 915 |
| **HEARING STATUS** |  |  |  |
| Deaf/Hard of hearing | 962 | 214 | 1,176 |
| Hearing | 91 | 247 | 338 |
| Unknown |  | 8 | 8 |
| **ACADEMIC LOAD** |  |  |  |
| Full-time | 1,006 | 361 | 1,367 |
| Part-time | 47 | 108 | 155 |
| **TOTAL FOR EACH CATEGORY** | **1,053** | **469** | **1,522** |

## Fall Degree-seeking Diversity Trend

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Nonresident Alien | 86 | 84 | 79 | 98 | 106 |
| American Indian/Alaska Native | 23 | 9 | 4 | 5 | 5 |
| Asian | 60 | 53 | 57 | 53 | 52 |
| Black/African American | 163 | 162 | 149 | 161 | 156 |
| Hispanic of any race | 113 | 137 | 114 | 179 | 182 |
| Native Hawaiian/Other Pacific Islander | | 2 | 2 | 3 | 3 |
| Two or more | | 27 | 78 | 35 | 37 |
| White | 993 | 981 | 963 | 960 | 916 |
| Race and ethnicity unknown | 25 | 22 | 42 | 49 | 65 |
| **GENDER** | | | | | |
| Male | 578 | 581 | 590 | 592 | 607 |
| Female | 882 | 896 | 898 | 951 | 915 |
| Unknown | 3 | | | | |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 1,180 | 1,169 | 1,180 | 1,198 | 1,176 |
| Hearing | 281 | 300 | 299 | 335 | 338 |
| Unknown | 2 | 8 | 9 | 10 | 8 |
| **ACADEMIC LOAD** | | | | | |
| Full-time | 1,270 | 1,303 | 1,329 | 1,366 | 1,367 |
| Part-time | 193 | 174 | 159 | 177 | 155 |
| **TOTAL FOR EACH CATEGORY** | **1,463** | **1,477** | **1,488** | **1,543** | **1,522** |

**Fall 2013 Undergraduate Degree-seeking Diversity by Class Year**

| | Freshmen | Sophomores | Juniors | Seniors | Second Degree | TOTAL |
|---|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | | |
| International/Nonresident Alien | 29 | 16 | 13 | 14 | 3 | **75** |
| American Indian/Alaska Native | 2 | | | 2 | | **4** |
| Asian | 9 | 6 | 15 | 8 | 2 | **40** |
| Black/African American | 41 | 25 | 23 | 27 | 1 | **117** |
| Hispanic of any race | 42 | 34 | 31 | 39 | | **146** |
| Native Hawaiian/Other Pacific Islander | 1 | | 1 | | | **2** |
| Two or more | 16 | 4 | 4 | 4 | | **28** |
| White | 161 | 140 | 147 | 181 | 7 | **636** |
| Race and ethnicity unknown | 1 | | 4 | | | **5** |
| **GENDER** | | | | | | |
| Male | 134 | 113 | 115 | 121 | 7 | **490** |
| Female | 168 | 112 | 123 | 154 | 6 | **563** |
| **HEARING STATUS** | | | | | | |
| Deaf/Hard of hearing | 295 | 213 | 214 | 229 | 11 | **962** |
| Hearing | 7 | 12 | 24 | 46 | 2 | **91** |
| **ACADEMIC LOAD** | | | | | | |
| Full-time | 300 | 225 | 234 | 235 | 12 | **1,006** |
| Part-time | 2 | | 4 | 40 | 1 | **47** |
| **TOTAL FOR EACH CATEGORY** | **302** | **225** | **238** | **275** | **13** | **1,053** |

**Fall Undergraduate Degree-seeking Diversity Trend**

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Nonresident Alien | 56 | 57 | 55 | 72 | 75 |
| American Indian/Alaska Native | 20 | 6 | 3 | 3 | 4 |
| Asian | 46 | 39 | 46 | 43 | 40 |
| Black/African American | 118 | 122 | 122 | 125 | 117 |
| Hispanic of any race | 90 | 106 | 89 | 144 | 146 |
| Native Hawaiian/Other Pacific Islander | | 1 | 1 | 2 | 2 |
| Two or more | | 23 | 63 | 29 | 28 |
| White | 714 | 704 | 689 | 676 | 636 |
| Race and ethnicity unknown | 11 | 6 | 10 | 3 | 5 |
| **GENDER** | | | | | |
| Male | 492 | 489 | 508 | 509 | 490 |
| Female | 561 | 575 | 570 | 588 | 563 |
| Unknown | 2 | | | | |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 997 | 987 | 997 | 1,011 | 962 |
| Hearing | 58 | 77 | 81 | 86 | 91 |
| **ACADEMIC LOAD** | | | | | |
| Full-time | 1,002 | 1,012 | 1,029 | 1,045 | 1,006 |
| Part-time | 53 | 52 | 49 | 52 | 47 |
| **TOTAL FOR EACH CATEGORY** | **1,055** | **1,064** | **1,078** | **1,097** | **1,053** |

## Undergraduate Degree-seeking Fall 2013

INTERNATIONAL/
NONRESIDENT ALIEN
7%

RACE AND ETHNICITY
UNKNOWN
<1%

AMERICAN INDIAN/
ALASKA NATIVE
<1%

ASIAN
4%

BLACK/
AFRICAN
AMERICAN
11%

WHITE
60%

HISPANIC OF
ANY RACE
14%

NATIVE HAWAIIAN/
OTHER PACIFIC ISLANDER
<1%

TWO OR MORE
3%
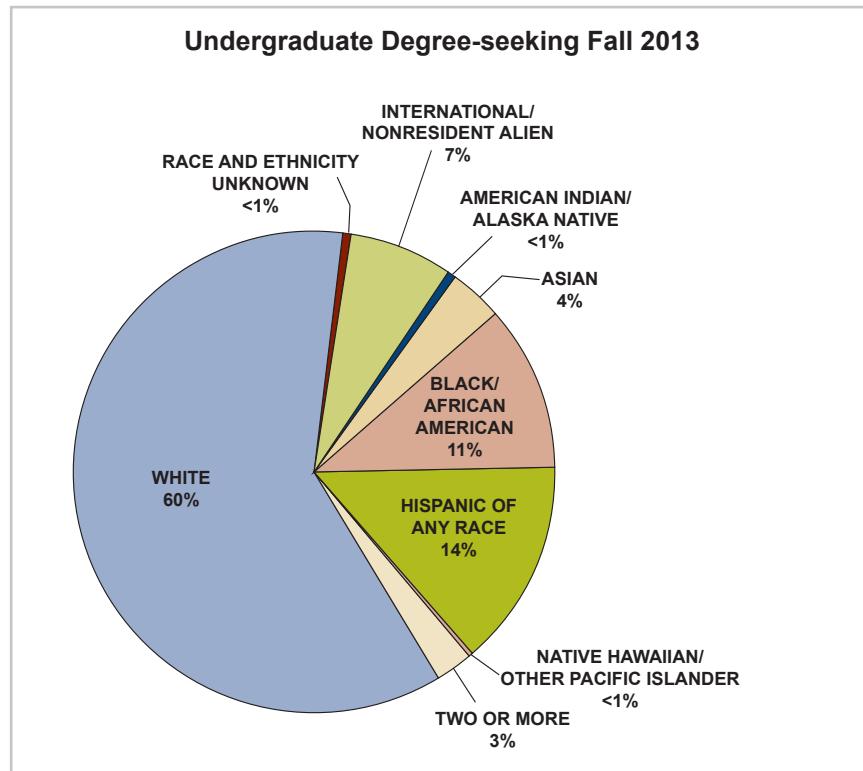
*Students and faculty conduct research in the University's pool during a Physics II laboratory session.*

**Fall 2013 Graduate Degree-seeking Diversity by Degree Level**

| | Certificate | Masters | Specialists | Doctorates | TOTAL |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Nonresident Alien | | 26 | 1 | 4 | **31** |
| American Indian/Alaska Native | | | | 1 | **1** |
| Asian | | 8 | 1 | 3 | **12** |
| Black/African American | | 26 | 3 | 10 | **39** |
| Hispanic of any race | | 24 | 2 | 10 | **36** |
| Native Hawaiian/Other Pacific Islander | | 1 | | | **1** |
| Two or more | | 6 | | 3 | **9** |
| White | 6 | 167 | 5 | 102 | **280** |
| Race and ethnicity unknown | | 39 | 1 | 20 | **60** |
| **GENDER** | | | | | |
| Male | | 85 | 1 | 31 | **117** |
| Female | 6 | 212 | 12 | 122 | **352** |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 4 | 168 | 3 | 39 | **214** |
| Hearing | 2 | 125 | 9 | 111 | **247** |
| Unknown | | 4 | 1 | 3 | **8** |
| **ACADEMIC LOAD** | | | | | |
| Full-time | | 255 | 10 | 96 | **361** |
| Part-time | 6 | 42 | 3 | 57 | **108** |
| **TOTAL FOR EACH CATEGORY** | **6** | **297** | **13** | **153** | **469** |

## Fall Graduate Degree-seeking Diversity Trend

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Nonresident Alien | 30 | 27 | 24 | 26 | 31 |
| American Indian/Alaska Native | 3 | 3 | 1 | 2 | 1 |
| Asian | 14 | 14 | 11 | 10 | 12 |
| Black/African American | 45 | 40 | 27 | 36 | 39 |
| Hispanic of any race | 23 | 31 | 27 | 35 | 36 |
| Native Hawaiian/Other Pacific Islander | | 1 | 1 | 1 | 1 |
| Two or more | | 4 | 15 | 6 | 9 |
| White | 279 | 277 | 274 | 284 | 280 |
| Race and ethnicity unknown | 14 | 16 | 32 | 46 | 60 |
| **GENDER** | | | | | |
| Male | 86 | 92 | 82 | 83 | 117 |
| Female | 321 | 321 | 328 | 363 | 352 |
| Unknown | 1 | | | | |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 183 | 182 | 183 | 187 | 214 |
| Hearing | 223 | 223 | 218 | 249 | 247 |
| Unknown | 2 | 8 | 9 | 10 | 8 |
| **ACADEMIC LOAD** | | | | | |
| Full-time | 268 | 291 | 300 | 321 | 361 |
| Part-time | 140 | 122 | 110 | 125 | 108 |
| **TOTAL FOR EACH CATEGORY** | **408** | **413** | **410** | **446** | **469** |

## Online and Hybrid Courses Enrollment Trend

| | AY 2009 | AY 2010 | AY 2011 | AY 2012 | AY 2013 |
|---|---|---|---|---|---|
| Online and Hybrid enrollment | 706 | 1,000 | 1,246 | 1,606 | 1,611 |

**Graduate Degree-seeking Fall 2013**



INTERNATIONAL/
NONRESIDENT ALIEN
7%

RACE AND ETHNICITY
UNKNOWN
13%

AMERICAN INDIAN/
ALASKA NATIVE
<1%

ASIAN
3%

BLACK/
AFRICAN
AMERICAN
8%

HISPANIC OF
ANY RACE
8%

NATIVE HAWAIIAN/
OTHER PACIFIC ISLANDER
<1%

WHITE
60%

TWO OR MORE
2%
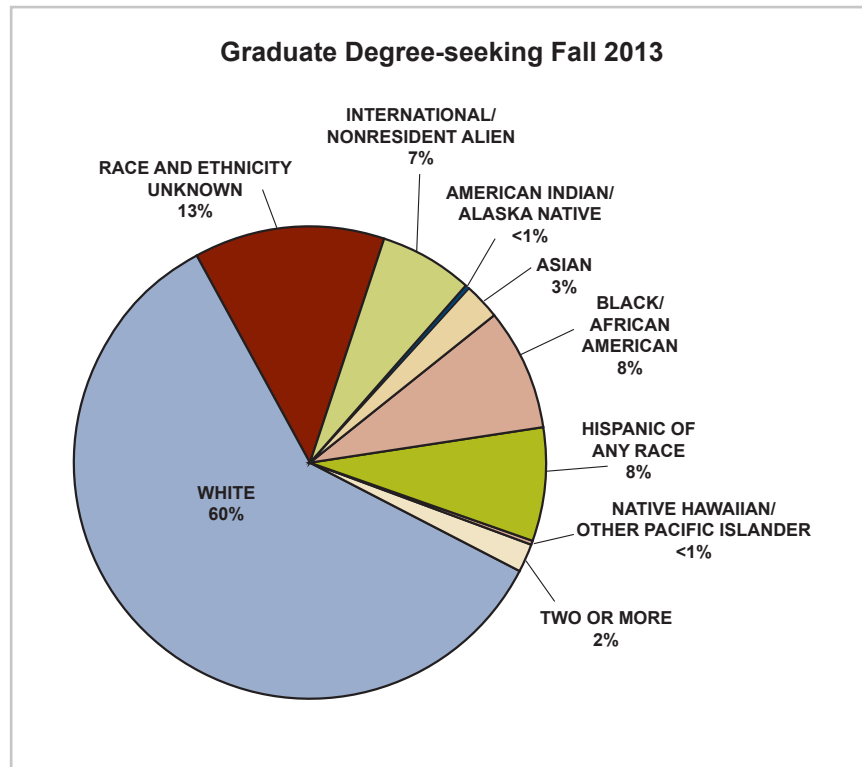


*The Gallaudet University Bison football team saw an outstanding season in 2013-2014, going on a 9-0 streak on its way to winning the Eastern Collegiate Football Conference title and earning its first NCAA Division III playoff berth. More than 60 stories were written, filmed, and broadcast about the Bison, including "The Gallaudet Way" on ESPN.*

## Fall 2013 Cochlear Implant Use of Degree-seeking Students

|  | Cochlear Implants | % |
|---|---|---|
| **UNDERGRADUATE** | 94 | 9% |
| Freshmen | 30 | |
| Sophomores | 19 | |
| Juniors | 20 | |
| Seniors | 25 | |
| Second degree | | |
| **GRADUATE** | 8 | 2% |
| **TOTAL** | **102** | **7%** |

## Fall Degree-seeking Student Cochlear Implant Use Trend

|  | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **UNDERGRADUATE** | 74 | 102 | 102 | 105 | 94 |
| Percentage of undergraduate enrollment | 7% | 7% | 10% | 10% | 9% |
| **GRADUATE** | 3 | 3 | 3 | 9 | 8 |
| Percentage of graduate enrollment | 1% | 1% | 1% | 2% | 2% |
| **TOTAL** | **77** | **105** | **105** | **114** | **102** |
| **PERCENTAGE OF ENROLLMENT** | **5%** | **7%** | **7%** | **7%** | **7%** |

## Fall Degree-seeking Hearing Undergraduate Trend

|  | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Hearing undergraduate (HUG) | 38 | 46 | 43 | 47 | 43 |
| Percentage of undergraduate enrollment | 4% | 4% | 4% | 4% | 4% |
| Bachelors of Interpretation (BAI) | 20 | 31 | 38 | 39 | 42 |
| Adult Degree Completion Program (ADCP) | | | | | 6 |
| **TOTAL HEARING STUDENTS** | **58** | **77** | **81** | **86** | **91** |
| **Percentage of undergraduate enrollment** | **5%** | **7%** | **8%** | **8%** | **9%** |

# Goal A: Enrollment

## Fall 2013 U.S. Degree-seeking Students by State/Territory

| | Undergraduate | Graduate | Total | | Undergraduate | Graduate | Total |
|---|---|---|---|---|---|---|---|
| Alabama | 12 | 1 | 13 | Montana | 3 | | 3 |
| Alaska | 4 | 1 | 5 | Nebraska | 8 | 1 | 9 |
| Arizona | 14 | 3 | 17 | Nevada | 4 | | 4 |
| Arkansas | 4 | 2 | 6 | New Hampshire | 2 | 2 | 4 |
| California | 96 | 25 | 121 | New Jersey | 30 | 23 | 53 |
| Colorado | 14 | 5 | 19 | New Mexico | 9 | 1 | 10 |
| Connecticut | 7 | 4 | 11 | New York | 57 | 30 | 87 |
| Delaware | 5 | | 5 | North Carolina | 25 | 5 | 30 |
| District of Columbia | 29 | 70 | 99 | North Dakota | 1 | | 1 |
| Florida | 54 | 12 | 66 | Ohio | 30 | 9 | 39 |
| Georgia | 30 | 7 | 37 | Oklahoma | 12 | | 12 |
| Guam | | 1 | 1 | Oregon | 4 | 4 | 8 |
| Hawaii | 4 | 1 | 5 | Pennsylvania | 31 | 9 | 40 |
| Idaho | 1 | | 1 | Puerto Rico | 3 | 5 | 8 |
| Illinois | 33 | 11 | 44 | Rhode Island | 3 | 1 | 4 |
| Indiana | 18 | 2 | 20 | South Carolina | 9 | 3 | 12 |
| Iowa | 6 | 1 | 7 | South Dakota | 1 | 1 | 2 |
| Kansas | 17 | 2 | 19 | Tennessee | 18 | 2 | 20 |
| Kentucky | 6 | 5 | 11 | Texas | 48 | 19 | 67 |
| Louisiana | 10 | 4 | 14 | Utah | 9 | 5 | 14 |
| Maine | 5 | 2 | 7 | Vermont | 2 | 1 | 3 |
| Maryland | 128 | 70 | 198 | Virginia | 60 | 37 | 97 |
| Massachusetts | 25 | 7 | 32 | Washington | 11 | 6 | 17 |
| Michigan | 19 | 12 | 31 | West Virginia | 5 | 1 | 6 |
| Minnesota | 24 | 11 | 35 | Wisconsin | 6 | 5 | 11 |
| Mississippi | 2 | | 2 | Unknown | 3 | 2 | 5 |
| Missouri | 17 | 7 | 24 | **TOTAL** | **978** | **438** | **1,416** |

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

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Alabama | 6 | 7 | 13 | 20 | 13 |
| Alaska | 2 | 4 | 4 | 5 | 5 |
| Arizona | 22 | 23 | 21 | 22 | 17 |
| Arkansas | 9 | 6 | 7 | 4 | 6 |
| California | 124 | 124 | 146 | 140 | 121 |
| Colorado | 14 | 20 | 22 | 25 | 19 |
| Connecticut | 13 | 16 | 14 | 8 | 11 |
| Delaware | 6 | 6 | 6 | 4 | 5 |
| District of Columbia | 100 | 98 | 86 | 73 | 99 |
| Florida | 63 | 71 | 70 | 57 | 66 |
| Georgia | 35 | 31 | 29 | 28 | 37 |
| Guam | | | | | 1 |
| Hawaii | 9 | 10 | 8 | 7 | 5 |
| Idaho | | | 1 | 1 | 1 |
| Illinois | 53 | 47 | 42 | 43 | 44 |
| Indiana | 39 | 36 | 22 | 22 | 20 |
| Iowa | 7 | 8 | 7 | 7 | 7 |
| Kansas | 17 | 11 | 15 | 16 | 19 |
| Kentucky | 9 | 10 | 13 | 17 | 11 |
| Louisiana | 21 | 16 | 14 | 11 | 14 |
| Maine | 5 | 7 | 7 | 10 | 7 |
| Maryland | 171 | 190 | 188 | 213 | 198 |
| Massachusetts | 37 | 38 | 31 | 33 | 32 |
| Michigan | 38 | 33 | 29 | 34 | 31 |
| Minnesota | 37 | 40 | 36 | 31 | 35 |
| Mississippi | 1 | 2 | 2 | 3 | 2 |
| Missouri | 18 | 20 | 21 | 23 | 24 |

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Montana | 3 | 1 | 1 | | 3 |
| Nebraska | 4 | 5 | 8 | 8 | 9 |
| Nevada | 4 | 4 | 4 | 3 | 4 |
| New Hampshire | 4 | 4 | 6 | 7 | 4 |
| New Jersey | 51 | 49 | 56 | 57 | 53 |
| New Mexico | 10 | 7 | 8 | 10 | 10 |
| New York | 85 | 68 | 80 | 94 | 87 |
| North Carolina | 24 | 26 | 26 | 31 | 30 |
| North Dakota | | | | | 1 |
| Ohio | 39 | 29 | 42 | 41 | 39 |
| Oklahoma | 5 | 8 | 11 | 13 | 12 |
| Oregon | 11 | 11 | 8 | 10 | 8 |
| Pennsylvania | 51 | 45 | 39 | 40 | 40 |
| Puerto Rico | 1 | 1 | 2 | 2 | 8 |
| Rhode Island | 3 | 3 | 6 | 5 | 4 |
| South Carolina | 9 | 7 | 9 | 9 | 12 |
| South Dakota | 3 | 1 | | 1 | 2 |
| Tennessee | 10 | 19 | 18 | 21 | 20 |
| Texas | 58 | 81 | 84 | 72 | 67 |
| Utah | 10 | 8 | 8 | 15 | 14 |
| Vermont | 4 | 4 | 5 | 2 | 3 |
| Virginia | 76 | 89 | 86 | 104 | 97 |
| Virgin Islands | 1 | | | | |
| Washington | 17 | 15 | 16 | 22 | 17 |
| West Virginia | 4 | 4 | 8 | 5 | 6 |
| Wisconsin | 20 | 21 | 16 | 11 | 11 |
| Unknown | 14 | 8 | 8 | 5 | 5 |
| **TOTAL** | **1,377** | **1,392** | **1,409** | **1,445** | **1,416** |

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

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Alabama | 6 | 7 | 13 | 19 | 12 |
| Alaska | 2 | 3 | 3 | 4 | 4 |
| Arizona | 16 | 15 | 16 | 15 | 14 |
| Arkansas | 8 | 5 | 6 | 3 | 4 |
| California | 94 | 87 | 109 | 108 | 96 |
| Colorado | 12 | 15 | 17 | 17 | 14 |
| Connecticut | 9 | 9 | 9 | 6 | 7 |
| Delaware | 5 | 4 | 5 | 4 | 5 |
| District of Columbia | 46 | 42 | 45 | 34 | 29 |
| Florida | 54 | 60 | 53 | 40 | 54 |
| Georgia | 29 | 24 | 23 | 24 | 30 |
| Hawaii | 9 | 10 | 8 | 6 | 4 |
| Idaho | | | 1 | 1 | 1 |
| Illinois | 44 | 37 | 29 | 29 | 33 |
| Indiana | 36 | 33 | 20 | 21 | 18 |
| Iowa | 2 | 3 | 5 | 6 | 6 |
| Kansas | 15 | 10 | 13 | 15 | 17 |
| Kentucky | 7 | 7 | 10 | 9 | 6 |
| Louisiana | 16 | 13 | 12 | 11 | 10 |
| Maine | 5 | 6 | 6 | 6 | 5 |
| Maryland | 105 | 127 | 130 | 137 | 128 |
| Massachusetts | 25 | 30 | 23 | 28 | 25 |
| Michigan | 29 | 28 | 20 | 22 | 19 |
| Minnesota | 30 | 30 | 26 | 24 | 24 |
| Mississippi | 1 | 2 | 2 | 3 | 2 |
| Missouri | 16 | 16 | 15 | 17 | 17 |

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Montana | 1 | 1 | 1 | | 3 |
| Nebraska | 2 | 3 | 6 | 6 | 8 |
| Nevada | 2 | 3 | 3 | 3 | 4 |
| New Hampshire | 3 | 4 | 4 | 5 | 2 |
| New Jersey | 43 | 39 | 36 | 39 | 30 |
| New Mexico | 7 | 6 | 6 | 7 | 9 |
| New York | 60 | 51 | 55 | 59 | 57 |
| North Carolina | 17 | 19 | 18 | 22 | 25 |
| North Dakota | | | | | 1 |
| Ohio | 30 | 23 | 34 | 33 | 30 |
| Oklahoma | 5 | 8 | 10 | 12 | 12 |
| Oregon | 10 | 10 | 5 | 7 | 4 |
| Pennsylvania | 36 | 32 | 25 | 31 | 31 |
| Puerto Rico | | 1 | 1 | 1 | 3 |
| Rhode Island | 3 | 2 | 3 | 3 | 3 |
| South Carolina | 9 | 7 | 7 | 7 | 9 |
| South Dakota | 1 | | | 1 | 1 |
| Tennessee | 9 | 17 | 17 | 19 | 18 |
| Texas | 51 | 66 | 70 | 61 | 48 |
| Utah | 4 | 4 | 8 | 6 | 9 |
| Vermont | 3 | 2 | 2 | 1 | 2 |
| Virginia | 42 | 52 | 56 | 66 | 60 |
| Washington | 12 | 12 | 13 | 14 | 11 |
| West Virginia | 4 | 4 | 7 | 4 | 5 |
| Wisconsin | 15 | 13 | 13 | 8 | 6 |
| Unknown | 9 | 5 | 4 | 1 | 3 |
| **TOTAL** | **1,059** | **1,007** | **1,023** | **1,025** | **978** |

**Fall U.S. Degree-seeking Graduate Students by State/Territory Trend**

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Alabama | | | | 1 | 1 |
| Alaska | | 1 | 1 | 1 | 1 |
| Arizona | 6 | 8 | 5 | 7 | 3 |
| Arkansas | 1 | 1 | 1 | 1 | 2 |
| California | 30 | 37 | 37 | 32 | 25 |
| Colorado | 2 | 5 | 5 | 8 | 5 |
| Connecticut | 4 | 7 | 5 | 2 | 4 |
| Delaware | 1 | 2 | 1 | | |
| District of Columbia | 54 | 56 | 41 | 39 | 70 |
| Florida | 9 | 11 | 17 | 17 | 12 |
| Georgia | 6 | 7 | 6 | 4 | 7 |
| Guam | | | | | 1 |
| Hawaii | | | | 1 | 1 |
| Illinois | 9 | 10 | 13 | 14 | 11 |
| Indiana | 3 | 3 | 2 | 1 | 2 |
| Iowa | 5 | 5 | 2 | 1 | 1 |
| Kansas | 2 | 1 | 2 | 1 | 2 |
| Kentucky | 2 | 3 | 3 | 8 | 5 |
| Louisiana | 5 | 3 | 2 | | 4 |
| Maine | | 1 | 1 | 4 | 2 |
| Maryland | 66 | 63 | 58 | 76 | 70 |
| Massachusetts | 12 | 8 | 8 | 5 | 7 |
| Michigan | 9 | 5 | 9 | 12 | 12 |
| Minnesota | 7 | 10 | 10 | 7 | 11 |
| Missouri | 2 | 4 | 6 | 6 | 7 |
| Montana | 2 | | | | |

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Nebraska | 2 | 2 | 2 | 2 | 1 |
| Nevada | 2 | 1 | 1 | | |
| New Hampshire | 1 | | 2 | 2 | 2 |
| New Jersey | 8 | 10 | 20 | 18 | 23 |
| New Mexico | 3 | 1 | 2 | 3 | 1 |
| New York | 25 | 17 | 25 | 35 | 30 |
| North Carolina | 7 | 7 | 8 | 9 | 5 |
| Ohio | 9 | 6 | 8 | 8 | 9 |
| Oklahoma | | | 1 | 1 | |
| Oregon | 1 | 1 | 3 | 3 | 4 |
| Pennsylvania | 15 | 13 | 14 | 9 | 9 |
| Puerto Rico | 1 | | 1 | 1 | 5 |
| Rhode Island | | 1 | 3 | 2 | 1 |
| South Carolina | | | 2 | 2 | 3 |
| South Dakota | 2 | 1 | | | 1 |
| Tennessee | 1 | 2 | 1 | 2 | 2 |
| Texas | 7 | 15 | 14 | 11 | 19 |
| Utah | 6 | 4 | | 9 | 5 |
| Vermont | 1 | 2 | 3 | 1 | 1 |
| Virginia | 34 | 37 | 30 | 38 | 37 |
| Virgin Islands | 1 | | | | |
| Washington | 5 | 3 | 3 | 8 | 6 |
| West Virginia | | | 1 | 1 | 1 |
| Wisconsin | 5 | 8 | 3 | 3 | 5 |
| Unknown | 5 | 3 | 4 | 4 | 2 |
| **TOTAL** | **378** | **385** | **386** | **420** | **438** |

## Cumulative U.S. University Enrollment since 1864[1]

| State | Count | State | Count | State | Count |
|-------|------|-------|------|-------|------|
| Alabama | 205 | Maine | 111 | Oregon | 214 |
| Alaska | 31 | Maryland | 1,574 | Pennsylvania | 1,063 |
| Arizona | 278 | Massachusetts | 530 | Puerto Rico | 31 |
| Arkansas | 179 | Michigan | 444 | Rhode Island | 78 |
| California | 1,713 | Minnesota | 586 | South Carolina | 195 |
| Colorado | 250 | Mississippi | 81 | South Dakota | 133 |
| Connecticut | 385 | Missouri | 401 | Tennessee | 230 |
| Delaware | 81 | Montana | 83 | Texas | 835 |
| District of Columbia | 468 | Nebraska | 204 | Utah | 117 |
| Florida | 715 | Nevada | 37 | Vermont | 59 |
| Georgia | 360 | New Hampshire | 88 | Virginia | 928 |
| Guam | 6 | New Jersey | 598 | Virgin Islands | 6 |
| Hawaii | 92 | New Mexico | 137 | Washington | 414 |
| Idaho | 83 | New York | 1,520 | West Virginia | 156 |
| Illinois | 998 | North Carolina | 488 | Wisconsin | 453 |
| Indiana | 491 | North Dakota | 111 | Wyoming | 23 |
| Iowa | 310 | Ohio | 705 | **TOTAL** | **20,198** |
| Kansas | 305 | Oklahoma | 117 | | |
| Kentucky | 247 | | | | |
| Louisiana | 251 | | | | |

[1]Includes enrollment through summer 2014.

**Fall 2013 International Undergraduate Degree-seeking Enrollment by Country**

|  | Undergraduate | Graduate | Total |
|---|---|---|---|
| Argentina |  | 1 | 1 |
| Bahamas | 1 |  | 1 |
| Botswana | 5 |  | 5 |
| Cameroon |  | 1 | 1 |
| Canada | 33 | 6 | 39 |
| Chad |  | 1 | 1 |
| China | 6 | 2 | 8 |
| Fiji | 1 |  | 1 |
| France | 2 |  | 2 |
| Germany | 2 |  | 2 |
| Ghana | 1 |  | 1 |
| India | 4 | 1 | 5 |
| Italy |  | 1 | 1 |
| Japan | 2 | 5 | 7 |
| Kenya |  | 1 | 1 |
| Korea, Republic of |  | 2 | 2 |
| Kuwait |  | 1 | 1 |
| Malaysia |  | 2 | 2 |
| Mali | 1 |  | 1 |
| Morocco |  | 1 | 1 |
| Nepal | 1 |  | 1 |
| Netherlands | 1 |  | 1 |
| Nigeria | 4 | 3 | 7 |
| Paraguay | 2 |  | 2 |
| Peru | 1 |  | 1 |
| Philippines |  | 1 | 1 |
| Saudi Arabia | 3 |  | 3 |
| Spain |  | 1 | 1 |
| Sri Lanka | 2 |  | 2 |
| Sweden | 3 |  | 3 |
| Thailand |  | 1 | 1 |
| **TOTAL** | **75** | **31** | **106** |

**Fall International Undergraduate Degree-seeking Enrollment by Country Trend**

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Argentina | 1 | 1 | 1 | | |
| Bahamas | | | 1 | 1 | 1 |
| Belgium | 1 | 1 | 1 | 1 | |
| Botswana | 1 | 1 | 1 | 5 | 5 |
| Brazil | 1 | 1 | 1 | | |
| Burkina Faso | 1 | 1 | | | |
| Canada | 23 | 21 | 22 | 32 | 33 |
| China | 2 | 3 | 2 | 4 | 6 |
| Denmark | | 1 | 1 | | |
| Fiji | | 1 | 1 | 1 | 1 |
| France | 1 | 1 | 1 | 1 | 2 |
| Gabon | 2 | | | | |
| Germany | | | | | 2 |
| Ghana | | | | | 1 |
| India | 1 | 1 | 4 | 3 | 4 |
| Italy | | | 1 | 1 | |
| Japan | 3 | 2 | 1 | 1 | 2 |

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Kenya | 1 | 1 | | | |
| Korea, Republic of | 1 | 1 | | | |
| Malaysia | 1 | 1 | | | |
| Mali | | | 1 | 1 | 1 |
| Nepal | | | 1 | 1 | 1 |
| Netherlands | | 1 | 1 | 1 | 1 |
| Nigeria | 1 | 2 | 2 | 5 | 4 |
| Paraguay | 1 | | | 1 | 2 |
| Peru | | 1 | 1 | 2 | 1 |
| Saudi Arabia | 1 | 3 | 2 | 3 | 3 |
| Slovenia | 1 | 1 | 1 | | |
| Sri Lanka | | | 1 | 1 | 2 |
| Sweden | | | | 4 | 3 |
| Switzerland | 2 | 2 | | | |
| Taiwan, Republic of China | 1 | | | | |
| Unknown | 9 | 9 | 7 | 3 | |
| **TOTAL** | **56** | **57** | **55** | **72** | **75** |



*Sharing a love of reading: for the second year in a row, Gallaudet University athletes from the soccer and basketball teams have trained with Literacy/English Content Specialist, K-12, Janet Weinstock on how to encourage of love of reading through dynamic reading of books in ASL. Pictured here Gallaudet soccer players Megan Calik (left) and Sofia Lindevall came to the first and second grade class to read the book, Swimmy.*

Photo  by Susan Flanigan

**Fall International Graduate Student Degree-seeking
Enrollment by Country Trend**

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Argentina | 1 | 1 | | | 1 |
| Cameroon | | | | | 1 |
| Canada | 8 | 4 | 3 | 5 | 6 |
| Chad | | | | | 1 |
| China | 1 | 1 | 1 | | 2 |
| Hong Kong | 1 | 1 | | | |
| India | | | | | 1 |
| Italy | | | | | 1 |
| Jamaica | 1 | | | | |
| Japan | 3 | 2 | 3 | 3 | 5 |
| Kenya | | | 1 | 1 | 1 |
| Korea, Republic of | 1 | 1 | 1 | 1 | 2 |
| Kuwait | 1 | | | 1 | 1 |
| Malaysia | | | 1 | 2 | 2 |
| Mexico | 1 | 1 | | | |
| Mongolia | | 1 | 1 | 1 | |
| Morocco | | | | 1 | 1 |
| Nigeria | | 1 | 1 | 1 | 3 |
| Philippines | | | | 1 | 1 |
| Saudi Arabia | 1 | | 1 | 1 | |
| Spain | | | 1 | 1 | 1 |
| Thailand | | 1 | 1 | 2 | 1 |
| United Kingdom | 1 | | | | |
| Unknown | 10 | 14 | 9 | 5 | |
| **TOTAL** | **30** | **28** | **24** | **26** | **31** |

## Cumulative International Enrollment since 1864[1]

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Argentina | 4 | El Salvador | 2 | Kenya | 10 | Slovakia | 2 |
| Australia | 19 | Eritrea | 1 | Korea, Republic of | 19 | Slovenia | 1 |
| Austria | 2 | Ethiopia | 5 | Kuwait | 2 | South Africa | 19 |
| Bahamas | 4 | Fiji | 1 | Lebanon | 3 | Spain | 8 |
| Bangladesh | 1 | Finland | 7 | Liberia | 1 | Sri Lanka | 7 |
| Barbados | 2 | France | 11 | Malaysia | 19 | Sweden | 43 |
| Belgium | 13 | Gabon | 2 | Mali | 1 | Switzerland | 5 |
| Benin | 1 | Germany | 17 | Mexico | 8 | Taiwan, Republic of China | 18 |
| Bermuda | 1 | Ghana | 18 | Mongolia | 2 | Tanzania | 1 |
| Bolivia | 1 | Greece | 5 | Nepal | 1 | Thailand | 10 |
| Botswana | 9 | Guatemala | 3 | Netherlands | 14 | Trinidad and Tobago | 3 |
| Brazil | 20 | Guyana | 2 | New Zealand | 4 | Turkey | 1 |
| Bulgaria | 1 | Haiti | 1 | Nigeria | 73 | Uganda | 4 |
| Burkina Faso | 1 | Honduras | 1 | Norway | 15 | United Arab Emirates | 8 |
| Cameroon | 5 | Hong Kong | 1 | Pakistan | 3 | United Kingdom | 21 |
| Canada | 847 | Hungary | 2 | Paraguay | 2 | Uzbekistan | 1 |
| Chile | 3 | Iceland | 4 | Peru | 3 | Venezuela | 3 |
| China | 67 | India | 62 | Philippines | 20 | Vietnam | 1 |
| Colombia | 2 | Indonesia | 3 | Poland | 1 | Yugoslavia | 1 |
| Costa Rica | 6 | Iran | 2 | Portugal | 1 | Zambia | 2 |
| Cote D'Ivoire | 1 | Ireland | 15 | Russian Federation | 3 | Zimbabwe | 1 |
| Croatia | 2 | Israel | 16 | Rwanda | 1 | **TOTAL** | **1,688** |
| Cyprus | 1 | Italy | 11 | Samoa | 1 | **COUNTRIES** | **99** |
| Czech Republic | 1 | Jamaica | 6 | Saudi Arabia | 15 | | |
| Denmark | 10 | Japan | 57 | Sierra Leone | 2 | | |
| Egypt | 1 | Jordan | 4 | Singapore | 20 | | |

[1]Includes enrollment through summer 2014.

**Fall 2013 New Undergraduate Degree-seeking by Applied, Admitted, and Enrolled**

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **RACE/ETHNICITY** | | | |
| International/Nonresident Alien | 71 | 31 | 14 |
| American Indian/Alaska Native | 4 | 3 | 2 |
| Asian | 29 | 20 | 9 |
| Black/African American | 107 | 52 | 32 |
| Hispanic of any race | 113 | 67 | 45 |
| Native Hawaiian/Other Pacific Islander | 1 | 1 | 1 |
| Two or more | 27 | 20 | 12 |
| White | 368 | 270 | 170 |
| Race and ethnicity unknown | 12 | 4 | 1 |
| **GENDER** | | | |
| Male | 312 | 194 | 119 |
| Female | 419 | 274 | 167 |
| Unknown | 1 | | |
| **HEARING STATUS** | | | |
| Deaf/Hard of hearing | 609 | 429 | 254 |
| Hearing | 123 | 39 | 32 |
| **APPLICATION TYPE** | | | |
| First-time Freshmen | 521 | 341 | 201 |
| Transfers | 203 | 123 | 83 |
| Second Degree | 8 | 4 | 2 |
| **TOTAL FOR EACH CATEGORY** | **732** | **468** | **286** |

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

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Applied | 562 | 670 | 630 | 727 | 732 |
| Admitted | 384 | 385 | 411 | 434 | 468 |
| Enrolled | 300 | 291 | 302 | 298 | 286 |
| **ENROLLMENT YIELD** | **78%** | **76%** | **73%** | **69%** | **61%** |

**Fall New Undergraduate Degree-seeking Diversity Trend**

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Nonresident Alien | 16 | 15 | 7 | 23 | 14 |
| American Indian/Alaska Native | 1 | | | 1 | 2 |
| Asian | 12 | 13 | 14 | 9 | 9 |
| Black/African American | 39 | 34 | 41 | 34 | 32 |
| Hispanic of any race | 26 | 37 | 34 | 45 | 45 |
| Native Hawaiian/Other Pacific Islander | | 1 | | 1 | 1 |
| Two or more | | 7 | 21 | 12 | 12 |
| White | 200 | 183 | 180 | 172 | 170 |
| Race and ethnicity unknown | 6 | 1 | 5 | 1 | 1 |
| **GENDER** | | | | | |
| Male | 132 | 136 | 161 | 130 | 119 |
| Female | 168 | 155 | 141 | 168 | 167 |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 265 | 263 | 273 | 264 | 254 |
| Hearing | 35 | 28 | 29 | 34 | 32 |
| **APPLICATION TYPE** | | | | | |
| First-time Freshmen | 211 | 198 | 201 | 213 | 201 |
| Transfers | 88 | 89 | 99 | 82 | 83 |
| Second Degree | 1 | 4 | 2 | 3 | 2 |
| **TOTAL FOR EACH CATEGORY** | **300** | **291** | **302** | **298** | **286** |

### Fall New Undergraduate Degree-seeking
### Average ACT Trend

|  | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| English | 16.6 | 17.1 | 17.6 | 17.2 | 17.2 |
| Math | 18.1 | 18.0 | 17.9 | 18.0 | 18.3 |
| Reading | 19.2 | 19.5 | 19.8 | 19.7 | 20.1 |
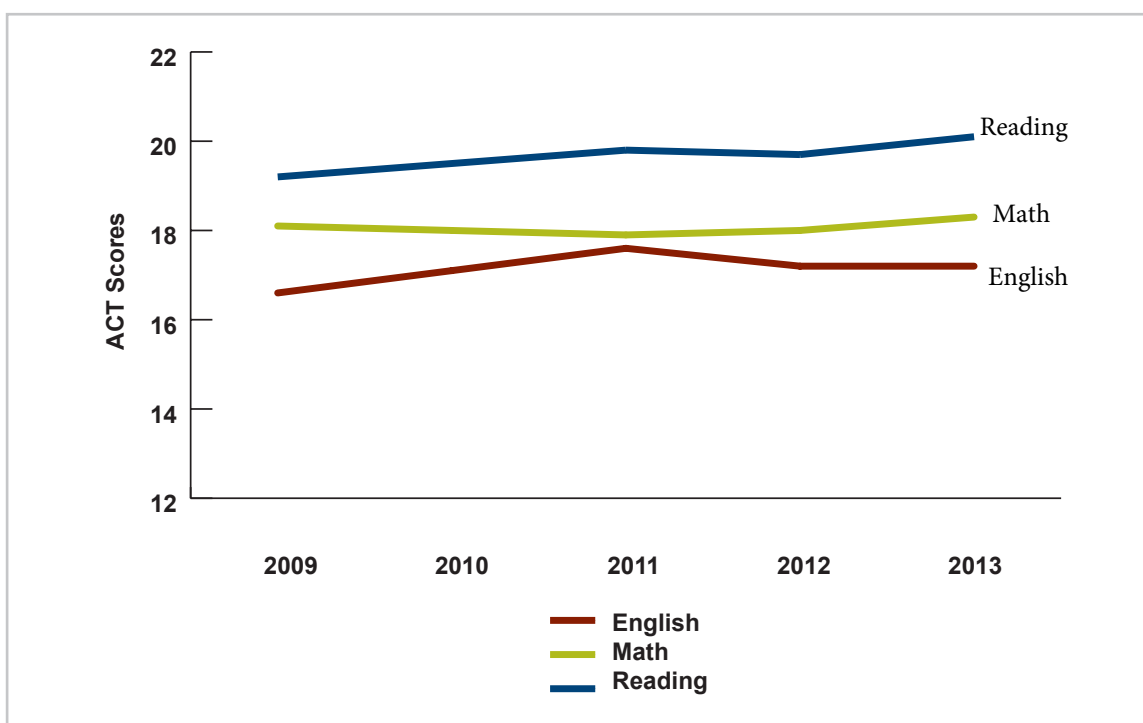


### Fall New Degree-seeking Hearing Undergraduate Trend

|  | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Hearing undergraduate (HUG) | 15 | 15 | 13 | 17 | 18 |
| Percentage of new undergraduate enrollment | 5% | 5% | 4% | 6% | 6% |
| Bachelors of Interpretation (BAI) | 20 | 13 | 16 | 17 | 13 |
| Adult Degree Completion (ADCP) |  |  |  |  | 1 |
| **TOTAL HEARING STUDENTS** | **35** | **28** | **29** | **34** | **32** |
| **Percentage of new undergraduate enrollment** | **12%** | **10%** | **10%** | **11%** | **11%** |

**Fall 2013 New-to-Program Degree-seeking Graduate Students by Applied, Admitted, and Enrolled**

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **CERTIFICATES** | | | |
| ASL/English Bilingual Early Childhood Education | 8 | 7 | 5 |
| ASL/Deaf Studies | 5 | 3 | 2 |
| Deaf and Hard of Hearing Infants, Toddlers, and Families | 25 | 20 | 13 |
| Deaf Students with Disabilities | 1 | 1 | 1 |
| **MASTERS** | | | |
| Counseling: Mental Health | 19 | 8 | 7 |
| Counseling: School | 9 | 5 | 3 |
| Deaf Education: Advanced Studies | 4 | 2 | 1 |
| Deaf Education: Special Programs | 7 | 4 | 3 |
| Deaf Studies | 22 | 11 | 9 |
| Education | 32 | 15 | 10 |
| International Development | 12 | 8 | 5 |
| Interpretation | 37 | 17 | 9 |
| Linguistics | 32 | 19 | 12 |
| Public Administration | 33 | 27 | 21 |

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| Social Work | 43 | 29 | 21 |
| Sign Language Teaching | 74 | 37 | 30 |
| Speech-Language Pathology | 136 | 38 | 14 |
| **SPECIALISTS** | | | |
| Deaf Education | 2 | 1 | 0 |
| School Psychology | 8 | 8 | 4 |
| **DOCTORATES** | | | |
| Audiology | 101 | 49 | 12 |
| Clinical Psychology | 28 | 9 | 7 |
| Critical Studies in the Education of Deaf Learners | 18 | 9 | 9 |
| Educational Neuroscience | 6 | 2 | 2 |
| Hearing, Speech, and Language Sciences | 7 | 5 | 2 |
| Interpretation | 16 | 8 | 6 |
| Linguistics | 7 | 2 | 1 |
| **TOTAL PROGRAM ENROLLMENT**[1] | **692** | **344** | **209** |
| **HEADCOUNT** | **649** | **333** | **205** |

[1]Dual program enrollments are included.

**Fall 2013 New-to-Graduate Career Degree-seeking Diversity by Applied, Admitted, and Enrolled**

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **RACE/ETHNICITY** | | | |
| International/Nonresident Alien | 32 | 21 | 15 |
| American Indian/Alaska Native | | | |
| Asian | 19 | 11 | 8 |
| Black/African American | 45 | 16 | 13 |
| Hispanic of any race | 49 | 19 | 12 |
| Native Hawaiian/Other Pacific Islander | | | |
| Two or more | 11 | 7 | 4 |
| White | 295 | 165 | 95 |
| Race and ethnicity unknown | 151 | 57 | 30 |
| **GENDER** | | | |
| Male | 142 | 71 | 53 |
| Female | 460 | 225 | 124 |
| Unknown | | | |
| **HEARING STATUS** | | | |
| Deaf/Hard of hearing | 199 | 129 | 97 |
| Hearing | 388 | 160 | 77 |
| Unknown | 15 | 7 | 3 |
| **TOTAL FOR EACH CATEGORY** | **602** | **296** | **177** |

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

|  | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Applied | 385 | 442 | 498 | 595 | 602 |
| Admitted | 205 | 230 | 225 | 287 | 296 |
| Enrolled | 142 | 145 | 168 | 190 | 177 |
| **ENROLLMENT YIELD** | **69%** | **63%** | **75%** | **66%** | **60%** |

**Fall New-to-Graduate Career Degree-seeking Diversity Trend**

|  | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** |  |  |  |  |  |
| International/Nonresident Alien | 8 | 5 | 10 | 7 | 15 |
| American Indian/Alaska Native | 1 | 1 |  | 1 |  |
| Asian | 4 | 4 | 5 | 3 | 8 |
| Black/African American | 14 | 7 | 10 | 17 | 13 |
| Hispanic of any race | 4 | 12 | 9 | 14 | 12 |
| Native Hawaiian/Other Pacific Islander |  |  |  |  |  |
| Two or more |  | 1 | 6 | 1 | 4 |
| White | 108 | 105 | 110 | 121 | 95 |
| Race and ethnicity unknown | 3 | 10 | 18 | 26 | 30 |
| **GENDER** |  |  |  |  |  |
| Male | 30 | 34 | 29 | 46 | 53 |
| Female | 111 | 111 | 139 | 144 | 124 |
| Unknown | 1 |  |  |  |  |
| **HEARING STATUS** |  |  |  |  |  |
| Deaf/Hard of hearing | 69 | 56 | 82 | 88 | 97 |
| Hearing | 72 | 82 | 83 | 99 | 77 |
| Unknown | 1 | 7 | 3 | 3 | 3 |
| **TOTAL FOR EACH CATEGORY** | **142** | **145** | **168** | **190** | **177** |

# II. Recruitment of a Diverse Student Body

The Office of Enrollment Management works to recruit, retain and graduate a diverse and academically talented group of students. To accomplish this goal, it has exercised a variety of targeted initiatives for all enrollment areas. As an example of specific initiatives that address recruitment of a diverse student body, targeted enrollment visits are scheduled.

In addition, specific campus programs have been designed and implemented to attract and retain these students. Refer to the "Support Programs and Strategies" section of the "Goal B Persistence and Graduation" chapter in this report for a description of the programs intended to retain students, including specific programs to retain a diverse student body.

**Percent New U.S. Degree-seeking Undergraduates from Traditionally Underrepresented Groups (TUG[1]), Fall 2010-Fall 2014**

|  | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|
| % New TUG Enrollment | 33% | 37% | 37% | 35% | 44% |

[1]TUG=Traditionally Underrepresented Groups. This is comprised of the following racial or ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic of any race, Native Hawaiian/Other Pacific Islander, or Two or More.

In an effort to recruit academically talented students from diverse backgrounds, the financial aid structure was redesigned several years ago to recognize talents and abilities across a number of dimensions. Of 135 scholarships awarded, 51 (38%) were awarded to students in these groups.

**Fall 2014 Scholarships Awarded by Race/Ethnicity**

|  | President's Honors Distinction | Provost's Excellence | Provost's Honors Distinction | Dean's Prestige | Academic Recognition | TOTAL |
|---|---|---|---|---|---|---|
| American Indian/Alaska Native | 0 | 0 | 0 | 0 | 0 | **0** |
| Asian | 0 | 0 | 0 | 2 | 3 | **5** |
| Black/African American | 0 | 0 | 1 | 2 | 14 | **17** |
| Hispanic of any race | 0 | 0 | 0 | 2 | 11 | **13** |
| Native Hawaiian/Other Pacific Islander | 0 | 0 | 0 | 0 | 0 | **0** |
| Two or More | 1 | 0 | 2 | 7 | 6 | **16** |
| **TOTAL TUG[1]** | **1** | **0** | **3** | **13** | **34** | **51** |
| White | 4 | 1 | 11 | 30 | 38 | **84** |
| **TOTAL AWARDS** | **5** | **1** | **14** | **43** | **72** | **135** |
| **PERCENTAGE TUG[1]** | **20%** | **0%** | **21%** | **30%** | **47%** | **38%** |

[1]TUG=Traditionally Underrepresented Groups. This is comprised of one 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.

# Goal A: Enrollment

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

Gallaudet continues its recruiting efforts in both residential schools for the deaf and in mainstream schools attended by deaf and hard of hearing students. Schools are selected for a visit based on criteria that include the number of current prospects, history of prospects, location, diversity considerations, and new leads.

## Recruitment Visits by Location Trend

|  | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014[2] |
|---|---|---|---|---|---|
| Schools for the Deaf | 58 | 52 | 57 | 51 | 55 |
| Mainstream/Public schools – Deaf/Hard of Hearing prospects | 250 | 323 | 259 | 82[1] | 149 |
| Public Schools – Hearing (BAI/HUG prospects) | N/A | N/A | N/A | N/A | 31 |
| Postsecondary programs – Deaf/Hard of Hearing prospects | 35 | 39 | 52 | 16 | 18 |
| Postsecondary programs – Hearing (BAI/HUG prospects) | N/A | N/A | N/A | N/A | 20 |
| Conventions/Conferences/Fairs | 21 | 35 | 29 | 30 | 28 |
| High School/Vocational Rehabilitation Counselor meetings | 1 | 12 | 7 | 7 | 23 |
| Parent events | 10 | 5 | 4 | 6 | 4 |
| Athletic events | 8 | 5 | 8 | 5 | 2 |
| Open Houses | 4 | 5 | 7 | 8 | 8 |
| Camps | 2 | 9 | 2 | 7 | 5 |
| Community Relations/Alumni | N/A | N/A | N/A | N/A | 11 |
| How to Apply Webinar | N/A | N/A | N/A | 4 | 0 |
| Home Visits | N/A | N/A | N/A | 21 | 20 |
| **TOTAL** | **389** | **485** | **446** | **213** | **375** |

[1]The admissions office implemented recruitment webinars in place of actual school visits.
[2]FY 2014 data includes a breakdown of activities and visits to schools by prospect type.

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*Gallaudet University President T. Alan Hurwitz poses with a new graduate after presenting him with his diploma during the graduation ceremony in May 2014. During his Commencement speech, Hurwitz told new graduates, "I commend the dedication each alumnus demonstrated and look forward to seeing how they will impact the world."*

# Strategic Plan Goal B: Persistence and Graduation

This chapter includes data on University persistence and graduation, with separate data contained in the Clerc Center chapter for their students. Included are data for persistence from year to year as well as for graduation: for the fiscal year and trend data for the last five years; for all students; for traditionally underrepresented groups; by undergraduate and graduate discipline/majors; and by disposition (returned, graduated, academically dismissed, or withdrawn). The chapter ends with narrative regarding activities that support persistence and graduation, as well as the number of contact hours spent engaging students for each of these support activities. The contents of this chapter reflect the major accomplishments performed during FY 2014 in support of Goal B of the Gallaudet Strategic Plan.

# I. Persistence and Graduation Data

## Undergraduate Degree-seeking Fall 2013 to Fall 2014 Attrition/Persistence by Diversity

| | Fall 2013 Enrollment | Graduated | Academically Dismissed | Withdrew | Returned Fall 2014 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Nonresident Alien | 75 | 10 | 2 | 9 | 54 |
| American Indian/Alaska Native | 4 | | | 3 | 1 |
| Asian | 40 | 8 | | 1 | 31 |
| Black/African American | 117 | 18 | 8 | 20 | 71 |
| Hispanic of any race | 146 | 21 | 10 | 18 | 97 |
| Native Hawaiian/Other Pacific Islander | 2 | | | | 2 |
| Two or more | 28 | 3 | 3 | 7 | 15 |
| White | 636 | 132 | 17 | 101 | 386 |
| Race and ethnicity unknown | 5 | | | 1 | 4 |
| **GENDER** | | | | | |
| Male | 490 | 89 | 19 | 83 | 299 |
| Female | 563 | 103 | 21 | 77 | 362 |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 962 | 166 | 40 | 141 | 615 |
| Hearing | 91 | 26 | | 19 | 46 |
| Hearing Undergraduate (HUG) | 43 | 8 | | 12 | 23 |
| Non-HUG | 48 | 18 | | 7 | 23 |
| **CLASS** | | | | | |
| Freshmen | 302 | 2 | 30 | 70 | 200 |
| Sophomores | 225 | | 9 | 25 | 191 |
| Juniors | 238 | 19 | 1 | 25 | 193 |
| Seniors | 275 | 167 | | 38 | 70 |
| Second Degree | 13 | 4 | | 2 | 7 |
| **ACADEMIC LOAD** | | | | | |
| Full-time | 1,006 | 170 | 40 | 144 | 652 |
| Part-time | 47 | 22 | | 16 | 9 |
| **TOTAL FOR EACH CATEGORY** | **1,053** | **192** | **40** | **160** | **661** |

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## Graduate Degree-seeking Fall 2013 to Fall 2014
## Attrition/Persistence by Diversity

| | Fall 2013 Enrollment | Graduated | Withdrew | Returned Fall 2014 |
|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | |
| International/Nonresident Alien | 31 | 9 | 5 | 17 |
| American Indian/Alaska Native | 1 | | | 1 |
| Asian | 12 | 2 | 3 | 7 |
| Black/African American | 39 | 11 | 3 | 25 |
| Hispanic of any race | 36 | 19 | 2 | 15 |
| Native Hawaiian/Other Pacific Islander | 1 | 1 | | |
| Two or more | 9 | 4 | | 5 |
| White | 280 | 112 | 32 | 136 |
| Race and ethnicity unknown | 60 | 25 | 5 | 30 |
| **GENDER** | | | | |
| Male | 117 | 41 | 18 | 58 |
| Female | 352 | 142 | 32 | 178 |
| **HEARING STATUS** | | | | |
| Deaf/Hard of hearing | 214 | 83 | 31 | 100 |
| Hearing | 247 | 99 | 17 | 131 |
| Unknown | 8 | 1 | 2 | 5 |
| **DEGREE** | | | | |
| Certificates | 6 | 2 | 2 | 2 |
| Masters | 297 | 142 | 32 | 123 |
| Specialists | 13 | 5 | 2 | 6 |
| Doctorates | 153 | 34 | 14 | 105 |
| **ACADEMIC LOAD** | | | | |
| Full-time | 361 | 141 | 35 | 185 |
| Part-time | 108 | 42 | 15 | 51 |
| **TOTAL FOR EACH CATEGORY** | **469** | **183** | **50** | **236** |

**Persistence of First-time Freshmen by Diversity**

| Group in the Cohort | Cohort 2009 | Cohort 2010 | Cohort 2011 | Cohort 2012 | Cohort 2013 |
|---|---|---|---|---|---|
| **# IN COHORT** | **211** | **198** | **200** | **212** | **201** |
| Male | 99 | 91 | 115 | 91 | 87 |
| Female | 112 | 107 | 86 | 121 | 114 |
| TUG[1] | 57 | 66 | 76 | 70 | 74 |
| White | 140 | 120 | 116 | 122 | 117 |
| Deaf/Hard of Hearing | 206 | 193 | 195 | 205 | 196 |
| Hearing | 5 | 5 | 5 | 7 | 5 |
| Hearing Undergraduate (HUG) | 2 | 5 | 3 | 3 | 4 |
| Non-HUG | 3 | 0 | 2 | 4 | 1 |
| **% RETAINED TO YEAR 2** | **73%** | **70%** | **77%** | **69%** | **66%** |
| Male | 69% | 67% | 72% | 67% | 66% |
| Female | 77% | 72% | 84% | 70% | 67% |
| TUG[1] | 61% | 70% | 72% | 67% | 62% |
| White | 79% | 67% | 81% | 68% | 68% |
| Deaf/Hard of Hearing | 74% | 71% | 77% | 69% | 66% |
| Hearing | 40% | 20% | 80% | 71% | 80% |
| Hearing Undergraduate (HUG) | 20% | 20% | 67% | 67% | 75% |
| Non-HUG | 33% | N/A | 100% | 75% | 100% |
| **% RETAINED TO YEAR 3** | **63%** | **57%** | **64%** | **57%** | |
| Male | 58% | 54% | 61% | 52% | |
| Female | 68% | 59% | 69% | 60% | |
| TUG[1] | 51% | 48% | 59% | 56% | |
| White | 67% | 58% | 67% | 57% | |
| Deaf/Hard of Hearing | 64% | 58% | 64% | 57% | |
| Hearing | 40% | 20% | 60% | 57% | |
| Hearing Undergraduate (HUG) | 20% | 20% | 67% | 33% | |
| Non-HUG | 33% | N/A | 50% | 75% | |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

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## Persistence of First-time Freshmen by Diversity (continued)

| Group in the Cohort | Cohort 2009 | Cohort 2010 | Cohort 2011 |
|---|---|---|---|
| **% RETAINED TO YEAR 4** | **55%** | **50%** | **60%** |
| Male | 48% | 45% | 54% |
| Female | 60% | 54% | 67% |
| TUG[1] | 42% | 42% | 58% |
| White | 59% | 53% | 61% |
| Deaf/Hard of Hearing | 55% | 51% | 60% |
| Hearing | 40% | 0% | 60% |
| Hearing Undergraduate (HUG) | 20% | 0% | 67% |
| Non-HUG | 33% | N/A | 50% |
| **% RETAINED TO YEAR 5** | **28%** | **27%** | |
| Male | 32% | 31% | |
| Female | 25% | 23% | |
| TUG[1] | 23% | 26% | |
| White | 31% | 25% | |
| Deaf/Hard of Hearing | 28% | 27% | |
| Hearing | 20% | 0% | |
| Hearing Undergraduate (HUG) | 50% | 0% | |
| Non-HUG | 0% | N/A | |
| **% RETAINED TO YEAR 6** | **9%** | | |
| Male | 10% | | |
| Female | 9% | | |
| TUG[1] | 9% | | |
| White | 10% | | |
| Deaf/Hard of Hearing | 10% | | |
| Hearing | 0% | | |
| Hearing Undergraduate (HUG) | 0% | | |
| Non-HUG | 0% | | |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

## Persistence to Year 2 of First-time Freshmen by Demographics

| | 2009 Cohort | 2010 Cohort | 2011 Cohort | 2012 Cohort | 2013 Cohort |
|---|---|---|---|---|---|
| Overall | 73% | 70% | 77% | 69% | 66% |
| Traditionally Under-represented Groups | 61% | 70% | 72% | 67% | 62% |

Legend: Overall — Traditionally Under-represented Groups

*During its 2014 graduation ceremony, Gallaudet matriculated 209 undergraduates and 198 graduate students.*

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**Four-year Graduation Rate of Full-time, First-time Freshmen by Diversity**

| Group in the Cohort | Cohort 2006 | | Cohort 2007 | | Cohort 2008 | | Cohort 2009 | | Cohort 2010 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| **GENDER** | | | | | | | | | | |
| Male | 113 | 4% | 79 | 11% | 83 | 11% | 99 | 13% | 91 | 11% |
| Female | 96 | 10% | 97 | 19% | 98 | 20% | 112 | 34% | 107 | 27% |
| **RACE/ETHNICITY** | | | | | | | | | | |
| International/Nonresident Alien | 12 | 0% | 6 | 17% | 9 | 22% | 12 | 50% | 12 | 25% |
| Male | 6 | 0% | 4 | 25% | 5 | 0% | 6 | 33% | 3 | 33% |
| Female | 6 | 0% | 2 | 0% | 4 | 50% | 6 | 67% | 9 | 22% |
| American Indian/Alaska Native | 2 | 0% | 0 | N/A | 2 | 0% | 1 | 0% | 0 | N/A |
| Male | 2 | 0% | 0 | N/A | 2 | 0% | 0 | N/A | 0 | N/A |
| Female | 0 | 0% | 0 | N/A | 0 | N/A | 1 | 0% | 0 | N/A |
| Asian | 9 | 22% | 7 | 29% | 7 | 29% | 9 | 11% | 9 | 22% |
| Male | 5 | 20% | 2 | 0% | 2 | 0% | 5 | 0% | 4 | 25% |
| Female | 4 | 25% | 5 | 40% | 4 | 50% | 4 | 25% | 5 | 20% |
| Black/African American | 26 | 0% | 21 | 0% | 26 | 8% | 28 | 11% | 24 | 4% |
| Male | 15 | 0% | 12 | 0% | 11 | 9% | 12 | 0% | 13 | 0% |
| Female | 11 | 0% | 9 | 0% | 15 | 7% | 16 | 19% | 11 | 9% |
| Hispanic of any race | 12 | 8% | 16 | 0% | 14 | 7% | 19 | 11% | 27 | 11% |
| Male | 4 | 0% | 6 | 0% | 4 | 0% | 12 | 8% | 11 | 0% |
| Female | 8 | 13% | 10 | 0% | 10 | 10% | 7 | 14% | 16 | 19% |
| White | 148 | 8% | 126 | 19% | 120 | 18% | 140 | 28% | 120 | 25% |
| Male | 81 | 5% | 55 | 15% | 60 | 13% | 63 | 16% | 56 | 14% |
| Female | 67 | 12% | 71 | 23% | 60 | 22% | 77 | 38% | 64 | 45% |
| TUG[1] | 49 | 6% | 44 | 5% | 49 | 10% | 57 | 11% | 66 | 9% |
| Male | 26 | 4% | 20 | 0% | 18 | 6% | 30 | 3% | 32 | 3% |
| Female | 23 | 9% | 24 | 8% | 31 | 13% | 27 | 19% | 34 | 15% |
| **HEARING STATUS** | | | | | | | | | | |
| Deaf/Hard of Hearing | 205 | 7% | 175 | 15% | 177 | 16% | 206 | 25% | 193 | 20% |
| Hearing | 4 | 25% | 1 | 0% | 4 | 0% | 5 | 0% | 5 | 0% |
| Hearing Undergraduate (HUG) | 3 | 33% | 1 | 0% | 4 | 0% | 2 | 0% | 5 | 0% |
| Non-HUG | 1 | 0% | 0 | N/A | 0 | N/A | 3 | 0% | 0 | N/A |
| **TOTAL WITHIN THE COHORT** | **209** | **7%** | **176** | **15%** | **181** | **16%** | **211** | **24%** | **198** | **20%** |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

# Goal B: Persistence and Graduation

## Six-year Graduation Rate of Full-time, First-time Freshmen by Diversity

| Group in the Cohort | Cohort 2004 | | Cohort 2005 | | Cohort 2006 | | Cohort 2007 | | Cohort 2008 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| **GENDER** | | | | | | | | | | |
| Male | 106 | 31% | 129 | 37% | 113 | 27% | 79 | 46% | 83 | 48% |
| Female | 121 | 38% | 151 | 45% | 96 | 42% | 97 | 48% | 98 | 44% |
| **RACE/ETHNICITY** | | | | | | | | | | |
| International/Nonresident Alien | 21 | 24% | 20 | 30% | 12 | 50% | 6 | 67% | 9 | 33% |
|   Male | 9 | 11% | 7 | 57% | 6 | 33% | 4 | 75% | 5 | 20% |
|   Female | 12 | 33% | 13 | 15% | 6 | 67% | 2 | 50% | 4 | 50% |
| American Indian/Alaska Native | 17 | 53% | 14 | 57% | 2 | 0% | 0 | N/A | 2 | 50% |
|   Male | 9 | 44% | 6 | 50% | 2 | 0% | 0 | N/A | 0 | N/A |
|   Female | 8 | 63% | 8 | 63% | 0 | N/A | 0 | N/A | 2 | 50% |
| Asian | 12 | 83% | 9 | 22% | 9 | 56% | 7 | 57% | 7 | 43% |
|   Male | 6 | 83% | 5 | 40% | 5 | 60% | 2 | 0% | 3 | 33% |
|   Female | 6 | 83% | 4 | 0% | 4 | 50% | 5 | 80% | 4 | 50% |
| Black/African American | 33 | 27% | 35 | 14% | 26 | 19% | 21 | 19% | 26 | 23% |
|   Male | 17 | 18% | 17 | 6% | 15 | 13% | 12 | 17% | 11 | 36% |
|   Female | 16 | 38% | 18 | 22% | 11 | 27% | 9 | 22% | 15 | 13% |
| Hispanic of any race | 15 | 40% | 26 | 27% | 12 | 25% | 16 | 19% | 14 | 64% |
|   Male | 4 | 25% | 13 | 23% | 4 | 0% | 6 | 17% | 4 | 100% |
|   Female | 11 | 45% | 13 | 31% | 8 | 38% | 10 | 20% | 10 | 50% |
| White | 128 | 31% | 176 | 50% | 148 | 34% | 126 | 54% | 120 | 49% |
|   Male | 60 | 32% | 81 | 43% | 81 | 28% | 55 | 55% | 60 | 50% |
|   Female | 68 | 31% | 95 | 56% | 67 | 42% | 71 | 54% | 60 | 48% |
| TUG[1] | 77 | 44% | 84 | 26% | 49 | 27% | 44 | 25% | 49 | 39% |
|   Male | 36 | 36% | 41 | 22% | 26 | 19% | 20 | 15% | 18 | 50% |
|   Female | 41 | 51% | 43 | 30% | 23 | 35% | 24 | 33% | 31 | 32% |
| **HEARING STATUS** | | | | | | | | | | |
| Deaf/Hard of Hearing | 225 | 35% | 275 | 41% | 205 | 34% | 175 | 47% | 177 | 38% |
| Hearing | 2 | 50% | 5 | 40% | 4 | 25% | 1 | 0% | 4 | 75% |
|   Hearing Undergraduate (HUG) | 2 | 50% | 5 | 40% | 3 | 33% | 1 | 0% | 4 | 75% |
|   Non-HUG | 0 | N/A | 0 | N/A | 1 | 0% | 0 | N/A | 0 | N/A |
| **TOTAL WITHIN THE COHORT** | **227** | **35%** | **280** | **41%** | **209** | **33%** | **176** | **47%** | **181** | **46%** |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.
[2]One unknown gender for international student in 2003.

**Six-year Graduation Rate of First-time Freshmen Cohorts by Demographics**
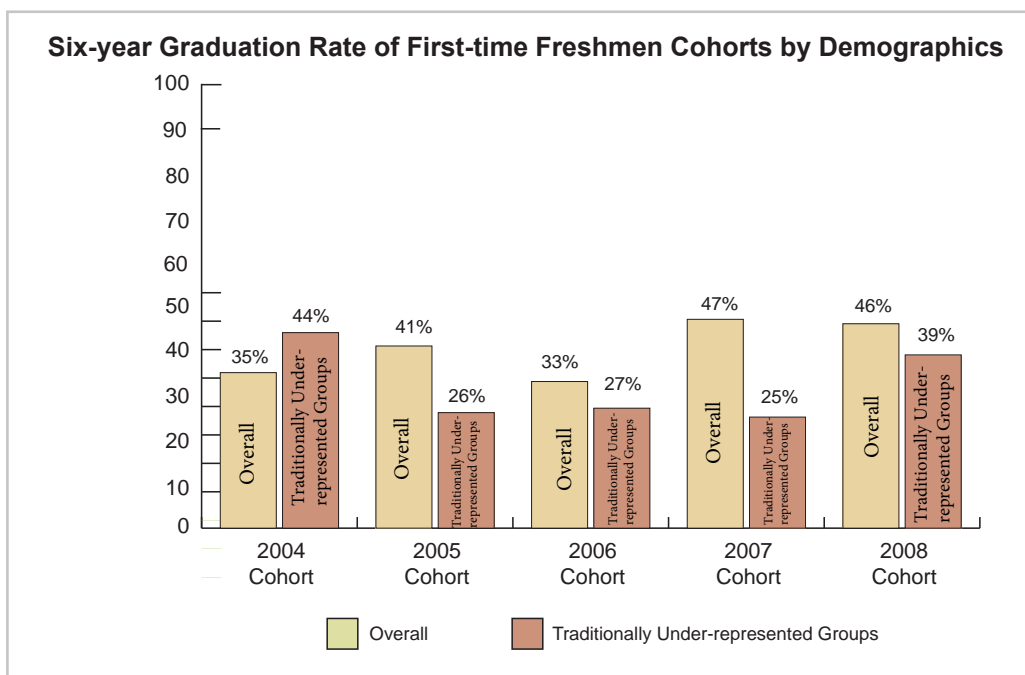


**Six-year Graduation Rate of All[1] New Undergraduate Students Cohort**

| Group in the Cohort | Cohort 2004 | | Cohort 2005 | | Cohort 2006 | | Cohort 2007 | | Cohort 2008 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| **GENDER** | | | | | | | | | | |
| Male | 141 | 37% | 161 | 41% | 143 | 27% | 94 | 47% | 99 | 45% |
| Female | 159 | 42% | 190 | 45% | 137 | 43% | 132 | 54% | 131 | 45% |
| **ADMIT TYPE** | | | | | | | | | | |
| First-time Freshmen | 227 | 35% | 280 | 41% | 212 | 33% | 176 | 47% | 181 | 46% |
| Transfer/Second-Degree | 73 | 53% | 71 | 51% | 68 | 41% | 50 | 66% | 49 | 43% |
| **HEARING STATUS** | | | | | | | | | | |
| Deaf/Hard of Hearing | 286 | 38% | 334 | 43% | 265 | 35% | 218 | 50% | 215 | 44% |
| Hearing | 14 | 57% | 17 | 47% | 15 | 40% | 8 | 63% | 15 | 60% |
| Hearing Undergraduate (HUG) | 14 | 57% | 16 | 50% | 8 | 50% | 7 | 71% | 15 | 60% |
| Non-HUG | N/A | N/A | 1 | 0% | 7 | 29% | 1 | 100% | 0 | N/A |
| **TOTAL WITHIN THE COHORT** | **300** | **39%** | **351** | **43%** | **280** | **35%** | **226** | **51%** | **230** | **45%** |
| **TOTAL GRADUATED** | | **118** | | **152** | | **98** | | **115** | | **104** |

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

**118**

### Undergraduate Degrees Awarded by Major Trend

|  | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| Accounting | 11 | 8 | 3 | 11 | 6 |
| American Sign Language | 3 | 8 | 12 | 9 | 6 |
| Art | 2 | 1 |  |  |  |
| Art and Media Design |  |  |  |  | 6 |
| Art History |  | 3 |  | 1 |  |
| Biology, B.A. | 1 | 8 | 4 | 2 | 5 |
| Biology, B.S. | 5 | 2 | 2 | 1 | 6 |
| Business Administration | 10 | 10 | 9 | 9 | 20 |
| Chemistry, B.A. |  | 1 |  |  | 1 |
| Chemistry, B.S. | 3 | 1 | 3 | 1 | 2 |
| Communication Studies | 24 | 20 | 21 | 17 | 11 |
| Computer Information Systems | 3 | 1 | 1 |  |  |
| Computer Science, B.A. |  |  |  | 1 |  |
| Computer Science, B.S. | 3 |  | 1 | 1 |  |
| Deaf Studies | 4 | 12 | 15 | 14 | 17 |
| Digital Media | 1 | 1 | 7 | 3 | 1 |
| Education | 15 | 9 | 11 | 7 | 3 |
| English | 4 | 3 | 5 | 7 | 7 |
| Family and Child Studies | 8 | 13 | 12 | 11 | 3 |
| Finance | 2 |  |  |  |  |
| French |  | 1 |  |  |  |
| Government | 4 | 9 | 4 | 6 | 10 |
| Graphic Design | 7 | 4 | 8 | 5 | 4 |
| History | 5 | 6 | 7 | 10 | 7 |
| Information Technology |  |  | 5 | 8 | 3 |
| International Studies |  | 3 | 3 | 8 | 5 |
| Interpretation | 2 | 5 | 16 | 11 | 17 |
| Liberal Studies |  |  | 1 | 1 |  |

**Undergraduate Degrees Awarded by Major Trend (continued)**

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| Mathematics, B.A. | 6 | 4 | 5 | 4 | 1 |
| Mathematics, B.S. | 5 | | 3 | 1 | 3 |
| Philosophy | 1 | 1 | | | |
| Photography | 2 | 3 | 5 | 3 | 3 |
| Physical Education | 11 | 11 | 8 | 8 | 7 |
| Physical Education and Recreation | | | | | 4 |
| Psychology | 14 | 13 | 19 | 20 | 29 |
| Recreation and Leisure Studies | 4 | 1 | 1 | 1 | |
| Recreation and Sports | | 5 | 6 | 8 | 7 |
| Self-directed Major | 4 | 5 | 2 | | 2 |
| Social Work | 6 | 7 | 16 | 17 | 13 |
| Sociology | 4 | 5 | 4 | 6 | 1 |
| Spanish | 2 | 2 | 1 | | 1 |
| Studio Art | 5 | | 2 | 2 | 1 |
| Theatre Arts | 1 | 3 | 4 | 8 | 5 |
| **TOTAL DEGREES AWARDED** | **182** | **189** | **227** | **222** | **217** |
| **DISTINCT HEADCOUNT OF GRADUATES** | **172** | **179** | **204** | **206** | **203** |

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2009-10 (9/15/10), 2010-11 (9/21/11), 2011-12 (9/11/12), 2012-13 (9/10/13) and 2014-15 (9/9/14).



*Students participate in the interdisciplinary, student-led SL2 Hub-DC conference on sign language in March 2014. The conference brought together researchers in ASL studies, linguistics, Deaf Studies, interpreting, education, and other fields with students studying signed languages to build connections and support these students on their academic and professional journeys.*

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

| | 2009-2010 | 2010-2011 | 2011-2012[1] | 2012-2013[2] | 2013-2014[3] |
|---|---|---|---|---|---|
| American Sign Language | | 1 | 3 | 1 | |
| Biology, B.S. | | | | | 1 |
| Communication Studies | 1 | | 1 | 1 | |
| Deaf Studies | | 1 | 2 | 3 | 3 |
| Education | | | 2 | 1 | |
| English | | | | | 1 |
| Family and Child Studies | | 1 | 1 | | |
| History | 1 | | 1 | 1 | |
| International Studies | | | | 1 | |
| Interpretation | | 5 | 3 | 2 | 1 |
| Philosophy | | | | | |
| Photography | | | 1 | | |
| Psychology | | 1 | 1 | | 2 |
| Recreation and Sports Program | | | | 1 | |
| Self-directed Major | | | 1 | | 1 |
| Social Work | | | | 1 | |
| Sociology | | | | 1 | 1 |
| **TOTAL DEGREES AWARDED** | **2** | **9** | **16** | **13** | **10** |
| **DISTINCT HEADCOUNT OF GRADUATES** | **2** | **9** | **14** | **13** | **10** |

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2009-10 (9/15/10), 2010-11 (9/21/11), 2011-12 (9/11/12), 2012-13 (9/10/13), and 2013-14 (9/9/14).

[1]Twelve additional hearing undergraduates graduated in 2011-12 with degrees in Interpretation. These students are not considered HUGs and had applied directly to the Bachelor of Interpretation (BAI) program. Since this program is new, this is the first year of graduates for the direct-admit to the BAI program.

[2]Eight additional hearing undergraduates graduated in 2012-13 with degrees in Interpretation; one also double-majored in Studio Art. These students are not HUGs and had applied directly to the Bachelor of Interpretation (BAI) program.

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

## Graduate Degrees Awarded by Program Trend

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| **CERTIFICATES** | | | | | |
| ASL/Deaf Studies | | | | 1 | |
| Deaf/HOH Infants, Toddlers, and Families | | | | 6 | 9 |
| Deaf History | 1 | 1 | | | |
| Cultural Diversity and Human Services | | 8 | | | |
| International Development | | | | | |
| Management | | 1 | 3 | | |
| **CERTIFICATES TOTAL** | **9** | **2** | **3** | **7** | **9** |
| **MASTERS** | | | | | |
| Administration | 5 | 9 | 6 | 2 | |
| Audiology | 2 | 6 | | | |
| Counseling: Mental Health | 6 | 6 | 8 | 10 | 5 |
| Counseling: School | 11 | 3 | 6 | 4 | 12 |
| Deaf Education: Advanced Studies | | | 2 | 1 | 1 |
| Deaf Education: Special Programs | 8 | 10 | | 1 | |
| Deaf Studies | 6 | 11 | 6 | 4 | 13 |
| Developmental Psychology | 4 | 4 | 4 | 6 | 3 |
| Education | 6 | 11 | 11 | 19 | 9 |
| Hearing, Speech, and Language: Non-clinical | 5 | 8 | 8 | 12 | 8 |
| International Development | 7 | 5 | 7 | 4 | 8 |
| Interpretation | 8 | 5 | 10 | 8 | 18 |
| Leisure Studies | | 1 | 5 | | |
| Linguistics | 5 | 9 | 9 | 8 | 7 |
| Psychology | 5 | 7 | 4 | 4 | 3 |
| Sign Language Education | | | | | 21 |
| Sign Language Teaching | | | 18 | 26 | 9 |
| Social Work | 11 | 7 | 11 | 14 | 14 |
| Speech-Language Pathology | 10 | 13 | 10 | 13 | 16 |
| **MASTERS TOTAL** | **99** | **108** | **125** | **136** | **160** |

## Goal B: Persistence and Graduation

| | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 |
|---|---|---|---|---|---|
| **SPECIALISTS** | | | | | |
| Change Leadership in Education, Ed.S. | 7 | 8 | | | |
| Deaf Education, Ed.S. | 2 | 2 | | | |
| School Psychology, Psy.S. | 5 | 6 | 2 | 4 | 2 |
| **SPECIALISTS TOTAL** | **14** | **16** | **2** | **4** | **2** |
| **DOCTORATES** | | | | | |
| Administration, Special Education | 1 | 2 | 2 | 6 | |
| Audiology, Au.D. | 13 | 9 | 8 | 8 | 11 |
| Audiology, Ph.D. | 2 | | 1 | 2 | 3 |
| Deaf Education | | 3 | | 1 | |
| Linguistics | 1 | 4 | 3 | 3 | 2 |
| Clinical Psychology | 7 | 6 | 4 | 4 | 7 |
| **DOCTORATES TOTAL** | **24** | **24** | **18** | **24** | **23** |
| **TOTAL DEGREES AWARDED** | **146** | **150** | **148** | **171** | **194** |
| **HEADCOUNT** | **138** | **148** | **146** | **164** | **189** |

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2009-10 (9/15/10), 2010-11 (9/19/11), 2011-12 (9/11/12), 2012-13 (9/10/13), and 2013-14 (9/9/14).

## Cumulative Listing of U.S. Alumni by State/Territory since 1864[1]

| | | | |
|---|---|---|---|
| Alabama | 89 | Nebraska | 93 |
| Alaska | 16 | Nevada | 22 |
| Arizona | 163 | New Hampshire | 51 |
| Arkansas | 82 | New Jersey | 389 |
| California | 1,003 | New Mexico | 83 |
| Colorado | 132 | New York | 1,002 |
| Connecticut | 247 | North Carolina | 273 |
| Delaware | 43 | North Dakota | 59 |
| District of Columbia | 241 | Ohio | 390 |
| Florida | 415 | Oklahoma | 51 |
| Georgia | 183 | Oregon | 107 |
| Guam | 4 | Pennsylvania | 626 |
| Hawaii | 50 | Puerto Rico | 22 |
| Idaho | 49 | Rhode Island | 53 |
| Illinois | 551 | South Carolina | 85 |
| Indiana | 257 | South Dakota | 69 |
| Iowa | 140 | Tennessee | 98 |
| Kansas | 149 | Texas | 472 |
| Kentucky | 126 | Utah | 52 |
| Louisiana | 137 | Vermont | 31 |
| Maine | 58 | Virginia | 537 |
| Maryland | 927 | Virgin Islands | 5 |
| Massachusetts | 303 | Washington | 205 |
| Michigan | 253 | West Virginia | 77 |
| Minnesota | 321 | Wisconsin | 265 |
| Mississippi | 31 | Wyoming | 12 |
| Missouri | 201 | **TOTAL** | **11,348** |
| Montana | 48 | | |

[1]Includes all those that graduated through summer 2013.

**Cumulative Listing of International Alumni by Country since 1864[1]**

| Country | Count | | Country | Count | | Country | Count |
|---|---|---|---|---|---|---|---|
| Argentina | 4 | | Guatemala | 3 | | Poland | 1 |
| Australia | 10 | | Guyana | 1 | | Portugal | 1 |
| Austria | 2 | | Haiti | 1 | | Russian Federation | 2 |
| Bahamas | 2 | | Honduras | 1 | | Rwanda | 1 |
| Bangladesh | 1 | | Hong Kong | 1 | | Saudi Arabia | 6 |
| Barbados | 1 | | Hungary | 1 | | Sierra Leone | 2 |
| Belgium | 6 | | Iceland | 2 | | Singapore | 19 |
| Benin | 1 | | India | 39 | | Slovakia | 1 |
| Botswana | 3 | | Indonesia | 3 | | Slovenia | 1 |
| Brazil | 7 | | Iran | 2 | | South Africa | 17 |
| Bulgaria | 1 | | Ireland | 6 | | Spain | 6 |
| Burkina Faso | 1 | | Israel | 11 | | Sri Lanka | 5 |
| Cameroon | 3 | | Italy | 2 | | Sweden | 16 |
| Canada | 484 | | Jamaica | 5 | | Switzerland | 3 |
| Chile | 3 | | Japan | 27 | | Taiwan, Republic of China | 11 |
| China | 52 | | Jordan | 4 | | Tanzania | 1 |
| Colombia | 2 | | Kenya | 7 | | Thailand | 5 |
| Costa Rica | 3 | | Korea, Republic of | 14 | | Trinidad and Tobago | 2 |
| Cyprus | 1 | | Lebanon | 2 | | Turkey | 1 |
| Czech Republic | 1 | | Liberia | 1 | | Uganda | 3 |
| Denmark | 1 | | Malaysia | 16 | | United Arab Emirates | 3 |
| El Salvador | 2 | | Mexico | 7 | | United Kingdom | 11 |
| Ethiopia | 4 | | Mongolia | 1 | | Uzbekistan | 1 |
| Fiji | 1 | | Netherlands | 11 | | Venezuela | 2 |
| Finland | 3 | | New Zealand | 3 | | Vietnam | 1 |
| France | 5 | | Nigeria | 52 | | Zambia | 1 |
| Gabon | 2 | | Norway | 7 | | **TOTAL** | **1,003** |
| Germany | 6 | | Pakistan | 3 | | **COUNTRIES** | **86** |
| Ghana | 13 | | Peru | 2 | | | |
| Greece | 4 | | Philippines | 16 | | | |

[1]Includes all those that graduated through summer 2014.

# II. Support Programs and Strategies

The University designs all of its activities to promote student learning and development as well as to support student's persistence to graduation. Gallaudet's Student Affairs and Academic Support division provides programs that contribute to outside-the-classroom learning that enhances the academic curriculum, supports at-risk students, promotes leadership development, and ensures an inclusive and supportive social environment. By ensuring a positive and inspiring campus climate, the University promotes students' connection to the University community and the deaf community, an important contributor to student persistence. The following section provides brief descriptions of the impact that these programs have on persistence and graduation rates.

## Academic Advising

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

Academic Advising highlights for the year include:

- Increased emphasis on students using My Planner and Shopping Cart in First Year Seminar classes and in individual meetings.

o   83% fall 2013) and 80% (spring 2014) of the students were fully prepared in My Planner for the following and subsequent semesters.

o   79% (fall 2013) and 67% (spring 2014) of students who completed Shopping Cart with appropriate courses for course registration.

- 77% (fall 2013) and 87% (spring 2014) of the students understood the General Studies Curriculum, pre-major and major requirements.

- Student satisfaction with academic advising services continues to be consistent with 98% (fall 2013) and 96% (spring 2014) reporting satisfaction.

## Athletics and Intramural Programs

Athletics Programs provide opportunities for student-athletes of good character and academic standing to compete in organized intercollegiate athletics while pursuing a baccalaureate degree. Students participating in intercollegiate athletics are taught the importance of an academics first philosophy and approach of the Athletics Programs. Athletics Programs offers opportunities for each student-athlete to develop as a total person by enabling involvement in other areas of student life and by providing tools that will aid student-athletes after graduation.

Intramural Programs provide students who are not on intercollegiate teams  with the opportunity to participate in sports activities that provide the benefits of team membership and foster connections to the Gallaudet community.

Athletics and Intramural Programs highlights for the year include:

- 58 student-athletes made the Dean's List during the 2013-2014 academic year; 41 student-athletes earned a spot on the 2013-14 North Eastern Athletic Conference (NEAC) Scholar-Athlete list for having a GPA of 3.4 or better; 8 student-athletes graduated with honors (Summa Cum Laude, Magna Cum Laude, Cum Laude); 1 student-athlete received University Honors and 8 student-athletes made the Eastern Collegiate Football Conference (ECFC) All-Academic team.

- Two student-athletes were named CoSIDA (College Sports Information Directors of America) Academic All-America; Adham Talaat became GU's first Academic All-America first team selection and the first student-athlete to be named Academic All-America two years in a row.

- Thirty confirmed student-athletes, coaches and managers, that were on an active athletic roster during the 2013-14 season, graduated and met their degree requirements.

- Adham Talaat became the first Gallaudet football student-athlete to ever become a Gagliardi Trophy finalist, given to the top football player in Division III.

- Adham Talaat and Julia Wolff were presenters for Senator Tom Harkin's Deaf Community and Culture Series for June 2014.

- Ronda Jo Miller was featured as one of NCAA's Division III "40-in-40" student-athletes during the division's 40th anniversary.

- The women's volleyball team won a fourth straight NEAC championship and went to the NCAA tournament for the ninth time in program history and earned AVCA Team Academic Award for eighth straight year.

- The baseball team ended the regular season as NEAC co-champions and was selected to host the conference tournament for the second year in a row.

- Two Gallaudet basketball jerseys were retired in Ronda Jo Miller's #23 (women's basketball) and Kevin Mulligan's #24 (men's basketball).

- Sixty national media outlets published or broadcast stories about the Gallaudet University football team during a month-long span, including ESPN, CBS Evening News, Associated Press, Washington Post, Wall Street Journal, New York Times, Sports Illustrated, Yahoo.com.

## Career Center

The Career Center prepares students by educating and empowering them to learn lifelong career development skills, to make effective career decisions, and to achieve professional success after Gallaudet. The Career Center offers a variety of services and learning opportunities including: internship and job fairs, job-search workshops, resume reviews, mock interviews, and career consultation.

Career Center Highlights for the year include:

- 88% of 2014 graduates reported that they had participated in internships prior to graduation as reported in the 2014 Gradfest survey.

- 189 students were assisted by the Career Center to do internships

- Twenty internship site visits were conducted by Career Consultants to monitor student internships

- Spring Internship and Job Fair hosted 42 employers and 312 students in attendance

- 394 students received direct career consulting

- 1660 student visits to the Career Library

- 195 students were enrolled in the GSR 110 course on resume writing and interview skills

- 419 students attended employer information sessions

- Five Deaf Awareness training workshops were presented to off-campus employers

- Sixty-four career presentations/consultations were conducted in partnership with faculty in their classrooms.

## Counseling and Psychological Services (formerly the Mental Health Center)

Counseling and Psychological Services (CAPS) supports the academic and social-emotional development of Gallaudet students by providing: psychological assessments; counseling; crisis intervention; psychiatric services, and prevention programs. The CAPS also provides consultation services for faculty and staff. The CAPS contributes to the student paraprofessional training programs and offers training for mental health graduate students from the departments of psychology, social work, and counseling.

CAPS highlights for the year include:

- 340 students were served (305 received counseling, 23 completed an assessment, 12 received both counseling and assessment services; 61 received psychiatric services)

- 64% of students receiving services identified themselves as deaf, 22% as hard of hearing, and 14% as hearing

- 64% of students received services because of problems in school

- 92% of students reported that CAPS services helped them stay in school

- 90% reported that services helped them do better in class

- 90% rated that services were above average

- Conducted a sexual assault survival group and a grief group for students

- Completed the first successful year of the Peer Advisor program

- Changed its name to reduced stigma, be in line with other University counseling centers, and to better describe the breadth of services

- Implemented an executive skills training program for peer mentors to assist first year student in their adjustment to college

### Office for Students with Disabilities

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

OSWD highlights for the year include:

- OSWD served 237 students with disabilities, (47) graduate and (190) undergraduate students

- 14.3% of the Gallaudet student population was served by OSWD (9% of the graduate population, 20% of the undergraduate population).

- Incorporating feedback from a one-year comment period, OSWD is finalizing the premier edition of its "Handbook for Students, Faculty, and Staff," and an associated tri-fold brochure about OSWD and its services.

- Provided New Student Orientation for 19 students with disabilities.

- Produced 235,906 pages of large print/scanned pages, 6,360 Braille pages and 149 eBooks for 14 students with low vision.

- Provided a pilot student advocacy training program

- Arranged 83 note takers to assist 85 students in 204 classes and introduced a Training & Orientation workshop for OSWD Note Takers, student paraprofessionals who provide an essential, widely used accommodation.

- OSWD hosted the Capitol-Area Association on Higher Education and Disability (C-AHEAD) post-holiday presentation and luncheon University

### 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; the office offers residence hall programs that foster skills that contribute to living successfully in a pluralistic world and cultivate character, civility, and connections to community.

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

- 49% of students needing assistance from the Coordinator of Residence Education (CRE) said that the CRE met their needs.

- Created the first-ever Housing and Dining Brochure for new incoming students.

- Ensured that the bilingual-bicultural goal of the University was realized by creating a batch of videos pertaining to residence hall policies and distributed selected videos through our digital signage system.

- Successfully accommodated over 900 participants, committee members, and volunteers in our residence halls during the 150th Anniversary Celebration during the summer of 2014.

- 59% of students reported that they were satisfied with their degree of privacy in their rooms.

- 68% of students reported that they felt safe in their residence hall.

- 50% of the students reported that they were able to be academically successful as a result of their living and learning community.

- 54% of the students reported that their on-campus living experience has positively impacted their decision to graduate from Gallaudet University.

## Student Center Programs and Services

Student Center Programs and Services (SCPS) offers a wide variety of student-centered, service-oriented, co-curricular programs and activities designed to foster experiential learning that augments the academic experience and builds community among students. SCPS focuses on character and leadership development. SCPS provides cultural, recreational, and social programs and activities to engage students in Gallaudet's learning community.

SCPS highlights, by program, for the year include:

### Alcohol and Other Drug Services

Alcohol and Other Drug Services provides education and support for students dealing with alcohol and/or other drug related infractions.

- Ninety-seven students participated in mandatory alcohol and/or other drug classes last year.

- 97% of students were assigned a C or above on the post-class test and 60% got a B or above.

- Through students' reflection papers, 61% of students specifically identified how they violated the Code of Student Conduct; 82% discussed modifications to future decision-making; 93% recognized/identified impact on their community; and 91% demonstrated understanding of personal risk associated with behavior.

### 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 Student Academic Center. Campus Activities also handles room reservations for space in the I. King Jordan Student Academic Center, the Ely Center and Foster Auditorium, and offers services such as poster approvals, printing banners, making copies for the community.

- Thirty-one student organizations were registered

- Student organization officers combined for a 3.53 cumulative GPA and a 3.25 term GPA in the fall semester of 2013, and a 3.14 cumulative GPA and a 3.07 term GPA in the spring semester of 2014.

- Campus Activities collaborated with five departments in co-sponsoring student events with attendance of over 150 people.

- Student Body Government hosted the bi-annual event, Rockfest, and for the first time it was an alcohol-free event. Over 600 RIT/NTID students were in attendance.

- Student organizations and various departments sponsored 33 events for the campus community.

- Campus Activities worked closely with Student Body Government (SBG) and Gallaudet Interpreting Service (GIS) in developing a policy and guidelines for student organizations regarding interpreter requests for their events and meetings.

### Campus Ministries

Realizing that spiritual development is an important part of students' engagement for many students in the campus community and a contributor to overall student development, the University supports: a group of volunteer religious workers offering regular religious services, counseling on religious matters, special discussion groups, student service projects in the community, internship opportunities, and social activities. Eight faith communities were represented.

### Community Service Programs

Community Service Programs (CSP) provides opportunities for students and student organizations to participate in community service on- and off-campus.

- Seventy-five students completed the on-line learning assessment survey after performing community service projects for the spring 2014 semester.

- Seven student organizations completed their community service requirements for the spring 2014 semester.

- Three community service projects opportunities were given to students monthly for the spring 2014 semester.

### 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, computer lab, lockers, and a playroom for kids to play in while their parents do their school work. Commuter Programs also serves as a resource for commuter students by offering programs such as landlord/tenant rights and how to be a good neighbor.

- An average of 270 students visited and utilized services and conveniences provided by the Commuter Lounge weekly.

- Commuter Lounge has its own Facebook page, with 312 members.

- Commuter Lounge created a Facebook page, "Do you need a place to live?" for those seeking rentals or roommates and 894 students signed up.

- There are 1,282 local addresses registered in the database.

- 852 students signed up as members of our weekly newsletter e-mail distribution list covering topics such as safety and upcoming events in the community.

### First Year Study Tour

The First Year Study Tour (FYST) offers first-year freshmen and first-year transfer students the opportunity to travel internationally during spring break. The trip lays the foundation for understanding the increasingly global society in which they live. Participants in this tour become more aware of other cultures and societies and are able to add this international experience to their resumes. Students find the experience life changing and that it enhances their academic and personal growth.

- 44 students participated in the study tour in March 2014.

- The retention/graduation rate for FYST participants typically outpaces the retention/graduate rate for non- FYST

participants; 41 out of 44 FYST 2014 participants (93%) returned for the fall 2014 semester.

- Students and Gallaudet staff participated in the third annual Deaf Sports/Deaf Awareness Day with the Costa Rican deaf community.

- Students did service projects at a turtle nursery, at a deaf school (refurbishing playground equipment and painting), and at a national park (relocating large timber and repairing a damaged trail section) during the tour.

### 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. Examples of activities include the following:

- Fifty-eight programs were offered by the Health and Wellness Programs on physical, social, emotional, sexual health to 2,401 participants (duplicated).  Programming included workshops, booths and events ("Take Back the Night," "Get Moving Gallaudet," etc).  This demonstrates a 32% increase in the programming we offered, 119% of hours of programming and a 149% increase in the number of students who attended (duplicated) from the previous year.

- Provided six Peer Health Advocates the opportunity to develop professional skills, learn about different aspects of health, and organize information to present to the Gallaudet community through "bathroom tips," bulletin boards, booths, workshops, and other events.  The average growth demonstrated was 17% between their first (November) paraprofessional assessment to their second one (April).  In the exit interview/questionnaire, all of the PHAs "strongly agreed" that this experience "helped me to develop skills I can use."

- Through the Campus Grant from the Office on Violence Against Women, Department of Justice facilitated five Green Dot bystander intervention trainings to 97 participants (including four faculty and staff), along with five other programs on sexual assault, domestic/dating violence,  and stalking.  The grant also funded additional components allowing Gallaudet University to progress with examining the issue of sexual misconduct on campus.

### New Student Orientation

New Student Orientation (NSO) assists new and transfer students with their transition to Gallaudet University. Through a series of programs and experiences, students learn about the mission of Gallaudet, examine their individual identity, develop an appreciation for diversity, and the on- and off-campus resources available that students can utilize throughout their personal and academic journey.

- This year we welcomed 278 new and transfer students and we had 85 parents participate in the Family Orientation Program which is the largest number in recent years.

- Members of Greek organizations assisted with the new student check-in at the residence halls for two days.

- NSO has changed its schedule, with student organizations taking the lead in planning the evening NSO events, which were well attended.

### Office of Student Conduct

The Office of Student Conduct (OSC) used discussion, counseling, mediation and other procedures to handle conduct problems and to maximize the educational experience of students involved. OSC also serves as a campus-wide resource, providing consultation on issues related to student conduct and Title IX, i.e., departmental student conduct guidelines, guidelines for faculty and staff when students are involved in the Title IX process, classroom disruptions, etc.

- OSC received an increase in the number of requests for student conduct and sexual misconduct training from various departments on campus. Student paraprofessionals (resident assistants, peer health advocates, Campus Activities, and JumpStart staff) received sexual misconduct prevention education and training to enhance their work with students. Training was also provided for the Student Body Government organization officers as well as other paraprofessionals outside of Student Affairs such as Gallaudet Technology Services.

- There was a 57% reduction from the previous academic year, of the number of cases handled by OSC.

- Students appealed the OSC decision in only 3% of all cases.

## Student Success

Student Success offers newly admitted students specialized programming that supports their adjustment to Gallaudet during their first year. Student Success offered two programs in 2013-2014: Peer Mentorship and JumpStart: American Sign Language (ASL).

### Peer Mentorship

Peer Mentorship assists in the social, personal, and academic acclimation to Gallaudet University by pairing incoming first-year JumpStart students who are taking the First Year Seminar with outstanding second year, junior, senior students who act as mentors throughout the academic year.

### JumpStart: ASL

JumpStart: ASL is a four-week summer program offered to first year students, including transfer students, who are new or emerging users of American Sign Language. Before the fall semester, the program provides students with intensive sign language training and instruction in deaf awareness, deaf culture, and Gallaudet history and traditions. Activities offered are to help students understand University resources as well as engage them in the Gallaudet community of learning.

Student Success highlights for the year include:

- 201 first year students were assigned a peer mentor based on their GSR 101 class enrollment

- Twenty peer mentors served as teacher assistants in GSR 101 courses and in the LLRH 6 dorm

- Thirty-eight students participated in the ASL program

## Tutorial & Instructional Programs

Tutorial & Instructional Programs (TIP) provides a supportive learning environment for students needing academic assistance. The department provides a variety of academic support services offered by qualified tutors, supplemental instruction interns (who provide academic support for historically difficult courses) and academic coaches. 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:

- 688 students were served in the various programs through 2,487 appointment hours in the fall

- 633 students were served in the various programs through 2,040 appointment hours in the spring

- 621 supplemental instruction sessions were held in the fall

## Supporting a Multicultural Campus Environment

The initiatives of the Office of Diversity and Equity for Students (ODES), which includes Keeping the Promise, Multicultural Programs, and the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Allies (LGBTQA) Resource Center, support Strategic Plan Goal B Objective 1, to create an environment and support system to encourage retention and successful completion, and Strategy 1.3, to develop programs to promote acceptance and respect for students, faculty and staff along all facets of diversity including nationality, race, gender, communication modalities, etc.

### Keeping the Promise

Keeping the Promise (KTP) is a key initiative in support of the University goal of closing the gap in retention and graduation for black and Latino deaf students. Of the KTP students from 2012-2013, 83% were retained for 2013-2014. In addition, 14 undergraduate and six graduate KTP students graduated in 2014. Thus, KTP supports retention and graduation via promoting the intellectual advancement of these students by demonstrating and reinforcing the essential values of scholarship and perseverance through intentionally-designed activities that foster motivation, empowerment, academic excellence, understanding of historical and cultural heritage, and model citizenship.

### Academic skills-building workshops

In these weekly events, campus experts share strategies for succeeding in college. Topics discussed range from general strategies for success to applied and personal stories, which are designed to raise students' awareness of identity and appreciation of different cultures. Included are: Immigration Reform and the DREAM Act; Mendez vs. Westminster and Collaboration; Study Abroad, How to Succeed in Your Major; Study Tips/Exam Taking Tips; Navigating My Way to Success at Gallaudet. In 2013 to 2014, thirty-five academic skills-building and cultural education workshops were offered with a total of 260 attending.

### Cultural education workshops and events

These workshops and events address the learning of one's heritage, culture and communication, and included visits to Latino/Hispanic and African-American museums and 1,001 Black Inventors play. Banned Books; History of the Day of the Dead (dia de Muertos) by the Latino Student Union; Indian Removal Act and The Trail of Tears; Community Accountability; Systems of Oppression; Good Hair Bad Hair; On the Rise, Physical and Sexual Assaults. Three cultural education trips were offered. A total of 240 people attended these cultural education workshops.

### Focus groups

Focus groups provide opportunities for KTP members to discuss issues affecting them as black and Latino students on campus and to exchange ideas and suggestions for navigating a predominantly white University. Four group discussions were held during the course of the academic year.

### Leadership training retreat

A two-day leadership and team-building retreat is offered every fall enabling students to learn leadership skills, to develop the peer bonds and support systems that are critical to persistence, and to develop understanding of the characteristics and traits of effective leaders. Twenty-eight students participated in this activity this year.

### Personal counseling (One-on-one)

This year 160 black and Latino walk-in students were served with a variety of issues ranging from class-oriented questions to personal issues.

## LGBTQA Resource Center

The Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Allies (LGBTQA) Resource Center supports the University's goal of promoting student retention and graduation rates through intentionally designed programs that facilitate understanding and respect for different sexual orientations, gender identities and expressions.

The LGBTQA Resource Center serves as a hub for LGBTQA-related programs, services, trainings, activities, and student groups on campus. The Center is a visible space to promote a LGBTQA presence year-round, with particular activities during Pride Month, Coming Out Week, Transgender Awareness Week, and Lavender Graduation. The Center offers a meeting space, volunteers, and assistance with coordination and planning of events designed to address and combat heterosexism and homophobia, including student discussion and support groups, informational and structured diversity trainings in and out of the classroom, consultation to departments and campus groups, individual counseling and support for students, and written resources and outreach materials among other activities. These activities support the Gallaudet Strategic Plan goal B.1.3.

### LGBTQA 101 awareness-raising workshops

In these hour-long interactive workshops, developed by request and tailored to target audiences, students, staff, and faculty are familiarized with LGBTQA-related terms and introduced to concepts related to LGBTQA life, such as coming out, gender identity and sexual orientation, bullying and harassment, legal and civil rights, and other important topics. Time is devoted to answering questions from the participants, with the goal of clearing up misconceptions, reducing stigma, and leaving participants with a broader understanding of LGBTQA identities. During AY 2013-2014, four LGBTQA 101 workshops were offered with a total of 91 students, faculty, and staff attending. Among other feedback, nearly 80% of JumpStart 2014 students who attended the LGBTQA 101 Workshop reported being "very satisfied" or "satisfied" with the information provided in the workshop. When asked what they found most valuable about the workshop, students' responses included:

- "Learning the sign for transgender to help describe myself."

- "The statistics about how many LGBTQA people are harassed was valuable because it can make people become more considerate of what they are doing."

- "Knowing there's an [LGBTQA] group, I will want to meet and talk with them because I am not sure about myself."

Additional student feedback included:

- "A controversial topic handled nicely in a non-threatening environment."

- "Shows the importance of being positive."

- "Would like to know about 'fluidity'" of gender and sexuality.

### Lavender graduation

This pre-Commencement ceremony acknowledges the unique challenges of being an LGBTQA student at Gallaudet University, witnessing and celebrating students' achievements through a communal dinner, student and staff/faculty speakers, and special recognition of advocates and supporters. The May 2014 Lavender Graduation was attended by approximately 150 people.

### Student support group: Activism on campus

Student groups provide opportunities for LGBTQ and allied students to discuss issues affecting them and to exchange ideas and suggestions for combating homophobia and heterosexism on campus. Students dialogue and discuss ideas related to policies and procedures on campus that could be addressed in order to improve the experience of LGBTQA students on campus, such as gender neutral bathrooms, gender pronouns on Student Health Center and admissions forms, etc. During the 2013-2014 academic year, four meetings of the student activism groups were held with a total of 30 students participating.

### Student support group: Transgender students

Student groups provide opportunities for transgender and allied students to discuss issues affecting them as transgender students at Gallaudet University and, often, as deaf and hard of hearing individuals. At transgender student meet-up groups, students give and receive support and discuss issues related to being transgender at Gallaudet University. During AY 2013-2014, three meetings of the transgender student activist group were held, with a total of 4 students participating.

## Individual and group support and consultation

The LGBTQA Resource Center coordinator is available to provide support to students, staff, and faculty during drop-in hours with services ranging from referrals to consultation to collaboration on a variety of projects. During the 2013-2014 academic year, individual and group consultations were provided to 12 faculty members, 35 staff members, and 30 students for a total of 53 hours.

## LGBTQA Resource Center open house

The LGBTQA Resource Center hosted a spring 2014 Open House to highlight the new Office of Diversity and Equity lounge, called "The Hangout," a safe space for students to meet, study, rest, or hang out. During the Open House, student, staff, and faculty attendees were polled and suggestions were collected for possible initiatives for the 2014-2015 academic year. The Open House was attended by 70 people from whom feedback was solicited. Positive feedback was given about the existence and welcoming nature of the LGBTQA Resource Center.

## LGBTQA Resource Center campus email list

The LGBTQA Resource Center distributes occasional emails with information related to on-campus and local LGBTQA programming and events, such as announcements about upcoming initiatives, volunteers wanted, or other LGBTQA-related information. Students, staff, and faculty members may opt-in to receiving LGBTQA Resource Center emails. During the 2013-2014 academic year, the LGBTQA email list was distributed to a readership of 227 individuals. A total of 278 contact hours were achieved by email, between response emails sent by the LGBTQA Resource Center coordinator and emails distributed by the LGBTQA Resource Center campus email list.

## LGBTQA Resource Center Facebook page

The LGBTQA Resource Center Facebook page features posts, stories, links, and pictures related to LGBTQA events on-campus, locally, and around the world. The Facebook page exists to promote a Resource Center presence on social media and to facilitate a feeling of collaboration and interaction between Gallaudet students and the LGBTQA Resource Center. During the 2013-2014 academic year, the LGBTQA Resource Center Facebook page featured 126 posts, with 188 being the highest number of individual readers per post, and a page total of 319 individual "Likes."

## LGBTQA community outreach:

The LGBTQA Resource Center strives to keep abreast of current community, national and worldwide information that may pertain to LGBTQA students, staff, faculty, and alumni of Gallaudet University. To that end, eight hours of community consultation were devoted to meeting with two directors of Diversity and Inclusion at neighboring universities (American University and George Washington University); two community LGBTQA healthcare and transgender activists; and one Gallaudet University LGBTQA-identified alumnus.

## Multicultural Student Programs

The Office of Multicultural Student Programs (MSP) seeks to create an environment at Gallaudet University that embraces individual difference, sustains inclusion, provides support, advocacy, and cultivates a campus atmosphere that is free from bias. MSP will achieve its mission by offering the community a variety of multicultural programs and experiences, which foster an inclusive, bias-free campus climate. MSP provides and supports the strategic goal B.1.3.

## Turn-A-Page-Together (TAPT)

This program was provided during the fall and spring semesters for 10 weeks in the fall semester and 11 weeks in the spring semester. TAPT is one of the cornerstone programs of MSP and is very successful. Among faculty, staff, and students, about 36 participants in fall semester and 32 participants in spring semester joined the book club. Participants enjoyed reading books about different cultures and had the opportunity to share their diverse views and perspectives through discussions.

## Hispanic Heritage Month Presentation "No Sign of Our Culture Shall Be Banned" by Tony Diaz

The speaker Tony Diaz gave a presentation about el Librotraficante that rose to defy the ban on Mexican American studies in Arizona and has now become a movement to defend freedom of speech and intellectual freedom. During his presentation, Diaz unveiled the sign language symbol for the group to demonstrate opposition to the banning of sign language. El Librotraficante raised awareness of this oppression. A total of 54 participants attended this presentation for two hours.

### Workshop "Immigration is Beautiful: Butterfly"

Norma Moran, a staff at Gallaudet University, gave a presentation about the history of immigration issues in America and this workshop. A total of 22 participants participated and also conducted a hands-on activity making wearable butterfly wings, which was a symbol for migrant rights.

### Stonewall Uprising

Multicultural Student Programs collaborated with Office of Diversity and Inclusion to host a panel discussion a documentary film showing of "Stonewall Uprising." The panelists discussed the effects of the Stonewall riots and how they underscore the current LGBT movement. The film showed eyewitness accounts and archival materials that recounted the events surrounding the 1969 police raid of the Stonewall Inn, a popular gay bar in New York City. A total of 122 participants attended.

### Presentation "The Uses of Negativity" by Emi Koyama

The activist and writer Emi Koyama discussed the idea of negative survivorship, which sought to validate and embrace survival and coping strategies that were sometimes considered unhealthy or self-defeating, as an alternative to the tyranny of compulsory positivity and optimism that permeate self-help and support literature, including Dan Savage's "It Gets Better" campaign – a self-congratulatory project by and for middle aged gays and lesbians that did little for young people who faced multiple oppressions and difficulties. A total of 84 participants attended the presentation for two hours and a total of 12 participants attended the reunion with the speaker for two hours.

### Students of Color Leadership Institute

Multicultural Student Programs collaborated with Campus Activities to provide training to 28 students for 14 hours over two days. This institute offered strategic leadership training across cultures and assisted students of color in becoming leaders in both the academic and organizational arenas. The workshops presented an opportunity to discuss cultural competence, common dimensions, how values differ among cultures, leadership styles, and communication styles.

### Presentation "On the Border of a New America: Wall of Shadows" by Barbara Martinez Jitner

Multicultural Student Programs collaborated with the Office of Diversity and Inclusion. The speaker Barbara Martinez Jitner shared the story and a film documentary of two Latinos, Jose and Manuela. Jose had lived in the U.S. his entire life, but was wrongfully deported and is now trapped on the border. Manuela crosses the border because of an economic crisis in her homeland and came to the U.S. Barbara Martinez Jitner's presentation explored the remarkable legacy of Latinos in the U.S, and how what is happening at our southern border has not only affected this community, but has penetrated the entire country – creating a new dichotomy in the Latino national identity. A total of 134 participants attended this presentation for two hours and a total of 28 participants attended a dinner with the speaker for three hours. They had opportunity to discuss about Barbara Martinez Jitner's project related to immigration issues.

### Alumni of Color Reception

MSP and KTP collaborated with the Office of Alumni Relations to host 132 alumni of color reception during the Gallaudet homecoming. Participants had opportunities to learn about ODES programs and operations. They also had opportunity to learn about the Gallaudet University's strategic plan related to diversity issues.

### Pro-Tactile: Culture, Experience, and Respect and Deaf-Blind Way

MSP collaborated with the Office of Diversity and Inclusion to provide different workshops. The workshops focused on teaching the DeafBlind way which challenges the medical view of deafblindness as requiring "special" services and possessing limited capabilities due to a perceived disability. The 64 participants attended the workshops for 24 hours over three days. Participants had opportunity to learn various techniques of back-channeling to demonstrate how visual information can be transmitted tactilely. Topics explored boundaries when applying various tactile techniques and taught the approach that allows deafblind individuals to work effectively with others in the community.

# Goal B: Persistence and Graduation

## Native American Heritage Month Presentation "The Warrior Within" by D. J. Eagle Bear Vanas

The speaker D.J. Eagle Bear Vanas demonstrated how the simple choices we make each day can create a massive positive impact for us and those around us. The 108 participants had an opportunity to learn in two hours how to use the wealth of ability within themselves, feel more empowered and excited about education, have more confidence and awareness in their life decisions and choices, and draw strength from their choices to create a future.

## Diversity Dance Showcase

MSP brought students, staff, faculty and friends together to have the opportunity to showcase different styles of dance and music while promoting pride and cultural awareness. This event is an opportunity to share our traditions without any stigmas or stereotypes and to emphasize that the beauty of unique heritages and cultural distinction can be most easily transmitted and appreciated. There were eight groups and individuals who provided performances and 189 participants who attended this event for two hours.

## Hot Topics in Disability support - panel discussion

Multicultural Student Programs collaborated with the Office of Diversity and Equity for Students to host a panel discussion. The panelists shared their experiences and offered insight and possible solutions to addressing the unique challenges they face every day. There were 89 attendees.

## The Signing Gospel Winter Concert

This event included performance groups from throughout the metropolitan Washington, D.C. area. They had the opportunity to share their music about God and spirituality through sign language. There were 29 groups and individuals who performed gospel music in sign language. About 178 participants watched the performance for two hours.

## Black History Month: "History, Herstory, Your Story" by Tish Norman

The speaker Tish Norman shared the experience of how people continue to debate the value of black history month. She shared her beliefs that there is no debating, and stressed the importance of students each taking the initiative to understand their heritage and how it informs their story. Tish Norman enlightened 82 participants for two hours to who they are

and who they are becoming. She reinforced her message of self-respect and empowerment by infusing relevant historical accounts with current cultural trends, thus connecting with every member of the audience.

## Women History Month Presentation "I'm Asian, a Girl, and I'm ANGRY" by Lela Lee

The 59 participants had opportunity to meet Lela Lee, the cartoonist who created the Angry Little Asian Girl (ALAG). She shared her experiences for two hours about stereotype and oppression that make her angry, and she had opportunity to create the five episodes in way of her expression through her experiences.

## Presentation "Erase the Hate: Reel Big Bullies" by Brian Johnson

The speaker Brian Johnson shared national incidents like school shootings and the suicides of gay teens, and showed clips from Hollywood blockbusters. Brian Johnson defined bullying as a first step towards understanding it, helped members of the college community foster a safe environment for all participants, and encouraged participants to stand up for those who are being harassed. There were 75 participants who attended this workshop for two hours.

## UnityFest

UnityFest held its eighth annual festival that celebrates the rich cultural heritage of the Gallaudet community. The full day of events provided students, faculty, staff, and friends an opportunity to explore and experience the wide variety of cultures that make up our campus community. There were 300 participants at this event for eight hours.

## Individual Support and Consulting

MSP is available to provide to support to students, staff and faculty during meeting in person related to MSP resources, interviews for different projects, and collaboration with different units for different programs related to diversity issues. During the academic year, 388 students, staff, and faculty were supported or consulted.

## Goal B: Persistence and Graduation

**Student Affairs and Academic Support: Student Contact Hours for AY 2013-14**

| Support Unit | Number of Contact Hours |
|---|---|
| Dean's Office | 3,456 |
| Academic Advising and Tutorial and Instructional Programs | 14,600 |
| Athletics and Intramural Programs | 51,640 |
| Career Center | 8,408 |
| Counseling and Psychological Services | 13,108 |
| Office for Students with Disabilities | 30,784 |
| Residence Life and Housing | 75,419 |
| Student Center Programs and Services | 2,000 |
| Alcohol and Other Drugs Services | 991 |
| Campus Activities | 9,221 |
| Campus Ministries | 640 |
| Community Service Programs | 1,224 |
| Commuter Programs | 3,269 |
| Health and Wellness Programs | 4,060 |
| New Student Orientation | 200 |
| Office of Student Conduct | 2,712 |
| Student Success  (JumpStart and Peer Mentorship) | 17,685 |
| Keeping the Promise | 1,623 |
| Multicultural Student Programs | 1,506 |
| **TOTAL** | **242,546** |

*The University continues to move forward on its Sixth Street property development initiative, part of the 2022 campus Master Plan. In October 2014, the Board of Trustees voted to approve the beginning of exclusive negotiations for a development agreement between the Gallaudet University Foundation and the JBG Companies, a Washington, D.C.-area real estate development firm.*

# Strategic Plan Goal C: Resource Efficiency

This chapter enumerates a series of steps taken to ensure that Gallaudet University has control of various financial resources to complete its mission, included are steps to control spending as well as to increase revenue. Included in three separate sections are steps taken during the current year and then those taken during previous years. Also included are demographics—gender, deaf/hearing status, and race/ethnicity statues—for employees by category of employment, including administrators, faculty, Clerc Center teachers, professional staff academic/student support, professional staff administrators/instructional support, secretarial/clerical, technical, service, and maintenance. The contents of this chapter reflect the major accomplishments performed during FY 2014 in support of Goal C of the Gallaudet Strategic Plan.

# I. Recent Resource Efficiency Steps

Fiscal years 2014, 2013, 2012, 2011, and 2010 have been a period of intense resource management for Gallaudet University. This section provides a brief summary of the actions completed or initiated to control costs or increase revenues during each of those fiscal years.

## Fiscal Year 2014

1. Standard & Poor's affirmed Gallaudet's credit rating of A+, in part based on the university's financial performance during the sequestration in the FY 2013 federal government appropriations; Moody's affirmed the rating of A2.

2. After considering four responses to the Request for Proposals, the Gallaudet University Foundation received approval from the Board of Trustees to enter into exclusive negotiations with The JBG Companies for a development agreement for the university's properties adjacent to the campus on 6th Street. The Foundation recommended The JBG Companies based on its experience in the District, as well as the incorporation of DeafSpace design elements into its proposal. The development, to occur in phases over the next 10 years, is expected to create opportunities for Gallaudet students, staff, and faculty in terms of employment, internships, training, and collaborations.

3. We recently worked toward earning a five-year $4.75 million grant from the US Department of Education for the University's Technology Access Program. The program conducts research related to communication technologies and services, with the goal of producing knowledge useful to industry, government, and deaf and hard of hearing consumers. The goal for the grant is to provide the tools, methods, and knowledge that will bridge the gaps between the capabilities of modern technologies and the ability of consumers to take full advantage of them.

4. Gallaudet and outside contractors completed Operation Green Light, a campus-wide energy conservation project that started in FY 2013. Most of the work involved coupling low-power, instant start ballasts with occupancy sensors for the optimal balance between energy savings and the DeafSpace design guidelines, as well as exterior lighting replacements. This work is expected to simplify long term maintenance and replacement requirements.

5. With approval from the Board of Trustees, the annual payout on 67 underwater endowment accounts was suspended for one more year. This continued an action taken by the Board in FY 2012 to suspend the annual payout for individual endowment funds with a market value that was less than the historical principal value.

6. To reduce employee benefit costs, the maximum limit for the annual leave carryover hours was reduced to 240 during FY 2014.

7. We carried out the Voluntary Retirement Incentive Program (VRIP), reducing regular status employee headcount by 66.

8. A recent analysis done by an independent consultant of Gallaudet's staff employees' salaries showed that they continued to be competitive in the marketplace, and the staff employees' salaries continued to be appropriately distributed.

9. Despite restoration of the sequestration cut in the federal government appropriation support to Gallaudet, operating divisions did not receive the $1.25 million permanent budget reductions that were carried out at the division level in the preceding year. The FY 2015 budget does not provide for an automatic restoration of the reductions because of the continued uncertainties over another potential sequestration.

10. Gallaudet continued working with consultant Noel Levitz on maximizing enrollment and net tuition revenue through the strategic use of scholarships. Net tuition revenue increased from $16.7 million in FY 2013 to $17.6 million (unaudited) in FY 2014.

11. A new vice president of development and alumni relations was hired, bringing 15 years of experience in higher-education development that includes recognitions for notable accomplishments.

12. To support Gallaudet's long term recruitment and retention efforts, we continued to design and plan a $16 million new science, technology, and math lab in Hall Memorial Building to be completed in 2016.

13. The Board of Trustees approved the FY 2015 operating budget of $172.6 million with a goal of achieving an operating surplus of $2.3 million. The budget also includes an assumption of $2 million for salary increases to be awarded at the president's discretion.

14. The Board of Trustees approved the suspension of an automatic nine percent annual increase in the student housing rates, effective FY 2016 and FY 2017. Gallaudet administrators will recommend the rate of increase for room and board costs as part of the annual budget process. This is intended to support efforts to fill Gallaudet's residence halls.

15. As part of the FY 2015 budget development process, the Board of Trustees approved the goal of a regular status employee headcount of 930, the same as FY 2014.

16. The Board approved a four percent increase in tuition, effective FY 2015.

17. The trustees approved a reallocation of $4 million from the President's Endowment Fund toward enrollment stabilization and research innovation initiatives. Distributions are expected to total approximately $100,000 per year for each initiative.

18. Planning is underway for a "campus gateway" at the 6th Street and Florida Avenue corner with the potential for supporting auxiliary revenue.

19. The renovation of the first and second floors of the conference center, to accommodate larger scale conferences and events, has been completed. We are also designing and developing guest rooms on the third floor of the conference center for additional hotel room revenue.

20. We authorized the creation of a director of business development position to generate additional revenue by soliciting outside groups to use university facilities. Search is currently underway.

## Fiscal Year 2013

1. Division administrators identified permanent budget reductions of $1.25M, and an additional estimated $2.343 million of savings for the year were identified through this process; all reductions and savings were chosen to have the least educational impact on strategic plan implementation.

2. The Board of Trustees provided the administration with the authority to implement personnel actions as needed in the face of unknowns for FY 2014, resulting in the announcement of an FY 2014 Voluntary Retirement Incentive Program which currently has employees considering their participation options.

3. A change in the Staff Layoff policy reduced the layoff payout for regular status staff employees.

4. The program to reduce the amount of annual leave employees can carry over from year to year was accelerated, and no employees can carry over more than 240 hours of annual leave.

5. An agreement was made with the U.S. Department of Education to increase the percentage of hearing undergraduate students (HUGs) from 5% to 8%, with the increase occurring by one percentage point per year over a three-year period beginning in FY 2013. Additionally, for our on-line courses, the Department agreed to the elimination of the 5% HUGs cap for a period of five years to allow those programs to grow and to enable the university to develop a stronger framework for supporting on-line activity. Both of these actions will allow enrollment to grow, resulting in an increase in revenue.

6. Tuition and fees were raised by 8% at the start of FY 2013 and will be raised by the same amount at the start of FY 2014.

7. Room rates were increased by 9% at the start of FY 2013 and will be raised the same amount at the beginning of FY 2014. A policy was adopted requiring freshmen and sophomore students to live on campus beginning in the fall of calendar year 2014.

8. Neither salary increases nor one-time payments were provided to employees in FY 2013.

9. Selected capital improvement projects were deferred, resulting in decreased depreciation expenses.

10. Our FY 2013 budget called for the elimination of 26 positions; that reduction was achieved at the end of FY 2013. For FY 2014 we intend to further reduce the number of employees by 34.

11. Operation Green Light, part of the campus-wide energy conservation project, involving engineering teams from the Facilities Department and outside contractors, is retrofitting lighting in classrooms, offices, and conference rooms with energy efficient solutions in a project scheduled for completion in FY 2014. In addition, the installation teams are updating and replacing exterior lighting throughout the campus.

12. The manner in which capital improvement projects are initiated, approved, and followed has been revised with the establishment of a University-wide committee working on principles that: consider all facilities as controlled by the university, not by budget units; recommend controls, budgeting, and space allocations to the President for final decisions; uses the Gallaudet Strategic Plan as the basis for project approvals; makes recommendations in a transparent process; manages facilities to optimize utilization; and works at a high standard of performance. For the first time, a three-year capital budget expenditure plan has been prepared creating a better picture of capital expenditures and allowing for better planning for all projects.

13. Hiring of student employees has been centralized in the Career Center, resulting in common, transparent student hiring practices.

14. The Office of Communications and Public Relations is now available to meet requests free of charge for creative media services for marketing-related materials, reducing the need to hire these services from outside vendors; that office is also available to negotiate printing discounts from vendors.

## Fiscal Year 2012

1. As mentioned in previous years below, Johnson Controls International (JCI) is implementing an Energy Saving Program that retrofits existing buildings by improving electrical, plumbing, and mechanical systems to reduce Gallaudet's energy usage significantly. This work includes: solar system drawings and design are now complete, and equipment order review, scheduling, and construction permits are in progress; electric and water sub-meter programming is now complete; exterior and interior lighting mock-ups are now complete, with final reviews for campus-wide installs in progress; boiler replacements are progressing well; a community energy kiosk "Green Scene Kiosk" planning is underway for the Jordan Student activity Center; and a campus-wide underground piping infrastructure system review is in progress.

2. A new program review process has been established to evaluate the viability of new academic programs proposed by faculty. This process will work to ensure that newly proposed programs are established to generate more enrollment while also ensuring that we do not bring on new programs that will take resources from strategic initiatives. This process involves our administration much earlier in the process than has been the case in the past.

3. Academic Affairs in currently in the ending stages of an extensive restructuring activity that has involved the development of a list of guiding principles for the process, the collection of information from departments and units affected by the restructuring, recommended restructuring, the identification of areas needing further attention, and the suggestion of the steps necessary to carry out the implementation. In addition, a listing of specific programs with recommendations about their assigned location within the Academic Affairs was created. Once fully implemented there should be efficiencies obtained from this restructuring.

4. The University Planning and Budget Committee (UPBC) has been established to supersede the previously functioning University Budget Committee (UBC). With new members and a new charge to actively consider planning, this group is now working to ensure resources are aligned or re-aligned to support strategic planning efforts.

5. The Living and Learning Residence Hall 6 is complete, students are living in the building, the geothermal field is at work, and documents will be submitted to the United States Green Building Council to finalize the building's anticipated LEED Silver sustainability rating.

6. The Residence Hall Interiors Project which renovated the public spaces in all five dorms has been completed.

7. An outside consultant is at work with our financial aid and admissions offices to create the most effective strategies for the allocation of financial aid.

8. Our FY 2013 budget calls for the elimination of 26 positions and the reduction of $1.25M of expenditures. These goals are constantly be reviewed in terms of the revenue anticipated for this fiscal year.

9. We have raised tuition by 8% for the fall 2013 and room rates continued their rise, increasing by 9% for fall 2013.

10. Neither salary increases nor one-time payments were provided to employees for FY 2012.

11. A uniform External Relations policy has been created and adopted regarding a variety of actions which have previously been left to individual units to determine on their own. This single policy now regulates Governmental Relations, Media and Public Relations, International Relations, Donor and Alumni Relations, Obtaining Sponsorship of On-campus Activities, Sponsorship of External Activities, and Product and Vendor Endorsements. An individual or an office has been made responsible for each area which will result in efficiencies from the coordination of activities such as requesting financial support from outside organizations.

12. Extensive work was completed with regard to the usage and adoption of the new University logo; these established policies regarding the use of the logo, and the prohibitions on developing new single unit logos will result in efficiencies as units have begun to use templates available University-wide instead of needing to hire outside designers to create material from scratch.

13. A new banners policy has been adopted which specifies the size and source of banners acceptable for using on light posts, buildings, and so on. This should result in efficiencies as templates are used and as controls are placed on the replacement of banners.

14. An extensive web policy has been developed and is under review. Once modified as needed, and then adopted we should see efficiencies as individual units who would previously have established non-standard web pages now follow pre-established templates with the resultant efficiencies attendant to that common usage.

## Fiscal Year 2011

1. We approved contracting with an outside audit and consulting firm to conduct our internal auditing function, effectively replacing what had been an internal audit resource. This has significantly increased the audit capability available to the University. At this point a risk assessment was conducted, an internal audit plan was approved by the Board of Trustees, our Internal Audit Charter was updated to be in compliance with the Institute of Internal Audit Standards, three reports were issued, fieldwork was completed for several more audits, and planning and fieldwork commenced for additional audits.

2. As mentioned below for Fiscal Year 2010, a Benefits Task Force was at work. Their assignment has been completed and the Board of Trustees in May, 2011, approved benefits changes including: reducing the maximum amount of annual leave carry over from 480 hours to 240 hours by 2016; having employees share the cost of the University's dental plan, basic life insurance plan, and long-term disability insurance plan, effective January 1, 2012, with the shared costs at 50% of the premiums; and eliminating the University 403(b) tax deferred retirement plan in 2012 while providing for employees in this plan with the opportunity to either roll the funds to the Thrift Savings Plan (TSP) or an IRA account. All other University benefits were unchanged.

3. As mentioned below for Fiscal Year 2010, the Program Prioritization Task Force made recommendations including the elimination of programs and the realignment, reorganization, or integration of programs. In February, 2011, the Board of Trustees approved all recommendations made by this Task Force.

4. Although we reported for Fiscal Year 2010 below that no salary increases would be provided to employees in Fiscal Year 2011, we note that the Board subsequently approved a one-time 2%-of-salary payment to employees in that year.

5. In May 2011 Gallaudet University entered the capital markets with its first-ever tax-exempt bond issue. The Series 2011 revenue bonds issue raised $40 million to fund the new Living and Learning Residence Hall next to Peet Hall that is now under construction, as well as an ambitious cost-savings energy initiative and other important capital improvement projects for the campus. The trustees passed a resolution at the May 12 business meeting authorizing final approval of the transaction for these 30-year, fixed-rate bonds. The University received favorable credit ratings of A+ from Standard & Poor's and A2 from Moody's.

6. The Board of Trustees approved the opening of an interest bearing account to ensure we are receiving the maximum daily interest on deposited funds.

7. We have tightened controls over "frequent travelers" who drive at least 12 or more trips for Gallaudet on an annual basis. This will enable us to comply with insurer mandates as well as meet other standards.

8. The role of the University Budget Committee expanded to include planning and assessment.

9. We are beginning to examine the use of student financial aid to ensure that it is being allocated in the most effective manner.

10. We have begun to open the process used for the selection of University capital projects and will now include the Cabinet and University Council in discussions of proposed improvements, each providing advice to the President where final decisions will be made.

11. We are actively underway on the generation of a master plan for the University for the 10 years from 2012 to 2022; once adopted by the Board of Trustees, this will serve to ensure that project approval is conducted within a framework that has been approved for the future of the University.

## Fiscal Year 2010

1. Most significantly we laid off 39 individuals from across the University. We had learned that we completed the previous year in balance, but with an extremely small surplus of less than one-third of one percent of our total budget. We learned that our Federal allocation—the primary source of our funds—would be the same this year as it was last year. We learned from President Obama during his State of the Union address that he will seek to freeze discretionary Federal spending, a category including Gallaudet University, for the next three years. Finally, we learned from a U.S. Department of Education official that we should not anticipate Federal funding increases in coming years. We took this step to maintain the fiscal health of the University.

2. At the same time we froze 40 open positions, with hiring for critical positions requiring Presidential approval.

3. We have implemented strict controls on the number of employees, with Presidential approval required for the opening of a new position. In recent years we have made significant reductions in the number of employees; from fiscal year 2007 when we had a headcount of 1,050 employees to fiscal year 2010 when we had reduced headcount to 909, a reduction of 141 headcount or a reduction of 13 percent.

4. No salary increases were provided to employees in FY 2010.

5. No salary increases will be provided to employees in FY 2011.

6. We asked individuals to reduce voluntarily from 12-month appointments to 10- or 11-month appointments.

7. A task force, the Program Prioritization Task Force (PPTF) was initiated to review all academic programs. This significant University-wide effort produced a report which is now under review that recommended: the retention and enhancement of 19 programs; the monitoring and addressing of identified issues for 29 programs; the realignment, reorganizing, or integration of 12 programs; the closing in their current form and replacement of 2 programs; and finally the elimination of 20 programs. The next chapter of this report on Academic Programs contains additional information on this action.

8. Intended as a companion process to that of the Gallaudet University Academic Program Prioritization Task Force (PPTF), the Administrative Programs and Services Review Committee (APSRC), was established to review all University non-academic programs and to recommend how to reallocate administrative resources in a manner that best addresses Gallaudet University's strategic priorities. Their report was recently submitted and will soon be under University-wide review before any of its recommendations are adopted.

9. A Benefits Task Force was established because the University, along with so many other employers, has faced continued escalation in the employer portion of benefits in recent years, resulting in the need for a thorough, thoughtful, and considered review of the benefits the University provides. With this in mind, this task force was charged with comparing Gallaudet's benefits with local and national universities, with reviewing best practices and trends, and with proposing cost-cutting options to cover an anticipated deficit in the benefits budget. At this point, no decisions have been made and the University will be collecting community feedback before final recommendations are produced by the task force.

10. A new University Budget Director position was created and filled. Among other responsibilities, this individual directs the development of the University's annual budget request to the Department of Education and Congress, provides budget material for government agencies, directs long-range planning strategies for future budget development activities, works collaboratively with the Finance Office to ensure stringent fiscal controls are in place, and leads the important University Budget Committee.

11. A major utility efficiency study was completed and the Board of Trustees has approved the investment now of significant resources that will significantly reduce utility expenditures via a high-payoff in future years.

12. Individuals were encouraged to use their annual leave thereby reducing the amount of 'banked' annual leave they accumulate and the cost to the University to set aside funds to cover potential future payouts for banked leave. We asked the community to reduce leave carry-over by taking as much leave this year as possible. This was a successful campaign that saved significant funds this year.

13. A new telecommunications device policy was implemented.

14. A bulk-purchase plan was implemented for the purchase of computer equipment.

15. Controls were placed on international travel, and the President must now approve all such travel.

16. The Board of Trustees approved increases in room fees to help fund the building of a new student housing facility which is expected to open in the fall of 2012.

17. The Board of Trustees approved a 7 percent increase in tuition fees. While the University has achieved several significant cost-saving measures recently, they are offset by several factors, including a federal appropriation that has remained flat over the past two years, with projections indicating that it will remain the same in the current fiscal year as well.

18. A new Vice President of Development and Alumni Relations was hired and changes implemented to increase fundraising. We are meeting with foundations and corporations and others regarding future funding; thus we are significantly expanding our development fundraising efforts.

19. A number of individuals worked aggressively and successfully to take steps that resulted in the renewal of our VL2 grant. Complete information on research grants in contained in the chapter on Research and Outreach.

## II. 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 then four tables each with a differ- ent category of employee. Additional tables provide historical summaries of employees by category.

### Total All Types Employees as of October 1, 2014

|  | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | TOTAL Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | 47 | 73 | 60 | 60 | 91 | 29 | **120** |
| Faculty | 69 | 112 | 94 | 87 | 137 | 44 | **181** |
| Clerc Center Teachers | 18 | 32 | 43 | 7 | 37 | 13 | **50** |
| Professional Staff Academic/ Student Support | 55 | 119 | 124 | 50 | 110 | 64 | **174** |
| Professional Staff Administrators/ Institutional Support | 56 | 101 | 75 | 82 | 99 | 58 | **157** |
| Secretary/Clerical | 3 | 30 | 5 | 28 | 7 | 26 | **33** |
| Technical | 31 | 34 | 46 | 19 | 32 | 33 | **65** |
| Service | 83 | 38 | 39 | 82 | 42 | 79 | **121** |
| Maintenance | 12 | 20 | 30 | 2 | 1 | 31 | **32** |
| **TOTAL** | **374** | **559** | **516** | **417** | **556** | **377** | **933** |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

## Goal C: Resource Efficiency

### Regular Status Employees as of October 1, 2014

| | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | TOTAL Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | 45 | 68 | 56 | 57 | 84 | 29 | **113** |
| Faculty | 68 | 112 | 93 | 87 | 136 | 44 | **180** |
| Clerc Center Teachers | 18 | 32 | 43 | 7 | 37 | 13 | **50** |
| Professional Staff Academic/ Student Support | 53 | 109 | 116 | 46 | 102 | 60 | **162** |
| Professional Staff Administrators/ Institutional Support | 52 | 97 | 71 | 78 | 92 | 57 | **149** |
| Secretary/Clerical | 3 | 27 | 5 | 25 | 7 | 23 | **30** |
| Technical | 30 | 30 | 43 | 17 | 30 | 30 | **60** |
| Service | 80 | 34 | 32 | 82 | 38 | 76 | **114** |
| Maintenance | 12 | 20 | 2 | 30 | 1 | 31 | **32** |
| **TOTAL** | **361** | **529** | **461** | **429** | **527** | **363** | **890** |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

### Extended Temporary Employees as of October 1, 2014

| | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | TOTAL Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | | | | | | | |
| Faculty | 1 | | 1 | | 1 | | **1** |
| Clerc Center Teachers | | | | | | | |
| Professional Staff Academic/ Student Support | 1 | | 1 | | 1 | | **1** |
| Professional Staff Administrators/ Institutional Support | 2 | | 2 | | 1 | 1 | **2** |
| Secretary/Clerical | | | | | | | |
| Technical | | 1 | 1 | | | 1 | **1** |
| Service | | | | | | | |
| Maintenance | | | | | | | |
| **TOTAL** | **4** | **1** | **5** | **0** | **3** | **2** | **5** |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

# Goal C: Resource Efficiency

## Grant Funded Employees as of October 1, 2014

| | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | TOTAL Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | | 2 | 2 | | 2 | | 2 |
| Faculty | | | | | | | |
| Clerc Center Teachers | | | | | | | |
| Professional Staff Academic/ Student Support | | 3 | | 3 | 3 | | 3 |
| Professional Staff Administrators/ Institutional Support | 1 | 2 | 1 | 2 | 3 | | 3 |
| Secretary/Clerical | | | | | | | |
| Technical | | | | | | | |
| Service | | | | | | | |
| Maintenance | | | | | | | |
| **TOTAL** | **1** | **7** | **3** | **5** | **8** | **0** | **8** |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

## Auxiliary Funded Employees as of October 1, 2014

| | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | Total Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | 2 | 3 | 2 | 3 | 5 | | 5 |
| Faculty | | | | | | | |
| Clerc Center Teachers | | | | | | | |
| Professional Staff Academic/ Student Support | 1 | 7 | 7 | 1 | 4 | 4 | 8 |
| Professional Staff Administrators/ Institutional Support | 1 | 2 | 1 | 2 | 3 | | 3 |
| Secretary/Clerical | | 3 | | 3 | | 3 | 3 |
| Technical | 1 | 3 | 2 | 2 | 2 | 2 | 4 |
| Service | 3 | 4 | 7 | | 4 | 3 | 7 |
| Maintenance | | | | | | | |
| **TOTAL** | **8** | **22** | **19** | **11** | **18** | **12** | **30** |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

# Goal C: Resource Efficiency

**Deaf and Hard of Hearing Individuals in the Workforce in Percents**

| Fiscal Year | Administrators % | Faculty % | Teachers % | Professional Staff % | Support Staff % | All % |
|---|---|---|---|---|---|---|
| 1995 | 30 | 35 | 37 | 38 | 24 | 32 |
| 1996 | 30 | 35 | 43 | 41 | 24 | 33 |
| 1997 | 35 | 35 | 47 | 44 | 25 | 35 |
| 1998 | 37 | 36 | 46 | 41 | 25 | 35 |
| 1999 | 40 | 38 | 53 | 44 | 25 | 37 |
| 2000 | 40 | 37 | 53 | 49 | 25 | 38 |
| 2001 | 37 | 39 | 54 | 46 | 32 | 40 |
| 2002 | 38 | 39 | 54 | 46 | 32 | 40 |
| 2003 | 36 | 38 | 56 | 48 | 33 | 40 |
| 2004 | 34 | 40 | 59 | 51 | 31 | 41 |
| 2005 | 40 | 41 | 60 | 50 | 32 | 42 |
| 2006 | 41 | 40 | 56 | 50 | 32 | 42 |
| 2007 | 37 | 42 | 64 | 52 | 34 | 43 |
| 2008 | 36 | 46 | 66 | 55 | 34 | 45 |
| 2009 | 38 | 45 | 68 | 53 | 35 | 45 |
| 2010 | 41 | 48 | 76 | 56 | 34 | 47 |
| 2011 | 45 | 48 | 72 | 58 | 35 | 48 |
| 2012 | 47 | 49 | 79 | 60 | 36 | 50 |
| 2013 | 49 | 49 | 80 | 59 | 37 | 51 |
| 2014 | 50 | 52 | 86 | 60 | 37 | 52 |

Note: All sources of funding, regular status and extended temporary status. As of the end of the fiscal year.

# Goal C: Resource Efficiency

**Members of Traditionally Underrepresented Groups in the Workforce in Percents**

| Fiscal Year | Administrators % | Faculty % | Teachers % | Professional Staff % | Support Staff % | All % |
|---|---|---|---|---|---|---|
| 1995 | 18 | 9 | 27 | 23 | 60 | 33 |
| 1996 | 9 | 9 | 22 | 26 | 61 | 34 |
| 1997 | 14 | 10 | 23 | 27 | 60 | 34 |
| 1998 | 15 | 10 | 23 | 27 | 61 | 34 |
| 1999 | 16 | 11 | 19 | 26 | 61 | 33 |
| 2000 | 17 | 11 | 24 | 27 | 62 | 34 |
| 2001 | 21 | 14 | 15 | 30 | 62 | 37 |
| 2002 | 26 | 14 | 22 | 28 | 61 | 36 |
| 2003 | 26 | 14 | 27 | 28 | 61 | 37 |
| 2004 | 29 | 16 | 23 | 28 | 63 | 37 |
| 2005 | 23 | 17 | 17 | 29 | 67 | 38 |
| 2006 | 24 | 18 | 18 | 29 | 67 | 38 |
| 2007 | 31 | 18 | 23 | 27 | 67 | 39 |
| 2008 | 22 | 19 | 21 | 32 | 67 | 40 |
| 2009 | 25 | 20 | 23 | 33 | 67 | 40 |
| 2010 | 21 | 21 | 30 | 35 | 67 | 40 |
| 2011 | 24 | 22 | 28 | 35 | 67 | 40 |
| 2012 | 24 | 22 | 25 | 36 | 65 | 40 |
| 2013 | 26 | 24 | 27 | 36 | 68 | 41 |
| 2014 | 24 | 24 | 26 | 37 | 67 | 40 |

Note: All sources of funding, regular status and extended temporary status. As of the end of the fiscal year.

**FY 2014 Staff Hire Demographics by Grade for Regular Status Employees**

| Grade and Number of Positions | | Applicants | | | | | Hired | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Race | | Hearing Status | | Race | | Sex | | Hearing Status | |
| Grade | # | # | White/ Unknown | TUG[1] | Hearing | Deaf/ Hard of Hearing | White/ Unknown | TUG[1] | Male | Female | Hearing | Deaf/ Hard of Hearing |
| Union | 3 | 125 | 5 | 120 | 109 | 16 | 0 | 3 | 3 | 0 | 3 | 0 |
| 1 | 6 | 136 | 26 | 110 | 92 | 44 | 2 | 4 | 3 | 3 | 3 | 3 |
| 2 | | | | | | | | | | | | |
| 3 | 4 | 55 | 37 | 18 | 27 | 28 | 1 | 3 | 0 | 4 | 2 | 2 |
| 4 | 11 | 154 | 81 | 73 | 99 | 55 | 4 | 7 | 9 | 2 | 8 | 3 |
| 5 | 7 | 249 | 134 | 115 | 126 | 123 | 1 | 6 | 4 | 3 | 3 | 4 |
| 6 | 10 | 239 | 170 | 69 | 115 | 124 | 4 | 6 | 0 | 10 | 7 | 3 |
| 7 | 9 | 172 | 105 | 67 | 63 | 109 | 5 | 4 | 1 | 8 | 3 | 6 |
| 8 | 17 | 163 | 120 | 43 | 45 | 118 | 10 | 7 | 7 | 10 | 5 | 12 |
| 9 | 14 | 67 | 41 | 26 | 31 | 36 | 9 | 5 | 5 | 9 | 8 | 6 |
| 10 | 5 | 45 | 27 | 18 | 6 | 39 | 4 | 1 | 2 | 3 | 0 | 5 |
| 11 - 13[2] | 8 | 49 | 41 | 8 | 28 | 21 | 6 | 2 | 3 | 5 | 4 | 4 |
| **SUBTOTAL** | **94** | **1,454** | **484** | **667** | **741** | **713** | **46** | **48** | **37** | **57** | **46** | **48** |
| Open positions | 40 | Final data are not available because these positions were opened or on hold at the end of the year. | | | | | | | | | | |
| Canceled positions | 9 | Hiring data are not available as these positions were cancelled during the year. | | | | | | | | | | |
| Temporary positions | 4 | | | | | | | | | | | |
| **TOTAL POSITIONS** | **147** | | | | | | | | | | | |

[1]Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.
[2]Data are combined for three grades because of small numbers of positions.

# III. Development and Alumni Relations

The mission of the division of Development and Alumni Relations is to engage alumni, families and friends, officials, embassies, foundations, and corporate partners in the life of the University, to ensure an active and committed alumni community, and to encourage financial investment in Gallaudet programs and scholarships. We work collaboratively with current students, faculty and staff, the Gallaudet Board of Trustees, the Gallaudet Board of Associates, and the Gallaudet University Alumni Association to identify new partnerships, strengthen existing relationships and cultivate a genuine interest in supporting the future of Gallaudet through philanthropic support from stakeholders.

During fiscal year 2014, the Office of Development and Alumni Relations exceeded targets established by the University President and the Board of Trustees as shown in the table below, followed by a list of the names of key stakeholders who contributed to meeting these objectives.

## FY 2014 Performance Objectives and Results

|  | Performance Objectives | Performance Results |
|---|---|---|
| **Donations** | At least $3.5M | $4M |
| **Increase alumni giving** | To at least 19% | Alumni Participation: 19.45% |

## Major Gifts to the University by Individuals in FY 2014 ($10,000 or above)

Dr. Michael S. and Mrs. Virginia L. Adler

Mr. Francis A. and Mrs. Jean S. Brandt

Dr. Bernard N. Bragg

Dr. Gerald Burstein

Dr. Stephen Burstein, M.D.

Mr. Frank and Mrs. Sina Conte

Mr. Jameson Crane, Sr.

Dr. Samuel K. Weisman and
  Dr. Nancy J. Crown

Ms. Helen E. DiFalco

Mr. Cesar P. Morata and
  Mr. Chris R. Hoerr, IV

Mr. T. Alan and Mrs. Vicki T. Hurwitz

Ms. Jacqueline A. Muller

Dr. Jane Norman

Dr. John S. and Dr. Betty J. Schuchman

Mrs. C. A. Tennis

Dr. Eugene Van Scott

Ms. Patricia A. Underbrink

Ms. Deanne E. Wells **

Mrs. Joan Williams

## Major Gifts to the University by Corporations/Foundations/Organizations in FY 2014 ($10,000 or above)

Alaska School for the Deaf and Blind

Bon Appetit

The Hilda E. Bretzlaff Foundation

The Jack Buncher Foundation

Clark-Winchcole Foundation

The Coca-Cola Foundation, Inc.

Consumer Electronics Association Foundation

CSD – Headquarters

Deaf, Inc.

District 7620 of Rotary International

GUAA – National

William Randolph Hearst Foundation

Incapital LLC

The Theodore R. & Vivian M. Johnson
    Scholarship Foundation

Kantor Foundation, Inc.

The Maguire Foundation

The Charlotte W. Newcombe Foundation

Purple Communications, Inc.

Raytheon Company-Matching Gift

Rotary District 7620

Side By Side Foundation Custody

The Carlynn & Lawrence Silverman Family
    Foundation Inc.

Sorenson Communications, Inc.

The Spencer Foundation

Sprint

Hattie M. Strong Foundation

Verizon Foundation

Wisnosky Family Foundation Inc.

## Major Bequests to the University in FY 2014 ($10,000 or above)

Estate of Mr. Charles C. Baird

Estate of Ms. Beulah P. Baylis

Estate of Ms. Florence Johnson

Estate of Mr. Melvin Rose

*Students prepare for the University's first on-site mock trial in April 2014 as part of a special topics course offered by the Department of Government and Public Affairs. During the five-week course taught by business department faculty David Penna and Thomas Baldridge, the students went to the offices of law firm Heller Ehrman LLP for training in trial advocacy and preparation.*

## Members of the Abraham Lincoln Heritage Society in FY 2014 (Planned gifts)

Ms. Beverly Barker

Ms. Elizabeth A. Barron

Mrs. Doris W. Blanchard

Mr. Dominick V. and Mrs. Helene K. Bonura

Ms. Elizabeth B. Bowers

Dr. Bernard N. Bragg

Mr. Leslie E. Bruening

Dr. Gerald Burstein

Dr. Simon J. Carmel

Mrs. Jean M. Cordano

Ms. JoAnn Duplechin

Mr. Richard A. and Mrs. Kathryn J. Dysart

Mr. Albert J. Couthen and
  Ms. Coletta A. Fidler

Dr. Jack R. and Mrs. Rosalyn L. Gannon

Ms. Bennie Hart

Dr. Rachel M. Hartig

Ms. Shirley D. Hicks

Mr. Henning Irgens

Ms. Estie L. Provow and Ms. Allie M. Joiner

Mrs. Elizabeth B. Justice

Mr. Thomas P. and Mrs. Susan Kearney

Mrs. Rose Kempf

Mr. Robert G. and Mrs. Sally F. Kerr

Dr. Cynthia M. King

Ms. Shirley J. Lane

Mrs. Betty L. Lawson

Ms. Evelyn Lawyer

Mr. Joel M. and Mrs. Harriet D. Marcus

Mr. John P. and Mrs. Paula B. Mathews

Mr. Joseph W. and Mrs. Sally A. Maxwell

Ms. Vira O. Milbank

Mr. James M. Neeley

Mr. Tony E. Nelson

Dr. Jane Norman

Dr. Gina A. Oliva

Ms. Frances M. Parsons**

Mr. James and Mrs. Kathryn J. Potter

Mrs. Marthada Reed

Ms. Edith Rikuris

Mr. Clifford R. and Mrs. Nancy C. Rowley

Mr. Raymond R. and Mrs. Del L. Rubin

Prof. Raphael J. and
  Mrs. Thanh Thanh T. Saint-Johns

Ms. Sylvia Saloshin

Ms. Florence Sandler

Dr. John S. and Dr. Betty J. Schuchman

Ms. Elvi Siitonen

Mr. Joel M. Silberstein

Mr. Jan and Mrs. Margott D. Skrobisz

Mrs. Norma D. Smith

Dr. Ronald E. and Mrs. Agnes M. Sutcliffe

Mrs. C. A. Tennis

Mr. Steven L. Titlebaum

Mr. Harry A. Tremaine, Jr.

Dr. Norman L. Tully

Mr. Gary L. Viall

Mrs. Robin B. Viall

Mr. John A. Walla

Mr. A. Peter Walsh

Ms. Elizabeth Weyerhaeuser

Dr. Roberto E. Wirth

** = donor deceased

# Goal C: Resource Efficiency

In FY 2014 the Office of Development and Alumni Relations supported the University's 150th Anniversary by finding private funding for the year-long celebration as well as engaging 186 alumni and friends of the University as members of the 150th Club.

The Gallaudet Reunion in July was a momentous one for the division, as we welcomed new Vice President of Development and Alumni Relations Paul Julin. Coinciding with Mr. Julin's arrival was the announcement of collaboration between longtime University friends at The Charlotte W. Newcombe Foundation and the GUAA. The two organizations partnered to create a $200,000 scholarship endowment to benefit students at Gallaudet University.

Donor recognition included but was not limited to the awarding of President's Circle pins and certificates to all individual donors who gave $1,000 and above for FY14, but also those who gave $1,500 to one of the designated 150th Club funds. 260 donors were welcomed into the President's Circle in FY14. Fundraisers within the division were deployed across the country engaging stakeholders in conversations about the University's milestones and ways to create future ones.

The following tables provide performance data for the last five years.

## Donations Objectives and Results

|  | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
| --- | --- | --- | --- | --- | --- |
| Performance Objectives | $2.4M | $3.2M | $3.2M | $3.2M | $3.5M |
| Performance Results | $2.8M | $4.2M | $6.2M | $3.3M | $4.0M |
| Status | Exceeded Target | Exceeded Target | Exceeded Target | Exceeded Target | Exceeded Target |

## Alumni Donation Percentages and Donor Numbers

|  | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
| --- | --- | --- | --- | --- | --- |
| Performance Objectives | 9.0% | 10.0% | 15.0% | 19.0% | 19.0% |
| Performance Results | 12.0% | 10.2% | 19.4% | 20.2% | 19.5% |
| Status | Exceeded Target | Exceeded Target | Exceeded Target | Exceeded Target | Exceeded Target |
| Donor Numbers | 1,204 | 1,356 | 1,308* | 2,253* | 2,123* |

*In 2012, 2013, and 2014, the alumni participation rate was calculated reporting only undergraduate degreed alumni. Previous reports calculated all alumni who intended to matriculate but may not have graduated. This change in reporting was made following the professional standards of the Council for Advancement and Support of Education.

# IV. The Gallaudet University 2022 Campus Plan

The Gallaudet University 2022 Campus Plan is a ten-year campus development plan required by the District of Columbia Zoning Commission. The Campus Plan provides guidance for the development of capital projects to support the mission and goals of the Gallaudet Strategic Plan 2010-2015 (GSP) while ensuring the best use of the university's physical assets and fiscal resources.

The Campus Plan sets a bold vision for the campus that builds upon the goals of the 2002-2012 Facilities Master Plan and responds to changes in higher education, the university's strategic goals, and the surrounding community. Given the dynamic nature of academia in the 21st century and the university's physical surroundings, the Campus Plan is intended as an aspirational guide and a vision for future development. It is also intended to serve as a foundation for the university's capital budget planning process.

Led by a steering committee consisting of representatives from a cross-section of Gallaudet students, faculty and staff, the Campus Plan is the culmination of input from the campus community and beyond. Over 18 months, students, faculty, and staff participated in a series of campus workshops focusing on the 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.

The Campus Plan will accommodate a range of enrollment growth over the next ten years, from a conservative 1.0 percent annual growth rate that is in-line with projected national trends to a more aggressive 3.0 percent that represents an aspirational goal consistent with the GSP. The recommendations in this Campus Plan are based on a maximum projected enrollment of 2,327 for the combined enrollment at the university and the Clerc Center.

The Campus Plan lays out an ambitious series of projects that aim to transform the current campus and includes several major new building projects. A state-of-the-art Learning Commons located on the current Edward Miner Gallaudet Memorial Building site will replace the Merrill Learning Center. A new mixed-use housing development along 6th Street will open the campus to the city via a new pedestrian entrance at the corner of Florida Avenue and 6th Street while acting as a catalyst for new development in the 6th Street/Capital City Market Area. A newly renovated Hall Memorial Building will become the new student center at the heart of the campus and a new academic building will create a premiere facility for student learning and research. In addition, the Model Secondary School for the Deaf at the Clerc Center will be transformed with a new residence housing and an academic complex.

This new construction will enhance the Gallaudet experience with state-of-the art buildings and grounds in which to teach, learn, study, live, and socialize. The Campus Plan will realize stronger connections within the campus and with the neighborhood and city beyond with new buildings and campus spaces designed in accordance with DeafSpace principles and to preserve and enhance the architectural and landscape legacy. By fostering new physical and programmatic connections and supporting creative new avenues in deaf education and research the 2022 Campus will lead Gallaudet into a new era "from isolation to innovation."

See the next page for a map of the 2022 Campus Plan.

101  Chapel Hall
102  College Hall
103  Dawes House
104  Kendall Hall
105  Fowler Hall
106  Gate House
107  EMG Residence
108  Ballard House
109  Fay House
110  Denison House
115  Peikoff Alumni House
214  Kellogg Conference Center
219  Hall Memorial Building
223  Elstad Auditorium
229  Washburn Fine Arts
     Building

231  Student Union Building
232  Student Academic Center
243  Central Utilities Building
248  Field House
265  Sorenson Language &
     Communication Ctr.
290  Penn Street
317  Peet Hall
318  Living Learning Residence
     Hall
327  Ballard Hall – West
328  Ballard Hall – North
335  Clerc Hall
336  Benson Hall
345  Carlin Hall
537  Health Center

538  University Dining Hall
569  Central Receiving
581  MSSD House 100/200
582  MSSD House 300/400
589  MSSD Gym. & Pool
     Building
641  Kendall Demonstration
     Elementary School
771  Security Kiosk
772  Grandstand
791  Field House Parking
     Garage
792  Hanson Plaza Parking
     Garage
793  KDES Parking Garage
794  MSSD Parking Garage

795  Sixth Street Parking
     Garage
A  New Student Learning Com-
   mons
B  New Academic Building
C  New 6th Street Mixed-Use
   Apartments
D  New Innovation Lab/Business
   Incubator
E  New Visitors Center
F  New Recreational Gym
G  New MSSD Residence Hall
H  New MSSD School

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# V. Communication Access—Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) is a campus resource offering:

- Communication access services to students, faculty and staff for the purpose of excellence in education including:

     º Interpreting services used by students, faculty, and staff for academic and employment related activities at Gallaudet, the Clerc Center, and the Consortium of Universities

    º Captioning services for the campus community.

- External revenue streams

- An after-hours emergency response program for on-campus emergencies

- Video Remote Interpreting

- Workshops on a variety of topics

- A captioning services program, which focuses on increasing quality and options of captioning services available to students while also reducing expenses to the University for such services

- A deaf-blind Paraprofessionals Pilot Program

- The "Results! Mentoring Program," which provides mentoring, training, consultation and supervision to practicum and intern interpreting students and freelance interpreters.

GIS employs 30 staff interpreters and approximately 75 additional part-time, contract interpreters. GIS staff interpreters are all nationally certified and bring at least five years of professional interpreting experience. Over the past five years, GIS interpreters have consistently provided more than 45,000 hours of interpreting per year to the campus community.

GIS specializes in providing interpreting services and captioning services. While the majority of services are American Sign Language (ASL)-English and deaf-blind interpreting services for academic endeavors, all of the following services can be requested through GIS:

- ASL to English, and English to ASL interpreting

- Captioning, both on-site and remote Communication Access Realtime Translation (CART)

- Transcription Services, for example a video of ASL being translated to written English

- Legal and law enforcement interpreting

- Medical/mental health interpreting

- Consultation/Workshops

- Video Remote Interpreting

- International Interpreting

- Cued Speech

- Oral Interpreting

- Deaf-blind Interpreting.

While GIS is a service unit that supports communication needs in educational, employment and administrative functions, GIS also has an integral role as a collaborating department to the Department of Interpretation. The shared goals of these two departments include career preparedness for many Gallaudet students and advancement in the field of signed language interpreting. Currently, these interpreting academic and service departments are collaborating on the deaf-blind Paraprofessionals Pilot Program, which is increasing services available to deaf-blind students in non-academic campus life activities, while providing greater career exploration opportunities for Gallaudet under-graduate and graduate students who serve as paraprofessionals. Student employees in this pilot program are required to take a special topics course in working with deaf-blind persons, as well as participating in additional training, supervision and mentoring sessions.

GIS administers the "Results! Mentoring Program" which provides structured support to students, with emerging interpreting skills, and to professional working interpreters, who desire skills refinement or specialization skills. All staff interpreters have received training in mentoring. As a result they better meet collaborative needs of the University by providing continued professional development and internship supervision

# Goal C: Resource Efficiency

opportunities for students from the Department of Interpretation and professional interpreters from the greater community.

GIS provides emergency communication support to faculty, staff and students both at Gallaudet University and at the Clerc Center (Model Secondary School for the Deaf and Kendall Demonstration Elementary School campuses). GIS works closely with the Department of Public Safety (DPS), Residential Life staff, and external emergency support personnel in assessing, determining and providing communication support. This model program is staffed with interpreters who are na-

tionally certified; many hold additional specialty certifications for interpreting in legal situations. Additionally, interpreters have specialized training in interpreting for law enforcement, medical, and other emergency situations.

The following tables and graphs provide the number of hours of direct student services, including interpreting for all direct services, such as classroom, internships, externships, student teaching and consortium courses, as well as for other services provided for students. For the Clerc Center, this includes the Parent-Infant Program and Emerging Signers program.

## Courses Supported by Semester by Service

|  | Academic Year 2009-10 | | | Academic Year 2010-11 | | | Academic Year 2011-12 | | | Academic Year 2012-13 | | | Academic Year 2012-13 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Fall 2009 | Spring 2010 | Total | Fall 2010 | Spring 2011 | Total | Fall 2011 | Spring 2012 | Total | Fall 2012 | Spring 2013 | Total | Fall 2013 | Spring 2014 | Total |
| Captioning | 23 | 15 | **38** | 25 | 32 | **57** | 20 | 32 | **52** | 47 | 39 | **86** | 52 | 46 | **98** |
| ASL-English | 54 | 49 | **103** | 42 | 32 | **74** | 47 | 56 | **103** | 78 | 88 | **166** | 89 | 73 | **162** |
| Deaf-Blind | 38 | 46 | **84** | 66 | 63 | **129** | 90 | 96 | **186** | 85 | 91 | **176** | 83 | 75 | **158** |
| **TOTAL** | **115** | **110** | **225** | **133** | **127** | **260** | **157** | **184** | **341** | **210** | **218** | **428** | **224** | **194** | **418** |



*Gallaudet University promotes outside-the-classroom learning that enhances the academic curriculum, supports at-risk students, promotes leadership development, and ensures an inclusive and supportive social environment.*

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**Direct Student Services Hours Provided by by Area**

|  | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|---|
| President | 42 | 47 | 13 | 39 | 28 |
| Administration and Finance |  | 19 | 134 | 32 | 274 |
| Academic Affairs | 28,787 | 27,596 | 38,522 | 52,951 | 50,496 |
| Clerc Center | 3,049 | 6,103 | 6,059 | 8,160 | 9,096 |
| **TOTAL** | **31,878** | **33,765** | **44,728** | **61,182** | **59,894** |

**Direct Student Services (hours) Provided by Fiscal Year**
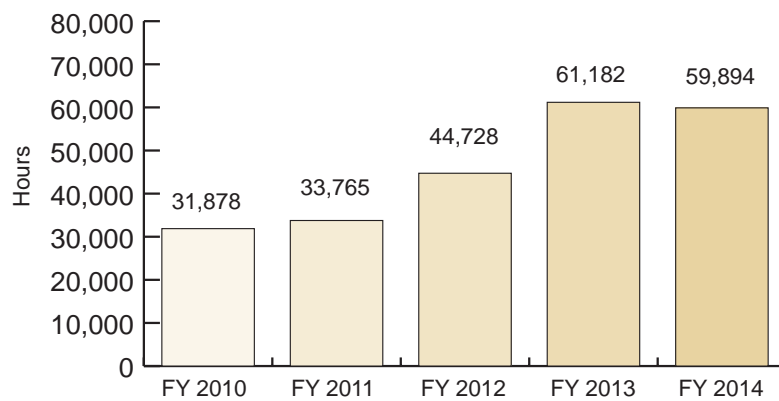
### Hours of Direct Total Services Provided University-wide by Type

|  | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|---|
| Student | 31,879 | 33,765 | 44,728 | 61,182 | 59,894 |
| Student Related | 2,386 | 3,067 | 5,141 | 2,845 | 7,962 |
| Other | 12,398 | 13,223 | 18,680 | 13,885 | 15,373 |
| **TOTAL** | **46,663** | **50,055** | **68,549** | **77,912** | **83,229** |



Hours of Direct Total Services Provided University-wide by Type
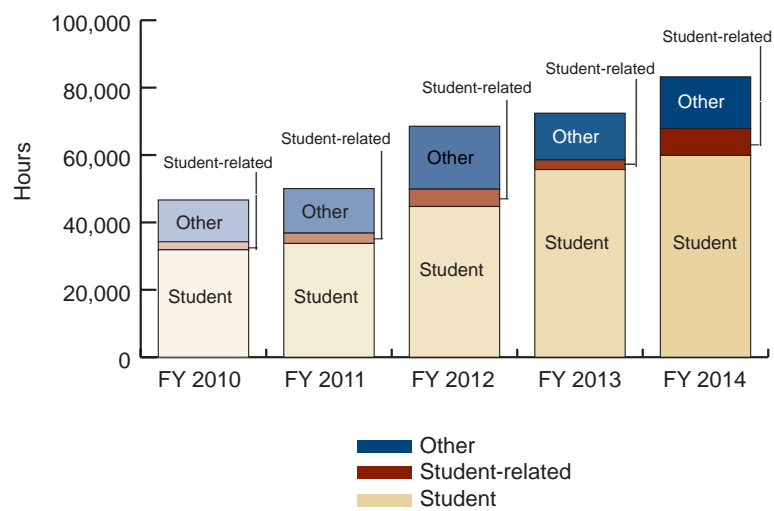
### Percent of Student Services (Direct and Related) Provided University-wide

|  | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|---|
| Percent of student services | 73% | 74% | 73% | 82% | 82% |

*University Honors students discuss the results of their Honors Capstone projects during a poster presentation in May 2014. The students worked with faculty from a wide range of departments to study topics such as ecology and ecosystems, genetics and the immune system, and group productivity using various communications mediums.*

# Strategic Plan Goal D: Academic Programs

This chapter includes data on academic programs at the University level, with separate data contained in the Clerc Center chapter for their students. Included are: a summary of the academic programs; an assessment of the institutional student learning outcomes; a summary of the center of bilingual teaching and learning; enrollment trend data for graduate students by degree program and discipline and for undergraduate students by majors and minors; enrollment trend data for hearing students by majors and minors; and the results of a recent survey of alumni which includes employment data by occupational group for those surveyed. The contents of this chapter reflect the major accomplishments performed during FY 2014 in support of Goal D of the Gallaudet Strategic Plan.

# I. Academic Programs

During FY 2014, the Division of Academic Affairs moved ahead with new initiatives under its new organizational structure.

1. Within the College of Arts and Sciences (CAS), the Department of American Sign Language and Deaf Studies established ASL Central, a one-stop location for a variety of programs and services that support the acquisition of American Sign Language featuring innovative, interactive ways to learn American Sign Language in an online environment. ASL Central will promote a greater understanding of and respect for American Sign Language and Deaf communities as vital aspects of our nation's linguistic and cultural diversity.

2. The Department of Science, Technology, and Mathematics (STM) is developing a new B.S. degree program in public health. The curriculum will support an increased awareness and understanding of public health principles among students preparing for employment in high-demand, fast-growing private and public sector occupations in public health, allied health, business, medicine, health education, epidemiology, biostatistics or environmental health. Science labs supporting this curricular initiative are undergoing extensive renovations to support current STM majors as well as the new public health initiative.

3. Within the School of Education, Business, and Human Services (SEBHS), the Department of Interpretation, moved to a new facility with state-of-the-art technology in classrooms and labs, including technology to support distance teaching and learning. The department's interpretation programs are highly competitive and its Ph.D. in Interpretation is the first of its kind. The new facility enhances the department's capability to strengthen its competitive edge in teaching, research, and outreach. The department also conceptualized, developed, and hosted the first International Symposium on Signed Language Interpretation and Translation Research, with on-site and remote participants from all over the world.

4. The Department of Business, is developing a new program in risk management and insurance (RMI) in partnership with a foundation. The proposed program will create new educational, internship, and career opportunities for Business majors and minors in the insurance industry.

5. Within the Graduate School, the second cohort of students was admitted to the new interdisciplinary Ph.D. program in Educational Neuroscience (PEN) and more than 10 MOUs were signed between Gallaudet and universities across the nation. These agreements will afford opportunities for a broad range of experiences in cognitive neuroscience laboratories during PEN students' summer internship rotations, stimulating collaborations and the strengthening of student research networks.

## Faculty

The university began the 2014-2015 academic year with 184 full-time, regular faculty members. Seventeen faculty members participated in the university's Voluntary Retirement Incentive Program, averaging 33 years of service to the university. Sixteen new full-time, regular faculty members were hired into ASL and Deaf Studies; Business; Educational Neuroscience; English; Hearing, Speech, and Language Sciences; Linguistics; Physical Education and Recreation; Psychology; Science, Technology, and Mathematics; and Social Work. The faculty governance system, the administration, and the Board of Trustees continued to explore ways to operationalize their commitment to shared governance of the university.

# II. Institutional Student Learning Outcomes: The General Studies Program and Assessment of All Outcomes

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

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

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

Gallaudet and the General Studies program have adopted the Value Rubrics developed by the American Association of Colleges and Universities (AACU) for assessment of the five SLOs in the GSR courses. The Language and Communication SLO for American Sign Language and written English is assessed in the entire range of GSR courses. The other four SLOs are assessed in the GSR 200 level courses.

Data on literacy measures was collected for the first time in academic year 2008-2009 in all GSR courses at the freshman and sophomore level. 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 2009-2010 and 2010-2011 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 and Value

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

## Language and Communication

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

### Assessment of ASL

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.

At the 100-course level, the plurality or majority of students received the benchmark score of 3 for the five skill areas but there were also a significant number of students with scores of 1 or 2 (developing and progressing) for all the categories assessed. The skill category of "Supporting Materials" showed the lowest overall scores, followed by "Delivery" indicating areas that require implementation of pedagogical strategies to help students improve in this skill area in future GSR 100 courses.

### GSR 100 Spring 2014 ASL Public Presentation Data

|       | Organization | Language | Delivery | Supporting Materials | Central Message |
|-------|--------------|----------|----------|----------------------|-----------------|
| 1's   | 11%          | 7%       | 16%      | 21%                  | 9%              |
| 2's   | 23%          | 32%      | 35%      | 37%                  | 25%             |
| 3's   | 61%          | 57%      | 49%      | 40%                  | 59%             |
| 4's   | 5%           | 5%       | 0%       | 2%                   | 7%              |
| Mean  | 2.59         | 2.59     | 2.27     | 2.18                 | 2.64            |

n = 44

At the 200-course level, in comparison with the 100 data, there is a noticeable shift to scores of 3 and 4 (benchmark and exceptional) for all skill areas: 3 and 4 for Organization = 68%; 3 and 4 for Language = 71%; 3 and 4 for Delivery = 71%; 3 and 4 for Supporting Materials = 57%; 3 and 4 for Central Message = 68%. Data from 100 level to 200 level courses indicate a significant decrease in the number of students scored at 1 and 2. Student skill performance appears to be consistent across all five skill areas with Mean scores are consistently higher for the 200-course level compared with the 100-course level across all five skill areas, but do not meet the benchmark score of 3.

### GSR 200 Spring 2014 ASL Public Presentation Data

|       | Organization | Language | Delivery | Supporting Materials | Central Message |
|-------|--------------|----------|----------|----------------------|-----------------|
| 1's   | 6%           | 4%       | 6%       | 4%                   | 9%              |
| 2's   | 26%          | 26%      | 23%      | 40%                  | 23%             |
| 3's   | 39%          | 45%      | 48%      | 36%                  | 44%             |
| 4's   | 29%          | 26%      | 23%      | 21%                  | 24%             |
| Mean  | 2.88         | 2.89     | 2.88     | 2.67                 | 2.81            |

n = 82

At the 300-course level, in comparison with the data for 100 and 200, there is a noticeable shift to scores of 3 and 4 (benchmark and exceptional) for all skill areas. All performance categories had 3% or fewer scores at level 1. Student skill performance appears to be consistent across all five skill areas with 76 to 88% of the students scoring at 3 and 4. Mean scores are consistently, but not significantly higher for the 300-course level compared with the 200-course level across the skill areas. In addition, the mean scores for the 300-course level exceed the benchmark score of 3.

### GSR 300 Spring 2014 ASL Public Presentation Data

|       | Organization | Language | Delivery | Supporting Materials | Central Message |
|-------|--------------|----------|----------|----------------------|-----------------|
| 1's   | 0%           | 2%       | 3%       | 2%                   | 2%              |
| 2's   | 19%          | 14%      | 6%       | 12%                  | 11%             |
| 3's   | 47%          | 56%      | 60%      | 60%                  | 50%             |
| 4's   | 34%          | 28%      | 31%      | 26%                  | 38%             |
| Mean  | 3.16         | 3.11     | 3.18     | 3.11                 | 3.23            |

n = 64

Comparison of mean rubric scores for the five categories for all three groups of GSR courses (100, 200, and 300) show that students meet the target score in the GSR 200 courses and demonstrate significant improvement compared with the GSR 100 courses. However there does not appear to be significant change in the mean scores for the students in the GSR 300 courses.
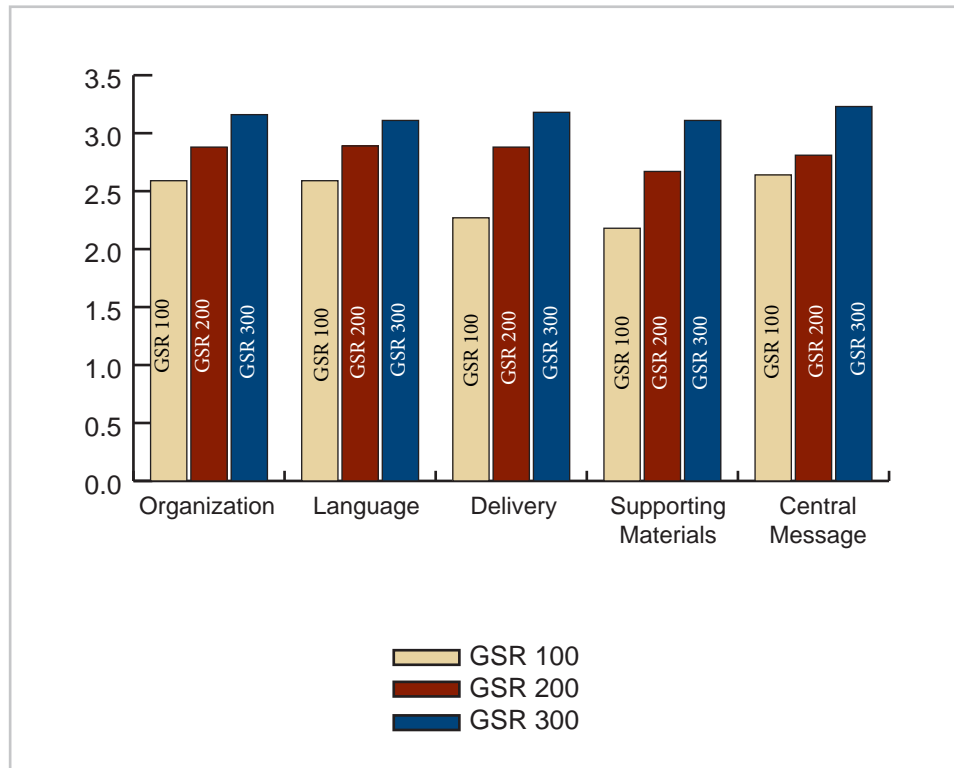




*A student presents during an Interpersonal and Group Behavior in Organizations course offered through the Master of Public Administration program. The course allowed students to learn about topics such as power and politics, decision making, conflict, and organizational culture.*

## Assessment of Written English

Students in GSR 100 level courses scored mostly 2 or 3 almost equally, with these two performance levels accounting for 71 to 91% of the data. Fewer than 10% of students got a score of 1 in any of the categories except for Control of Syntax and Mechanics, which had 18% of students scoring 1. At this course level, Control of Syntax and Mechanics is the category with the greatest score distribution, and the other categories are clustered more heavily in the middle score range of 2 and 3.

**GSR 100 Spring 2014 Written Communication Data**

|  | Context and Purpose for Writing | Content Development | Genre and Disciplinary Conventions | Sources and Evidence | Control of Syntax and Mechanics |
|---|---|---|---|---|---|
| 1's | 7% | 5% | 6% | 9% | 18% |
| 2's | 37% | 40% | 46% | 40% | 36% |
| 3's | 39% | 51% | 46% | 46% | 35% |
| 4's | 17% | 4% | 2% | 5% | 12% |
| Mean | 2.52 | 2.48 | 2.35 | 2.40 | 2.27 |

n = 83

At the 200-course level, in comparison with the 100 data, there is a noticeable spread of scores of 2, 3 and 4 for all skill areas. There does not appear to be a significant decrease in the number of students scoring at 1 compared with the 100 data, and in the area of Content Development, a greater percentage of 200 level students scored 1s than did 100 level students. However, there is a significant increase in the number of students scoring at 4. Student skill performance appears to be consistent across all five skill areas with a plurality of the students scoring at 3 and 4. Mean scores are higher in all categories for the 200-course level than the 100-course level, but do not meet the target score of 3.

**GSR 200 Spring 2014 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% | 10% | 7% | 8% | 12% |
| 2's | 23% | 31% | 42% | 29% | 35% |
| 3's | 44% | 37% | 33% | 40% | 37% |
| 4's | 27% | 21% | 19% | 23% | 16% |
| Mean | 2.89 | 2.64 | 2.58 | 2.76 | 2.51 |

n = 90

It can be noted that student skill levels shift to mostly 3s and 4s for all areas assessed in 200 and 300 levels. There were fewer than 3% 1s scored for all five skill areas at the 300 level. Student skill performance appears to be consistent for four skill areas with 84 to 95% of the students scoring at 3 and 4. Compared with relatively lower scores in Control of Syntax and Mechanics demonstrated in 100 levels, 300 level students have caught up in this category, with scores distributed toward the higher performance level of the rubric. Mean scores are consistently higher for the 300-course level compared with the 200-course level across all five skill areas and exceed the benchmark score of 3.

## GSR 300 Spring 2014 Written Communication Data

|       | Context and Purpose for Writing | Content Development | Genre and Disciplinary Conventions | Sources and Evidence | Control of Syntax and Mechanics |
|-------|---------------------------------|---------------------|-----------------------------------|----------------------|---------------------------------|
| 1's   | 1%   | 3%   | 1%   | 3%   | 3%   |
| 2's   | 4%   | 6%   | 14%  | 7%   | 9%   |
| 3's   | 49%  | 54%  | 54%  | 53%  | 51%  |
| 4's   | 46%  | 37%  | 30%  | 37%  | 37%  |
| Mean  | 3.39 | 3.26 | 3.13 | 3.24 | 3.23 |

n = 70

Comparison of mean rubric scores for the five categories for all three groups of GSR courses (100, 200, and 300) show that GSR 200 students do not meet the target score of 3 but still demonstrate significant improvement in written English compared with the GSR 100 students. The GSR 300 scores demonstrate continued improvement in all five skill areas and exceed the target score of 3.
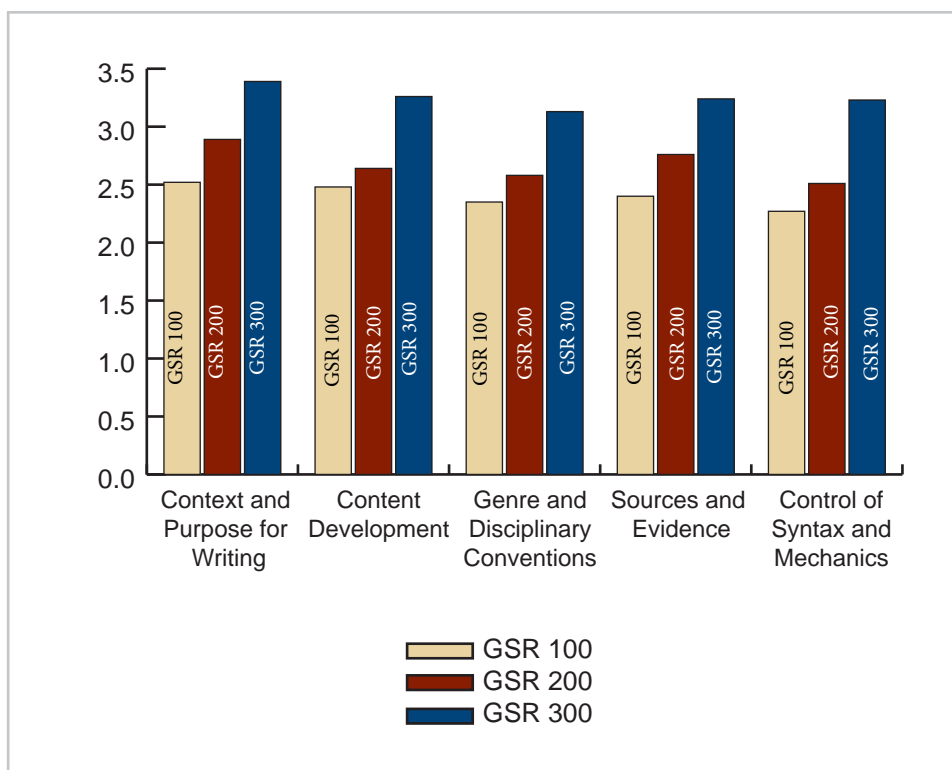
## Critical Thinking

2.  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 in GSR 101 and 150 classes using the AACU Critical Thinking Value Rubric.

Students in GSR 100 level classes scored mostly 2's and 3's in all categories of the Critical Thinking Rubric, but in all categories, a fair number of students scored 1 (17 to 23%). Across all categories, there were very few scores of 4. Because Critical Thinking is such an important academic skill, the skills inherent to this rubric are infused in GSR classes at the 100, 200, and 300 level. At the time, there is no other course where Critical Thinking is formally assessed, so it will be necessary to compare these scores with those of seniors to determine the efficacy of the curriculum and co-curricular activities on improving Critical Thinking skills.

### GSR 100 Spring 2014 Critical Thinking Data

|  | Explanation of Issues | Evidence | Influence of Context and Assumptions | Student's Position | Conclusions and Related Outcomes |
|---|---|---|---|---|---|
| 1's | 17% | 23% | 21% | 20% | 21% |
| 2's | 32% | 34% | 50% | 32% | 29% |
| 3's | 46% | 39% | 29% | 45% | 48% |
| 4's | 5% | 4% | 0% | 2% | 2% |
| Mean | 2.36 | 2.22 | 2.09 | 2.27 | 2.28 |

n = 81

## Identity and Culture

3.  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 210 "Comparing Multicultural Perspectives" courses using the AACU Intercultural Knowledge and Competence Value Rubric.

A majority of students in 200 score 3s and 4s, and there was a single instance of a score of 2, and no scores. There was an almost equal number of 3s and 4s in the category of Knowledge: Cultural Self-Awareness, more 3s than 4s in Knowledge of Cultural and Worldview Frameworks, Verbal and Nonverbal Communication, and more scores of 4 than 3 in the categories of Empathy, and the two Attitude categories of Curiosity and Openness.

### GSR 210 Spring 2014 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 | 0% | 0% | 0% | 0% | 0% | 0% |
| 2's | 3% | 0% | 0% | 0% | 3% | 0% |
| 3's | 46% | 57% | 43% | 65% | 41% | 41% |
| 4's | 51% | 43% | 57% | 35% | 57% | 59% |
| Mean | 3.49 | 3.43 | 3.57 | 3.35 | 3.54 | 3.59 |

n = 37

## Knowledge and Inquiry

4. The Knowledge and Inquiry SLO states "Students will apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world".

This SLO was assessed in GSR 200 "Scientific and Quantitative Reasoning in Context" using the AACU Inquiry and Analysis Value Rubric.

In all 5 categories, students scored mostly 2's and 3's, with 3's more prevalent in the categories of Existing Knowledge, Research and/or Views and Design Process; 2's more prevalent in the areas of Topic Selection, Analysis, Conclusions, Limitations and Implications. In all categories except Topic Selection, the percentage of 1's was higher than the percentage of 4's, indicating the skills in this outcome are not as developed at the 200 level as the other Undergraduate SLOs.

**GSR 200 Spring 2014 Knowledge and Inquiry Data**

|  | Topic Selection | Existing Knowledge, Research, and/or Views | Design Process | Analysis | Conclusions | Limitations and Implications |
|---|---|---|---|---|---|---|
| 1's | 13% | 21% | 13% | 21% | 17% | 17% |
| 2's | 38% | 25% | 38% | 38% | 46% | 42% |
| 3's | 29% | 42% | 46% | 33% | 25% | 38% |
| 4's | 21% | 13% | 4% | 8% | 13% | 4% |
| Mean | 2.58 | 2.46 | 2.42 | 2.29 | 2.33 | 2.29 |

n = 24

## Ethics and Social Responsibility

5. The Ethics and Social Responsibility SLO states "Students will make reasoned ethical judgments, showing awareness of multiple value systems, and taking responsibility for the consequences of their actions. They will apply these judgments, using collaboration and leadership skills, to promote social justice in their local, national, and global communities".



This SLO has been assessed in GSR 200 "Ethical Evaluations and Actions" courses using the AACU Ethical Reasoning Value Rubric.

Mean scores were clustered in levels 2 and 3, with 65% hitting the benchmark of 3 in Ethical Self Awareness, and a majority of students in other categories not hitting this benchmark. In the categories of Understanding Different Ethical Perspectives and Concepts, Application of Ethical Perspectives and Concepts, and Evaluation of Different Ethical Perspectives and Concepts, development of the SLO is needed before graduation as the majority of students assessed scored 2 in these areas.

*Students participate in an on-site mock trial in April 2014 as part of a special topics course offered by the Department of Government and Public Affairs. The mock trial allowed students to prepare for and perform roles such as prosecutor and defense attorneys, which helped them learn more about the legal field and explore the possibility of joining the University's new pre-law program.*

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### GSR 200 Spring 2014 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 | 8% | 8% | 15% | 8% | 10% |
| 2's | 27% | 50% | 35% | 52% | 58% |
| 3's | 50% | 33% | 38% | 29% | 25% |
| 4's | 15% | 10% | 12% | 12% | 8% |
| Mean | 2.73 | 2.44 | 2.46 | 2.44 | 2.31 |

n = 52

## Not Covered by Gallaudet University SLOs

### Spring 2014 GSR 100 Quantitative Reasoning Data

|  | Interpretation | Representation | Calculation | Application/ Analysis | Assumptions | Communication |
|---|---|---|---|---|---|---|
| 1's | 0% | 0% | 0% | 4% | 7% | 15% |
| 2's | 37% | 44% | 27% | 38% | 41% | 38% |
| 3's | 33% | 33% | 38% | 31% | 33% | 31% |
| 4's | 30% | 22% | 35% | 27% | 19% | 15% |
| Mean | 2.93 | 2.78 | 3.15 | 2.89 | 2.63 | 2.56 |

n = 27

### Spring 2014 GSR 300 Civic Engagement Data

|  | Diversity of Communities and Cultures | Analysis of Knowledge | Civic Identity and Commitment | Civic Communication | Civic Action and Reflection | Civic Contexts/ Structures |
|---|---|---|---|---|---|---|
| 1's | 0% | 2% | 0% | 0% | 0% | 0% |
| 2's | 6% | 17% | 11% | 14% | 17% | 16% |
| 3's | 38% | 39% | 42% | 50% | 52% | 50% |
| 4's | 56% | 42% | 47% | 36% | 31% | 34% |
| Mean | 3.50 | 3.22 | 3.36 | 3.22 | 3.14 | 3.19 |

n = 64

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# III.  Center of Bilingual Teaching and Learning

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

In order to support faculty in aligning teaching and learning activities with the bilingual mission, the Office of the Provost founded the Center of Bilingual Teaching and Learning (CBTL) in August 2014. This center brings together the activities of the Office of Bilingual Teaching and Learning (OBTL) and the Gallaudet Scholarship on Teaching and Learning Initiative (GSTLI). The primary responsibility of OBTL has been to support faculty in developing capacity to engage in best practices in bilingual teaching and learning. For more information on the various activities of OBTL, visit bilingual.gallaudet.edu.

The Center of Bilingual Teaching and Learning is currently under the supervision of the Provost Carol Erting and is supported by:

- Kristin Mulrooney, Coordinator, Center of Bilingual Teaching and Learning

- Laurene Simms, Education Department,  Project Leader, Bilingual Approaches Seminar

- Keith Cagle, Interpretation Department

- Jill Bradbury, English and Faculty Development Fellow

- Kim Pudans-Smith, ASL as a Second Language Coordinator, ASL and Deaf Studies Department

- Loretta Roult, Director, ASL-Diagnostic Evaluation Services (ASL-DES)

- Steve Nover, Gallaudet Research Institute

- Joseph Santini, Graduate Assistant

The Center of Bilingual Teaching and Learning has supported the following initiatives and projects in support of the bilingual mission:

### Bilingual Approaches Seminars

Each summer from 2010 through 2013, Bilingual Approaches Seminars (BAS) have offered learning opportunities for faculty and staff in bilingual theory and pedagogical practices. After intensive summer workshops lead by an OBTL Faculty Fellow, faculty and teaching staff then intentionally engage in specific methodologies in their fall classes. Over the past two years, 54 faculty and professional staff have participated in the Bilingual Approaches Seminars.  The enrollment in BAS in 2013 dipped to eight participants.  However, with increased advertising and marketing presence, 24 faculty have signed up for BAS for the summer of 2014.

### Classroom Discourse Observation

In 2008, the Faculty Senate passed a measure requiring the development of multiple measures to evaluate faculty proficiency in American Sign Language, with one key aspect being the evaluation of language and discourse within the classroom. After an ad-hoc committee developed the Classroom Discourse checklist, the Center of Bilingual Teaching and Learning and the ASL-Diagnostic and Evaluation Services (ASL-DES) conducted a pilot study to determine appropriate procedures, protocols and measures involved in the Classroom Discourse Observation (CDO).  Data on faculty proficiency in classroom discourse continues to be collected as ASL-DES continues to conduct the CDO.  In addition, ASL-DES has created a resource page that features video clips that help to explain key concepts used in the CDO. This resource can be found at http://www.gallaudet.edu/asldes/cdo/cdo_video_samples.html

### ASL Gatherings

Beginning in fall 2013, the Center of Bilingual Teaching and Learning worked with the Department of ASL and Deaf Studies to initiate the "ASL Gatherings" program which offers faculty and staff an informal environment to learn about key aspects of ASL usage and to have a supportive environment to improve their ASL proficiency.  This program is offered Mondays, Wednesdays and Fridays from noon to 1 p.m.  The lunchtime hours on Mondays and Wednesdays include a discussion of an aspect of ASL while Friday is reserved for opportunities to use the aspects that were discussed on the previ-

ous two sessions of the week. An average of 12-15 participants took advantage of this program in the fall 2013 semester.

### ASL Support for Faculty

Currently, OBTL is coordinating with the Office of Faculty Development, ASL-DES and the ASL as a Second Language Program to formalize the ASL program for faculty. ASL (and English) tutoring is now being coordinated by the Center of Faculty Development to facilitate faculty members' development of language skills. If faculty members are interested in pursuing tutoring, they must contact the Faculty Fellow and provide documentation of their rank, tenure status, and ASLPI level. Priority for tutoring will first go to full-time tenure and non-tenure faculty who have completed ASL IV, but have yet to attain an ASLPI Level of 3 (under certain circumstances, faculty who are enrolled in courses below ASL IV may also receive tutoring to support their classroom experience). Lowest priority for tutoring arrangements will be given to faculty who have already attained an ASLPI score of 3 and wish to improve their score.

For more information on ASL Support for Faculty, please visit the New Faculty webpage at https://www.gallaudet.edu/office_of_academic_quality/faculty_development/new_faculty.html and click the "ASL Tutoring Policies and Procedures Brochure" link located at the top of the page.

### Gallaudet Scholarship of Teaching and Learning Initiative

The Center of Bilingual Teaching and Learning and the office of the Associate Provost for Research received a two-year, $200,000 grant from the Booth Ferris Foundation to support the Gallaudet Scholarship of Teaching and Learning Initiative (GSTLI). This project is designed to create a learning community of five teacher-scholars who will investigate, reflect upon, document, and enhance teaching practices designed to meet the needs of visually oriented and linguistically diverse learners in Gallaudet classrooms.

Now in its second year, five participants have gathered and conducted their own intensive research projects into a key question regarding a course they are teaching. Each member has contributed a chapter to a forthcoming volume to be published by Gallaudet University Press in 2014. In addition, participants have begun to assemble their research project to create a Gallaudet Gallery of Excellence in Teaching and Learning, which will be launched in early spring 2014. In support of their work, they attended and presented at the International Society for the Scholarship of Teaching and

Learning in Hamilton, Ontario, on October 24-27, 2012, as well as the International Institute for the Scholarship of Teaching and Learning Scholars and Mentors (IISSAM) at Loyola Marymount University. In addition, GSTLI hosted a leading scholar, Jennifer Robinson, in the Scholarship of Teaching and Learning for a campus lecture and mentoring sessions with the participants.

### Deaf Studies Digital Journal

The Deaf Studies Digital Journal (dsdj.gallaudet.edu) is the world's first peer reviewed academic and creative arts journal dedicated to the creative and scholarly output of individuals within the signing communities. Three issues have been published thus far, featuring national and international contributors who have worked to set standards for academic publishing in signed languages. The third issue, published in spring 2012, features over 60 contributors, many of whom present on the theme of Linguistic Human Rights, Bilingualism and Sign Language Planning. The fourth issue was completed and released in spring 2014.

### ASL Materials Development Project

While instructional materials to support increased competency in English composition abound, very few materials exist in developing ASL composition skills, as required by Undergraduate Student Learning Outcome #1. Under the direction of an OBTL Faculty Fellow, a series of ASL Modules have been created that are designed to explain basic features of academic discourse within ASL. Topics such as "Organization and Coherence" and "Working with Sources" are presented. The main features of the institutional ASL rubric can be found in ASL on the OBTL's website: bilingual.gallaudet.edu. In addition, this past year, OBTL has created a series of model ASL essays with explanations of how these essays would be scored according to the ASL Rubric.

### Bilingual Syllabus Review Project

OBTL has begun to review all syllabi submitted to the Office of Academic Quality for the degree to which bilingualism is evident in the courses learning outcomes, learning opportunities, assessments, and assignments. The intention is to gain a sense of degree to which language allocation is taking place in the wake of the bilingual mission and the bilingual learning outcomes for undergraduate students. Data is being collected on faculty documentation of texts, activities, goals/outcomes and assignments with regards to ASL and English. The study is ongoing, but preliminary results indicate many faculty struggle to find texts in ASL, or do not know what texts are available.

Some faculty are not documenting these ASL texts, simply because it has not been the convention so far. This data will help us help the University's faculty develop their bilingual proficiency.

**Faculty Development Activities**

The Center of Bilingual Teaching and Learning supported the Faculty Development Office in hosting the Teaching and Learning Development Day, 2014, entitled "Bilingualism Across the Curriculum."

This lecture and workshop, with keynote participation from Dr. Michelle Cox of Dartmouth University, focused on the areas in which faculty can provide more supportive uses of bilingualism in various aspects of their teaching. In the morning, we introduced the topic to approximately 70 participants by discussing preliminary analysis of where Gallaudet stands as far as bilingualism in courses at the university. This was followed by Dr. Cox presenting on different literature and tactics for incorporating multilingual tasks in the classroom. In the afternoon workshop, approximately 40 participants were engaged in discussions led by Dr. Cox regarding her approach to Writing Across the Curriculum (WAC) for Multilingual Students and differentiating "writing to learn" and "writing to communicate." Participants were then highly involved in the discussion of how and when they incorporate ASL and English teaching strategies, and how to further engage their students in a balance of the two in more of their assignments.

In addition, the Center of Bilingual Teaching and Learning hosted a workshop for University Assessment Day, January 14, 2014. This workshop, "Providing Feedback on ASL Texts" was presented by Kristin Mulrooney and Frank Griffin.

One of the key aspects of implementing the bilingual mission within the classroom is assigning and assessing compositions in both ASL and English. While most university professors have resources to improve their habits of providing feedback on English texts, there is less familiarity with providing feedback on their students' ASL texts and few resources on ways to do so.

This workshop introduced participants to a variety of methods for providing feedback on ASL texts. From technical considerations to pedagogical strategies, participants were engaged in a step-by-step process for providing feedback as an essential activity in improving students' academic discourse in ASL and critical thinking. Such work is critical as we increase our capacity for meeting Student Learning Objectives #1 Language and Communication and #2 Critical Thinking. There were 40 in attendance and responses were extremely positive, with 63% choosing "Strongly Agree" (rating 5 out of 5) that the workshops were useful, and the rest choosing "Agree" (rating 4 out of 5).

**Senior Literacy Assessment**

The Center of Bilingual Teaching and Learning continues to provide leadership in the ASL assessment component of the Senior Literacy Assessment, conducted by the Office of Academic Quality. Senior Literacy Assessment is a process of assessing graduating seniors on the institutional student learning outcome of "Students will use American Sign Language (ASL) and written English to communicate effectively with diverse audiences, for a variety of purposes, and in a variety of settings." Final written English and ASL products from graduating seniors are collected for evaluation. The annual calibration and grading session has been coordinated by OBTL, with assistance from faculty in the Department of ASL and Deaf Studies.

**ASL and English Rubric Development**

The Center of Bilingual Teaching and Learning is working to find ways to support University faculty in the assessment of usage of academic ASL and English to better achieve the University's stated mission and vision. Towards this end, the Department of Interpretation is piloting a test of OBTL's recently-developed ASL/English Combined Rubric. This rubric focuses on core elements such as critical thinking and composition to create a challenging framework which nonetheless applies to both ASL and English.

Overall, the Center of Bilingual Teaching and Learning has been working diligently with little resources to support the University in its effort to increase its capacity in fulfilling the bilingual mission. As it looks toward the future, expansion of resources is fundamental to the future of the mission.

# IV. Academic Enrollment Trends

Note that in addition to the data below, the Highlights chapter and the Goal A Enrollment chapter contain considerable additional information regarding enrollment at the University and the Clerc Center contains enrollment data for that organization.

## Fall Undergraduate Degree-seeking Enrollment Trend by Declared Major

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Accounting | 17 | 19 | 19 | 22 | 14 |
| American Sign Language | 10 | 10 | 19 | 13 | 9 |
| Art | 2 | 1 | | | |
| Art and Media Design | | | | | 12 |
| Art History | 2 | 3 | 2 | 2 | |
| Biology, B.A. | 10 | 12 | 7 | 4 | 10 |
| Biology, B.S. | 10 | 13 | 10 | 16 | 22 |
| Business Administration | 25 | 24 | 29 | 33 | 39 |
| Chemistry, B.A. | | 1 | 3 | 1 | 2 |
| Chemistry, B.S. | 10 | 7 | 5 | 3 | 1 |
| Communication Studies | 49 | 43 | 35 | 30 | 24 |
| Computer Information Systems | 7 | 4 | 1 | | |
| Computer Science B.A. | | 1 | 1 | 1 | |
| Computer Science, B.S. | 4 | | 3 | 1 | |
| Deaf Studies | 10 | 20 | 27 | 40 | 32 |
| Digital Media | 4 | 8 | 9 | 4 | 1 |
| Economics | 1 | | | | |
| Education | 34 | 24 | 17 | 15 | 13 |
| English | 10 | 7 | 13 | 19 | 14 |
| Family and Child Studies | 9 | 18 | 15 | 12 | 4 |
| Finance | 1 | | | | |
| French | 2 | 2 | | | |
| Government | 16 | 15 | 7 | 14 | 18 |

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Graphic Design | 12 | 10 | 13 | 8 | 6 |
| History | 13 | 17 | 18 | 20 | 17 |
| Information Technology | | | 6 | 13 | 16 | 14 |
| International Studies | | 5 | 13 | 20 | 19 |
| Interpretation | 34 | 43 | 46 | 45 | 47 |
| Liberal Studies | | | 2 | 2 | |
| Mathematics, B.A. | 16 | 11 | 4 | 5 | 6 |
| Mathematics, B.S. | 5 | 2 | 9 | 2 | 4 |
| Philosophy | | 2 | | 1 | 3 |
| Photography | 4 | 8 | 7 | 7 | 5 |
| Physical Education | 36 | 32 | 35 | 30 | 16 |
| Physical Education and Recreation | | | | 7 | 26 |
| Psychology | 44 | 46 | 50 | 51 | 46 |
| Recreation and Leisure Studies | 13 | 3 | 2 | 1 | |
| Recreation and Sports Program | | 17 | 22 | 19 | 12 |
| Self-directed Major | 2 | 3 | 1 | 1 | 3 |
| Social Work | 24 | 31 | 42 | 37 | 42 |
| Sociology | 17 | 15 | 16 | 12 | 6 |
| Spanish | 6 | 4 | 2 | 2 | 4 |
| Studio Art | 6 | 2 | 5 | 5 | 3 |
| Theatre Arts | 10 | 15 | 21 | 16 | 11 |
| **TOTAL PLAN ENROLLMENT** | **475** | **504** | **543** | **537** | **505** |

[1]This is not a headcount; dual degree enrollments are included, but students who have not yet declared a major are not. Declared majors are as of census date.

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

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Accounting | 3 | 1 | | | 1 |
| American Sign Language | | | | | 1 |
| Art | 8 | 5 | 10 | 6 | 7 |
| Athletic Coaching | | | | 5 | 24 |
| Biology | 4 | 1 | 2 | 3 | 3 |
| Business Administration | 5 | 4 | 2 | 5 | 1 |
| Chemistry | 3 | 6 | 4 | 3 | 6 |
| Communication Studies | 2 | 2 | 3 | 8 | 6 |
| Computer Information Systems | 2 | 2 | | | |
| Dance | | | | | 3 |
| Deaf Studies | 3 | 4 | 2 | 2 | 1 |
| Economics and Finance | 1 | 1 | 1 | 1 | 2 |
| English | 3 | 4 | 3 | 2 | 5 |
| Family and Child Studies | 5 | 12 | 8 | 6 | 5 |
| French | 3 | 2 | 4 | 2 | 1 |
| German | 1 | | | 1 | |
| Government | 4 | 4 | 4 | 3 | 3 |
| History | 5 | 2 | 1 | 1 | 2 |
| Information Technology | | 1 | 3 | 4 | 5 |
| Linguistics | 5 | 11 | 16 | 7 | 2 |
| Mathematics | 2 | | 2 | 2 | 2 |
| Philosophy | | 5 | 7 | 3 | 4 |
| Physical Education | 3 | 2 | 3 | 4 | |
| Psychology | 12 | 19 | 15 | 13 | 5 |
| Recreation and Sports Program | 2 | 10 | 10 | 13 | 5 |
| Religion | | | | 2 | |
| Sociology | 6 | 5 | 9 | 9 | 9 |
| Spanish | 3 | 1 | 1 | 4 | 6 |
| Theatre Arts | 6 | 4 | 4 | 3 | 3 |
| Women's Studies | 2 | 1 | 2 | | |
| **TOTAL ENROLLMENT**[1] | **93** | **109** | **116** | **112** | **112** |

[1]This is not a headcount; dual degree enrollments are included. Declared minors are as of census date.

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

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| American Sign Language | | 2 | 3 | 1 | |
| Biology, B.S. | | | 1 | 1 | 1 |
| Chemistry, B.A. | | | | | 1 |
| Communication Studies | 1 | | 2 | 1 | |
| Deaf Studies | | 2 | 4 | 7 | 3 |
| Education | 1 | 3 | 3 | 2 | 2 |
| English | | | 1 | 1 | 1 |
| Family and Child Studies | | 1 | | | |
| History | 1 | 1 | 1 | | |
| International Studies | | | | 1 | 1 |
| Interpretation | 11 | 13 | 8 | 5 | 3 |
| Philosophy | | | | | 1 |
| Psychology | 3 | 4 | 1 | 1 | 2 |
| Recreation and Sports Program | | | 1 | 1 | |
| Self-directed major | | | | | 1 |
| Social Work | | | | 1 | 1 |
| Sociology | | | 1 | 1 | |
| Spanish | | | | 2 | 2 |
| Theatre Arts | 1 | | 2 | | |
| Undeclared | 21 | 22 | 19 | 22 | 26 |
| **TOTAL MAJORS DECLARED**[1] | **39** | **48** | **47** | **47** | **19** |
| **TOTAL HEADCOUNT**[2] | **38** | **46** | **43** | **47** | **43** |

[1]Dual program enrollments are included. Declared majors and minors as of census. Total Majors Declared could exceed Headcount because some students have dual majors.

[2]Headcount includes students who haven't yet declared a major.

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

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| **CERTIFICATES** | | | | | |
| ASL/Deaf Studies | | | | | 2 |
| ASL/English Bilingual Early Childhood Education | | | | | 2 |
| Cultural Diversity and Human Services | 7 | | | | |
| Deaf and Hard of Hearing Infants, Toddlers, and Families | | | 8 | 11 | 11 |
| Deaf History | 4 | 6 | 4 | 1 | |
| Deaf Students with Disabilities | | | 1 | 1 | 1 |
| Deaf Studies | | | | 1 | |
| International Development | 1 | 1 | | | |
| Leadership | 1 | 1 | | | |
| Management | 1 | 2 | 4 | | |
| **CERTIFICATES TOTAL** | **14** | **10** | **17** | **14** | **16** |
| **MASTERS** | | | | | |
| Administration | 12 | 9 | 5 | 2 | |
| Audiology | 2 | | 1 | | |
| Counseling: Mental Health | 15 | 22 | 20 | 15 | 12 |
| Counseling: School | 19 | 10 | 22 | 19 | 18 |
| Deaf Education: Advanced Studies | 1 | 2 | 2 | 1 | 2 |
| Deaf Education: Special Programs | 8 | 6 | 2 | 1 | 3 |
| Deaf Studies | 28 | 31 | 26 | 24 | 26 |
| Developmental Psychology[1] | | | | | 1 |
| Education | 44 | 46 | 34 | 34 | 25 |
| Hearing, Speech, and Language: Non-clinical | | 1 | | | |
| International Development | 21 | 21 | 17 | 15 | 15 |
| Interpretation | 22 | 26 | 27 | 34 | 29 |
| Interpreting Research | | | | | 2 |

[1]The M.A. in Developmental Psychology is in the School Psychology, Psy.S. program. Students receive M.A. degrees upon completion of comprehensive examinations.

# Goal D: Academic Programs

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Leisure Studies | 8 | 8 | 4 | | |
| Linguistics | 14 | 23 | 18 | 19 | 20 |
| Psychology | 14 | 8 | 5 | | |
| Public Administration | | | | 14 | 36 |
| Sign Language Teaching | | | 29 | 32 | 35 |
| Social Work | 28 | 28 | 35 | 45 | 48 |
| Speech-Language Pathology | 25 | 27 | 26 | 28 | 30 |
| **MASTERS TOTAL** | **261** | **268** | **273** | **283** | **302** |
| **SPECIALISTS** | | | | | |
| Administration and Supervision | 1 | | | | |
| Change Leadership in Education | 16 | 11 | 1 | | |
| Deaf Education | | 1 | | 1 | |
| School Psychology | 17 | 14 | 11 | 14 | 13 |
| **SPECIALISTS TOTAL** | **34** | **26** | **12** | **15** | **13** |
| **DOCTORATES** | | | | | |
| Administration: Special Education | 21 | 17 | 10 | 7 | |
| Audiology, Au.D. | 42 | 37 | 40 | 40 | 44 |
| Audiology, Ph.D. | 14 | 10 | 9 | 8 | 6 |
| Clinical Psychology | 42 | 41 | 39 | 40 | 43 |
| Critical Studies in the Education of Deaf Learners | | | | 13 | 18 |
| Deaf Education | 14 | 9 | 11 | 5 | 3 |
| Educational Neuroscience | | | | | 2 |
| Hearing, Speech, and Language Sciences | | | | 5 | 7 |
| Interpretation | | 10 | 14 | 24 | 26 |
| Linguistics | 15 | 12 | 14 | 13 | 10 |
| **DOCTORATES TOTAL** | **148** | **136** | **137** | **155** | **159** |
| **TOTAL PROGRAM ENROLLMENT**[2] | **457** | **440** | **439** | **467** | **490** |
| **TOTAL HEADCOUNT** | **408** | **413** | **410** | **446** | **469** |

[2]Dual program enrollments are included. Enroute enrollment counted while student is pursuing another program.

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# V. Alumni Survey Information

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2011 – August 2012 graduates). Data below includes employment experience, employment fields, internship participation, and satisfaction with their preparation. Finally a full table of employment by occupational category and by whether the employment involves service to deaf or hard of hearing individuals is included.

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

## Post-graduation Employment Experience

One hundred ninety (70%) of alumni are employed, 76 (28%) are pursuing additional education and (6) 2% are doing neither. During the year since graduation and using all sources, the results show that in the year since graduation:

- Eighty-eight (59%) of undergraduate-level alumni are working either full-time or part-time, 56 (38%) are pursuing additional education, and 4 (3%) percent are doing neither. Last year, 63% were working, 35% were pursuing additional education, and 2% were doing neither.

- One hundred two (82%) of graduate-level alumni are working either full-time or part-time, 20 (16%) are pursuing additional education, and 2 (2%) percent are doing neither. Last year the breakdown was similar; 83% were working, 16% were pursuing additional education, and 1% was doing neither.

## Employment Fields

The most common fields for employment for all recent Gallaudet alumni are education, health care practitioners and technical, and community social services. Ninety-two (68%) of Gallaudet University alumni are working in these three fields.

- Sixty-five (48%) are in education, training, and library occupations this year

- Fifteen (11%) are in community and social services occupations

- Twelve (9%) are in healthcare practitioners and technical occupations

## Internship Participation

- One hundred twenty-six (78%) of all respondents participated in an internship while at Gallaudet – 72 (81%) of bachelor's level alumni and 54 (74%) of graduate degree alumni. The overall percentage is down slightly from the 80% that had been the trend for the last three years.

## Hearing undergraduate outcomes

- Of the 19 hearing respondents, 14 (74%) are employed and five (26%) were pursuing additional education.

- Of the 12 hearing undergraduate-level alumni who answered the question about whether their job primarily involves service to deaf or hard of hearing people, ten (83%) said that they were working primarily with deaf or hard of hearing people.

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

| Major standard occupational group | Undergraduate (N=69) | Graduate (N=67 | TOTAL (N=136) | % of total for this row who provide service to deaf or hard of hearing people |
|---|---|---|---|---|
| Arts, Design, Entertainment, Sports, and Media | 9% | 0% | **4%** | 83% |
| Business and Financial | 1% | 1% | **1%** | 50% |
| Community and Social Services | 6% | 16% | **11%** | 80% |
| Computer and Mathematical | 4% | 1% | **3%** | 50% |
| Construction and Extraction | 3% | 0% | **1%** | 0% |
| Education, Training, and Library | 45% | 51% | **48%** | 70% |
| Food preparation and serving related | 3% | 0% | **1%** | 0% |
| Healthcare Practitioners and Technical | 1% | 16% | **9%** | 67% |
| Healthcare Support | 1% | 1% | **1%** | 0% |
| Legal | 0% | 1% | **1%** | 1% |
| Life, Physical, and Social Science | 6% | 3% | **4%** | 83% |
| Management | 1% | 6% | **4%** | 100% |
| Office and administrative support | 7% | 1% | **4%** | 40% |
| Personal Care and Service | 7% | 0% | **4%** | 60% |
| Sales and related | 4% | 0% | **2%** | 67% |
| **TOTAL RESPONDENTS** | | | | 68% |

[1]Does not total to 100% because of rounding.

*In 2014, Gallaudet University commemorated 150 years of collegiate education on campus. The year-long series of events hosted to celebrate the sesquicentennial included a lecture series, the Charter Day Festival, the Gallaudet 150 Symposium, Clerc Center History Content, U.S. Postal Service Pictorial Postmark Cancellation, a Sesquicentennial Tree, presentations at the Smithsonian Folklife Festival, a medallion, a calendar, and commemorative merchandise. The anniversary enriched and enlivened the University. Participation of students, faculty, staff, and alumni demonstrated pride in Gallaudet, gratitude for what the University offers and stands for, and support for continued visionary work.*

# Strategic Plan Goal E: Research and Outreach

The University continues to make great strides in reaffirming its goal to be the epicenter of research, development, and outreach that benefit all of humanity. FY 2014 proved to be a very productive year in addressing these priority areas. Faculty, often alongside students, pursued a full range of research interests related to their academic disciplines. Through collaboration and grant writing, research accelerated in academic departments as well as Gallaudet's four dedicated research centers. A strong emphasis was placed on how research findings can be further applied to instruction and other issues of importance to the advancement of deaf and hard of hearing people. Gallaudet reinforced its commitment to global education and outreach as well by cultivating and strengthening international partnerships that benefit Gallaudet students and the worldwide deaf community, and encourage personal and academic growth for faculty and students alike through international and intercultural education opportunities. In addition, the University took an ambitious step toward making its efforts to enhance research and outreach more efficient by combining the resources of three long-standing campus units to create the Office of Research Support and International Affairs. The contents of this chapter reflect the major accomplishments performed during FY 2014 in support of Goal E of the Gallaudet Strategic Plan.

# I. Research and Outreach Overview

The University continued in FY 2014 to make great strides in reaffirming its commitment to be the epicenter of research, development, and outreach. An ambitious Strategic Plan initiative that will lead Gallaudet to advancements in knowledge and practice extends far beyond the campus to benefit all of humanity. Progress toward that goal was evident in FY 2014, which proved to be a very productive year in the area of research. Faculty, often alongside students, pursued a full range of research interests related to their academic disciplines. Through collaboration and grant writing, research accelerated in academic departments as well as Gallaudet's four dedicated research centers. A strong emphasis was placed on how research findings can be further applied to instruction and other issues of importance to the advancement of Deaf and hard of hearing people. In the area of outreach, the University reinforced its efforts in 2014 by combining the resources of three long-standing campus units to create the Office of Research Support and International Affairs.

The prestige Gallaudet holds as a source of research related to Deaf people was established shortly after its charter was signed in 1864, thanks largely to the work of such researchers as Edward Allen Fay, a renowned researcher and professor of languages. Among other accomplishments, Fay produced an exhaustive collection of data on Deaf marriages and the incidence of Deaf offspring in Deaf families which still play a role in genetics research and counseling today.

Since then, a sequence of pioneers in research has reinforced the research aspect of Gallaudet's reputation including but not limited to: Irving Fusfeld, who undertook an extensive investigation of schools for Deaf individuals in the 1920s; Powrie Doctor, whose research in the field of Deaf education from 1928 to 1971 brought him and Gallaudet international recognition; Jerome Schein, whose studies of the demographics of Deaf people were regarded as definitive for decades after he began his work in the 1960s; Kay Meadow-Orlans, whose studies of child development in families with Deaf children led to groundbreaking discoveries in the 1970s and 80s; Orin Cornett, who developed Cued Speech in the 1970s as a technique to improve reading; and William Stokoe, whose studies of sign language spanning more than four decades beginning in the 1950s not only validated American Sign Language as a fully developed language but also created an exciting new field of study for linguists worldwide.

The imprint these renowned researchers made on the science of learning has inspired current and future generations of researchers to draw upon the cross-disciplinary intellectual riches of Kendall Green for benefits to theoretical and applied research.

The National Science Foundation's Science of Learning Center on Visual Language and Visual Learning (VL2), for example, continued to make inroads on facilitating language acquisition and reading in young Deaf children by releasing original and creative new apps for the iPad in its award-winning bilingual storybook reading app series, created by an all-Deaf team. Students have access as never before to a wide range of opportunities for research. The STEM summer internship program, which marked its sixth year in FY 2014, continued to generate opportunities in research that are opening paths to employment or advanced education and training for Deaf and hard of hearing students that traditionally are woefully underrepresented in the science field. A sign that such changes are taking place came in FY 2014 when a second-year student in Gallaudet's Ph.D. in Educational Neuroscience Program was awarded the prestigious individual National Research Service Award National Institutes of Health graduate pre-doctoral fellowship. A case in point on how Gallaudet students' research is having a positive impact on society occurred last year when a student who was serving an internship for National Public Radio conducted research in the hurricane-prone Gulf Coast states to test the first system to deliver real-time accessibility-targeted emergency messages via radio broadcast texts to Deaf or hard of hearing people living in the region.

## Overview

The research section of the chapter contains both profiles on research studies as well as individual faculty and staff members' scholarly achievements, such as publications and presentations, both research-based and otherwise.

The section begins with a table showing the projects conducted by faculty, staff, students and collaborators on each of the university's research priority areas. Next is an overview of student engagement in research, highlighting the most notable of their achievements—doctoral dissertations. Finally, a profile of each research and demonstration project and a citation for each reported scholarly product is shown, arranged under the banner of the hosting research center and academic unit. Readers who wish to locate research being done by specific individuals may look for the name and then page numbers given in the index of this publication. An online database called "Research and

Scholarly Achievement at Gallaudet University" is available at http://research.gallaudet.edu/ara/

The database can be searched by department, individual, research priority, and other criteria in order to easily locate both prior and current projects. The reader who desires more in-depth information may contact the scholar directly.

The chapter also provides the Office of Sponsored Programs' reports on submitted research proposals and received awards from external sponsors. It also works to bolster support to researchers who are seeking external sponsorship of these activities.

Finally, this chapter reports on a comprehensive array of personal and professional development, leadership, and outreach programs and services to Gallaudet's many constituencies.

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



*Ph.D. in Educational Neuroscience faculty member Dr. Clifton Langdon sets up brain imaging equipment in the Brain and Language Laboratory for Neuroimaging (BL2), within the National Science Foundation (NSF) Science of Learning Center on Visual Language and Visual Learning (VL2). VL2 continues to actively seek grant funding, including from the National Institutes of Health and the NSF, for research into topics such as the biological basis for language and reading in monolingual and bilingual children and adults.*
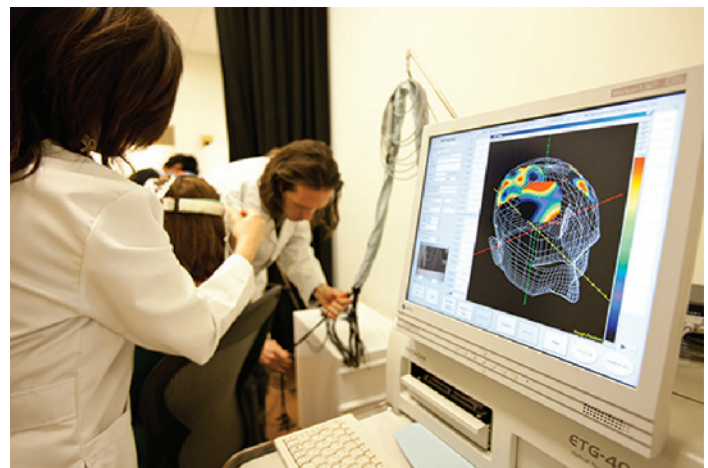
# II. Gallaudet Research Priorities

The Education of the Deaf Act (EDA) and Goal E of the Gallaudet Strategic Plan require 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.

The *13 current research priorities of the university reflect its unique responsibility and commitment to encourage research that aims to benefit the diversity of the Deaf and hard of hearing population on campus, across the United States, and internationally. These priorities are a framework for the work of the University's research centers and the Clerc Center. The framework guides the awarding of research support to our faculty and staff through the Gallaudet Priority Research Fund.

The order of the priorities below does not indicate their relative importance. After the description of each priority, the projects that fall under its area of focus are listed. The reader can find all projects focusing on a particular priority using the *"Filter Projects by Selected Priorities"* feature of the online database at http://research.gallaudet.edu/ara/

*Strategy E.1.1 of the 2010-2015 Strategic Plan calls for no more than five integrated research priorities, formulated by assessing compelling needs as well as current and potential strengths in fields such as visual language and learning, hearing enhancement, linguistic and communication access, genetics, and ASL/English bilingualism. An ongoing process to set these new priorities began last fall with three well attended campus-wide discussions where various University constituents shared their opinions on what Gallaudet's priorities should be. This was followed by a priority setting task force meeting during the spring semester that was composed of 33 faculty members and five staff representing 10 academic departments, three research centers, and the Clerc Center. This fall, a draft of the priorities will be presented to the campus for feedback. External feedback will also be gathered during the academic year, and a final presentation will be made to the Board of Trustees this spring.

1. **Development of Signed Language Fluency**
   Research aimed at understanding the sensory, cognitive, affective, linguistic, pedagogical, and socio-cultural processes by which individuals acquire American Sign Language or other signed languages. This priority applies both to individuals acquiring signed language in childhood and to those who acquire or learn signed languages later in life.
   [35 projects]

2. **Development of English Literacy**
   Research aimed at increasing understanding of the sensory, cognitive, linguistic, and socio-cultural processes by which Deaf and hard of hearing individuals learn to read and write, plus the relationship between literacy learning and the signed, printed, and spoken languages used in the individual's home, school, community, and cultural environments.
   [28 projects]

3. **Psycho-Social Development and Mental Health Needs**
   Research focusing on biological, neurological, psychological, and sociological aspects of Deaf and hard of hearing people's psychosocial development and mental health throughout their life spans.
   [29 projects]

4. **Teaching, Learning and the Communication Environment**
   Research on how pedagogical practices and accessibility of information affect learning for Deaf and hard of hearing students.
   [57 projects]

5. **School, Home, and Community Relationships**
   Research aimed at understanding home, school, and community relationships, school readiness, family and community involvement, and dynamics in homes and schools with Deaf or hard of hearing members.
   [27 projects]

6. **Transition through School and into Postsecondary Education and Work**
   Research aimed at understanding and identifying the transition processes of Deaf and hard of hearing students through school and beyond into post-secondary education, work, and independent living.
   [11 projects]

7. **History and Culture of Deaf People**
Studies of Deaf peoples' history, cultures, creative productions, and signed languages, including research into and preservation of the contributions of visual and tactile ways of knowing and experiencing the world. This priority highlights studies of the origins and development of literature, the visual arts, and other creative, political, and social contributions of Deaf people around the world.
[19 projects]

8. **Linguistics of Signed Languages**
Linguistic studies of signed languages, including phonological, morphological, and syntactic phenomena as well as meaning construction, discourse, and variation. This priority supports cross-linguistic comparison among signed languages as well as research on language contact and historical change.
[27 projects]

9. **Interpretation and Translation**
Research examining processes, practices, and pedagogy involved in interpreting for hearing, hard of hearing, Deaf, and Deaf-Blind individuals in a broad range of settings. This priority relates to situations involving Deaf and hearing interpreters working with signed and spoken languages or other visual or tactile communication systems. In addition, this priority concerns literary and other translations involving signed languages.
[24 projects]

10. **Studies that Inform Public Policies and Programs**
Research essential for the development, administration, and evaluation of public policies and programs affecting education, mental health, communication access, medicine, employment, and other services used by Deaf and hard of hearing people throughout their lives.
[36 projects]

11. **Technologies that Affect Deaf and Hard of Hearing People**
Studies of technology's impact on the lives of Deaf and hard of hearing people, including research on and development of technologies and media aimed at enhancing communication.
[30 projects]

12. **Assessment**
Research related to the development, translation, validation and practical application of appropriate tools, techniques, and models for assessing a wide range of characteristics, skills and abilities of Deaf and hard of hearing people.
[31 projects]

13. **Diverse Deaf and Hard of Hearing Populations**
Research that examines multicultural awareness, knowledge and/or skills as well as methods of social advocacy related to diverse Deaf and hard of hearing children, youth, adults, their families and their communities. Diversity includes, but is not limited to differences of race, ethnicity, gender, age, creed, disability, socioeconomic status, sexual orientation, school experience, linguistic background, and immigration experience.
[35 projects]

The following table lists all FY 2014 research and demonstration projects with cross-references to these research priorities. The projects are done by Gallaudet faculty, staff and students, as well as collaborators on Gallaudet's externally funded research grants.

## Research Projects Organized by Research Priorities

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Objective measurement of comfort levels of cochlear implant users: Multi-electrode eSRT | | | | | | | | | | | ● | | |
| Cognitive and electrophysiological correlates of phonological processes in Deaf undergraduate readers | | ● | ● | | | | | | | | | | |
| The use of automatic speech recognition technology in the assessment and rehabilitation of children with hearing impairments | | | | | | | | | | | ● | ● | |
| Language acquisition and literate thinking in young d/Deaf children with Deaf caregivers | ● | | | | | | | | | | | | |
| Gallaudet Scholarship of Teaching and Learning Initiative | | | | ● | | | | | | | | | |
| SFA4: Translation of research to educational practice | | | | ● | | | | | ● | | | | |
| Lexical decisions and related cognitive issues in spoken and signed language interpreting: A case study of Obama's inaugural address | | | | | | | | | ● | | | | |
| Tegnsprank bok pa iPad | ● | | | ● | ● | | ● | | ● | | ● | | |
| Auditory self-monitoring | ● | | | | | | | | | | ● | | |
| Motivations and goals of owners, managers, and counselors of planned recreational programs for Deaf and hard of hearing children | | | ● | | ● | | ● | | | ● | | | |
| Continuing medical education modules | ● | ● | ● | | ● | | | | | ● | | | |
| Investigating the social, economic, political, and cultural issues that affect the lives of Deaf people in Argentina, Costa Rica, and Mexico | | | | | | | | | | | | | ● |
| Emotion regulation and effortful control in Deaf children as a function of parenting behavior and communication quality | ● | | ● | | | | | | | | | | |
| Stress and burnout in video relay interpreting: An examination of ASL-English interpreters | | | | | | | | | ● | | | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Potential societal impact of advances in genetic deafness | | | | | | | ● | | | ● | | | |
| Synchronization to auditory and visual rhythms in hearing and Deaf individuals | | | ● | | | | | | | | | | |
| The role of gesture in learning | | ● | | | | | | | | | | | |
| Optical imaging of visual selective attention in Deaf adults | | | ● | | | | | | | | | | |
| 'American Annals of the Deaf': Reference issue | | | | ● | | | | | | ● | | | |
| SFA1: Visual and cognitive plasticity | | | | | | | | | | | | | |
| Signs of aggression: Translating the peer conflict scales into American Sign Language | | | ● | | | | | | ● | | ● | ● | |
| Investigations of the effect of catalyst loading on cross-metathesis reaction | | | | ● | | | | | | | ● | | |
| Men bring condoms, women take pills: Men's and women's roles in contraceptive decision-making | | | | | | | | | | | | | |
| Investigating the water quality of two freshwater ecosystems: The Anacostia River (DC) and the Brainerd Area Lakes (MN) | | | | | ● | | | | | ● | | | |
| Image processing for NASA applications | | | | ● | | ● | | | | | | | |
| Short-term and working memory of sign language interpreters | | | | | | | | | ● | | | | |
| Visual supports used by teachers | | | | ● | | | | | | | | | |
| Identifying emerging access issues and opportunities in new telecollaboration systems and technologies through use of focus groups, web forum, and observation (R2) | | | | | | | | | | ● | ● | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| The impact of early visual language experience on visual attention and visual sign phonology processing in young Deaf emergent readers using early-reading apps: A combined eye tracking and fNIRS brain imaging investigation | ● | ● | | ● | | | | ● | | | ● | | |
| ASL assessment toolkit | ● | | | ● | | | | ● | | | | ● | |
| Production of movement in users of American Sign Language and its influence on being identified as "non-native" | | | | | | | | ● | | | | | |
| Classroom discourse observation pilot study | ● | | | | | | | | | | | ● | |
| Annual Survey of Deaf and Hard of Hearing Children and Youth | | | | ● | ● | | | | | ● | | | |
| Weekend science camp for the Deaf/hard of hearing at Camp Dreams and Inspirations, East Gull Lake, MN | | | | | | | | | | | | | |
| Resilience in Deaf children with additional disabilities: Factors that protect social and adaptive skills | | | ● | | | | | | | | | | |
| The temporal and spatial dynamics of visual language perception and its relation to visual sign phonology: Eye-tracking in infants and children in a perceptual discrimination experiment of signs versus gestures | ● | | | | | | | ● | | | | ● | |
| Parental self-concept: Understanding identity salience and discrepancy as it relates to parental satisfaction | | | ● | | | | | | | | | ● | |
| Aided and unaided sound localization in adults with unilateral hearing loss | | | | | | | | | | ● | | | |
| Electromagnetic interference with cochlear implants and hearing aids | | | | | | | | | | ● | ● | | |
| Language acquisition, literacy learning, and literate thinking in young d/Deaf children | | | | ● | ● | | | | | | | | |
| Understanding the CDI: Interpreting medical situations for language and learning challenged Deaf patients. | | | ● | | | | | | ● | | | | ● |
| An evaluation of mental health services for Deaf and hard of hearing people in Nepal-Part I | | | ● | | | | | | | | | | ● |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| The reliability and norms of the leisure diagnostic battery for undergraduate recreation majors who are Deaf | | | | | | | | | | | | ● | |
| Visual span in Deaf readers | | ● | | | | | | | | | | | ● |
| Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants | | ● | | | | | | | | ● | ● | | ● |
| Body image and cultural identity | | | ● | | ● | | ● | | | | | | |
| Perceptual effects of mixed channel configurations in cochlear implants | | | | | | | | | | | ● | | |
| English acquisition through reading: Translation as a strategy | | ● | | ● | | | | | | ● | | | |
| Forward to professorship: "Pay it forward" | | | | ● | ● | ● | | | | | | ● | |
| A validation study of the signed paired associates test for children | | | ● | | | | | | | | | ● | |
| VL2 shared data resource | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Home, school, and early language factors impacting the acquisition of reading skills among Deaf children with and without cochlear implants, and with and without early exposure to sign language | ● | ● | | | | | | ● | | | | ● | |
| Successful science teaching: Problem solving strategies of outstanding science teachers of the Deaf | | | | ● | | | | | | ● | | ● | |
| Deaf students in conventional foreign language classrooms | | | | ● | | | | | | | | | ● |
| Human sexuality and middle adulthood: Deaf women's satisfaction with intimate relationships | | | | | | | | | | | | | ● |
| Insight from child ASL on the distinction between gesture and lexical sign | ● | | | ● | ● | | | ● | | ● | | ● | |

# Goal E: Research and Outreach

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Leaders who are DeafBlind: A phenomenological study of educational experiences | | | | ● | | | | | | | | | ● |
| Contrasting the leadership styles and attitudes of administrators and resultant organizational cultures of programs serving Deaf students in India as perceived by the program providers and program recipients | | | | | | | ● | | | | | | |
| Synthesis of strained heterocycles | | ● | | ● | ● | ● | | | | | | | |
| Contemporary assessment practices among school psychologists with expertise in deafness | | | | | | | | | | | | ● | |
| Motion capture & nursery rhymes | ● | | | | | | | | | | ● | | |
| Continuous monitoring of urea concentrations and harmful algal productivity and physiology in the Anacostia River | | | | | ● | ● | | | | ● | | | |
| ASL-English interpreters and -self/SELF forms: A description of source and target language production | | | | | | | | ● | ● | | | | |
| Pediatric normative data on postural sway: CDP versus mCTSIB | | | | | | | | | | | | ● | |
| Site-directed mutagenesis of RasGRP2 | | | | | | | | | | | | | |
| Synthesis of small and medium sized molecules | | | | ● | | | | | | | | | |
| Disability stigma and the modern American state | | | | | | | | | | ● | | | |
| Genetic deafness in alumni of Gallaudet University | | | | | | | ● | | | | | | |
| Examining the correlations between social network ties and linguistic production | | | | | ● | | | ● | | | | | ● |
| The impact of simulated hearing loss on conversational task completion | | | | | | | | | | | | ● | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Speech production and perception skills of children using cochlear implants: Implications for implant fitting and habilitation | | | | | | | | | | | ● | ● | |
| Do young Deaf bilinguals access ASL forms while reading English words? | ● | ● | | ● | | | | ● | | | | ● | |
| Investigating infant sign perception | ● | | | | ● | | | ● | | ● | | | |
| Deaf perspectives on translating President Obama's 2009 inaugural speech | | | | | | | | | ● | | | | |
| Toolkit for establishment of effective bilingual early education activities for Deaf children in resource-poor nations | | | | ● | ● | | | | | ● | | | |
| SFA5: Integration of research and education | | | | ● | | | | | | | ● | | |
| Cancer genetic education for the Deaf community | | | | ● | | | | | | | | | ● |
| Assessment of Deaf and hard of hearing children and adolescents | | | ● | | ● | | | | | | | ● | ● |
| Priority Research Fund | | | | | | | | | | ● | | | |
| Speed of visual sign language processing, and visual sign phonological awareness processing in young Deaf typically and atypically-developing bilingual-bimodal readers | | ● | | | | | | | | | | ● | ● |
| A systematic developmental skill-oriented investigation of poor and proficient Deaf readers across both shallow and deep orthographies | | ● | | ● | | | | | | | | | |
| HCC small: DHH cyber-community - supporting Deaf and hard of hearing students in STEM | ● | | | | | ● | | ● | ● | | | | |
| Learning to read with visual languages: Investigation of the impact of native language ASL visual sign phonology training on emergent and developing literacy in English (new language) | ● | ● | | ● | | | | ● | | | | | |
| Professional autonomy in video relay service interpreting: Perceptions of American Sign Language-English interpreters | | | | | | | | | ● | | | | |

# Goal E: Research and Outreach

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| ASL-English bilingual story apps | ● | ● | | ● | | | | | | | ● | | |
| Deaf Stories Corpus | | | | | | | ● | ● | | | | | ● |
| A study of excellent teaching at Gallaudet University | | | | ● | | | | | | | | | |
| SFA3: Reading and literacy in visual learning | | | | | | | | | | | | | |
| Establishing best practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom | | | ● | | ● | | | | | | | ● | ● |
| Fingerspelling development as alternative gateway to phonological representations in Deaf children | ● | ● | | | | | | | | | | | |
| Learning to teach science as inquiry | | | | ● | | | | | | | | | |
| Emerging themes in the study of young Deaf adults | | | ● | ● | ● | ● | ● | | | ● | ● | | ● |
| Telemental health services for Deaf individuals who live in rural areas | | | | | | | | | | | | | |
| Affective constructions in American Sign Language | | | | | | | | ● | | | | | |
| Gender issues in the writings of Mme De Gouges and Mme De Stäel | | | | | | | | | | | | | |
| Interpreting decisions and power: Interpreters working in legal settings | | | | ● | ● | | ● | ● | ● | | | | ● |
| SFA2: Language development and bilingualism | ● | ● | | ● | | | | | | | | | |
| Capstone Honors | | | | ● | | | | | | | | | |
| Conceptualizing Disability | | | ● | | | | | | | | | | |

# Goal E: Research and Outreach

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| National Socio-Environmental Synthesis Center | | | | ● | | ● | | | | ● | | | ● |
| Deaf consumers' perceptions of signed-to-spoken language interpretation in eight signed languages | | | | | | | | | ● | | | | |
| Gaze-Following in Deaf infants | ● | | | ● | | | | | | | | | |
| The elephant in the room: Exploring Deaf clients' perspectives of therapeutic alliance when an interpreter is involved in therapy | | | ● | | | | | | ● | | | | |
| Professional identity development of ASL-English interpreters | | | | | | | | | ● | | | | |
| Comprehension of the Miranda warning in the Deaf community | | | | | | | | | | ● | | | ● |
| Electrophysiological indices of visual language experience on auditory and visual function | ● | ● | | ● | | | | | | | | | |
| Immediate effects of altered auditory feedback on associated motor behaviors of people who stutter | | | | | | | | | | | ● | ● | |
| Pilot study on iconicity in child ASL | ● | | | ● | | | | ● | | | | ● | |
| Broadening the participation of Deaf students in sign language research | | | | | | | | | ● | | | | |
| Exploring the foundations of iconicity in language: Evidence from an fNIRS brain imaging study on the neural basis of ASL classifiers | | | | | | | | ● | | ● | | | |
| Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials | | | | | | | | | | | | | |
| Attention deficit hyperactivity disorder, executive functions, language, and cognitive function in Deaf individuals | | | ● | | | | | | | | | | ● |
| ASL co-activation study | | ● | | | | | | | | | | | |
| Quantifying the needs of people with hearing loss in using technology for daily and emergency voice telecommunication (R1) | | | | | | | | | | ● | ● | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| An examination of medical interview questions rendered in American Sign Language by Deaf physicians and interpreters | | | | | | | | ● | ● | | | | |
| Disability protests | | | | | | | ● | | | | | | |
| The influence of body image on adolescent girls' risk and protection behaviors | | | ● | | | | | | | ● | | | |
| Perspectives of Deaf individuals on telemental health services | | | ● | | | | | | | | | | |
| "The committee in my head": Examining self-talk of American Sign Language-English interpreters | | | | | | | | | ● | | | | |
| Enhancing cancer genetic education bilingual materials and broadening outreach efforts in the united states Deaf community | | | | ● | | | | | | | | | ● |
| The development of perceptual span in beginning and developing Deaf readers | | ● | | ● | | | | | | | | ● | |
| Development of bimodal bilingualism | ● | | | | | | | ● | | ● | | | ● |
| Signing with an accent: ASL L2 phonology and Chinese signers | | | | | | | | ● | | | | | ● |
| An alternative perspective in research and evaluation: Feminists, minorities, and persons with disabilities | | | | ● | ● | | | | | ● | | ● | ● |
| An analysis of AEBPD teachers' beliefs about bilingual Deaf education and bilingual practices | ● | ● | | ● | | | | | | | | | |
| Perception of diversity | | | | | | | | | | | | | ● |
| Overcoming barriers to STEM success for Deaf under-graduates | | | | ● | | | | | | | | | |
| Advancing students' science literacy | | | | ● | | | | | | | | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Applying evidenced based practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom | | | ● | ● | ● | | | | | | | ● | |
| Parents and teachers information package | ● | ● | | ● | ● | | | | | | | | |
| The development of a web-based computer program to support early literacy skills for Deaf children | | ● | | | | | | | | | ● | | |
| Creation of a DNA repository to identify deafness genes | | | | | | | ● | | | | | | |
| The biological basis of language and reading in mono-lingual and bilingual children and adults (discoveries of the reading brain, the bilingual brain, and the bilingual reading brain) | ● | ● | | | | | | ● | | ● | | | |
| Parent-Child Interaction Therapy among Deaf persons | | | ● | | ● | | | | ● | | ● | ● | |
| An elementary Deaf teacher's interactions with Deaf girls and boys | | | | ● | | | | | | | | | ● |
| Effects of sexual assault disclosure among Deaf female survivors | | | ● | | | | | | | | | | |
| Anthropological genetics of *GJB2* deafness | | | | | | | ● | | | | | | ● |
| Cross-language activation during sentence comprehension in Deaf bilinguals | ● | ● | | | | | | | | | | | |
| Deliberate practice in American Sign Language/English interpreting | | | | | | | | | ● | | | | |
| VL2 National Research Volunteer Program | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Eyetracking of ASL perception & production | | | | | | | | ● | | ● | | | |
| Empowering Deaf communities in Latin America and Africa | ● | | | | | | | | | | | | ● |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Ethical practices website | | | | | | | | | | | | | ● |
| Resource and tool development to facilitate incorporation of accessibility in mainstream telecommunication | | | | | | | | | | ● | ● | | |
| Inventing the bilingual University: Undergraduates' coherence in ASL and English discourse | ● | ● | | ● | | | | | | | ● | ● | |
| Developing opportunities for instructional feedback to improve student outcomes in STEM courses | | | | ● | | | | | | | | | |
| Empowering rural Deaf citizens in Africa through social movements | | | | | | | ● | | | ● | | | ● |
| Efficacy of short-term aural rehabilitation for adult cochlear implant users | | | | | | | | | | | ● | | |
| Impact of service provision on hearing aid outcomes | | | | | | | | | | | ● | ● | |
| Fingerspelling development that is independent of English | ● | ● | | ● | | | | ● | | | | | |
| Collaborative research CI-ADDO-EN: Development of publicly available, easily searchable, linguistically analyzed, video corpora for sign language and gesture research | ● | | | | | | | ● | | | ● | | |
| Comparison of Astronomy teaching strategies for Deaf and hard of hearing students in the elementary classrooms | | | | ● | | | | | | | | | |
| Survey of Deaf professionals and early intervention | ● | | ● | ● | ● | | | | | ● | | | ● |
| Comparison of face-to-face and videoconferencing communication modalities for delivering anxiety and stress psychoeducation to Deaf individuals | | | ● | ● | | | | | | | ● | | |
| Competencies of healthcare interpreters: Narratives from American Sign Language-English interpreters | | | | | | | | | ● | | | | |
| Signing with an accent: ASL L2 phonology | ● | | | | | | | ● | | | | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Disability interest groups in Europe | | | | | | | ● | | | ● | | | |
| Emotion recognition: Encoding of facial expression | | | | | | | ● | | | | | | |
| Small Research Grants | | | | | | | | | | | | | |
| Attention and retention of educators of the Deaf | | | | | | | | | | ● | | | |
| Research internship in interpretation | | | | | | | | | ● | | | | |
| Life scripts of oral Deaf individuals | | | ● | | | | | | | | | | ● |
| Using Corona Program Imagery to study Bolivian deforestation, Mexican butterfly habitat, and Himalayan glacier changes since the 1960s | | | | ● | | ● | | | | | | | |
| Kindergartens for the Deaf in three countries: United States, France, and Japan | | | | ● | ● | | ● | | | ● | | | ● |
| National space grant college fellowship program at Gallaudet University | | | | ● | | ● | | | | | | | |
| Investigation of the molecular mechanisms of tumor promotion | | | | | | | | | | | | | |
| Early educational longitudinal study (EELS) | | | | ● | ● | | | | | ● | | ● | |
| Deaf Studies Digital Journal | | | | | | | ● | | | | ● | | ● |
| **Totals: 168 PROJECTS REPORTED** | 35 | 28 | 29 | 57 | 27 | 11 | 19 | 27 | 24 | 36 | 30 | 31 | 35 |

# III. Students Actively Engaged in Research

Gallaudet has made a tradition of encouraging students to be more actively involved in their majors through research, putting their new-found knowledge to practical use by expressing their ideas in a wide variety of studies. Engaging in research gives students a chance to apply theories from their classes in a way that helps them make connections to real-life situations. This critical approach to thinking leads to a deeper insight into their chosen field—and solidifies their foundation for a promising career in the knowledge-based fields.

Of the 168 research projects reported herein, 78 graduate and undergraduate students were involved in 59 projects. In FY 2014, there were 27 small research grants awarded to students conducting their own research or who are working under faculty members.

From serving as assistants for faculty investigators to carrying out their own studies, 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's master's and Ph.D. programs, the Department of Education's Ph.D. program, the Department of ASL and Deaf Studies' programs, 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 being made available to students through various departments. Recently, there has also been a growth in Gallaudet's research labs, which continually expand their opportunities to include students.

Research by students benefits the institution as well. Gaining the insights of younger Deaf and hard of hearing people is essential to many topics that support Gallaudet's mission. Young minds frequently approach long-standing problems in new ways and lend fresh perspectives that may otherwise be overlooked.

The pinnacle of student contribution to knowledge is the doctoral dissertation. In FY 2014, 12 students completed their doctoral study (shown below).

Langdon, C. (2013). *The linguistics structure and neural representation of classifier constructions: Through the lends of child acquisition and adult usage* (Doctoral dissertation). Gallaudet University, Washington, DC.

Cull, A. (2014). *Production of movement in users of American Sign Language and its influence on being identified as "non-native"* (Doctoral dissertation). Gallaudet University, Washington, DC.

Zalewski, C. (2013). *Normal physiologic measures of utricular function via custom dynamic unilateral centrifugation testing and ocular vestibular evoked myogenic potential testing* (Doctoral dissertation). Gallaudet University, Washington, DC.

Kingman, R. (2014). *Aided and unaided sound localization in adults with unilateral hearing loss* (Doctoral dissertation). Gallaudet University, Washington, DC.

Crisologo, A. (2014). *Preliminary data for Deaf children on a measure of affect recognition and theory of mind* (Doctoral dissertation). Gallaudet University, Washington, DC.

Witkin, G. (2014). *Clustering in lexical fluency tasks among Deaf adults* (Doctoral dissertation). Gallaudet University, Washington, DC.

Nelson Schmitt, S. (2013). *Establishing a normative sample of black Deaf individuals on the 58-item Deaf acculturation scale* (Doctoral dissertation). Gallaudet University, Washington, DC.

Kleindienst, S. (2014). *The use of tympanometry in telehealth for the assessment of Otitis media in the Alaska native population* (Doctoral dissertation). Gallaudet University, Washington, DC.

Hall, W. C. (2014). *The English reading skills of Deaf college students: An assessment perspective of underlying cognitive factors* (Doctoral dissertation). Gallaudet University, Washington, DC.

Nead, D. (2013). *The use of the Trauma Symptom Inventory and Brief Symptom Inventory with Deaf and hard of hearing Israelis* (Doctoral dissertation). Gallaudet University, Washington, DC.

Donnelly-Wijting, K. (2013). *HIV/AIDS risk reduction and Deaf people: Knowledge, attitudes, behavior, perception of susceptibility, and self-efficacy* (Doctoral dissertation). Gallaudet University, Washington, DC.

Karch, S. J. (2014). *The relationship between the middle latency response binaural interaction component (MLR-BIC) and tests of binaural integration in young adults* (Doctoral dissertation). Gallaudet University, Washington, DC.

The University is proud of these students' accomplishments. We look to them for intellectual leadership in the near future.



*Students participate in an excursion on the Chesapeake Bay as part of an integrated biology and history general studies course (GSR 395). During the excursion, the students sailed on a 109-year-old skipjack, harvested oysters the old fashioned way, and took water samples for testing. All General Studies courses emphasize skill development in critical thinking, language, and communication.*

# IV. Research and Scholarly Activities by Research Center

The research and scholarly activity sections lists the FY 2014 research projects and achievements by the dedicated research centers including the Gallaudet Research Institute (GRI), Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE), Technology Access Program (TAP), Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2), and its affiliate, the Brain and Language Laboratory (BL2). (The work done in department laboratories is shown later under the part "Research and Scholarly Activities by Academic Units".)

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project's title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project.

At the end of each unit's part there is a list of citations of scholarly and creative products that are not associated with a research project.

## Brain and Language Laboratory (BL2)

The state-of-the-art Brain and Language Neuroimaging Laboratory (BL2), led by Dr. Laura-Ann Petitto (Scientific Director, Founder), is a member of the NSF Science of Learning Center at Gallaudet University, Visual Language and Visual Learning, VL2. The team studies language and bilingualism, reading and literacy, including the important role of Visual Sign Phonology in successful reading in young Deaf children. They are further committed to powerful innovative translation and to providing meaningful knowledge to society, spanning parents, teachers, and educational policymakers. The team seeks to uncover the biological foundations and environmental influences underlying linguistic, reading and cognitive processing in monolingual and bilingual infants, children, and adults. A wide range of methods (behavioural, neuroimaging, genetic), languages (signed, spoken) and populations (infants, children, and adults, both monolingual and bilingual, Deaf and hearing, and cochlear implant users) are used to understand the fascinating processes by which infants discover the basic building blocks of their language as well as the most optimal conditions of learning language, reading, and literacy. Another important goal of BL2 is to provide state-of-the-art training to Gallaudet students in the world's most advanced neuroimaging. We are especially proud to be the neuroimaging training home for

Gallaudet's pioneering new PhD in Educational Neuroscience program. BL2 features one of the world's most advanced brain imaging systems, called functional Near Infrared Spectroscopy (fNIRS), as well as an Infant Habituation Lab, Video-Recording and Editing studios, Video-Conferencing facilities, Cognitive Neurogenetic analysis studio, Experimental and Observation Chambers, State-of-the-art Tobii Eye-Tracking studio, Library, and more. Additional information regarding the Brain and Language Laboratory can be found at http://petitto.gallaudet.edu/

**Research Projects**

### The impact of early visual language experience on visual attention and visual sign phonology processing in young Deaf emergent readers using early-reading apps: A combined eye tracking and fNIRS brain imaging investigation

**Status:** Ongoing
**Start date:** September 2013
**End Date:** September 2015

Early visual language experience has been shown to afford enhanced visual gaze-shifting and visual attention in the young Deaf visual learner. Little is known about the complexity of visual cues to which Deaf children attend when learning to read. Nothing is known about the relative weighting of visual attention and allocation to the visual stimuli in the learning input in the young Deaf reader. Neuroimaging studies have revealed functional dissociation between orthographic, phonological, and semantic processing of words which can be utilized to discover developmental changes for depth of processing across different populations. Understanding how preschoolers attend to, allocate, and process visual cues in ASL-English bilingual learning tools, such as VL2's bilingual reading app will lay bare the core scientific visual and linguistic principles—especially visual sign phonology—and their relation to reading acquisition, and particularly as this relates to bilingual texts. Three groups of participants (Deaf early-sign-exposed, Deaf late-sign-exposed, hearing non-signers) in two age groups (4-4.5 years and 7-7.5 years) will participate in three tasks. Participants' eye gaze behaviors will be collected by a Tobii remote eye tracker. Functional Near Infrared Spectroscopy will record their neural activity. Learning Task: Psuedowords are taught (conditions: sign chaining v. speech chaining). Lexical Decision Task: Two

competing words are presented (conditions: false font v. non-word v. taught psuedoword; v. novel psuedoword). Interaction Task: Participants interact with a VL2 ASL/English bilingual storybook iPad app.

**Principal investigators**

- **Petitto, Laura-Ann** • Psychology

**Additional investigators**

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

- **Langdon, Clifton**

- **Stone, Adam** (Student) • Education

**Funding sources**

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

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

**Status:** Ongoing
**Start date:** September 2012

This study asks whether early exposure to a visual signed language impacts negatively, and/or causes neural deviance or abnormality to, classic left-hemisphere spoken language tissue development in Deaf individuals who had early cochlear implantation (CI). State-of-the-art fNIRS brain imaging technology is used to address this question in healthy Deaf individuals with cochlear implants, with and without early exposure to a visual signed language. fNIRS has revolutionized the study of individuals with CIs because it is uniquely capable of imaging inside the human brain without harming the individual or damaging the technology. Early exposed individuals with CIs showed entirely normal and robust activation in classic left hemisphere language areas. By contrast, late exposed individuals with CIs showed greater activation in the right hemisphere, not the classic left hemisphere language area. 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. Auditory processes were not "taken over" by signed language processing in early sign exposed individuals with CIs. Instead, their language tissue activity was entirely normal. The findings suggest instead that aspects of left hemisphere language tissue

thought to be "auditory" is not, and instead is dedicated to processing highly specific patterns in natural language, be they patterns on the hands or tongue.

**Principal investigators**

- **Petitto, Laura-Ann** • Psychology

**Additional investigators**

- **Andriola, Diana** • Educational Neuroscience-PEN •

- **Farovitch, Lorne** (Student) • Science, Technology, and Mathematics

- **Gauna, Kristine** • Science of Learning Center on Visual Language & Visual Learning (VL2)

- **Hoglind, TraciAnn** (Student) • Psychology

- **Jasinska, Kaja** • Haskins Laboratories • Yale Unversity

- **Kartheiser, Geo** • Educational Neuroscience-PEN •

- **Langdon, Clifton** • Educational Neuroscience-PEN •

- **Spurgeon, Erin** (Student) • Interpretation

- **Steyer, Elizabeth** (Student) • Linguistics

- **Stone, Adam** • Educational Neuroscience-PEN •

- **Twitchell, Paul** • Educational Neuroscience-PEN •

**Funding sources**

- National Science Foundation (NSF)

- National Institutes of Health (NIH)

## Exploring the foundations of iconicity in language: Evidence from an fNIRS brain imaging study on the neural basis of ASL classifiers

**Status:** Ongoing
**Start date:** January 2011

Current approaches to classifier constructions have been characterized either as utilizing a linguistic system that can exploit iconicity or an exhaustively morphemic approach. To gain novel insight into the underlying basis of this American Sign Language system, fNIRS brain imaging methodology is utilized as a tool to adjudicate between the hypotheses that classifier constructions engage additional neural systems (H1)

or that they are only processed by the same neural systems as other verbs that carry grammatical inflection (H2). If H1 is supported, it would suggest that sign languages are able to exploit iconic bases in a similar manner as spoken languages do with ideophones. If H2 is supported, it would suggest that the exhaustively morphemic approach is more felicitous than linguistic analyses that propose classifier constructions can be decomposed into gestural and linguistic components.

**Principal investigators**

- **Petitto, Laura-Ann** • Psychology

**Additional investigators**

- **Andriola, Diana** • Educational Neuroscience-PEN •

- **Farovitch, Lorne** (Student) • Science, Technology, and Mathematics

- **Gauna, Kristine** • Science of Learning Center on Visual Language & Visual Learning (VL2)

- **Hoglind, TraciAnn** (Student) • Psychology

- **Jasinska, Kaja** • Haskins Laboratories • Yale Unversity

- **Kartheiser, Geo** • Educational Neuroscience-PEN •

- **Langdon, Clifton** • Educational Neuroscience-PEN •

- **Spurgeon, Erin** (Student) • Interpretation

- **Steyer, Elizabeth** (Student) • Linguistics

- **Stone, Adam** • Educational Neuroscience-PEN •

- **Twitchell, Paul** • Educational Neuroscience-PEN •

**Funding sources**

- National Institutes of Health (NIH)

- National Science Foundation (NSF)

## The biological basis of language and reading in monolingual and bilingual children and adults (discoveries of the reading brain, the bilingual brain, and the bilingual reading brain)

**Status:** Ongoing
**Start date:** January 2011

The purpose of this study is to discover the neural participation and neural organization of bilinguals and what impact the age of first bilingual exposure has on the bilingual's capacity to process and read in two languages. We will examine how bilingual children learn to read in two languages. The way in which the child's first language impacts on reading development in the second language is of great theoretical importance to educators and for understanding language processing in general. (1) Bilingual babies have a greater and longer sensitivity to language distinctions that make up the world's languages, and showed unique patterns of brain activation for language; (2) Both bilingual children and adults showed greater extent and variability in neural recruitment of classic language brain areas during language processing relative to their monolingual peers; (3) Bilinguals seemed to have greater coordination between their two hemispheres as compared with monolinguals; (4)An age-related shift in the recruitment of brain areas has been observed supporting reading among monolingual and bilingual children; (5) Bilingual advantage in phonological awareness has been observed at the earliest stages of reading compared to monolingual children. Specific parts of language knowledge, and their contribution to reading mastery, are indeed altered as a result of bilingual language experience.

**Principal investigators**

- **Petitto, Laura-Ann** • Psychology

**Additional investigators**

- **Andriola, Diana** • Educational Neuroscience-PEN •

- **Cullen, Don** (Student) • Science, Technology, and Mathematics

- **Farovitch, Lorne** (Student) • Science, Technology, and Mathematics

- **Gauna, Kristine** • Science of Learning Center on Visual Language & Visual Learning (VL2)

- **Hoglind, TraciAnn** (Student) • Psychology

- **Jasińska, Kaja** (Student) • Psychology

- **Johnson, Krystal** (Student) • Psychology

- **Kartheiser, Geo** • Educational Neuroscience-PEN •

- **Kartheiser, George** (Student) • Linguistics

- **Langdon, Clifton** • Educational Neuroscience-PEN •

- **Spurgeon, Erin** (Student) • Interpretation

- **Steyer, Elizabeth** (Student) • Linguistics

- **Stone, Adam** • Educational Neuroscience-PEN •

**Funding sources**

- National Institutes of Health (NIH)

## Eyetracking of ASL perception & production

**Status:** Completed
**Start date:** June 2006
**End Date:** October 2013

In ASL, pronouns are directed to locations in space associated with specific referents. Despite the relative lack of ambiguity in identifying referents, Meier (1990) argues that second and third person referents cannot be distinguished in American Sign Language (ASL) grammar, and instead proposes a single category "non-first" (an analysis adopted for many signed languages). If true, signed languages stand in stark contrast to spoken languages, for which three-person systems prevail. Alternatively, signed languages could mark a three-way distinction using eye gaze patterns to grammatically distinguish between second/third person referents (Berenz, 2002), just as eye gaze is known to mark verb agreement (Thompson et al., 2006). Using eye tracking, three ways are considered in which eye gaze could be used to mark pronouns. Results indicate that ASL does not use eye gaze to mark person, thus providing further support for a lack of a second/third person distinction. However, there is evidence for the use of eye gaze to mark locatives, which look like pronouns, but pick out a locative referent. Possible reasons are discussed for the difference in person marking systems between signed and spoken languages, providing insight into what is universal across languages.

**Principal investigators**

- **Thompson, Robin** • University of Birmingham, UK

**Additional investigators**

- **Emmorey, Karen** • San Diego State University

- **Gauna, Kristine** • Science of Learning Center on Visual Language & Visual Learning (VL2)

- **Jasinska, Kaja** • Haskins Laboratories • Yale Unversity

- **Johnson, Krystal** (Student) • Psychology

- **Kartheiser, Geo** • Educational Neuroscience-PEN •

- **Kluender, Robert** • Lingistics • University of California, San Diego

- **Langdon, Clifton**

- **Spurgeon, Erin** (Student) • Interpretation

**Funding sources**

- National Institutes of Health (NIH)

**Products**

Thompson, R., Emmorey, K., Kluender, R., & Langdon, C. (2013). The eyes don't point: Understanding language universals through person marking in American Signed Language. *Lingua, 137*, 219-229.

## Office of Research Support an International Affairs (RSIA)

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 2014, 24 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. RSIA expanded its technical support to campus researchers by making available a robust research survey software called RedCap. Further, the unit promoted achievements of this nature by reporting on the University's contributions to research and scholarship when requested by the National Science Foundation and other agencies. In addition, RSIA continued the long tradition of its predecessor, the Gallaudet Research Institute, as a leading source of demographic and educational data about Deaf youth throughout the United

States by carrying out the 2013-14 *Annual Survey of Deaf and Hard of Hearing Youth*. Finally, RSIA continued its ongoing research and activity on bilingual language planning.

## Staff

- Benaissa, Senda • Senior Research Associate/International Academic Coordinator

- Blanchette McCubbin, Mona • Immigration Compliance Officer/International Student Advisor

- Byrd, Todd • Senior Scientific Writer/Editor

- Fakunle, Oluyinka • Executive Secretary

- Musa, Lawrence • Coordinator of Immigration Compliance and International Procedures

- Nover, Stephen • Research Scientist: Language Planning

- Showalter, Brian • Database Administrator

- Reilly, Charles • Executive Director

- Torres, Danilo Enrique Vargas • International Liaison Specialist

- Winiarczyk, Rowena • Coordinator of Research and Global Projects

## Priorities addressed

- Development of Signed Language Fluency

- Development of English Literacy

- Studies that Inform Public Policies and Programs

- Assessment

Additional information regarding the Office of Research Support and International Affairs can be found at research.gallaudet.edu

## Research Projects

### Annual Survey of Deaf and Hard of Hearing Children and Youth

**Status:** Ongoing
**Start date:** May 1968

The Annual Survey of Deaf and Hard of Hearing Children and Youth (AS) is a national survey conducted through private and public school systems. This survey collects demographic data on Deaf and hard of hearing children's location, characteristics, educational settings, and trends in their education, age, sex, ethnicity, etiology, audiological status, cochlear implant/hearing aid use, instructional setting/services, communication modes in classroom and home, and educationally relevant conditions. The AS is the only national database on Deaf and hard of hearing children and youth in the U.S. The information collected for AS is utilized by individuals and organizations within and beyond Gallaudet, as it provides a core set of population-level data in researching issues related to Deaf and hard of hearing children. Regional, national, and state summaries can be found at: http://www.gallaudet.edu/Gallaudet_Research_Institute/Demographics.html

### Principal investigators

- **Winiarczyk, Rowena** • Office of Research Support and International Affairs (RSIA)

- **Woo, John** (Retired) • Office of Research Support and International Affairs (RSIA)

### Additional investigators

- **Cole, Kevin** • NOVA Web Development

- **Goodman, Evan** (Student) • Psychology

- **Reilly, Charles** • Office of Research Support and International Affairs (RSIA)

### Funding sources

- Gallaudet funding

### Products

Research Support and International Affairs. (2014, September). *Regional and National summary report of data from the 2013-2014 Annual survey of Deaf and hard of hearing children and youth* [Report]. Washington, DC: Research Support and International Affairs.

### Toolkit for establishment of effective bilingual early education activities for Deaf children in resource-poor nations

**Status:** Completed
**Start date:** September 2012
**End Date:** October 2013

Informed by research on effective early childhood learning and by field experience in two Southeast Asian nations, a toolkit will be developed as a practical guide in establishing programs for families with young Deaf children in resource-poor nations. The current aim is to develop the details of a comprehensive, culturally-transferable model. The scope includes devising curricula for preschool teacher training and interpreter preparation, a Deaf community engagement plan, and a service/activity plan for families (center and home-based). Orientation materials for Deaf and hearing families, educators and community leaders will be prepared. A monitoring and evaluation plan, with emphasis on baseline assessment and formative evaluation, will include appropriate indicators for measuring changes in knowledge, attitudes skills, and aspirations experienced by participants in early education programs for Deaf infants and toddlers. Given the need to document the efficacy of the innovations of Deaf adults using their sign language with children, the investigators will devise an approach to documentation using videotape, interview and observation, with consideration of the need for local people to be able to conduct data collection and apply findings to the improvement of their efforts. A draft "family assessment scheme" intended for use in home observations will be enhanced. The toolkit will be reviewed by early Deaf childhood researchers and practitioners, including those familiar with constraints and opportunities in resource-poor nations.

**Principal investigators**

- **Reilly, Charles** • Office of Research Support and International Affairs (RSIA)

- **Cooper, Audrey** • Education

**Additional investigators**

- **Weber, Samuel** • Social Work

- **Winiarczyk, Rowena** • Office of Research Support and International Affairs (RSIA)

### Priority Research Fund

**Status:** Ongoing
**Start date:** October 2007

Gallaudet's Priority Research Fund supports campus research studies on thirteen problem areas that have been determined to be of high importance to the university. Studies are supported for up to three years; the review and administration processes are aligned with standard and federal grant application processes in order to help prepare campus researcher to effectively apply for external funding. Applicants are expected to first seek external funding; if funded by PRF, by study's end they should be actively applying externally for continuance. More information is available under the Office of Research Support and International Affairs's page on Research Funding at http://research.gallaudet.edu/. This year the Fund supported three Gallaudet faculty teams, namely, L. Pick and D. Koo (Psychology) and K. Garrido-Nag (Hearing, Speech & Language Sciences) for "Cognitive and electrophysiological correlates of phonological processes in Deaf undergraduate readers", C. Szymanski (Clerc Center) and P. Brice (Psychology) for "Applying evidence based on practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom", and M. Kuntze (Education) for "Insight from child ASL on the questionable distinction between gesture and lexical sign" for the amount of $82,390. The reader will find details about the methods and results of these studies later in this document under the Laurent Clerc Center listing in this chapter.

**Principal investigators**

- **Reilly, Charles** • Office of Research Support and International Affairs (RSIA)

- **Benaissa, Senda** • Office of Research Support and International Affairs (RSIA)

**Additional investigators**

- **Hack-McCafferty, Shirley** • Office of Research Support and International Affairs (RSIA)

**Funding sources**

- Gallaudet funding

## Small Research Grants

**Status:** Ongoing
**Start date:** October 2007

Gallaudet's Small Research Grants Program (SRG) fosters research activity by Gallaudet and Clerc Center faculty and professional staff, as well as by university students, by funding of small studies and 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. This fiscal year, 21 Gallaudet faculty, staff, and students were awarded a Small Research Grant for a total of $20,350. Details on all of the funded studies can be seen under the various academic departments part in this chapter and by searching the "research & scholarship at Gallaudet" database at http://research.gallaudet.edu/ara. More information is available under the Office of Research Support and International Affairs's page on Research Funding at http://research.gallaudet.edu/

### Principal investigators

- **Reilly, Charles** • Office of Research Support and International Affairs (RSIA)

- **Benaissa, Senda** • Office of Research Support and International Affairs (RSIA)

### Additional investigators

- **Hack-McCafferty, Shirley** • Office of Research Support and International Affairs (RSIA)

### Funding sources

- Gallaudet funding

## Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE)

The Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE) is a national project funded by the United States Department of Education, National Institute on Disability and Rehabilitation Research (NIDRR) in the Office of Special Education and Rehabilitation Services (OSERS). The RERC conducts research, development, and training programs that promote technological solutions to problems confronting people with hearing loss. The continuing mission of the RERC-HE is to build and test components of an innovative model of aural rehabilitation (AR) tools, services and training in order to assure a better match between hearing technologies and individuals in their natural environments. This mission is addressed by:

- improving assessment, fitting, availability and use of hearing technologies

- increasing the quality, availability, and knowledge of AR services

- training of consumers, service providers, and future researchers, developers and practitioners

- transferring technology and knowledge to agencies, standards bodies, consumers, and the professions that can subsequently influence the communicative effectiveness of those who are Deaf or hard of hearing

### Project investigators

- Bakke, Matthew H. • Director • Hearing, Speech, and Language Sciences

- Barac-Cikoja, Dragana • Office of Research Support and International Affairs (RSIA)

- Bentler, Ruth • University of Iowa

- Bernstein, Claire • Hearing, Speech, and Language Sciences

- Boothroyd, Arthur (Consultant)

- Bunnell, H. Timothy • Nemours Childrens' Hospital, DE

- Hamlin, Lise • Hearing Loss Association of America

- Ingrao, Brad (Consultant)

- Julstrom, Stephen (Consultant) • Julstrom Consulting and Development

- Kozma-Spytek, Linda • Communication Studies

- Mahshie, James • co-Director • Speech and Hearing Sciences • George Washington University

- Wu, Yu-Hsiang • University of Iowa

**Priorities addressed**

- Studies that Inform Public Policies and Programs

- Technologies that Affect Deaf and Hard of Hearing People

- Assessment

**Funding sources**

- U.S. Dept. of Education — National Institute on Disability & Rehabilitation Research (NIDRR)
  Grant Number: H133E080006

Additional information regarding the Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE) can be found at http://www.hearingresearch.org/

## Research Projects

### The use of automatic speech recognition technology in the assessment and rehabilitation of children with hearing impairments

**Status:** Completed
**Start date:** October 2009
**End Date:** September 2014

The goal of this project is to use Automatic Speech Recognition (ASR) technology in applications that will aid clinicians in the assessment and rehabilitation of children and adults with hearing impairments. The use of ASR can assist clinicians in patient assessment, and provide tools for aural rehabilitation and speech training. One application will be for Utterance Verification for adult aural rehabilitation. Another application is in a pediatric speech training system for children with co. This will be implemented on an iPad and ASR technology will be used in two ways. First, ASR tools must be used to isolate the children's responses from other sounds. Second, ASR will be used to assess the child's responses. We have developed

software that isolates children's speech from therapy session recordings with an accuracy of over 90%. ASR tools are in the process of being developed that mimic the responses of adult experts to the speech of children with cochlear implants. In one study, the child is instructed to speak a particular word, and three judges must guess the target word from a set of 12 similar words. The software is currently able to match at least one of the judges' responses about 55% of the time.

**Principal investigators**

- **Bunnell, Timothy H.** • Speech Research Lab • duPont Hospital for Children, Wilmington, DE

- **Lilley, Jason** • Nemours Biomedical Research • duPont Hospital for Children, Wilmington, DE

- **Ratnagiri, Madhavi** • Nemours Biomedical Research • duPont Hospital for Children, Wilmington, DE

**Funding sources**

- National Institutes of Health (NIH)

### Electromagnetic interference with cochlear implants and hearing aids

**Status:** Completed
**End Date:** September 2014

In 2003, the Federal Communications Commission (FCC) set forth hearing aid compatibility (HAC) requirements on the wireless industry. The FCC adopted ANSI C63.19 as the applicable technical standard for establishing these HAC requirements for wireless devices (WD). This standard, through the independent testing and rating of WD radio-frequency (RF) emissions and HA RF immunity, predicts the usability performance of the two devices when coupled together. Cochlear implants, although nominally covered by the FCC 2003 Rule & Order, are not addressed by ANSI C63.19 in terms of either measurement methodology for testing and rating their RF immunity or performance criteria for predicting the usability of CI-WD combinations. This project, in partnership with the U.S. Food and Drug Administration, consists of two subprojects that address the ongoing problem of electromagnetic interference in hearing aids and cochlear implants by investigating the assumptions underlying the measurement recommendations of ANSI C63.19. The first project addresses the areas of testing methodology and predictive accuracy of the standard through objective measurement of RF coupling between wireless devices and hearing devices. The second project addresses the area of performance criteria through a subjective

assessment of cochlear implants users' signal-to-interference ratio requirements for different levels of wireless device usability.

**Principal investigators**

- **Kozma-Spytek, Linda** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Additional investigators**

- **Julstrom, Stephen** (Consultant)

**Funding sources**

- U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

## Speech production and perception skills of children using cochlear implants: Implications for implant fitting and habilitation

**Status:** Completed
**Start date:** October 2008
**End Date:** September 2014

The objectives of this project are to characterize the development of a child's auditory capacity to perceive speech features, and their ability to produce these features. A better understanding of the relationship between auditory capacity perception and speech feature production and the development of these aspects of spoken language development is important to the eventual understanding of the benefits and current limitations of cochlear implants. An additional phase of the study involves studying the effects of systematic adjustments of CI mapping parameters to enhance speech features that may be presenting difficulties for children, based on the results of our assessments. Possible parameter adjustments include frequency allocation, number and location of active electrodes, channel gains, and possibly T and C levels when appropriate. Finally, the project will explore strategies for assessing broad aspects of speech production that are often not systematically evaluated in existing articulation tests, and strategies for addressing speech production deficits using combinations of improved mapping approaches and/or alternate sensory modalities (such as vision).

**Principal investigators**

- **Mahshie, James** • Speech and Hearing Sciences • George Washington University

- **Core, Cynthia** • Speech and Hearing Sciences • George Washington University

**Additional investigators**

- **Baxter, Jodi** • Hearing, Speech, and Language Sciences

**Funding sources**

- National Institutes of Health (NIH)

- U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

## Efficacy of short-term aural rehabilitation for adult cochlear implant users

**Status:** Completed
**End Date:** September 2014

Increasing numbers of adults who receive cochlear implants can achieve high levels of speech perception. For those who do not achieve such high levels of success, audiologic rehabilitation (AR) therapy may be warranted. The brain plasticity through the lifespan could allow a listener to learn to code new auditory information provided by cochlear implantation. Short-term AR intervention may be able to take advantage of neuroplasticity to further improve the CI benefits. Currently, there is limited evidence of the efficacy of AR programs. With current emphasis on evidence-based practice, there is clearly a need for research that examines the clinical effectiveness of short-term AR with adult CI users. The study was designed to provide evidence of benefits resulting form short-term aural rehabilitation (AR) for post-lingually deafened cochlear implant users in a randomized controlled clinical trial.

**Principal investigators**

- **Bernstein, Claire** • Hearing, Speech, and Language Sciences

- **Bakke, Matthew** • Hearing, Speech, and Language Sciences

- **Brewer, Diane** • Speech and Hearing Sciences • George Washington University

**Funding sources**

- U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

### Products

Bernstein, C., Brewer, D., & Bakke, M. (2013). *Does short-term aural rehabilitation improve outcomes for adult cochlear implant users?* Presented to Department of Hearing and Speech Sciences, University of Maryland, College Park, MD.

Brewer, D., Bernstein, C., Bakke, M., Olson, A., Schauer, P., Spitzer, J., ... Sydlowski, S. (2013, October). *Intervention using short-term aural rehabilitation to maximize outcomes for cochlear implant users.* Poster presented at the meeting of the American Cochlear Implant Alliance, Washington, DC.

### Impact of service provision on hearing aid outcomes

**Status:** Completed
**Start date:** October 2011
**End Date:** September 2014

In an effort to understand the advantages of audiologic rehabilitative services following the purchase of hearing aids, a group of hearing aid users are being followed for a period of four months. The aim of this research is to determine the impact of differing amounts of service provision on hearing aid success. All subjects are new hearing aid users. Instead of randomly assigning to groups, we are (a) tracking the number of visits each subject makes to the clinic and the purpose for each visit; (b) offering every other recruited subject additional follow-up (phone calls, counseling visits, communication strategy training) in order to expand the number of potential visits that can later be analyzed. At one month and four months post-hearing aid fitting, the subjects are asked to fill out self-report questionnaires related to quality of life, satisfaction, and hearing aid benefit.

### Principal investigators

- **Bentler, Ruth** • Speech Pathology & Audiology • University of Iowa

### Funding sources

- U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

## Science of Learning Center on Visual Language & Visual Learning (VL2)

Hosted by Gallaudet University, the Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) is one of six SLCs funded by the National Science Foundation (NSF). These Science of Learning Centers were established by NSF to support interdisciplinary and cross-disciplinary research that presents new lines of thinking and inquiry into the science of learning.

A driving question in contemporary neuroscience is how the human brain and human learning are impacted by different sensory experience in early life. Much scientific focus has examined the role of sound and auditory processes in building abstract linguistic, cognitive, and social representations, leaving one of our species' most critical senses, vision, underspecified regarding its contribution to human learning. Within VL2, we focus on how early experience with a visual language changes the brain's visual attention and higher cognitive systems, language learning in monolingual and bilingual contexts, and reading and literacy—indeed changes that are distinct and separable from sensory differences (Deaf or hearing). How vision impacts learning in these domains constitutes a vital "missing piece" of knowledge in the promotion of productive, successful lives for all humans. A strong revolution in purpose derives from the strength and depth of the involvement of and collaboration with Deaf individuals in this research endeavor—individuals who rely significantly on vision, acquire naturally visual signed languages, and learn how to read and write fluently without prior mastery of the spoken form of written languages. The formal properties of visual languages, the enabling learning contexts, and the multiple pathways used to derive meaning from the printed word are leading to a better understanding of how visual language and visual learning are essential for enhancing educational, social, and vocational outcomes for all humans, Deaf and hearing individuals alike, consequently transforming the science of learning. Moreover, the identification of specific processing advantages in the young "visual learner" have already provided a significant conceptual challenge to prevailing societal views by offering an alternative to prior "deficit models." They further provide new approaches to helping all young learners capitalize on visual processes.

While all the work of VL2 is collaborative and interdisciplinary, the activities of the Center are focused around five Strategic Focus Areas (SFAs):

- SFA1: Visual and cognitive plasticity

- SFA2: Language development and bilingualism

- SFA3: Reading and literacy in visual learning

- SFA4: Translation of research to educational practice

- SFA5: Integration of research and education

Descriptions of each SFA is given below along with the list of current projects and the 2012 achievements produced by its affiliated researchers (both from prior and current projects). Then there is a description of each current project followed by a list of other scholarly achievements of VL2

**Principal investigators**

- Allen, Thomas • Gallaudet University

- Petitto, Laura Ann • Gallaudet University

- Corina, David • University of California, Davis

- Emmorey, Karen • San Diego State University

- Hauser, Peter • National Technical Institute for the Deaf (NTID) • Rochester Institute of Technology (RIT)

- Morford, Jill • University of New Mexico

- Singleton, Jenny • Georgia Institute of Technology

**Priorities addressed**

- Development of Signed Language Fluency

- Development of English Literacy

- Psycho-Social Development and Mental Health Needs

- Teaching, Learning and the Communication Environment

- Assessment

**Funding sources**

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

Additional information regarding the Science of Learning Center on Visual Language & Visual Learning (VL2) can be found at http://vl2.gallaudet.edu/

**Research Projects**

**SFA4: Translation of research to educational practice**

**Status:** Ongoing

Translation activities in VL2 derive from two different sets of activities: a set of classroom based studies and a set of translational research products that employ center discoveries in the design of learning products and tools that will improve education and future research endeavors. The primary goals for SFA4 are (1) to develop and test through classroom-based research the efficacy of innovative instructional practices that are motivated by the discoveries made in Center research; (2) to move from translational research to translational impact by communicating the findings and activities of Center research broadly and effectively using multiple methods appropriate for a wide variety of stakeholders; and (3) to engage these stakeholders in the work of the Center and to maximize the impact of our Center through the development of education and outreach products. In addition, there are several translation projects designed to improve instruction, communicate the findings of research in a format easily understandable by parents and teachers, and build a strong research infrastructure.

**Principal investigators**

- **Singleton, Jenny** • Georgia Institute of Technology

**Additional investigators**

- **Enns, Charlotte** • University of Manitoba

- **Goldin-Meadow, Susan** • University of Chicago

- **McQuarrie, Lynn** • University of Alberta

- **Padden, Carol** • University of California, San Diego

- **Schick, Brenda** • University of Colorado

**Continuing medical education modules**

**Status:** Ongoing
**Start date:** October 2012
**End Date:** September 2014

Parents of babies newly diagnosed as being Deaf are faced with many critical and immediate challenges. They rely, as "first responders," on professionals in the medical profession: pediatricians, otolaryngologists, audiologists, etc. It is clear that de-

cisions that parents make very early in a child's life can have a profound impact on the trajectory of the child's later success in society. It is therefore urgently important that members of the medical profession who will communicate with these parents understand Deaf individuals as visual beings, and are aware of the communication and language options that are open to the child. As well, they need to know the underlying neurological and cognitive underpinnings of development for children who are Deaf. VL2 is developing continuing education modules designed for this group of medical professionals to better prepare them to communicate important and relevant information to patients, clients, and their caregivers.

**Principal investigators**

- **Singleton, Jenny** • Georgia Institute of Technology

**Funding sources**

- National Science Foundation (NSF)

## The role of gesture in learning

**Status:** Ongoing
**Start date:** September 2011
**End Date:** September 2014

Gesture is ubiquitous in speech, but its role in cognition and language is little understood. In hearing children, gesture and speech are in different modalities, but in Deaf children, gestural and linguistic expression share a single modality. If gesture helps hearing children because it is spatial, then Deaf children should show the same, if not better, benefit. But if gesture helps hearing children because it relieves cognitive load on speech, then Deaf children should show no benefit from using spatial and imagistic signs as they try to learn new concepts. The preliminary results of the study show that Deaf children do benefit from training, perhaps to a greater degree than hearing children. During FY2013, two new groups of subjects were tested. tested: hearing non-signing children, and Deaf children of hearing parents. Data is currently being analyzed.

**Principal investigators**

- **Padden, Carol** • University of California, San Diego

- **Goldin-Meadow, Susan** • University of Chicago

**Funding sources**

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

## Optical imaging of visual selective attention in Deaf adults

**Status:** Ongoing
**Start date:** September 2011
**End Date:** September 2014

Deaf adults are better than hearing adults at detecting peripheral motion and localizing peripheral targets embedded within distractors. The way in which alternations in neural functioning underpin this behavioral advantage is still unclear. Two candidates not mutually exclusive are that (a) peripheral visual representations in occipital cortex are enhanced by top-down modulation from parietal areas; and (b) auditory processing areas in temporal cortex are co-opted to support peripheral visual processing. To examine these possibilities, it is hypothesized that, in a task requiring localization of a peripheral visual stimulus, Deaf observers will show elevated recruitment in temporal cortex relative to hearing observers. The spatial distribution of visual selective attention are being assessed in 10 profoundly Deaf and 10 hearing adults, using the Useful Field of View (Dye et al., 2009) with peripheral targets at 7 and 20 degrees, in attentionally demanding and undemanding conditions. Behavioral performance will be used to determine individual thresholds. These same observers will then perform a modified version of the same task (with difficulty adjusted individually according to behavioral thresholds) while cortical activity is recorded using the optical imaging suite in the new Biomedical Imaging Center at the Beckman Institute. This equipment allows recording of both NIRS and EROS signals, providing excellent temporal and spatial resolution (Gratton and Fabiani, 2003). Data collection is still underway.

**Principal investigators**

- **Gratton, Gabriele** • University of Illinois

- **Dye, Matthew** • University of Illinois

- **Fabiani, Monica** • University of Illinois

**Funding sources**

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

## SFA1: Visual and cognitive plasticity

**Status:** Ongoing

While all senses contribute to the acquisition of knowledge and guide an organism's interactions with the environment, vision stands as a primary sense among higher primates. Many believe that the evolution of the human brain reflects the dominance of visual information processing, whereby structures such as the temporal lobes are seen as extensions of occipital-visual cortex and serve to further refine the identification and assignment of meaning to objects in our world, while the parietal lobes serve to mediate our visually guided physical interactions within our world. The dorsal and ventral streams converge in that perception of objects (common objects, faces and written words) is integrated with information about spatial location through attention and engagement. Our work embraces this schema and our studies focus on the development and adaptability of these systems. The goal of this project is to understand the contributions of sensory and language experience in the development of dorsal and ventral stream functions and the self-regulation of visual orienting and selective visual attention.

**Principal investigators**

- **Corina, David** • University of California, Davis

**Additional investigators**

- **Bosworth, Rain** • University of California, San Diego

- **Brooks, Rachele** • University of Washington

- **Dobkins, Karen** • University of California, San Diego

- **Dye, Matthew** • University of Illinois

- **Eden, Guinevere** • Pediatrics • Georgetown University

- **Fabiani, Monica** • University of Illinois

- **Gratton, Gabriele** • University of Illinois

- **Meltzoff, Andrew** • University of Washington

- **Sharma, Anu** • University of Colorado

- **Singleton, Jenny** • Georgia Institute of Technology

## ASL assessment toolkit

**Status:** Ongoing
**Start date:** October 2011

Since its inception, VL2 has had 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 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

- **Quinto-Pozos, David** • Linguistics • University of Texas, Austin

**Additional investigators**

- **McQuarrie, Lynn** • University of Alberta

**Funding sources**

- National Science Foundation (NSF)

## The temporal and spatial dynamics of visual language perception and its relation to visual sign phonology: Eye-tracking in infants and children in a perceptual discrimination experiment of signs versus gestures

**Status:** Ongoing
**Start date:** September 2013
**End Date:** September 2015

At birth, infants are highly sensitive to the rhythmic-temporal patterning of phonetic-syllabic contrasts found in all world languages. By age 6 months, this universal sensitivity diminishes without maintained language exposure. A similar shift from universal to language-specific sensitivity to phonetic-syllabic temporal patterning has also been observed with natural signed language stimuli. It is not yet clear what perceptual cues infants use to identify which signals are relevant to language. The goal of this project is to investigate whether infants use the temporal patterning underlying language units and global indices of prosody to decipher what is language versus non-language input. We contrast gaze behavior for signs verses

gestures to determine whether infants are sensitive to stimuli that contain visual phonological features of lexical signs. We also ask whether infants are sensitive to video reversals of these stimuli as a corruption of natural temporal patterns of global prosody. Using a Tobii eyetracker subjects will view videos of 4 conditions: signs and gestures, played normally and reversed. We will present a continuous string of 7 tokens for each of the 4 conditions twice. Stimuli will be counterbalanced so that no subject sees the same tokens in both forward and reversed conditions.

**Principal investigators**

- **Bosworth, Rain** • University of California, San Diego

**Additional investigators**

- **Corina, David** • University of California, Davis

- **Hwang, So-One** • University of California, San Diego • Student

- **Petitto, Laura-Ann** • Psychology


## VL2 shared data resource

**Status:** Ongoing

NSF requires that data collected with NSF funding be made available for data sharing for the benefit of future researchers. VL2 is developing an online resource for VL2 data that has been collected throughout its history. In this resource, data sets developed with Center funding will be described, their codebooks 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

**Funding sources**

- National Science Foundation (NSF)


## Home, school, and early language factors impacting the acquisition of reading skills among Deaf children with and without cochlear implants, and with and without early exposure to sign language

**Status:** Ongoing
**Start date:** September 2013
**End Date:** September 2015

This study is designed to directly access the relative contributions of sensory experience and early linguistic experience on the development of early literacy skills. This project will use data collected from a national sample of Deaf children ages 3-6 over a two-year period. Data includes alphabetic knowledge, word recognition, and rapid naming. Analysis will corroborate the findings of brain studies suggesting that early visual language during a critical period of development builds a strong visually-based phonology that transfers to the later acquisition of print knowledge and literacy, perhaps with mediating influences of fingerspelling. VL2's previous studies have demonstrated that multiple factors can directly impact reading and bilingualism in young Deaf children. Predictions based on these findings in the laboratory have never been directly tested in naturalistic studies with longitudinal datasets using pre-school aged Deaf children with sufficient background data to fully examine individual differences that may contribute to early literacy. The VL2 Early Educational Longitudinal Study (EELS) dataset provides a means for addressing this information gap. Data from the EELS, Waves 1 and 2, will be analyzed to test the study hypotheses. The EELS database contains records on 254 Deaf children, 50 with cochlear implants. The dataset includes a broad set of cognitive, language, and literacy variables, as well as a wide range of measures of family background and early education experiences.

**Principal investigators**

- **Allen, Thomas** • Education

**Additional investigators**

- **Letteri, Amy** (Student) • Psychology

- **Morere, Donna** • Psychology

**Funding sources**

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

## Motion capture & nursery rhymes

**Status:** Ongoing
**Start date:** May 2014

The working project is to investigate the motion capture technology and develop a working "proof of concept" ASL nursery rhyme produced in mocap. This is also to strengthen collaborative work between Gallaudet University's Visual Language and Visual Learning, Motion Light Lab, with Mocaplab, a leading motion capture Motion capture technology allows flexibility in developing stimulus for research projects looking to identify the rhythmic temporal patterns in young infants, when they are engaged and learning; we are interested in finding the code and to further understand the structure in ASL rhymes and to improve our storytelling patterns for young children.

**Principal investigators**

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

**Additional investigators**

- **Bahan, Benjamin** • ASL and Deaf Studies

**Funding sources**

- National Science Foundation (NSF)

## Do young Deaf bilinguals access ASL forms while reading English words?

**Status:** Ongoing
**Start date:** September 2013
**End Date:** September 2015

Extensive research on spoken language bilinguals indicates that bilinguals do not "switch off" the language not in use. Recent studies on cross-language activation in Deaf bilinguals show that Deaf bilingual adults activate signs when they process spoken language words presented exclusively in print. This suggests that Deaf bilinguals' path to reading might be based on mappings between orthographic representations and sign language form-meaning pairings. Research with children has found evidence of cross-language activation among Deaf bilingual Dutch children in a print-picture matching task. We attempt a more stringent test of cross-language activation in children by evaluating whether signs are activated without pictures, only in the context of English print. This study investigates how the relationship between American Sign Language (ASL) and English changes across developmental stages and as

proficiency in English increases. The study will provide new insight into which aspects of sign language form are being activated in the cross-language activation in ways that will help clarify the role of visual sign phonology in children's reading. We examine RT to semantic judgments of English words in 30 Deaf ASL-English bilinguals, 30 hearing L2 English bilingual controls, and 30 hearing monolingual controls (n=90; 6th -8th grade). Participants view two sequentially presented English words and decide if the words are semantically related or unrelated. The translation equivalents of the stimulus pairs are either visual sign phonologically related in ASL or unrelated.

**Principal investigators**

- **Wilkinson, Erin** • University of Manitoba

**Additional investigators**

- **Morford, Jill** • University of New Mexico

- **Piñar, Pilar** • World Languages and Cultures

**Funding sources**

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

## SFA5: Integration of research and education

**Status:** Ongoing

In terms of VL2's future sustainability with intent to expand our programs of research, we have established as an integral goal: to train a new generation of scientists, skilled in interdisciplinary methods for advancing the Science of Learning of Visual Language and Visual Learning leading to a sustainable community of scholars, both Deaf and hearing, pursuing transformative research contributing to the science of learning. The highlight of FY2013 was the development and launch of the new interdisciplinary Ph.D program in Educational Neuroscience which provides core training in cognitive neuroscience with an overarching emphasis on the application of scientific discoveries to the improvement of education. The program offers advanced coursework in cognitive neuroscience, neuroimaging techniques, neuroethics, and statistics. VL2 trains scientists at the undergraduate, graduate, and post-doctoral levels. VL2 has created a Science Mentorship Program to address the crucial issue of the retention of young students in science, including by linking undergraduates to young faculty. VL2 has established an effective student network of both Deaf and hearing students at all levels attending universities throughout our network. These students are

pursuing advanced degrees in a variety of disciplines ranging from neuroscience to educational administration. We develop training opportunities, extensive inter-lab student internships and rich opportunities for research, leadership, and conference participation.

**Principal investigators**

- **Hauser, Peter** • National Technical Institute for the Deaf • Rochester Institute of Technology

## Speed of visual sign language processing, and visual sign phonological awareness processing in young Deaf typically and atypically-developing bilingual-bimodal readers

**Status:** Ongoing
**Start date:** September 2013
**End Date:** September 2015

The present study investigates whether rate of sign language processing influences the comprehension abilities of typically and atypically developing Deaf children. Numerous studies have documented evidence that rate of processing is a primary factor in developmental language disorders of hearing children who acquire spoken language. No study has investigated rate of processing in Deaf children who are suspected of having a signed language disorder. If signed and spoken languages are processed similarly by atypical learners, Deaf children's comprehension is predicted to be affected by rapid rates of presentation. However, studies of signed language have suggested that there are some differences between signed and some spoken languages with respect to the rate at which units of meaning are produced in the two modalities. Alternatively the slower articulation of signs might support comprehension for atypical learners at fast rates of signing. ASL and English language/reading abilities will be investigated in 10-20 atypically developing Deaf children ages 8-16 and 30 typically developing Deaf children controls ages 5-16 (matched for age and reading/language age). Language processing measures will be used to determine general ASL language abilities, including measures of ASL visual sign phonological abilities. To investigate rate as a factor, short sentences and single words in ASL and English will be presented at normal and fast speeds (English print is shown using running text via captions). Comprehension of short sentences and identification of single words will be assessed.

**Principal investigators**

- **Quinto-Pozos, David** • Linguistics • University of Texas, Austin

**Additional investigators**

- **Allen, Thomas** • Education

**Funding sources**

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

## A systematic developmental skill-oriented investigation of poor and proficient Deaf readers across both shallow and deep orthographies

**Status:** Ongoing

Given that reading is a complex process and involves the integration of a wide variety of cognitive skills, Deaf individuals' reading difficulties could be the result of a variety of weaknesses in their literacy skills, metalinguistic skills, or metacognitive knowledge. Some of these weaknesses may be general, including the Deaf reader's knowledge of the lexical, syntactic, and pragmatic conventions of the printed language. Other weaknesses may be based on prior knowledge and the ability to utilize knowledge strategically. Additional weaknesses, however, may be unique to reading, reflecting the reader's level of mastery and automation of letter-specific and procedural knowledge, including relevant phonemic, orthographic, and morphological awareness. These weaknesses contribute to the efficient processing of letter strings (written words) including their lexical and semantic representations. All researchers have been involved in the investigation of Deaf individuals reading, education, and linguistic skills for many years. The research participants are Deaf and hearing students between the ages of 8 to 16 years. The languages involved include Turkish and German, which are shallow, as well as Hebrew and English, which are deep orthographies.

**Principal investigators**

- **Clark, Diane** • Education

**Funding sources**

- Gallaudet Small Research Grant

### Learning to read with visual languages: Investigation of the impact of native language ASL visual sign phonology training on emergent and developing literacy in English (new language)

**Status:** Ongoing
**Start date:** September 2013
**End Date:** September 2015

Monolingual reading research has demonstrated that spoken language phonological awareness is a powerful predictor of reading success in the early school years. However, children who are Deaf do not demonstrate strong utilization of spoken language phonology. By contrast, Deaf children with American Sign Language (ASL) as a first language show similar patterns of visual sign phonological development in ASL as children with spoken language as their native language. There are no intervention studies exploring hypotheses about visual sign language phonological processes in supporting Deaf children's reading development. The project will be divided into two phases: a development and implementation phase during year one and a scaled-up implementation in years two and three. During year one, the team will create ASL-Visual Sign Phonological Awareness training materials (ASL-PA), classroom training materials, and pilot a small-group ASL phonology training in two schools for the Deaf. The ASL-PA training materials will be administered daily for a 6-8 week period followed by a two-month break in training, and then a second 6-8 week block of ASL-PA training. The ASL-PA training group will participate in small-group instruction sessions. Post training performance of the ASL-PA training group will be compared to performance of Deaf students who are waiting to receive visual sign phonological awareness training. During years two and three of the study, researchers will: (a) complete a follow-up assessment of the initial participants; and (b) implement a second 12-week ASL-PA training and an extended (24 week) ASL-PA training in different provincial schools.

#### Principal investigators

- **McQuarrie, Lynn** • University of Alberta

- **Enns, Charlotte** • University of Manitoba

#### Additional investigators

- **Allen, Thomas** • Education

#### Funding sources

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

### ASL-English bilingual story apps

**Status:** Ongoing
**End Date:** September 2014

VL2 has released first of 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 come with video components including signed and fingerspelled words. Storybook apps are designed for the iOS, and runs on all iPad versions.

#### Principal investigators

- **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)

### SFA3: Reading and literacy in visual learning

**Status:** Ongoing

How children learn to read has tremendous theoretical and educational significance. Research on learning to read has often focused on auditory sources of information, such as phonological awareness, and less on understanding the role of visual input. Vision, in the absence of auditory cues, is processed quite differently, with more intentional control of visual analysis, and coordination of sequences of visual experiences rather than simultaneous and coordinated auditory and visual processing. How does this bear on reading? Two themes have emerged from this research and have provided the impetus for future work. First, sound-based phonological processing skills do not account for much of the variance in reading achievement in Deaf students, instead language skills play a more important role in predicting reading outcome. The translational research addresses the development of linguistic skills (such as bolstering ASL proficiency amongst parents of Deaf students, whilst our basic research focuses on determining the mechanisms by which reading is achieved when there is less reliance on spoken phonology. The second theme involves the variability in communication background, language and sensory experience that exist amongst Deaf readers and which have impacted our findings of reading and bilingualism. This research study intends to characterize the multiplicity of factors and contexts that underlie skilled reading in visual learners, in Deaf toddlers

who are followed through early schooling and in adults whose reading abilities are investigated through the lens of cognitive and linguistic competencies.

**Principal investigators**

- **Emmorey, Karen** • San Diego State University

**Additional investigators**

- **Allen, Thomas** • Education

- **Bélanger, Nathalie** • University of California, San Diego

- **Clark, Diane** • Education

- **Corina, David** • University of California, Davis

- **Long, Debra** • University of California, Davis

- **Morere, Donna** • Psychology

- **Morford, Jill** • University of New Mexico

- **Plaut, David** • Carnegie-Mellon University

- **Rayner, Keith** • University of California, San Diego

- **Traxler, Matthew** • University of California, Davis

### Fingerspelling development as alternative gateway to phonological representations in Deaf children

**Status:** Ongoing
**Start date:** September 2011
**End Date:** September 2014

Deaf toddlers use fingerspelling as a part of their signed language competency without any explicit awareness of the mapping between handshapes and print representations. By school age, they begin to develop this awareness. Deaf children learn to fingerspell "twice", recognizing that the initial representation of fingerspelling is lexical in nature, and only subsequently do they identify the compositional structure of fingerspelled words. Research has shown high correlations between Deaf children's fingerspelling skills and later English print vocabulary. Despite the importance of fingerspelling, there is no test of fingerspelling skills. This assessment tool would incorporate a model that fingerspelling skills demonstrate knowledge of word internal structure and would assess elements such as: (1) coarticulation of consonantal clusters; (2) representation of word internal units comparable to syllables in spoken language; and (3) typical confusions made in finger-

spelling due to similar handshapes. It would be based, in part, on tests of phonological awareness in spoken languages, and of orthographic awareness progress monitoring of fingerspelling development. Data collection for this project is completed, and a manuscript is in preparation.

**Principal investigators**

- **Schick, Brenda** • University of Colorado

**Funding sources**

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

### SFA2: Language development and bilingualism

**Status:** Ongoing

Current conceptions of the nature of human language have been revolutionized by the discovery that signed languages, despite their radically different forms and organization relative to spoken languages, are nevertheless acquired in a modality-independent manner from the earliest stages of babbling to the most advanced stages of grammatical processing when exposure to the language begins from birth. The fundamental differences between signed and spoken languages, and the visual processing differences in Deaf and hearing learners, make the study of visual language acquisition a rich area for discovery. Current language acquisition research on Deaf individuals has focused either solely on signed language acquisition, or on the development of reading in the Deaf population. In both cases, language use has been addressed largely from a monolingual perspective. However, Deaf language learners are bilingual learners. By approaching these issues from a bilingual perspective, VL2's research will be transformative of our current understanding of language processing and usage in the Deaf population, as well as of our current understanding of bilingualism. Questions of bilingual language learning, behavioral and brain consequences of bilingualism, and the optimal ways to promote bilingual learning are at the heart of our inquiry.

**Principal investigators**

- **Morford, Jill** • University of New Mexico

**Additional investigators**

- **Bavelier, Daphne** • University of Rochester

- **Dussias, Paola E.** • Pennsylvania State University

- **Emmorey, Karen** • San Diego State University

- **Hauser, Peter** • National Technical Institute for the Deaf • Rochester Institute of Technology

- **Kroll, Judith** • Pennsylvania State University

- **Piňar, Pilar** • World Languages and Cultures

- **Van Hell, Janet** • Pennsylvania State University

- **Wilkinson, Erin** • University of Manitoba

## Gaze-Following in Deaf infants

**Status:** Ongoing
**Start date:** September 2011
**End Date:** September 2014

For Deaf children exposed to visual language, object exploration and receiving caregiver linguistic input requires *sequential* or *alternation* of eye gaze. Research shows that Deaf toddlers exposed to ASL are adept at regulating their eye gaze without having to be explicitly alerted to do so. Furthermore, Deaf adults exhibit distinct patterns of visual attending and executive functioning. This study investigates the developmental trajectory of gaze-following and attention shifting. This research considers these behaviors to be an important index of emergent self-regulation and executive functioning. From a neurocognitive perspective, the frontoparietal network is heavily implicated in the integration of bottom-up perceptual inputs as well as top-down influences, such as caregiver behaviors that socialize gaze-following.

**Principal investigators**

- **Singleton, Jenny** • Georgia Institute of Technology

- **Brooks, Rachele** • University of Washington

- **Corina, David** • University of California, Davis

- **Meltzoff, Andrew** • University of Washington

**Funding sources**

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

## Electrophysiological indices of visual language experience on auditory and visual function

**Status:** Ongoing
**Start date:** September 2011
**End Date:** September 2014

Early interventions during infancy and early-childhood provide the greatest benefit for developing language abilities. However, there is controversy over the best strategies to promote linguistic competencies in Deaf children who are unable to process spoken language. While technological advances in cochlear implants (CI) may provide improved access to auditory information, linguistic development in Deaf children raised in hearing households often remains compromised. One concern is whether exposure to visual language in the absence of auditory input will fundamentally change the organization of the auditory cortex, either by inducing cross-modal plasticity or making auditory cortex responsive to visual input ultimately resulting in reduced spoken language processing. This study uses electrophysiological measures to assess the impact of visual language exposure on auditory and visual cortical function in Deaf toddlers with CI.

**Principal investigators**

- **Corina, David** • University of California, Davis

- **Sharma, Anu** • University of Colorado

**Funding sources**

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

## The development of perceptual span in beginning and developing Deaf readers

**Status:** Ongoing
**Start date:** September 2013
**End Date:** September 2015

There is an intricate relationship between reading skill and American Sign Language skill. The earlier a Deaf child has been exposed to sign language, and the more skilled he/she is in sign language, the better his/her chances are of becoming a skilled reader. Research using tasks tapping low-level visual attention processing suggests that Deaf individuals have enhanced peripheral attention relative to hearing individuals. This enhanced visual attention distribution is believed to explain the wider perceptual span seen during silent reading

in adult skilled Deaf readers. Deaf readers' age of ASL acquisition was also highly related with reading level. In light of the research with Deaf adults and older Deaf children linking low-level visual attention adaptations, reading skill, perceptual span size, reading skill, and ASL proficiency, the present project will expand the investigation to examine the relationships among these variables in severely to profoundly Deaf children. Participants will be ASL users ages 7-9 years and 13-15 years. They will be compared to age-matched hearing readers. Eyetracking data will be collected using Eyelink 2K during a reading task. The main measure is the number of words read per minute to determine the size of the perceptual span. Other factors to be analyzed include ASL proficiency, age, reading level, and hearing status (hearing vs. Deaf).

### Principal investigators

- **Rayner, Keith** • University of California, San Diego

### Additional investigators

- **Bélanger, Natalie** • University of California, San Diego •

- **Morford, Jill** • University of New Mexico

### Funding sources

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

### Parents and teachers information package

**Status:** Ongoing

Parent Information Package, "Growing Together," is a collection of appealing and accessible resources for hearing parents of Deaf children. It is intended to share the science of learning or research-based information related to ASL/English Bilingualism. The primary audience this product is intended for is hearing parents of Deaf or hard of hearing children. The other groups may use this package to share with their customers, clients, or stakeholders such as educators, practitioners, and medical professionals. The next step is to study the usability (and accessibility) of this package. Focus groups will be set up and input solicited from them about the package as well as getting demographic information from people who are getting those packages and conduct survey questions to them about the content of the package. The first focus is on usability characteristics and the next focus of the study will be on efficacy of this package.

### Principal investigators

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

- **Harmon, Kristen** • English

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

### Funding sources

- National Science Foundation (NSF)

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

### Cross-language activation during sentence comprehension in Deaf bilinguals

**Status:** Ongoing
**Start date:** September 2011
**End Date:** September 2014

Extensive research on spoken language bilinguals indicates that bilinguals do not "switch off" the language not in use even when it might be beneficial to do so. VL2 investigators recently found evidence that signs are active during print word comprehension for ASL-English and DGS-German Deaf bilinguals. These results indicate that cross-language activation occurs even in the absence of phonologically or orthographically similar forms in the two languages (e.g., cognates and homographs). Cross-language activation in Deaf bilinguals may occur post-lexically rather than pre-lexically given the lack of cognates and homographs. Ongoing investigation is exploring this question through a study of the time course of cross-language activation. Data collection was conducted during FY2013 with expected completion date for the project in May, 2014.

### Principal investigators

- **Piñar, Pilar** • World Languages and Cultures

- **Dussias, Paola E.** • Pennsylvania State University

- **Morford, Jill** • University of New Mexico

### Funding sources

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

### VL2 National Research Volunteer Program

**Status:** Ongoing

One of the difficult challenges faced by researchers working with Deaf participants is the recruitment of these participants. To help facilitate this, VL2 is designing a web-based volunteer program whereby Deaf adults can volunteer over the web to become participants in research projects, and parents of Deaf children can volunteer on behalf of their children to become research participants. The VL2 Research Volunteer Program includes a brief online background questionnaire to help researchers to define and select subgroups of a broader 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

**Funding sources**

- National Science Foundation (NSF)

### Ethical practices website

**Status:** Ongoing
**Start date:** September 2008

Through the VL2 Center, Deaf and hearing scientists from many research institutions are engaged in collaborative studies investigating questions about how the brain adapts to different sensory experiences and early exposure to a visual language. Many of the research projects funded by the VL2 Center involve research participants who are Deaf and who use American Sign Language. With the Center's collective experience we offer a set of guidelines for responsible and ethical conduct for researchers whose projects involve individuals who are Deaf. VL2 is currently designing a website on which these principles will be presented, discussed, and sample ASL informed consent videos will be available for download and use by researchers in the future.

**Principal investigators**

- **Singleton, Jenny** • Georgia Institute of Technology

**Funding sources**

- National Science Foundation (NSF)

### Early educational longitudinal study (EELS)

**Status:** Ongoing
**Start date:** October 2009
**End Date:** September 2015

In this longitudinal study, information about Deaf preschool children is being collected around the nation using parent, teacher, and school surveys, as well as direct educational and psychological assessments in three waves. The information will provide insights about Deaf children's cognitive, social, and emotional development, and their learning environment. This study will help develop interventions that benefit Deaf children's learning, especially in their literacy development. Data collection for all three waves is now completed. During FY2013, four EELS presentations were made at professional meetings, and three papers were completed and submitted for publication using data from the first wave of data collection. Data verification and file data base construction is underway for Waves 2 and 3.

**Principal investigators**

- **Allen, Thomas** • Education

- **Clark, Diane** • Education

- **Morere, Donna** • Psychology

**Additional investigators**

- **Choi, Song Hoa** (Student) • Science, Technology, and Mathematics

**Funding sources**

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

### Deaf Studies Digital Journal
*See in ASL and Deaf Studies*

## Technology Access Program (TAP)

The Technology Access Program (TAP) is a research unit within the Department of Communication Studies. 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 access to emergency services or the ability to communicate with colleagues and family who are still on older telecommunications networks.

TAP currently maintains the Rehabilitation Engineering Research Center on Telecommunications Access (RERC-TA). The research and development program of this RERC-TA covers four areas:

1. To ensure that people with disabilities have effective communication for an emergency (and every day) when using new and emerging telecommunication technologies.

2. To ensure interoperable real-time text for people who depend on text for communication (Deaf, hard of hearing, physical disability, and speech disability).

3. To ensure the availability of accessible telecollaboration solutions for employment and participation, and

4. To increase the impact of research through better guide- lines, standards, tools, sample codes, and other resources that enable more companies to implement accessibility in their telecommunication technologies.

In addition, TAP currently conducts research into online sign language technologies, funded by the National Science Foundation, and research into closed captions online, funded by TAP's operational budget.

**Principal investigator**

- Vogler, Christian • Communication Studies - *Technology Access Program (TAP)*

**Additional investigators**

- Kozma-Spytek, Linda • Communication Studies - *Technology Access Program (TAP)*

- Tucker, Paula • Communication Studies - *Technology Access Program (TAP)*

- Williams, Norman • Communication Studies - *Technology Access Program (TAP)*

**Priorities addressed**

- Studies that Inform Public Policies and Programs

- Technologies that Affect Deaf and Hard of Hearing People

**Funding sources**

- U.S. Dept. of Education — National Institute on Disability & Rehabilitation Research (NIDRR) (Subcontract from Trace Center, University of Wisconsin, Madison) Grant Number: H133E090001

### Research Projects

### Identifying emerging access issues and opportunities in new telecollaboration systems and technologies through use of focus groups, web forum, and observation (R2)

**Status:** Ongoing
**Start date:** October 2009
**End Date:** September 2014

Telecollaboration is becoming more common in the workplace and in education. However, little is known about the level of accessibility people with disabilities experience in these complex telecommunication interactions or how existing problems can be addressed. RERC-TA researchers have participated in telecollaboration associated with standards, government, and industry work, and have heard numerous anecdotal reports from participants with disabilities and also observed firsthand many barriers presented by these systems. However there have been no in-depth examinations or systematic documentation of the problems and no literature to draw from. A thorough understanding of the accessibility issues people with different disabilities are experiencing is needed to guide the efforts of this RERC and as a resource to industry, policymakers, consumers, and researchers interested in accessibility. This information is being gathered though three coordinated activities:

1. A series of individual focus groups organized by type of disability, augmented by interviews and focus groups of telecollaboration developers and corporate users.

2. A web forum to share information about products, solutions, and issues identified through focus groups and for consumers to share experiences, problems and solution strategies over time, and

3. User testing of existing and new access strategies (done as part of Project D1).

**Principal investigators**

- **Vanderheiden, Gregg** • Industrial Engineering - *Trace Research & Development Center* • University of Wisconsin, Madison

- **Vogler, Christian** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Additional investigators**

- **Tucker, Paula** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

- **Williams, Norman** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**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**

Vogler, C., Williams, N., & Tucker, P. (2013, October). *Mixed local and remote participation in teleconferences from a Deaf and hard of hearing perspective.* Presented at the meeting of the Association of Computer Machinery ASSETS, Bellevue, WA.

Vogler, C., Tucker, P., & Williams, P. (2013). Mixed local and remote participation in teleconferences from a Deaf and hard of hearing perspective. *Proceedings of the International ACM SIGACCESS Conference on Computers and Accessibility, 30.* New York, NY: ACM

**Quantifying the needs of people with hearing loss in using technology for daily and emergency voice telecommunication (R1)**

**Status:** Ongoing
**Start date:** October 2009
**End Date:** September 2014

Research on needs and issues of hard of hearing persons with regard to accessibility has not kept pace with the expansive changes that have taken place in telecommunications. There is a need for direct measures of the actual communication difficulty experienced during telecommunications use by hard of hearing individuals, and also for an understanding of the day-to-day consequences of changes in telecommunication technology. A two-part project is documenting the needs of people with hearing loss in using new technologies for daily and emergency voice telecommunications. Part 1 is an Internet survey that will collect information on a respondent's attitudes and behavior toward hearing device and telecommunications products use, their opinions about the main telecom barriers faced at home and at work, and their experiences in attempting to find and use new telecommunications products. Part 2 involves direct performance measures and subjective ratings of audio and audio/visual signal characteristics to gather information about technical requirements that hard of hearing individuals have for effective speech understanding in newer telecommunication environments. Specific goals include examining the impact of audio and video signal alteration due to coding techniques and transport mechanisms and evaluating voice communication access in both quiet and noisy environments.

**Principal investigators**

- **Kozma-Spytek, Linda** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

- **Vogler, Christian** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

- **Williams, Norman** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Additional investigators**

- **Tucker, Paula** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**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. (2014, July). *Voice telecommunications accessibility for individuals with hearing loss.* Presented at the plenary meeting of the European Telecommunications Standards Institute's Technical Committee on Speech and Multimedia Transmission Quality, Lecce, Italy.

Kozma-Spytek, L., & Tucker, P. (2013, October). *Captioned telephone service*. Presented at the joint conference of Telecommunications for the Deaf Inc. and Association of Late Deafened Adults, Albuquerque, NM.

Kozma-Spytek, L., Tucker, P., & Vogler, C. (2013). Audio-visual speech understanding in simulated telephony applications by individuals with hearing loss. *Proceedings of the ACM SIGACCESS Conference on Computers and Accessibility, 6.* New York, NY: ACM.

Kozma-Spytek, L., Tucker, P., & Vogler, C. (2013, October). *Audio-Visual speech understanding in simulated telephony applications by individuals with hearing loss.* Presented at the meeting of the Association of Computer Machinery ASSETS, Bellevue, WA.

## Resource and tool development to facilitate incorporation of accessibility in mainstream telecommunication

**Status:** Ongoing
**Start date:** October 2009
**End Date:** September 2014

This project is focused on making access real in the lives of people with disabilities. It takes the best of what the research center knows and learns (both from our own work and others) and does whatever is necessary to move it out of theory and demonstration into products, standards, policies, and practices. This work covers all disabilities. Some of the targeted areas are identified but this project also is designed to be responsive to the needs of industry, consumer groups, and policy makers. The focus of this project is developing the information, tools, or reference designs, etc. needed to advance accessible tele-conversation and telecollaboration from research and development into products that consumers can buy and/or the technologies they encounter in emergencies, education, employment, civic participation, and everyday life.

### Principal investigators

- **Vogler, Christian** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

- **Vanderheiden, Gregg** • Industrial Engineering - *Trace Research & Development Center*• University of Wisconsin, Madison

### Additional investigators

- **Kozma-Spytek, Linda** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

- **Tucker, Paula** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

- **Williams, Norman** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

### 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

Rejhon, M., Vogler, C., Williams, N., & Hellström, G. (2013). Standardization of real-time text in instant messaging. *Proceedings of the 15th International Association of Computing Machinery SIGACCESS Conference on Computers and Accessibility, 6.* New York, NY: ACM.

Vogler, C. (2013, November). *Potential of sign language recognition with commodity hardware and software.* Presented at the Signing Creatures Workshop, Washington, DC.

Vogler, C., & Rejhon, M. (2013, October). *Standardization of real-time text in instant Messaging.* Presented at the joint meeting of Telecommunications for the Deaf Inc. and The Association of Late-Deafened Adults, Albuquerque, NM.

Hellström, G., & Vogler, C. (2013, October). *Accessible 9-1-1: The FCC Emergency Access Advisory Committee EAAC*: *Showing the way to accessible emergency services.* Presented at the Real-Time Communications Conference and Expo, Illinois Institute of Technology, Chicago, IL.

Vogler, C. (2014, March). *What people need to know about accessible next-generation telecommunication services.* Presented to Rochester Institute of Technology College of Computing, Rochester, NY.

Williams, N. (2013, October). *Video communication on the go.* Presented at the joint meeting of Telecommunications for the Deaf Inc. and The Association of Late-Deafened Adults, Albuquerque, NM.

Vogler, C. (2014, February). *Key tenets for IP Relay service delivery.* Presented to the Federal Communications Commission Panel on IP-Based Relay Services, Washington, DC.

Williams, N., & Vogler, C. (2014, June). *Video phones, mobile relay, and 9-1-1*. Presented at the meeting of the National Emergency Number Association, Nashville, TN.

Vogler, C. (2013, October). *Telecommunications research at Gallaudet University: Cutting-edge results.* Presented at the meeting of the Mobile Manufacturers Forum, Washington, DC.

Vogler, C., Williams, N., Rejhon, M., & Hellström, G. (2013, October). *Standardization of real-time text in instant messaging.* Technical demonstration presented at the meeting of the Association for Computing Machinary ASSETS, Bellevue, WA.

*Participants gather during a breakthrough workshop in February 2014 to discuss foundational questions about the emerging construct of Visual Sign Phonology. Attendees included scientists from the National Science Foundation Science of Learning Center on Visual Language and Visual Learning (VL2).*

# V. Research and Scholarly Activities by Academic Unit

The research and scholarly activities section reports the FY 2014 research projects and achievements of individuals within Gallaudet's academic units including departmental research laboratories. The list of academic units is organized alphabetically and reflects the organizational structure that was adopted in late 2012.

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.

## Administration and Supervision

The Department of Administration and Supervision, established in 1975, prepares future leaders for positions in special education and Deaf education administration at K-12 and postsecondary levels, change leadership, and human services administration.

### Research Projects

**Contrasting the leadership styles and attitudes of administrators and resultant organizational cultures of programs serving Deaf students in India as perceived by the program providers and program recipients**

**Status:** Completed

Imagine an enterprising country, like India, with over three million Deaf individuals where only fifteen thousand of them received an education through special programs at schools. Out of the fifteen thousand students only .05% of them received accommodations that have met their scholastic and employment needs. As for institutions in Higher Education, only 0.1% of the students with disabilities are matriculated in baccalaureate programs. In the recent years, two significance events had occurred in India, which emphasized the importance of improving the quality of education for students with disabilities. One was the National Government of India had created a taskforce that requires all educational institutions be

"disabled friendly". In October 2011, an historical and educational moment for the Deaf community in India occurred when the government of India approved the establishment of a national center called Indian Sign Language Research and Training Centre. With the steadily increasing number of Deaf programs existing in higher education institutions in India that are designed to keep pace with the increasing number of Deaf students enrolling in higher education Institutions, a pressing need exists to assess the quality of their education that is provided for them. This study may help to improve the future of these Deaf programs in higher education institutions in India. Therefore, this study will focus on: (1) the organizational culture of the institution; (2) the decision-making skills based on the leadership styles of the administrators and faculty members; (3) the attitudes of the service providers toward persons with deafness and other disabilities. All of these aspects contribute to the institution "disabled-friendly" environment. An advantage of this study is to assess a diverse set of perspectives from the administrators, faculty members, and Deaf students from each of the three selected institutions, which will, in turn, give an estimation of the strengths and areas of improvement needed in the current educational programs for the Deaf students in higher education.

**Principal investigators**

- **Chandani, Alim** (Student) • Administration and Supervision

**Funding sources**

- Gallaudet Small Research Grant

## Art, Communication, and Theatre

This body of work is reflective of the mission of the Department of Art, Communication, and Theatre. The Department strives to provide a quality, bilingual, interdisciplinary, liberal arts focus in its teaching, service, and research.

### Research Projects

**Identifying emerging access issues and opportunities in new telecollaboration systems and technologies through use of focus groups, web forum, and observation (R2)**
*See in Technology Access Program (TAP)*

**Electromagnetic interference with cochlear implants and hearing aids**
*See in Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE)*

**Quantifying the needs of people with hearing loss in using technology for daily and emergency voice telecommunication (R1)**
*See in Technology Access Program (TAP)*

**Resource and tool development to facilitate incorporation of accessibility in mainstream telecommunication**
*See in Technology Access Program (TAP)*

**Collaborative research CI-ADDO-EN: Development of publicly available, easily searchable, linguistically analyzed, video corpora for sign language and gesture research**
*See in ASL and Deaf Studies*

## Scholarly and Creative Activity

Benedict, B., Sass-Lehrer, M., & Young, A. (2014, June). *Preparation of early intervention specialists: Deaf and hearing partnerships.* Presented at the International Congress on Family-Centered Early Intervention for Children who are Deaf and Hard of Hearing, Bad Ischl, Austria.

Benedict, B., Crace, J., Holmes, T., Hossler, T., Oliva, G., Raimondo, B., ... Vincent, J. (2013). Deaf community for families: The best of partnerships. In L. R. Schmeltz (Ed.), *The NCHAm EBook: A resource guide for early hearing, detection and intervention.* Retrieved from http://www.infanthearing.org/ehdi-ebook/index.html

Conley, W. (2014, Spring). Human sign language [Photographic Essay]. *Deaf Studies Digital Journal, 2014*(4). Retrieved from http://dsdj.gallaudet.edu

Conley, W. (2014, June). Finding a voice. *The world of the play.* Panel discussion series conducted at Everyman Theatre, Baltimore, MD.

Conley, W. (Writer & Director). (2013, October). *Broken spokes* [Live performance]. Eastman Studio Theatre, Gallaudet University, Washington, DC.

Conley, W. (Director of Artistic Sign Language). (2014, May). Tribes [Live performance]. Everyman Theatre, Baltimore, MD.

Conley, W. (2013). The Ivoryton Inn. In J. L. Clark (Ed.), *Deaf lit extravaganza* (pp. 82-103). Minneapolis, MN: Hand-Type Press

Conley, W. (Director of Artistic Sign Lagnuage). (2013, December). *Tribes* [Live performance]. Studio Theatre, Washington, DC.

Conley, W. (Writer). (2013, November). *Broken spokes* [Live performance]. Ethnic Cultural Theatre, University of Washington, Seattle, WA.

Conley, W. (2013) Sifting dirt. In J. L. Clark (Ed.), *Deaf lit extravaganza* (pp. 82-103). Minneapolis, MN: HandType Press.

Sinnott, E. (Set Designer). (2014). *Titus Andronicus* [Live performance]. Faction of Fools Theatre Company, Gallaudet University, Washington, DC.

Sinnott, E. (Set Designer). (2014). She kills monsters [Live performance]. Rorschach Theatre, Washington, DC.

Sinnott, E. (Lead Actor). (2014, February). *Richard III* [Live performance]. NextStop Theatre, Herndon, VA.

Sinnott, E. (2014, March). *Deaf-Centering strategies in stagings of sign-language adaptations.* Workshop conducted at the Teater Manu, Oslo, Norway.

Foley, P. C. (2013, November). *Stories lived and stories told of rights, roles, and diversity.* Presented at the meeting of the National Communication Association, Washington, DC

Kazemzadeh, M. (2014, June). *Beirhithms* [Art Exhibition]. >Beijing, China: Central Academy of Fine Art's Digital Media Gallery.

Kazemzadeh, M. (Curator). (2014). *PTSD: Post technomatic similacral deconstructions* [Art Exhibition]. Linda Jordon Gallery, Gallaudet University, Washington, DC.

Kazemzadeh, M. (2014). *Designing & coding interactive systems with processing & arduino.* Workshop conducted in Beijing, China.

Kazemzadeh, M. B. (2013, December). Postnational technollaboration within the postbiotanical village. *Technoetic Arts Journal, 11*(3).

Kazemzadeh, M. (2014). *Basics of programming thru micro-computer vision.* Workshop conducted at UCLA Sci|Art Nano-Lab Summer Institute, Los Angeles, CA.

## ASL and Deaf Studies

ASL and Deaf Studies faculty engage graduate and undergraduate students in interdisciplinary research projects dedicated to producing new knowledge about Deaf communities and their signed languages. Central areas of inquiry include sensory orientation, DeafSpace, bioethics, identity formation, human rights, language teaching, transnationalism, and the contributions of Deaf individuals to human diversity.

### Research Projects

### Gallaudet Scholarship of Teaching and Learning Initiative
*See in Office of the Associate Provost for Research*

### Tegnsprank bok pa iPad

**Status:** Ongoing
**Start date:** January 2014
**End Date:** December 2014

A Norweigian Sign Language translation of The Baobab Tree, VL2's award winning video book application for children.

**Principal investigators**

- **Murray, Joseph J.** • ASL and Deaf Studies

**Additional investigators**

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

### Classroom discourse observation pilot study
*See in Office of Bilingual Teaching and Learning*

### Cancer genetic education for the Deaf community

**Status:** Ongoing
**Start date:** August 2011

Although much effort has been made to educate consumers about cancer genetics information, Deaf individuals whose linguistic preference is American Sign Language (ASL) are at a disadvantage to learning this information because it is predominantly available in spoken or print English. This is significant because it suggests that Deaf individuals are at risk for cancer genetics-related health disparities, and will have poorer outcomes compared to hearing individuals, even though the expected prevalence of cancer, including cancer conditions with a strong genetic component, does not differ between Deaf and hearing populations. For this project, an evidence-based English language National Cancer Institute-funded cancer genetics educational intervention shown to improve knowledge outcomes in English-language populations will be culturally and linguistically tailored for use in a population whose linguistic preference is ASL, with input from focus groups and experts. The education intervention will present information in a bilingual format (ASL videos with English captioning or text: ASL+English) and will be evaluated using a randomized, controlled experiment with 100 Deaf individuals whose linguistic preference is ASL (a) to compare the effect of a bilingual (ASL+English) education intervention on comprehension and attitudes toward genetics services, compared to a monolingual format (English text only); and (b) to identify subgroups who may particularly benefit from receiving cancer genetic information in a bilingual format.

**Principal investigators**

- **Boudreault, Patrick** • ASL and Deaf Studies

- **Palmer, Christina Germaine** • University of California, Los Angeles •

### Deaf Stories Corpus

**Status:** Ongoing
**Start date:** February 2014

The Deaf Stories Corpus' (DSC) mission is to build a collection of stories in sign language as told by Gallaudet alumni and other members of the Deaf community. These stories were collected during Gallaudet University's 150th anniversary celebration in summer 2014. The objective of DSC is to create an epicenter of sign language corpus allowing preservation and documentation of Deaf people's stories for future generations.

This project will provide an opportunity for Deaf Studies graduate students to hone their interview skills and analytic skills, thus enriching qualitative research and linguistic historical recording methodology. The aims of the project are: (1) To document Deaf stories covering different aspects of the Deaf life, as well as those relevant to college student life and post-college careers; (2) To build a corpus for cross-institutional and interdisciplinary academic research; (3) To build a corpus for cross-institutional and interdisciplinary academic research; and (4) To train graduate students on how to collect stories, interview storytellers, and fill niches of life.

**Principal investigators**

- **Boudreault, Patrick** • ASL and Deaf Studies

- **Kelly, Arlene Blumenthal** • ASL and Deaf Studies

## Enhancing cancer genetic education bilingual materials and broadening outreach efforts in the united states Deaf community

**Status:** Ongoing
**Start date:** May 2014
**End Date:** April 2015

The goal of this project is to increase accessibility to family health history and genetics education for the Deaf community, a cultural and linguistic minority group that is geographically scattered nationwide. Their Impact Award will allow them to extend their current project efforts to increase support and accessibility for the target population, expanding upon already developed materials and incorporating active outreach to Deaf individuals and high school educators who work with this particular underserved population. Project efforts will focus on increasing awareness of the importance of family health history with the goal of more effective health intervention and efficient healthcare.

**Principal investigators**

- **Boudreault, Patrick** • ASL and Deaf Studies

- **Palmer, Christina Germaine** • University of California, Los Angeles •

**Funding sources**

- National Genetics Education and Consumer Network

## Collaborative research CI-ADDO-EN: Development of publicly available, easily searchable, linguistically analyzed, video corpora for sign language and gesture research

**Status:** Ongoing
**Start date:** August 2011
**End Date:** July 2015

The goal of this project is to create a linguistically annotated, publicly available, and easily searchable corpus of video from American Sign Language (ASL), which is being made available on the web. This will constitute an important piece of infrastructure, enabling new kinds of research in both linguistics and vision-based recognition of ASL. In addition, a key goal is to make this corpus easily accessible to the broader ASL community, including users and learners of ASL. This project draws on data and annotations collected in previous projects during the past decade, and will make them available on the web for the first time. In addition, a pilot study will incorporate a very rich set of ASL data contained in the Gallaudet University *Deaf Studies Digital Journal* into the searchable interface. The annotations of the journal will be carried out at the ASL and Deaf Studies Department. The current state of the project can be viewed at http://secrets.rutgers.edu/dai/queryPages/

**Principal investigators**

- **Bahan, Ben** • ASL and Deaf Studies

- **Athitsos, Vassilis** • Computer Science • University of Texas, Arlington

- **Metaxas, Dimitris** • Computer Science • Rutgers University

- **Neidle, Carol** • Linguistics • Boston University

- **Sclaroff, Stan** • Computer Science • Boston University

- **Vogler, Christian** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Funding sources**

- National Science Foundation (NSF)-Computer and Network Systems (CNS)

## Deaf Studies Digital Journal

**Status:** Ongoing
**Start date:** September 2008

The *Deaf Studies Digital Journal* (dsdj.gallaudet.edu) is the world's first peer-reviewed academic and creative arts journal dedicated to the creative and scholarly output of individuals within the signing communities. Hosted by the Department of American Sign Language and Deaf Studies, Issue #3 was published in the spring of 2012 and included over 60 contributors from across the globe. The theme of the third issue is linguistic human rights, bilingualism, and Sign Language planning. This issue as with past issues features academic articles in International Sign Language, ASL, English, commentaries, visual arts, signed literature, and historic, archival texts.

**Principal investigators**

- **Bauman, Dirksen** • ASL and Deaf Studies

- **Bahan, Ben** • ASL and Deaf Studies

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

**Funding sources**

- Sorenson Legacy Foundation

- Office of the Provost

## Scholarly and Creative Activity

Mirus, G. (2014). Articulatory play among American cuers. *Sign Language Studies, 14*(3).

Lucas, C., Mirus, G., Palmer, J., Roessler, N., & Frost, A. (2013). The effect of new technologies on sign language research. *Sign Language Studies,13*(4).

Mirus, G. (2013, November). *Multilingualism and multimodality in interaction.* Presented at the meeting of the American Anthropological Association, Chicago, IL.

Felten, P., Bauman, H-D. L., Kheriaty, A., & Taylor, E. (2013). *Transformative conversations: A guide to mentoring communities among colleagues in higher education.* San Francisco, CA: Jossey-Bass.

Murray, J. J., & Bauman, H-D. L. (Eds.). (2014).*The new normal: Deaf gain and the future of human diversity.* Minneapolis, MN: University of Minnesota Press.

Boudreault, P. (2014, July). *Sign language interpreting as an instrument of linguistic rights?* Keynote address presented at the meeting of the Association of Visual Language Interpreters of Canada, Winnipeg, Canada.

Gertz, G., & Boudreault, P. (2014, Spring). Commentary: Stone Deaf play. *Deaf Studies Digital Journal, 2014*(4).

Kobayashi, Y., Boudreault, P., Hill, K., Sinsheimer, J., & Palmer, C. G. (2013). Using a social marketing framework to evaluate recruitment of a prospective study of genetic counseling and testing for the Deaf community. *BMC Medical Research Methodology, 13*,145.

Boudreault, P., & Enns, C. (2013, November). *ASL receptive test.* Presented at the ASL Roundtable Conference, Newark, DE.

Boudreault, P., & Gertz, G. (2013, November). *Deaf Cubans.* Presented at the Georgetown 100th Anniversary of Signed Language Documentation, Washington, DC.

Palmer, C., Boudreault, P., Baldwin, E., Fox, M., Deignan, J., Kobayashi, Y., & Sinsheimer, J. (2013). Deaf genetic testing and psychological well-being in Deaf adults. *Journal of Genetic Counseling*, 492-507.

Middleton, A., Emery, S., Palmer, C.G.S., & Boudreault, P. (2013). Deaf community and genetics. *eLS: Citable reviews in the life sciences.* Available from http://www.els.net/WileyCDA/ElsArticle/refId-a0005875.html

Enns, C., Boudreault, P., Zimmer, K., & Broszeit, C. (2014, February). *Assessing children's expressive skills in American Sign Language.* Presented at the meeting of the American of College Educators of the Deaf and Hard of Hearing, Washington, DC.

Boudreault, P. (2014, March). *The future of interpreting: Owning the process.* Presented at TEDxGallaudet, Washington, DC.

## ASL Diagnostic and Evaluation Services

ASL Diagnostic and Evaluation Services (ASL-DES) provides training, consultation and comprehensive measures of American Sign Language (ASL) proficiency and communicative competence. The data and information generated by ASL Diagnostic and Evaluation Services benefits not only individual language learning but is also essential to Gallaudet University, institutions, and governing bodies nationwide. Information pertaining to ASL proficiency is provided to ensure individuals have requisite language skills for (but not limited to):

- Admission into academic programs

- Core curriculum, practicum, internship, and graduation

- Professional opportunities and advancements

### Research Projects

**Classroom discourse observation pilot study**
*See in Office of Bilingual Teaching and Learning*

## Biology

The Biology program provides a high quality academic program that involves students in theoretical, methodological and analytical dimensions of research. Students and faculty individually and jointly conduct studies, consider ethical issues, and write up their findings across the spectrum of biology research topics.

### Research Projects

**Investigating the water quality of two freshwater ecosystems: The Anacostia River (DC) and the Brainerd Area Lakes (MN)**
*See in Science, Technology, and Mathematics*

### Learning to teach science as inquiry

**Status:** Ongoing
**Start date:** August 2012
**End Date:** March 2015

The goal of this study is to characterize and analyze new instructors' process of learning to teach science using inquiry teaching practices. Inquiry-based teaching practices have been widely adopted in college biology courses, following calls to improve undergraduate science education. Inquiry-based learning is an evidence-based instructional approach, designed to mimic scientists' practices: students problem-solve by developing and testing hypotheses. However, most lab classes are taught by teaching assistants (TAs) and other instructors new to teaching. Our research design focused around the theoretical framework of inquiry learning, using multiple sources of data to characterize TAs' teaching practices and beliefs about teaching and learning before, during, and after their first year of teaching. The project also focuses on uncovering the challenges that novice instructors encounter in learning to teach science as inquiry. This knowledge will inform the development of more effective pedagogical training programs for TAs and faculty.

**Principal investigators**

- **Gormally, Cara** • Biology

**Additional investigators**

- **Sullivan, Carol Subiño** • Georgia Institute of Technology

- **Szeinbaum, Nadia** • Georgia Institute of Technology

**Products**

Gormally, C., Sullivan, C., & Szeinbaum, N. (2014, June). *Emerging teaching sensibilities: Multi-pronged assessment of TA development.* Presented at the Lilly International Conference on College & University Teaching & Learning, Bethesda, MD.

### Advancing students' science literacy

**Status:** Ongoing
**Start date:** August 2013
**End Date:** August 2018

The goal of this study is to advance students' science literacy. Becoming science literate involves developing essential media-savvy skills related to accessing science information beyond the classroom. However, science literacy is more than science

knowledge and skills. Science literacy also involves seeing yourself as capable of engaging with science—seeing yourself as a "science person," and seeing science in your 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 how 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** • Biology

**Additional investigators**

- **Brickman, Peggy** • University of Georgia •

### Developing opportunities for instructional feedback to improve student outcomes in STEM courses

**Status:** Ongoing
**Start date:** May 2013
**End Date:** May 2015

Improving student learning in STEM requires shifting toward teaching practices that emphasize students actively acquiring a deeper understanding of subject matter and developing scientific reasoning skills. Despite extensive faculty development efforts to disseminate these more effective teaching practices, most faculty nationwide have not adopted them. Faculty cite reasons such as student resistance, as well as lack of expertise and mentors to help them trouble-shoot these new practices. One solution to this problem is to provide faculty with instructional feedback that goes beyond student evaluations and peer support. However, there has been no systematic analysis of the current state of instructional evaluation to provide faculty with feedback on the efficacy of these practices. This project develops, administers, and analyzes a survey to characterize the current state of instructional feedback practices for STEM faculty nationwide. The next step of the project is to begin piloting novel instructional feedback practices at both Gallaudet and the University of Georgia.

**Principal investigators**

- **Gormally, Cara** • Biology

**Additional investigators**

- **Brickman, Peggy** • University of Georgia •

**Products**

Gormally, C., Evans, M., & Brickman, P. (2014). Feedback about teaching in higher ed: Neglected opportunities to promote change. *CBE-Life Sciences Education, 13*, 187-199.

### Investigation of the molecular mechanisms of tumor promotion

**Status:** Ongoing
**Start date:** October 2001

This is an ongoing collaboration with a laboratory at the National Cancer Institute. Primarily, this study focuses on the pharmacology of phorbol esters, a class of tumor promoters and suppressors, and on the molecular biology of the receptors that are activated by phorbol esters. In the cell, these receptors are naturally activated by diacylglycerol and include the protein kinase C (PKC) and RasGRPs, which are central players in various cellular processes including carcinogenesis. A better understanding of the underlying mechanisms is vital to the goal of expanding the use of phorbol esters as pharmaceuticals. Drugs targeting PKC have already been exploited as therapeutic agents; these include bryostatin for chronic myeloid leukemia, LY333531 for diabetic retinopathy, and 12-deoxy-phorbol-13-phenylacetate and prostratin for HIV.

**Principal investigators**

- **Blumberg, Peter** • National Cancer Institute

- **Braun, Derek C.** • Science, Technology, and Mathematics

## Scholarly and Creative Activity

Arnos K. S., Welch K. O., & Pandya, A. (2013). Epidemiology, etiology, genetic mechanisms, and genetic counseling. In H. V. Toriello & S. Smith (Eds.), *Hereditary hearing loss and its syndromes* (3rd ed.). (pp. 4-12). New York, NY: Oxford University Press.

Alford, R. L., Arnos, K. S., Fox, M., Lin, J. W., Palmer, C. G., Pandya, A., ... Yoshinaga-Itano, C. (2014, April). American College of Medical Genetics and Genomics guidelines for the clinical evaluation and etiologic diagnosis of hearing loss. *Genetics in Medicine, 16*(4), 347-355.

## 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

**National Socio-Environmental Synthesis Center**
*See in Science, Technology, and Mathematics*

## 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.

### Scholarly and Creative Activity

Oliva, G. A., & Lytle, L. R. (2014). *Turning the tide: Making life better for Deaf and hard of hearing schoolchildren.* Washington, DC: Gallaudet University Press.

## Education

The Department of Education engages in research and innovation in teaching and learning contexts with an eye to the kind of intellectual, linguistic, and social development that is optimal and which is congruent with the strengths inherent in Deaf and hard of hearing learners as human beings and who are by nature visually-inclined.

### Research Projects

**Language acquisition and literate thinking in young d/Deaf children with Deaf caregivers**

**Status:** Ongoing
**Start date:** January 2014
**End Date:** July 2015

A convergence of critical ethnography and critical discourse analysis guides this extended inquiry of ASL/English bilingual interactions between six young Deaf children (i.e., age three) and their Deaf caregivers. The researchers focus on discourse patterns that appear to mediate emergent literate thinking.

**Principal investigators**

- **Hile, Amy E.** • Education

- **Bailes, Cynthia** • Education

- **Mitchiner, Julie** • Education

**Additional investigators**

- **Keith, Cara** (Student) • Education

- **Santini, Joseph** (Student) • Education

**Products**

Mitchiner, J., Hile, A., Kite, B., Santini, J., & Bailes, C. (2014, February). Language acquisition and literate thinking in young Deaf children with Deaf caregivers. Presented at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

**Gallaudet Scholarship of Teaching and Learning Initiative**
*See in Office of the Associate Provost for Research*

**Visual supports used by teachers**

**Status:** Completed
**Start date:** January 2014
**End Date:** September 2014

Visual supports are important elements of instruction that aid students in learning and retaining curriculum content, particularly for Deaf students who are educated increasingly in general education environments. Despite this, visual supports

have not been examined in the context of whether there is a relationship between quantity and type of visual strategies used in instruction and student achievement. "Visual supports" refers to a category of instructional tools and strategies that provide information through the eye that include pictures, written words, objects within the environment, schedules, maps, labels, organization systems, timelines, or scripts. There are three research questions: (1) What visual supports are teachers using in their classrooms? (2) How does the use of visual supports impact student achievement? and (3) Does the quantity or type of visual supports being used by teachers impact their value-added measure? Measure of Effective Teaching (MET) data will be used to include videos of grades six to eight English Language Arts teachers, teacher evaluation items that capture the use of visual supports, student achievement scores, and teacher value-added measures. Analysis will include qualitative description of visual supports employed by teachers and quantitative analysis of how the visual supports relate to student achievement and teacher value-added measures.

**Principal investigators**

- **Yuknis, Christina** • Education

**Funding sources**

- Gallaudet Small Research Grant

### ASL assessment toolkit
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

### Language acquisition, literacy learning, and literate thinking in young d/Deaf children

**Status:** Ongoing
**End Date:** September 2015

The proposed inquiry focuses on Deaf caregivers mediation of their Deaf child(ren)'s language acquisition, literacy development, and literate discourse from birth to approximately five years of age with existing "Signs of literacy" data consisting of six families and 15 children. This inquiry is the first phase of a planned larger study of a more diverse group of Deaf infants and toddlers and their signing caregivers. To prepare for the larger study, we will use and evaluate several qualitative software programs in the current analysis to identify appropriate software for a larger study. The inquiry will extend initial findings in the case of Ann with previously collected data from six white Deaf families (12 caregivers) and 15 children. In

preparation for the larger-scale research project with diverse participants, the challenge is to determine the appropriate software program for extensive coding and analysis of video data. It is crucial that the selected software program is powerful and effective in managing an large collection of video data that will be analyzed by numerous members of the research team within and across the diverse family-participants.

**Principal investigators**

- **Bailes, Cynthia Neese** • Education

**Additional investigators**

- **Batamula, Christi** • Education

- **Cue, Katrina** (Student) • Education

- **Hile, Amy E.** • Education

- **Kite, Bobby Jo** • Education

- **Marchut, Amber** (Student) • Education

- **Mitchiner, Julie** • Education

- **Santini, Joseph** (Student) • Education

- **Thumann-Prezioso, Carlene** • Office of Research Support and International Affairs (RSIA)

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

- **Wright, Steve** (Student) • Education

**Funding sources**

- Gallaudet Small Research Grant

**Products**

Hile, A. E., Bailes, C. N., Kite, B. J., Mitchiner, J., & Santini, J. (2014). *Literate-thinking behaviors among the Deaf caregivers and Deaf children.* Presented at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

## English acquisition through reading: Translation as a strategy

**Status:** Ongoing
**Start date:** September 2010

English acquisition for Deaf students is commonly through exposure to written English. Studies have shown that even for hearing children as they are acquiring English through speaking, exposure to an abundance of books showed advanced reading and listening comprehension skills later on when compared with children who have limited exposure to reading. This underscores the importance of exposure to a written form of language as a part of the acquisition process. Students were able to master a second language more quickly when they were immersed in reading in that language. For Deaf children learning English as a second language through reading, it is hypothesized that they use translation as a strategy. Translation in this study is operationalized as a process that occurs on one of 7 different levels. Those levels fall into one of three general categories: lexical, multi-lexical, and sentence. The more skilled the student is, the more different levels of translation the student is able to use. The more advanced readers than those in the study (1st and 2nd grade) could operate on even higher levels, such as the multi-sentence or paragraph level. Translation during reading activities is no simple feat; as one moves from the language of the text to the language of translation, it is not simply a matter of matching equivalent words in the two languages. Grammatical constructions as well as idiomatic language must also be taken into account.

**Principal investigators**

- **Kuntze, Marlon** • Education

**Additional investigators**

- **Scott, Jessica** • Tulsa University •

**Products**

Kuntze, M., & Scott, J. (2014, February). *A careful look into the use of translation as a part of the formal beginning reading program*. Presented at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

## VL2 shared data resource
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## Home, school, and early language factors impacting the acquisition of reading skills among Deaf children with and without cochlear implants, and with and without early exposure to sign language
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## Successful science teaching: Problem solving strategies of outstanding science teachers of the Deaf

**Status:** Completed
**Start date:** October 2004
**End Date:** August 2014

This study involves direct observation of the classrooms of award-winning teachers of science to Deaf students. The study includes: (1) teaching styles of these teachers; (2) their relationships with students; (3) how they solve instructional problems; and (4) what sets outstanding teachers of science to Deaf students apart from their colleagues, including their love of learning, problem-solving skills, and a radar-like 6th sense that scans and interprets the learning environment. The study highlights the common characteristics, philosophies, teaching methods, and behaviors that have helped these teachers of Deaf students win teaching awards and recognition for teaching excellence in their schools.

**Principal investigators**

- **Mangrubang, Fred R.** • Education

**Products**

Mangrubang, F. (2014). *Successful science teaching: Problem solving strategies of outstanding science teachers of the Deaf*. Panel presentation at Brigham Young University, Provo, UT.

## Insight from child ASL on the distinction between gesture and lexical sign

**Status:** Ongoing
**Start date:** October 2013
**End Date:** September 2015

The focus of the study is to analyze the items in child ASL that are gestural, analogous, or iconic. They include items that look like gestures that non-signers use, the gestural components of morphologically complex signs (i.e., the manner of movement, location, or affect), and items that convey action. The goal is to analyze the componentiality of those items and see

the extent to which the same components may appear across different types of items under study. The dataset is composed of videotaped naturalistic conversations involving five children (ages around 3;10) within the classroom. Sign language research has been largely guided by the assumptions about language based on what is known about spoken languages. Currently, the line between gesture and language in general is being seen as less clear than before and it helps open the horizon for asking questions not asked in the past about ASL. The evolutionary trajectory of signed languages on the basis of the constraints and the possibilities of its modality has to be different from spoken languages. The gesture-language distinction short-circuits a more comprehensive approach to understanding ASL. It results in a less accurate repertoire of ASL lexicon; in an undercount of child vocabulary; in limited investigation on the nature of morphological structure of ASL.

**Principal investigators**

• **Kuntze, Marlon** • Education

**Additional investigators**

• **Keith, Cara** (Student) • Education

• **Muncie, Nathaniel** (Student) • Linguistics

**Funding sources**

• Gallaudet Priority Research Fund

### Leaders who are DeafBlind: A phenomenological study of educational experiences

**Status:** Ongoing
**Start date:** February 2014
**End Date:** February 2015

Leaders who are DeafBlind advocate for quality of life for their constituents in DeafBlind organizations. To prepare for their leadership roles, these leaders undergo preparation of both a formal and informal nature. The purpose of this qualitative study will be to determine how five leaders who are DeafBlind perceived their educational experiences. Only two empirical studies on advocacy training for individuals who are DeafBlind have been published, but no studies to date have examined either the perspectives of experienced leaders of DeafBlind organizations or how the leaders viewed their educational experiences. The proposed inquiry will address the following research questions: (1) What were the educational experiences of the leaders who are DeafBlind? (2) How did these educational experiences prepare the leaders for their leadership roles?

(3) How did these educational experiences create challenges for their leadership roles? and (4) How did the leaders overcome challenges to fulfill their leadership roles? Data collection will consist of two or three in-depth face-to-face phenomenological interviews and two participant journals.

**Principal investigators**

• **Shariff, Risa** (Student) • Education

**Funding sources**

• Gallaudet Small Research Grant

### Toolkit for establishment of effective bilingual early education activities for Deaf children in resource-poor nations
*See in Office of Research Support and International Affairs (RSIA)*

### A systematic developmental skill-oriented investigation of poor and proficient Deaf readers across both shallow and deep orthographies
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

### Pilot study on iconicity in child ASL

**Status:** Ongoing
**Start date:** January 2013

The question of the role iconicity plays in ASL acquisition is far from settled. Early sign language research tries to settle the question by suggesting that children's acquisition of sign language is minimally influenced by iconicity. However, questions keep on surfacing. For example, if there is a strong iconic motivation in the way location, movement, or handshape that may be represented in classifier construction and in the various modulations of verb, should we reconsider their possible role in acquisition? It has been suggested that instead of considering iconic motivation as being all or none, a more nuanced approach to the question of the role of iconicity in language acquisition is needed and that the effect of iconicity may be greater for iconic signs that depict actions compared to those that depict perceptual features. This research attempts to sort iconic signs that appear in children data according to various properties such as typology and transparency of iconicity in each sign.

**Principal investigators**

- **Kuntze, Marlon** • Education

**Additional investigators**

- **Stone, Adam** (Student) • Education

### An alternative perspective in research and evaluation: Feminists, minorities, and persons with disabilities

**Status:** Ongoing
**Start date:** January 1992

The researchers are examining the meaning of a transformative perspective in educational research and evaluation. An inclusive perspective is based on a body of scholarly work that is sometimes labeled as transformative and is characterized by the writings of feminists, ethnic/racial minorities, people with disabilities, and others who work on behalf of social justice and human rights. The research explores the theoretical and methodological implications of this perspective for research and evaluation and for teaching research methods classes.

**Principal investigators**

- **Mertens, Donna** • Education

**Additional investigators**

- **Cram, Fiona** • Katoa Ltd., New Zealand

- **Moloi, Connie** • Vaal University of Technology, South Africa

- **Singuita, Inga** • Education

- **Wilson, Amy** • Education

**Products**

Marti, T. S., & Mertens, D. M. (2014). Mixed methods research with groups at risk: New developments and key debates. *Journal of Mixed Methods Research, 8*(3), 207-211.

Mertens, D. M., & Stewart, N. (2014). The feminist practice of program evaluation. In S. Hesse-Biber (Ed.), *Feminist Research Practice (*pp. 330-362). Thousand Oaks, CA: Sage.

Mertens, D. M. (2014). *Research and evaluation in education & psychology: Integrating diversity with quantitative, qualitative, & mixed methods* (4th ed.). Thousand Oaks, CA: Sage Publishing.

Mertens, D. M. (2014). A transformative feminist stance: Inclusion of multiple dimensions of diversity with gender. In S. Brisolera, D. Seigart, & S. SenGupta (Eds.), *Feminist evaluation and research* (pp. 95-112). New York, NY: Guilford Press.

MacGlaughlin, H. M., & Mertens, D. M. (2014). High expectations require supporting new teachers, educating the school community. *Odyssey, 15*, 46-49.

### An analysis of AEBPD teachers' beliefs about bilingual Deaf education and bilingual practices

**Status:** Ongoing
**End Date:** May 2015

The purpose of the study is to investigate the beliefs regarding the principles of ASL/English Bilingual education and the current bilingual practices of the teachers who continue to be employed at the 35 schools that participated in the American Sign Language (ASL)/English Bilingual Staff Development model (AEBPD). To that end, an exploratory survey study design will be used to answer the following questions: (1) What beliefs do teacher hold about the role of ASL and English in a bilingual Deaf classroom? (2) What beliefs do teachers hold about the principles of bilingual education? (3) To what extent do teachers' beliefs correspond to their reported bilingual practices? The information gathered has the potential to establish the lasting impact, or lack thereof, that AEBPD has had on the beliefs that teachers have about bilingual Deaf education as well as provide information on the practices they continue to use in their instruction.

**Principal investigators**

- **Garate, Maribel** • Education

**Funding sources**

- Gallaudet Small Research Grant

### Perception of diversity

**Status:** Ongoing
**Start date:** September 2011

In this longitudinal study, information about Deaf preschool children is being collected around the nation using parent, teacher, and school surveys, as well as direct educational and psychological assessments in three waves. The information will provide insights about Deaf children's cognitive, social, and emotional development, and their learning environment. This

study will help develop interventions that benefit Deaf children's learning, especially in their literacy development. Data collection is complete for all three Waves.

**Principal investigators**

- **Clark, Diane** • Education

- **Gilbert, Gizelle** (Student) • Psychology

- **Williams, Shelley** (Student) • Office for Diversity and Inclusion

**Additional investigators**

- **McCaskill, Angela** • Office for Diversity and Inclusion

- **Myers, Candace** • Office for Diversity and Inclusion

**Funding sources**

- Office of the President-Office for Diversity & Inclusion

### An elementary Deaf teacher's interactions with Deaf girls and boys

**Status:** Completed
**Start date:** October 2013
**End Date:** September 2014

This study focused on teacher-student interactions to explore gender equity with Deaf students. This case study used mixed methods to explore how an elementary school Deaf teacher interacted with Deaf girls and boys in the classroom. Previous studies with hearing students reveal how pre-kindergarten-12th grade teachers' interactions with students are biased toward boys. Data collection consisted of observations, videotapes, use of an observation analysis instrument called Interactions for Sex Equity in Classroom Teaching (INTERSECT), field notes, and interviews with the teacher. Data was analyzed to answer three questions: 1) How does an elementary school Deaf teacher interact with Deaf students in the classroom? 2) Do the interactions differ between Deaf girls and boys? If so, how? 3) Do the Deaf teacher's interactions differ from hearing teachers' interactions as described in previous studies?

**Principal investigators**

- **Shahan, Cheryl** (Student) • Education

**Funding sources**

- Gallaudet Small Research Grant

### VL2 National Research Volunteer Program
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

### Fingerspelling development that is independent of English

**Status:** Ongoing
**Start date:** October 2011

Fingerspelling is often lauded as the link between ASL and written English. Studies have shown that children begin to produce fingerspelling in ASL before they are facile with English orthography. Children also incorporate fingerspelling naturally as part of the American Sign Language (ASL) acquisition process. Fingerspelling in natural ASL discourse is often shaped by the phonological processes to help make it flow with ASL. In the Kuntze longitudinal study (5-year), an explosion in the use of fingerspelling is observed during the Kindergarten class even though the students have not been formally introduced to reading, the investigation focuses on what the development is like. The hypothesis for this study is that the process may parallel in some interesting ways with the "invented spelling" observed in children writing. For example, a child might "invent" by filling in what they think a fingerspelled word they have been exposed to consists of.

**Principal investigators**

- **Kuntze, Marlon** • Education

**Additional investigators**

- **Kim, Kelly** • Boston University

### Comparison of Astronomy teaching strategies for Deaf and hard of hearing students in the elementary classrooms

**Status:** Completed
**Start date:** August 2011
**End Date:** August 2014

The study will report summaries of Astronomy teaching strategies of those teaching Deaf and hard of hearing students. Specifically it will compare visual, captioned, and ASL teaching strategies in both the classrooms and laboratory settings and will look at the impact of planetarium visits on children's learning and behavior. The study will also report any similarities and differences in the Astronomy curriculum used by the schools.

**Principal investigators**

- **Mangrubang, Fred R.** • Education

**Additional investigators**

- **Marchut, Amber** (Student) • Education

- **Trullender, Mallory Carrico** • Fairfax County Public Schools

**Funding sources**

- National Science Foundation (NSF)

**Products**

Mangrubang, F., Jones, M., Lawler, J., Hinz, E., & Bench, N. (2013, June). *Owl pellets and head-mounted displays: A demonstration of visual interaction for children who communicate in a sign language.* Paper presented at the meeting on Interaction Design and Children, New York, NY.

## Survey of Deaf professionals and early intervention

**Status:** Ongoing
**Start date:** June 2014
**End Date:** September 2015

Two recently published documents on best practice guidelines on early intervention for Deaf and hard-of-hearing infants and their families include recommendations for involving Deaf professionals in all aspects of early intervention programming. The extent to which Deaf professionals are included in early intervention around the world is unknown. A survey was designed as a first step to identify individuals and programs that might be willing to be an initial contact for us as we collect data about the presence, roles and responsibilities of Deaf professionals in early intervention in the U.S., Europe, and beyond.

**Principal investigators**

- **Sass-Lehrer, Marilyn** • Education

**Additional investigators**

- **Benedict, Beth** • Art, Communication, and Theatre

- **Young, Alys** • University of Manchester, UK •

## Attention and retention of educators of the Deaf

**Status:** Ongoing
**Start date:** January 2014
**End Date:** September 2015

The purpose of this study is to examine the reasons why graduates teaching in the field of Deaf education move to general education or choose to leave the field of education to pursue other career options. The researchers hope to gather information about the needs of teachers of the Deaf that will promote and encourage retention in the field. Data will be collected from surveys sent to alumni who graduated from the Department of Education's Teacher Preparation Program at Gallaudet University from 2003 to the present.

**Principal investigators**

- **Appanah, Thangi** • Education

**Additional investigators**

- **Theoharis, Raschelle** • Education

## Life scripts of oral Deaf individuals

**Status:** Ongoing
**Start date:** September 2012

Life scripts are culturally shared expectations about the order and timing of life events in a prototypical life course while a life story includes a person's episodic memories. Because life scripts are shaped by cultural expectations, individual life scripts will differ based on their cultural identity. Earlier work from this lab examined the presence of cultural life scripts in Deaf individuals from theses multigenerational Deaf families. The study found that the Deaf participants had a cultural life script that overlapped with the broader US culture script but differed from this life script with the emergence of new Deaf related themes such as bilingualism, discrimination, and camps. This study explored the cultural life scripts of Deaf individuals who were raised orally with exposure to sign language and/or the Deaf culture occurring later in life. The research question becomes do these individuals follow a script for a disabled individual and try to "pass" as "normal."

**Principal investigators**

- **Clark, Diane** • Education

- **Daggett, Dorri** (Student) • Psychology

- **Suggs, Caroline** (Student) • Psychology

- **Wojahn, Emily** (Student) • Education

**Additional investigators**

- **Harmon, Kristen** • English

- **Williams, Shelley** • University of Alberta

**Funding sources**

- Gallaudet Small Research Grant

**Early educational longitudinal study (EELS)**
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## Scholarly and Creative Activity

Mangrubang, F., Trullender, M., & Marchut, A. (2014). *Comparison of Astronomy teaching strategies for Deaf and hard of hearing students.* Panel presentation at Brigham Young University, Provo, UT.

Mangrubang, F., Jones, M., Lawler, J., Hinz, E., & Bench, N. (2013, June). Head mounted displays and Deaf children: Facilitating sign language in challenging learning environments. Paper presented at the meeting on Interaction Design and Children, New York, NY.

Kuntze, M. (2014, February). *Reading written language is one form of reading the world.* Presented at TEDxGallaudet, Washington, DC.

O'Brien, C., & Kuntze, M. (2014, February). *A case study of acculturation process at Deaf schools for new Deaf students.* Paper presented at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

Kuntze, M., & Stone, A. (2014, July). *Revisiting the question of iconicity and acquisition.* Presented at the meeting of the International Association of Studies on Child Language, Amsterdam, Netherlands.

O'Brien, C., Kuntze, M., & Appanah, T. (2014). Culturally relevant leadership: A Deaf education cultural approach [Review of the book *Cultural proficiency: a manual for school leaders* by R. B. Lindsey, K. N. Robins, & R. D. Terrell]. *American Annals of the Deaf, 159*(3), 296-301.

Kuntze, M., Golos, D., & Enns, C. (2014). Rethinking literacy: Broadening opportunities for visual learners. *Sign Language Studies,14*(2).

Yuknis, C. (2014). Removing the disability from distance education. In V. Yuzer & G. Eby (Eds.), *Emerging priorities and trends in distance education: Communication, pedagogy, and technology* (pp. 156-168). Hershey, PA: IGI Global.

Yuknis, C. (2014, July). The highly qualified teacher limbo: How low can it go [Web log comment]. Retrieved from http://ecologyofeducation.net/wsite/highly-qualified-teacher-limbo-low-can-go/

Yuknis, C. (2013, November). The GREAT teachers & principals act will (not) fix our teachers [Web log comment]. Retrieved from http://ecologyofeducation.net/wsite/the-great-teachers-principals-act-will-not-fix-our-teachers/

Yuknis, C. (2014). Field notes: Teaching revision to struggling writers. *ASCD Express, 9*(14). Retrieved from http://www.ascd.org/ascd-express/vol9/914-yuknis.aspx

Yuknis, C. (2014). A grounded theory of text revision processes used by young adolescents who are Deaf. *Exceptional Children, 81*(3), 307-322

Yuknis, C. (2014, May). *Neuroscience & ADHD.* Presented at the Community Academy Public Charter Schools, Washington, DC.

Sass-Lehrer, M. (2014, June). *Preparation of early intervention specialists: Deaf and hearing partnerships.* Presented at the Family-Centered Early Intervention Conference, Bad Ischl, Austria.

Sass-Lehrer, M. (2014). Early beginnings for Deaf and hard of hearing children: Guidelines for effective services. *Laurent Clerc National Deaf Education Center Information to Go.* Retrieved from http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/help_for_babies_%280_to_3%29/early_intervention/early_beginnings_contents/early_beginnings_introduction.html

Sass-Lehrer, M. (2013). Early intervention for children birth to three: Families, communities and communication. In L. R. Shmeltz (Ed.), *A resource guide for early hearing detection and intervention.* Retrieved from http://www.infanthearing.org/ehdi-ebook/index.html

Sass-Lehrer, M. (2014). The earliest interventions:When parents discover they have a Deaf child. *Raising and education Deaf children: Foundations for policy, practice and outcomes.* Retreived from http://raisingandeducatingdeafchildren.org/the-earliest-interventions-when-parents-discover-they-have-a-deaf-child

Moeller, M. P., Sass-Lehrer, M., Stredler-Brown, A., & Clark, K. (2013). Skills of the early intervention professional. *Pediatrics, 131*(2), e1324-e1349.

Sass-Lehrer, M. (2013, November). *Delivering family-centered services.* Plenary address presented at the meeting of the Ohio Early Intervention Summit, Columbus, OH.

Appanah, T., & Gerner De Garcia, B. (2014). *Metacognition in the writing of ASL dominant Deaf adolescents.* Presented at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

Appanah, T., & Theoharis, R. (2013). *Teacher leadership: Empowering teachers.* Presented at the Biennial Kappa Delta Pi Convocation, Dallas, TX.

Appanah, T. M., & Hoffman, N. (2014). Using scaffolded self-editing to improve the writing of signing adolescent Deaf students. *American Annals of the Deaf, 159*(3), 269–283.

Mitchiner, J., Batamula, C., & Kite, B. (2014, February). *Culturally responsive teaching in early childhood education: Teacher preparation with Deaf & hard of hearing teacher candidates.* Poster presented at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

Hile, A. E., Gertz, E., & Rust, M. (2013). *ASLRT: The next steps.* Presented at the ASL Round Table Conference, Newark, DE.

Gerner de Garcia, B. A. (2013). Issues in the education of Deaf and hard of hearing K-12 English language learners. *Impact: Feature issue on educating K-12 English language learners with disabilities, 26*(1). Retrieved from http://ici.umn.edu/products/impact/261

Guardino, C., Cannon, J. E., & Gerner de García, B. (2014, April). *Reading research with students who are Deaf and English language learners.* Presented at the meeting of the Council for Exceptional Children, Philadelphia, PA.

Gerner de Garcia, B. A. (2014, April). *Diversity in American Deaf education.* Presented at the meeting of Deaf Village Ireland, Dublin, Ireland.

Gerner de Garcia, B. A. (2013). The human urge to communicate: What Deaf home signers teach us. In O. Coehlo & M. Klein (Eds.), *Cartografias da surdez: Comunidades, línguas, práticas e pedagogias* [Cartographies of deafness: Communities, languages, practices and pedagogies]. (p. 113-124). Porto, Portugal: Livpsic.

Gerner de García, B. A., Moyer, A., & Scott, W. (2014, April). *Heaney in Translation: The written word transformed by sign language.* Presented at the Seamus Heaney Conference and Commemoration, Queens University, Belfast, Ireland.

Musyoka, M., & Gerner de Garcia, B. A. (2013, November). *Language rights 101: Conscientization against linguicism.* Presented at the meeting of the National Association of Multicultural Education, Oakland, CA.

Wilson, A., & Sánchez, I. (2013). *An evaluation of the effectiveness of Sueñaletras in the education of Deaf students* [Report]. Pontifica Universidad Católica de Chile, Santiago, Chile.

Wilson, A., & Winiarczyk, R. (2014). Mixed methods research strategies with Deaf people. *Journal of Mixed Methods Research*, 8, 266-277.

Wilson, A., Winiarczyk, R., & Boland, A. (2014, February). *Deaf researchers working with Deaf communities: Eliciting quality data without compromising ethics.* Presented at the meeting of the Eastern Sociological Society, Baltimore, MD.

Wilson, A. (2013). *Community action for women's and girl's health and empowerment evaluation* [Report]. Berkeley, CA: Hesperian Health Guides.

Gárate, M. (2014, May). *ASL/English bilingualism: Myths and facts.* Presented at New York School for the Deaf, White Plains, NY.

Gárate, M. (2014, April). *Metodologías bilingües para niños sordos.* [Bilingual methodologies for Deaf children]. Presented at the Seminar Avances de la Educación Bilingüe para Niños, Caracas, Venezuela.

Gárate, M. (2014, April). *Lectoescritura en el contexto bilingüe para niños sordos* [Literacy in a bilingual context for Deaf students]. Presented at the Seminar Avances de la Educación Bilingüe para Niños Sordos, Caracas, Venezuela.

Gárate, M. (2014, August). *Defining bilingual Deaf education.* Presented at West Virginia School for the Deaf, Romney WV.

Gárate, M. (2014, April).*El Código Ético de los intérpretes de Señas* [Code of Ethics for Sign Language Interpreters]. Presented at the Seminar Avances de la Educación Bilingüe para Niños Sordos, Caracas, Venezuela.

Gárate, M. (2014, July). *Guided viewing.* Workshop conducted at Georgia School of the Deaf, Cave Springs, GA.

Gárate, M. (2014). Developing bilingual literacy in Deaf children. In M. Sasaki (Ed.), *Literacies of the minorities: Constructing a truly inclusive society* (pp.58-75). Tokyo, Japan: Kuroshio Publishing Co.

Gárate, M. (2014, August). *Language-rich classroom environment.* Presented at West Virginia School for the Deaf, Romney, WV.

Gárate, M. (2014, August). *What is your language orientation?* Presented at West Virginia School for the Deaf, Romney, WV.

Gárate, M. (2014, August). *Myths and facts about bilingual education.* Presented at West Virginia School for the Deaf, Romney, WV.

Kite, B. J., & Burns, H. (2014, July). *An overview of ASL/Spoken English bilingual development in Deaf and HH children.* Workshop conducted at the meeting of the National Association of the Deaf, Atlanta, GA.

Hile A. E., Mitchiner, J., Neese Bailes, C., Kite, B. J., & Santini, J. (2014, February). *Language acquisition and literate thinking in young Deaf children with Deaf caregivers.* Workshop conducted at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

Clark, M. D., & Joharchi, H. (2014, April). *Human sexuality and middle adulthood: Deaf women's satisfaction with intimate relationships.* Presented at the meeting of the Association for Women Psychologists, Cinncinati, OH.

Clark, M. D., & Allen, T. E. (November 2013). *Parental perceptions of academic competence: Predictor of Deaf children's pre-emergent literacy?* Presented at the meeting of the Psychonomic Society, Toronto, Canada.

Crume, P., Baker, S., & Clark, M. D. (2014, February). *The ABCs of language (sign language).* Presented at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

Clark, M. D., & Herzig, M. (November, 2013). *Research updates from VL2.* Keynote address presented at the American Sign Language Roundtable, Newark, DE.

Joharchi, H., & Clark, M. D. (2014). A glimpse at American Deaf women's sexuality. *Psychology, 5*(13).

## 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

### Parents and teachers information package
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

### Inventing the bilingual University: Undergraduates' coherence in ASL and English discourse

**Status:** Ongoing
**Start date:** January 2012
**End Date:** August 2014

This study, part of the Gallaudet Scholarship of Teaching and Learning Initiative, initially looks at the students' accomplishment of coherence in a single general studies course where students are creating blogs about Washington, DC as they hone their ASL and English skills, focusing on being coherent in the academic summary, progress report, and reporting on research. The final phase looks at the coherence skills of graduating seniors. The central questions are: (1) What coherence features are mentioned and likely attended to in the GSR 150 rubrics and in the Senior Literacy Assessment Project ASL rubric for graduating seniors and in other institutional rubrics? (2) What are the coherence strategies that GSR 150 students use in their research papers, presentations, and summaries? (3) What are the coherence strategies that graduating seniors use in their products? (4) What are visual teaching, learning, and assessment strategies that best promote coherence strategies in ASL and English in our students' work? This study aims to shed light on multiple literacies in our Gallaudet visual learning environment and in classrooms across the US. The question that the study hopes to answer is:In Gallaudet classrooms where the visual space and multi-literate audience is central, what can be learned about the promotion of multiple literacies in all institutions of higher education?

**Principal investigators**

- **Wood, Kathy** • English

**Additional investigators**

- **Bauman, Dirksen** • ASL and Deaf Studies

- **Erting, Carol J.** • Education

- **Gallimore, Laurene** • Education

**Funding sources**

- Booth Ferris Foundation

### Scholarly and Creative Activity

Taavila-Borsheim, P. (2014). Marriage to a widower; The new day. *Linden Avenue Literary Journal* (2).

Taavila-Borsheim, P. (2014). Massage therapy. *Backbone Mountain Review* (2014).

Taavila-Borshiem, P. (2014). Lab report. *Barrow Street* (2014).

Taavila-Borsheim, P. (2014, June). Salem; Flagpole; After he leaves. *Wordgathering, 8*(2).

Taavila-Borsheim, P. (2014). Marriage to a widower. *Blottera-ture, 1*(2).

Taavila-Borsheim, P. (2014). Haiku sequence: NightWatch. *Red Ochre Literature, 4*(1).

Taavila-Borshiem, P. (2014, Fall). Fruit; Piazza; Travel plans. *The Adirondack Review* (2014).

Taavila-Borsheim, P. (2014). South Dakota. *I-70 Review* (2014).

Taavila-Borsheim, P. (2014). Fret-Board; Lab report. *Big Bear Review* (2014).

Taavila-Borsheim, P. (2014). Haiku sequence: Night watch. *Glint Literary Journal I* (5)

Taavila-Borsheim, P. (2014, Spring). Marriage to a widower. *Fredericksburg Literary Review,* (2).

Taavila-Borsheim, P. (2014). Wake; Fare well to six children. *White Stag Journal, 1*(1).

Taavila-Borshiem, P. (2014). Murphy's berry farm. *Narrative northeast* (2014).

Taavila-Borsheim, P. (2014). After he leaves; Remorse; Delray again. *Broadkill Review* (2014).

Nickerson, J. (Co-Chair). (2013, November). NCTE Film Screenings. *Proceedings of the meeting of the National Council of Teachers of English*, Boston, MA.

Nickerson, J., & Franklin, P. (2013, November). *(Con)textual stories: Multimedia approaches as the future of English*. Presented at the meeting of the National Council of Teachers of English, Boston, MA.

Bradbury, J. M. (2014, March). *Enlightenment and Irish economic thought.* Presented at the meeting of the American Society for Eighteenth Centurty Studies Irish Enlightenment, Williamsburg, VA.

Bradbury, J. M. (2014). Interest and Anglo-Irish political dis-courses in the 1720-21 bank pamphlet literature. *Eighteenth-Century Ireland, 28* (2014).

Franklin, P. (2013, October). *Intersectionality of disablism and ableism: Rewriting the politics of ableism.* Poster presented at the meeting of the Disability Disclosure in/and Higher Education Conference, University of Delaware, Newark, DE.

## Gallaudet University Press

Gallaudet University Press is a vital, self-supporting member of the Gallaudet educational and scholarly community. The mis-sion of the Press is to disseminate knowledge about Deaf and hard of hearing people, their languages, their communities, their history, and their education through print and electronic media.

**Research Projects**

### 'American Annals of the Deaf': Reference issue

**Status:** Ongoing
**Start date:** January 1990

For more than 20 years, the RSIA compiled information for the "Schools and Programs for the Deaf in the United States" and "Schools and Programs for the Deaf in Canada" listings in the Reference issue of the *American Annals of the Deaf.* In 2012, Gallaudet University Press took over that responsibility. The 2014 Reference issue includes 872 schools and program

in the United States and 22 in Canada. The listings have been used for a variety of purposes by educators and researchers, but they serve chiefly as a directory of programs and schools and the services they provide to Deaf children and youth in support of their education.

**Principal investigators**

• **Mullervy, Deirdre** • Gallaudet University Press

**Products**

Gallaudet University Press. (2014). Schools and programs in Canada: Canada directory listing and Canada program and services chart. *American Annals of the Deaf, 159*(2), 165–168.

Gallaudet University Press. (2014). Schools and programs in the United States: United States directory listing and the United States program and services chart. *American Annals of the Deaf 158*(2), 88–164.

## General Studies Program

The General Studies Program is a rigorous, integrated, and intentional program designed to guide and assess students' progress toward achieving the five Gallaudet Student Learning Outcomes, which include Language and Communication, Critical thinking, Identity and Culture, Knowledge and inquiry, Ethics and Social Responsibility. The General Studies Curriculum challenges students and faculty members to grapple with the complexities of an interdisciplinary academic setting that mirrors and prepares graduates for the complex world we live in—a world where technology provides instant access to an ever-growing body of information that weaves together the arts, sciences, and humanities.

### Scholarly and Creative Activity

Kennedy, R. (2014, April 9). Just how literal a Seder can get. *The Washington Post*, p. E1.

Kennedy, R. (2014, July 23). On Morse Street, gritty utility next to shiny Union Market. *The Washington Post*, p. E1.

## Government and Public Affairs

The Government 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 politi-

cal processes, often integrating the areas of law, politics and organizational behavior.

### Research Projects

#### Empowering rural Deaf citizens in Africa through social movements

**Status:** Ongoing
**Start date:** April 2012

Empowering Deaf citizens in Africa is a daunting task. Africa has become more democratic in some sense over the last two decades but Deaf citizens do not have access to the resources they require to participate in this emerging democratic culture. This chapter suggests some general strategies that address key but often overlooked issues vital to Deaf empowerment. Most Disabled Peoples' Organizations seek to influence policy to bring symbolic and material benefits to their members. Organizational development requires the mixing of symbolic and material benefits. While most often material benefits are limited to specific groups of an organization's potential members, symbolic benefits are distributed to a much broader set of people. Urban dwellers are most likely to access most material benefits, while those in rural areas typically need to be satisfied with symbolic benefits. This chapter identifies both organizational strategies and new ways of thinking about rural Deaf people that may assist in assuring that their needs are prioritized by organizational leaders. Among these strategies is attempting to empower rural Deaf people by improving their access to material benefits such as educational support, employment, and social security that allow them to articulate their interests and propose solutions to remaining barriers.

**Principal investigators**

• **Penna, David** • Government and Public Affairs

#### Disability interest groups in Europe

**Status:** Completed
**Start date:** June 2001

This project involves a survey of various disability organizations in Europe, including in-depth follow-up interviews wherever possible, in an effort to evaluate the impact of Europeanization on the organizations' funding, resources, professionalization, accountability to membership, and choice of tactics. Researchers are working on a draft book/article

manuscript which is now largely complete; awaiting last revisions from co-authors.

**Principal investigators**

- **Olson, Russell** (Retired) • History, Philosophy, Religion, and Sociology

- **Penna, David** • Government and Public Affairs

- Veith, Mairin

### Scholarly and Creative Activity

Terhune, K., & Penna, D. (2014, September). The Constitution, voters with disabilities and voter identification laws. Presented at the Constitution Day Panel, Gallaudet University, Washington, DC.

# Hearing, Speech, and Language Sciences

The department conducts extensive research on communication access technology and rehabilitation for Deaf and hard of hearing people through its Rehabilitation Engineering Research Center on Hearing Enhancement. Faculty, staff and students conduct research on hearing, speech, spoken and visual language, and balance assessment and intervention across the human lifespan.

### Research Projects

#### Objective measurement of comfort levels of cochlear implant users: Multi-electrode eSRT

**Status:** Completed
**Start date:** March 2014
**End Date:** May 2014

The purpose of this study is to investigate the relationship between cochlear implant stimulation levels and middle ear reflex thresholds. By investigating the relationship, we increase our knowledge in the use of objectively measured comfort levels during programming of Cochlear Corporation's cochlear implants. The setting of comfort levels is a critical component of cochlear implant programming. First, it ensures that users will not receive any stimulation that is too loud or has an adverse effect on him. Second, it contributes to the quality of the signal that is ultimately delivered to the user's brain

for interpretation into meaning. Typically, comfort levels are assessed behaviorally. However, with some patients, this task is quite difficult, or levels are unattainable. Previous research suggests that objective measurements may be used to set comfort levels; however, it has typically be assessed using single electrode stimulation. For this particular study, both subjective and objective comfort ratings of multi-electrode stimulations were collected and the correlation coefficient was calculated to see if there is any relationship between the two measurements.

**Principal investigators**

- **Williams, Kimberly** (Student) • Hearing, Speech, and Language Sciences

**Additional investigators**

- **Bakke, Matthew** • Hearing, Speech, and Language Sciences

- **Kwon, Bomjun** • Hearing, Speech, and Language Sciences

**Funding sources**

- Gallaudet Small Research Grant

#### Auditory self-monitoring

**Status:** Ongoing
**Start date:** October 2003

A novel approach to investigating self hearing has been developed. It is based on traditional psychophysical techniques, and focuses on the individual's sensitivity to variations in different acoustic properties of his/her speech feedback (e.g., timing, intensity). To date, tests of feedback delay detection and relative loudness of the self-generated speech have been fully automated and applied to investigate the effect of different listening conditions on self-hearing by individuals with different hearing abilities. In addition, a new line of research has been developed that focuses on the acoustic characteristics of the speech signal recorded both in the person's ear canal and at different points on his/her head, for live versus recorded speech, in either open or occluded ear. It is expected that the outcomes of this research program will include both increased understanding of the role that speech feedback plays in speech production, and the guidelines for the design of hearing assistive technology that can better serve self-hearing needs of hard of hearing individuals.

**Principal investigators**

- **Barac-Cikoja, Dragana** • Hearing, Speech, and Language Sciences

- **Karch, Stephanie** (Student) • Hearing, Speech, and Language Sciences

- **Kokx, Melissa** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

- U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)


### Aided and unaided sound localization in adults with unilateral hearing loss

**Status:** Completed
**Start date:** October 2013
**End Date:** September 2014

The ability to localize the source of sound in an environment is integral for both safety and communication. However, people with unilateral hearing loss (UHL) tend to have difficulty with this skill because they cannot utilize binaural cues. Different types of amplification have been developed specifically for this population, but research into their efficacy at improving localization has had mixed results. This research project looked at the localization performance of three adults with UHL, with and without a traditional behind-the-ear (BTE) hearing aid in their poor ear. Performance with the hearing aid was assessed directly following the hearing aid fitting and again after two weeks of experience with the device. Preliminary results revealed that while localization performance initially decreased with the hearing aid, the performance of all three participants increased with experience, suggesting that a traditional BTE hearing aid in the poor ear may improve the localization ability of adults with UHL.

**Principal investigators**

- **Kingman, Rebecca** (Student) • Hearing, Speech, and Language Sciences

**Additional investigators**

- **Bakke, Matthew** • Hearing, Speech, and Language Sciences

- **Kwon, Bomjun** • Hearing, Speech, and Language Sciences

- **Tollin, Daniel** • Department of Physiology and Biophysics • University of Colorado


### Perceptual effects of mixed channel configurations in cochlear implants

**Status:** Completed
**Start date:** August 2012
**End Date:** November 2013

Cochlear implants, which provide electrical stimulation directly to the auditory nerve through a small electrode array inserted in the inner ear, have been given to over a hundred thousand individuals with a profound degree of hearing loss worldwide, restoring a hearing sensation and enabling them to understand speech and other sounds. While several methods of stimulation configuration have been used for electric field generation, only one of two modes of stimulation is currently used in clinical applications—monopolar and bipolar. This project attempts to examine the feasibility of combining the two stimulation modes for representation of sounds. The aims were set not only to give us direct clinical implications of combined modes, but also to further enrich basic understanding of perceptual arrangement of auditory inputs through electrical stimulation.

**Principal investigators**

- **Kwon, Bomjun** • Hearing, Speech, and Language Sciences

**Funding sources**

- National Institutes of Health (NIH)-National Institute of Deafness and Other Communication Disorders (NIDCD)


### Pediatric normative data on postural sway: CDP versus mCTSIB

**Status:** Completed
**Start date:** April 2014
**End Date:** May 2014

The purpose of this study is to determine the average postural sway of typically developing children. Postural sway was assessed in two age groups of children using the computerized dynamic posturography (CDP) and the modified clinical test of sensory integration of balance (mCTISB). The children studied all have no known history of balance difficulties, and

normal hearing sensitivity and middle ear status. Participants underwent 10 conditions to assess the extent of how the three sensory systems contribute to postural stability. The results of this study will contribute to the understanding of postural development in children and assist with early and accurate detection of vestibular deficits in children.

**Principal investigators**

- **Frey, Cynthia** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

- Gallaudet Small Research Grant

### The impact of simulated hearing loss on conversational task completion

**Status:** Completed
**Start date:** March 2014
**End Date:** May 2014

Effective communication is an essential function in every branch of the military, and any type of hearing loss can impact a soldier's ability to communicate accurately and efficiently. The goal of this study was to assess whether or not spoken communication is influenced by the presence of adverse listening conditions. In this case, the adverse condition is the presence of a noise signal during spontaneous communication, which is aimed at reducing an individual's speech intelligibility. This research provides insight into how communication among soldiers may be impacted by hearing loss or adverse listening conditions in real-world tactical situations. Participants underwent a thorough hearing screening to determine if hearing is within normal limits. Participants then completed two partner-based tasks. The first tasks involved each participant both speaking and listening to their partner talk, and determining which word was said from a list of options. The second task involved the two participants having a spontaneous conversation to determine differences between descriptions of two versions of a picture scene. Data was analyzed in terms of how efficiently and successfully participants completed the task.

**Principal investigators**

- **Majewski, Monica** (Student)

**Additional investigators**

- **Brungart, Douglas** • Walter Reed National Military Medical Center

- **Sheffield, Benjamin** • Walter Reed National Military Medical Center

**Funding sources**

- Gallaudet Small Research Grant

### Investigating infant sign perception

**Status:** Completed
**Start date:** November 2013
**End Date:** October 2014

Although considerable attention has been given to the development and production of signs in infants acquiring sign languages from their Deaf parents, companion research in infant perception of signs is lacking. This perception-production gap should be improved with experiments using a Visual Head-turn Preference Paradigm (VHPP) for signs that parallel the Auditory Head-turn Preference Paradigm (AHPP) for words. Specific aims are to determine if: (1) hearing infants whose Deaf parents use American Sign Language (ASL) show an earlier preference for familiar to unfamiliar signs than hearing infants whose hearing parents use only spoken English; (2) hearing infants whose hearing parents use Baby Signing (BS) show an earlier perceptual preference for familiar to unfamiliar signs than hearing infants with no exposure to BS or hearing infants with ASL exposure to familiar to unfamiliar signs; and (3) hearing infants acquiring bimodal-bilingual ASL and spoken English show an age difference between their sign and their word perception preferences. Another goal of the study was to engage undergraduate students who are Deaf or hard of hearing with Deaf, hard of hearing, and hearing graduate students in VHPP and AHPP research and in the development of a new combined Auditory-Visual Head-turn Preference Paradigm for future investigations of bimodal-bilingual spoken and sign language learning.

**Principal investigators**

- **Seal, Brenda** • Hearing, Speech, and Language Sciences

**Products**

Seal, B. C., & DePaolis, R. A. (2014). Manual activity and onset of first words in babies exposed and not exposed to Baby Signing. *Sign Language Studies, 14*(4).

## Immediate effects of altered auditory feedback on associated motor behaviors of people who stutter

**Status:** Ongoing
**End Date:** September 2014

Stuttering may cause difficulty in communicating, socializing and participating in occupational activities and is often accompanied by secondary behaviors (i.e., motor behaviors). Assistive technology, including altered auditory feedback (AAF) devices, is often recommended for people who stutter in order to increase their fluency of speech. Multiple studies revealed that an AAF device is effective in reducing stuttering. However, there is no study that examines the effects of AAF devices on secondary behaviors of stuttering (e.g., motor behaviors). This study will examine the immediate effects of an AAF device on motor behaviors associated with stuttering as measured by their frequency during monologue and conversation. Fifteen participants who stutter and exhibit associated motor behaviors of stuttering will participate in the study. The study will contain a measurement of associated motor behaviors of stuttering during monologue and conversation with and without an altered auditory feedback device in place.

### Principal investigators

- **Kyriakou, Kyriaki** • Hearing, Speech, and Language Sciences

## Efficacy of short-term aural rehabilitation for adult cochlear implant users
*See in Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE)*

### Scholarly and Creative Activity

Maul, K. K., Conner, P. S., Kempler, D., Radvanski, C., & Goral, M. (2014). Using informative verbal exchanges to promote verb retrieval in non-fluent aphasia. *American Journal of Speech-Language Pathology.* Retrieved from http://ajslp.pubs.asha.org/Article.aspx?articleid=1850402

Maul, K. K., Chen, P., Kong, Y., Oh-Park, M., Sandefur, K., & Barrett, A. M. (2014, April). *Spatial neglect predicts swallowing problems following stroke.* Presented at the New Jersey State Stroke Conference, New Brunswick, NJ.

Galletta, E. E., Campanelli, L., Maul, K. K., & Barrett, A. M. (2014). Assessment of neglect dyslexia with functional reading materials. *Topics in Stroke Rehabilitation, 21*(1), 75-86.

Seal, B. C. (2014). Speech development for children with hearing impairment: Ling revisited. In R.H. Hull (Ed.), *Aural rehabilitation: Serving children and adults.* San Diego, CA: Singular Press.

Seal, B. C., & Jones-Oleson, L. (2014, February). *Multimodal approaches for spoken English perception and production in international Deaf students.* Presented at the meeting of the Association of College Educators of the Deaf and Hard of Hearing, Washington, DC.

Wilson, N., & Seal, B. C. (2014, March). Telehealth in 2013-2014 Au.D. programs: A survey of findings. Presented at the meeting of the Speech and Hearing Association of Virginia, Williamsburg, VA.

Seal, B. C., Wilson, N., & Gaul, E. (2013, November). *Speechreading 101.* Presented at the meeting of the American Speech-Language-Hearing Association, Atlanta, GA.

Seal, B. C., & Hanks, W. (2014, April). *Instructional innovations in teaching and supervising the ADA generation.* Presented at the meeting of the Council of Academic Programs in Communication Sciences and Disorders, Phoenix, AZ.

## History, Philosophy, Religion, and Sociology

The History program incorporates traditional and innovative historical methods and approaches in its teaching and research, and maintains a strong tradition of high quality research. Research interests include Deaf history, the history of disability, Latin American history, French history, and urban history.

### Research Projects

## Men bring condoms, women take pills: Men's and women's roles in contraceptive decision-making

**Status:** Completed
**Start date:** May 2007

The most popular form of reversible contraception in the U.S. is the female-controlled hormonal birth control pill.

Consequently, scholars and lay people have typically assumed that women assume primary responsibility for contraceptive decision-making in relationships. Although many studies have shown that men exert strong influence over contraceptive decisions in developing countries, very few studies have considered the gendered dynamic of contraceptive decision-making in developed societies. This study uses in-depth interviews with 30 American opposite-sex couples to show that contraceptive responsibility in long-term relationships often conforms to a gendered division of labor, with women primarily in charge. A substantial minority of men in this study were highly committed contraceptors. However, the social framing of contraception as being primarily in women's "sphere," and the technological constraints on their participation made even these men reluctant to discuss contraception with their female partners.

**Principal investigators**

- **Fennell, Julie** • History, Philosophy, Religion, and Sociology

## Disability stigma and the modern American state

**Status:** Completed
**Start date:** September 2011
**End Date:** September 2014

Historians have offered two primary explanations for why disability has become more stigmatized since the late nineteenth century: the popularity of evolutionary theory and eugenics, and industrialization, with its demand for interchangeable bodies. The monograph I proposed, *Faking it?: Disability stigma and the modern American state*, offers a third explanation for why disability has become more stigmatized over the past 140 years. Throughout the development of the welfare state, with new laws and programs to accommodate people with disabilities, there has been an accompanying discourse that often focuses on fear of people faking a disability in order to take advantage of benefits. This fear existed before the creation of welfare programs, but became much more prominent in the twentieth century. It has increased the stigma of disability and affected everything from Hollywood films to personal accusations in everyday encounters. This research studied the history of many of the institutions and public discourses that have shaped the lives and affected the views of Deaf people in the modern era.

**Principal investigators**

- **Brune, Jeffrey A.** • History, Philosophy, Religion, and Sociology

## Conceptualizing Disability

**Status:** Ongoing
**Start date:** January 2001

In this ongoing project, the researcher is exploring ways that sociological and anthropological concepts and theories can illuminate how the concept of disability is enacted in society.

**Principal investigators**

- **Barnartt, Sharon** • History, Philosophy, Religion, and Sociology

## Disability protests

**Status:** Ongoing
**Start date:** January 1995

The investigator in this project has been examining protests related to disability, using written accounts of protest events.

**Principal investigators**

- **Barnartt, Sharon** • History, Philosophy, Religion, and Sociology

**Additional investigators**

- **Rotman, Rachel** • University of Haifa, Israel

## Disability interest groups in Europe
*See in Government and Public Affairs*

## Kindergartens for the Deaf in three countries: United States, France, and Japan

**Status:** Completed
**Start date:** July 2010
**End Date:** June 2014

This sociological and anthropological project examines the acculturation of young Deaf kindergarten children in the United States, Japan, and France. It also analyzes the culture of deafness within their larger cultures and in socio-political context. This is the first cross-comparative international ethnographic study of kindergartens in schools for the Deaf and, as such, it has the potential to open up new lines of scholarly inquiry via video-cued multivocal comparative ethnography. New lines

of inquiry include varying pedagogy, curriculum, and goals of early childhood education from nation to nation as well as national and cultural variation in Deaf education.

**Principal investigators**

- **Horejes, Thomas** • History, Philosophy, Religion, and Sociology

**Additional investigators**

- **Batamula, Christi** • Education

**Funding sources**

- Spencer Foundation

**Products**

Scarboro-Hensley, J., Horejes, T., & Batamula, C. (2014, April). *Implicit and explicit control in Deaf early childhood education in Japan, France, and the United States.* Presented at the meeting of the American Education Research Association: The Power of Education Research for Innovation in Practice and Policy, Philadelphia, PA

Batamula, C., Horejes, T., & Scarboro-Hensley, J. (2014, April). *Deaf bilingual pedagogy in the United States, France, and Japan: Views from American early childhood teachers of the Deaf.* Presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Batamula, C., Scarboro-Hensley, J., & Graham, P. (2014, March). *Kindergarten schools for the Deaf in three countries: A bilingual cross-comparative study.* Presented at the meeting of the National American Sign Language and English Bilingual Consortium for Early Childhood Education: Summit V, Olathe, KS.

### Scholarly and Creative Activity

Greenwald, B. H. (2014). In my own words: A history of the History Department. *Gallaudet Today Magazine, 44*(1), 42-47.

Greenwald, B. (2013, November). *Topics in United States Deaf history.* Presented at the meeting of the Danish Deaf Society, Copenhagen, Denmark.

Greenwald, B. H. (2014, June). Interview by Kathi Wolfe. Gallaudet:150 Years of History. *Independence Today, 8*(3).

Greenwald, B. (2013, November). *Deaf President Now.* Presented at meeting of the Danish Deaf Society, Copenhagen, Denmark.

Greenwald, B. H. (2014, March). *Historical memory:American Deaf history.* Presented at University of Iowa, Iowa City, IA.

VanGilder, K. (2014). Biblical traditions. In G. Gertz & F. Fleisher (Eds.), *Encyclopedia of Deaf studies.* Thousand Oaks, CA: Sage.

VanGilder, K. (2014). Religion and diversity: Christian. In G. Gertz & F. Fleisher (Eds.), *Encyclopedia of Deaf studies.* Thousand Oaks, CA: Sage

VanGilder, K. (2014). Education of the Deaf. In M.Lamport (Ed.), *Encyclopedia of Christian education*. Lanham, MD: Scarecrow Press.

VanGilder, K. (2014). Charles-Michel de L'Épée. In M. Lamport (Ed.), *Encyclopedia of Christian education.* Lanham, MD: Scarecrow Press.

VanGilder, K. (2014). Laurent Clerc. In M. Lamport (Ed.), *Encyclopedia of Christian education.* Lanham, MD: Scarecrow Press.

## Honors Program

The Honors program provides a comprehensive undergraduate program from recruitment to Honors graduation. It features in depth critical thinking, research opportunities, and personal and professional skill development needed for achievement in both the arts and the sciences as well as in technical fields and a variety of professions.

### Research Projects

### Capstone Honors

**Status:** Ongoing

The Honors Capstone is the pinnacle of an undergraduate student's experience. During their Capstone experience, Honors graduates produce their first original scholarly or creative 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 work, and then create their Capstone. Each student

invests a huge portion of time and energy in completing the project. The Capstone Presentation is the final requirement for graduation with University Honors.

**Principal investigators**

- **Shultz Myers, Shirley** • Honors Program

- **Whitebread, Geoffrey** • Honors Program

**Additional investigators**

- **Arnos, Kathleen S.** • Biology

- **Braun, Derek** • Biology

- **Brune, Jeffrey A.** • History, Philosophy, Religion, and Sociology

- **Ennis III, William Thomas** • History, Philosophy, Religion, and Sociology

- **Kobek Pezzarossi, Caroline** • Psychology

- **Koo, Daniel** • Psychology

- **Lundberg, Daniel J.** • Science, Technology, and Mathematics

- **Schooler, Deborah** • Psychology

- **Solomon, Caroline** • Science, Technology, and Mathematics

**Products**

Walker, J. H. (2014). *Group productivity in varying communication mediums: Testing face-to-face and virtual interaction* (Honors capstone project). Gallaudet University, Washington, DC.

Bailey, K. (2014). *The role of childhood environment and outdoor exposure on connectedness to nature* (Honors capstone project). Gallaudet University, Washington, DC.

Hill, C. (2014). *The social integration of civil war veterans with hearing loss: The roles of government and media* (Honors capstone project). Gallaudet University, Washington, DC.

Herold, B. (2014). *The mystery of FUT2: A population genetics analysis of the secretor gene determining its involvement in the immune system* (Honors capstone project). Gallaudet University, Washington, DC.

Van der Mark, L. (2014). *Deaf sex education in India: A study of Deaf Indians in the U.S.* (Honors capstone project). Gallaudet University, Washington, DC.

O'Donnell, S. (2014). *Turtle town: Creating a self-sustainable ecosystem using an ecological approach to turtle aquarium design* (Honors capstone project). Gallaudet University, Washington, DC.

## Interpretation

The Interpretation program offers a multidisciplinary approach with a special focus placed on theory and research. Course research as well as encouraged research is done as a way to have students exercise theories and explore new strategies in problem-solving. The results of research done by students and staff continually provides new insight to the field.

### Research Projects

**Lexical decisions and related cognitive issues in spoken and signed language interpreting: A case study of Obama's inaugural address**

**Status:** Ongoing
**End Date:** May 2015

This study examined omissions, errors, and variability in lexical selection across four interpretations of President Obama's 2009 inaugural address in three spoken languages (French, German, Japanese) and one signed language (American Sign Language). Microanalysis of 39 lexical items assessed the impact of lexical structure on cognitive load during interpreting, considering vocabulary size, number of lexical correspondents, and degree of shared cognates between the source and target languages. Results indicate that the language with the smallest documented vocabulary, the fewest lexical correspondents, and no shared cognates with English – American Sign Language – had the highest number of lexical omissions and errors in the interpretations. If omission/error rates in interpretation of lexical units are to be taken as a rough indicator of interpreting difficulty, it is more difficult to interpret the speech into Japanese than into French or German, and it is more difficult to interpret the speech into ASL than into the three spoken languages. These findings are in line with the idea that language structures impact cognitive load during interpreting and that interpreting effort is taxed to a higher degree when there is a greater difference between the source and target languages.

**Principal investigators**

- **Nicodemus, Brenda** • Interpretation

- **Gile, Daniel** • Universite Paris, Sorbonne • ESIT

- **Swabey, Laurie** • ASL/Interpreting • St. Catherine University

- **Taylor, Marty** • Interpreting consolidated • Canada

## Stress and burnout in video relay interpreting: An examination of ASL-English interpreters

**Status:** Ongoing
**End Date:** April 2014

This research project is about Video Relay Service (VRS) interpreters and the stress they experience at work, which can easily lead to burnout. A pilot study was completed along with the development of a survey instrument in Spring 2012 which showed fascinating results for stress in VRS. This year, the research will be expanded to RID Members nationwide. By doing this, a higher response rate will follow giving a more accurate picture of the VRS industry in America.

**Principal investigators**

- **Bower, Katie** (Student) • Interpretation

**Funding sources**

- Gallaudet Small Research Grant

## Synchronization to auditory and visual rhythms in hearing and Deaf individuals

**Status:** Ongoing
**End Date:** May 2015

A striking asymmetry in human sensorimotor processing is that humans synchronize movements to rhythmic sound with far greater precision than to temporally equivalent visual stimuli (e.g., to an auditory vs. a flashing visual metronome). Traditionally, this finding is thought to reflect a fundamental difference in auditory vs. visual processing, i.e., superior temporal processing by the auditory system and/or privileged coupling between auditory and motor systems. It is unclear whether this asymmetry is an inevitable consequence of brain organization or whether it can be modified (or even eliminated) by stimulus characteristics or by experience. With respect

to stimulus characteristics, we found that a moving, colliding visual stimulus (a silent image of a bouncing ball with a distinct collision point on the floor) was able to drive synchronization nearly as accurately as sound in hearing participants. To study the role of experience, we compared synchronization to flashing metronomes in hearing and profoundly Deaf individuals. Deaf individuals performed better than hearing individuals when synchronizing with visual flashes, suggesting that cross-modal plasticity enhances the ability to synchronize with temporally discrete visual stimuli. Furthermore, when Deaf (but not hearing) individuals synchronized with the bouncing ball, their tapping patterns suggest that visual timing may access higher-order beat perception mechanisms for Deaf individuals. These results indicate that the auditory advantage in rhythmic synchronization is more experience- and stimulus-dependent than has been previously reported.

**Principal investigators**

- **Nicodemus, Brenda** • Interpretation

- **Emmorey, Karen** • San Diego State University

- **Iverson, John** • University of California, San Diego

- **Patel, Aniruddh** • Tufts University

## Short-term and working memory of sign language interpreters

**Status:** Completed
**Start date:** January 2014
**End Date:** May 2014

The process of simultaneous interpretation requires cognitive processes such as attention and memory. Interpreters maintain information in memory from a source language, while simultaneously allocating attention in a way that delivers the message in the target language. Research investigating the complex cognitive processes of simultaneous interpretation has focused on the development of various cognitive abilities between novice and experienced spoken language interpreters. Findings suggest that resources used to temporarily store information and allocate attention may develop with training and experience in simultaneous interpretation. The current research examines the role of short-term and working memory capacities of novice and experienced ASL/English interpreters. These findings help advance understanding of the cognitive resources utilized during simultaneous interpretation, and whether these abilities develop as a result of interpreting experience in two language modalities.

**Principal investigators**

- **Spurgeon, Erin** (Student) • Interpretation

**Funding sources**

- Gallaudet Small Research Grant

## ASL-English interpreters and -self/SELF forms: A description of source and target language production

**Status:** Completed
**End Date:** May 2014

In English, the set of –self forms (e.g., myself, himself) is canonically defined as a reflexive pronoun that marks co-referentiality of the same participant in an event, whereas SELF in American Sign Language (ASL) has been described as functioning primarily as an intensifier or emphatic. In this study, we examine English –self and ASL SELF forms as they intersect during the act of interpretation. Data were drawn from six hours of video recordings featuring 11 professional ASL-English interpreters working unidirectionally from English to ASL. The video-recorded data contained 55 instances of –self forms in the English source messages and 119 instances of SELF in the ASL interpretations. The aim of this study was to discover whether ASL SELF in interpretation reflected the English reflexive form of –self, or whether interpreters retained the function of ASL SELF as an emphatic marker. In our presentation, we provided an account of the asymmetry between the number and function of –self and SELF in the source and the target messages. Finally, we considerd the interpreters' use of SELF in the context of online interlingual processing and the nature of semantic equivalence in interpretation.

**Principal investigators**

- **Nicodemus, Brenda** • Interpretation

- **Dicus-Egbert, D.** (Student) • Linguistics

## Deaf perspectives on translating President Obama's 2009 inaugural speech

**Status:** Ongoing
**Start date:** September 2014
**End Date:** March 2015

In an earlier study, Swabey and Nicodemus examined interpretations of Obama's 2009 inaugural address across four languages: American Sign Language (ASL), French, German,

and Japanese. In that work, we found that the ASL-English interpreters rendered the opening line in the address – "my fellow citizens" – with a high degree of variation in comparison to the spoken language interpretations. The data from the six ASL-English interpretations of the address revealed variation in the lexicon, the phonological production of the signs, and the phrasal structure. "My fellow citizens" is a highly formal and frozen English phrase used in specific pragmatic contexts, and ASL-English interpreters do not have a single standard equivalent to use in their work. To explore this issue further, we are seeking perspectives from highly experienced Deaf interpreters and ASL teachers regarding the semantic/pragmatic issues involved with translating a phrase of this nature in a highly structured, formal English speech.

**Principal investigators**

- **Nicodemus, Brenda** • Interpretation

- **Beldon, Jimmy** • ASL/Interpretation • St. Catherine University

- **Cagle, Keith** • Interpretation

- **Swabey, Laurie** • ASL/Interpreting • St. Catherine University

## Professional autonomy in video relay service interpreting: Perceptions of American Sign Language-English interpreters

**Status:** Ongoing
**End Date:** September 2015

American Sign Language (ASL)-English interpreters who work in the video relay service (VRS) industry are governed by rules and regulations established by the Federal Communications Commission and corporate VRS providers. The rules and regulations may restrict the autonomous decision-making of interpreters in this setting, thereby leading to a variety of outcomes in the work. This study investigates how interpreters exercise professional autonomy when working in the VRS setting. Using in-depth interviews following a grounded theory approach, the daily work of VRS interpreters will be investigated in relation to the various constraints that govern their actions. The plan is to interview approximately 30 ASL-English interpreters who are experienced in a VRS setting. The interview data will be analyzed for patterns (e.g. topic, vocabulary, interpreters' actions, and similar feelings) that lead toward an understanding of interpreters' potential use of professional autonomy in their daily work in VRS. Through investigating interpreters'

daily decision-making in VRS settings, along with their reasoning for exercising their autonomy, the aim is to evaluate the efficacy of the rules under which VRS interpreters work and to better understand the daily experience of VRS interpreters.

**Principal investigators**

- **Alley, Erica** (Student) • Interpretation

**Funding sources**

- Gallaudet Small Research Grant

## Interpreting decisions and power: Interpreters working in legal settings

**Status:** Ongoing
**Start date:** April 2012
**End Date:** April 2014

The primary aim of this applied research project is to investigate the decisions made by interpreters in legal settings that address the power relationship differential frequently found among participants in these settings. The project will expand knowledge about the various ways in which interpreters adopt practices designed to recognize, use, and potentially limit the impact of their power as the interpreter in a legal interaction. The objectives are to: (1) Assess awareness of interpreters in legal settings about the ways in which their decisions can positively or negatively affect the balance of power within an interpreted interaction; (2) Explore strategies used by interpreters when selecting the mode of interpretation in order to address power differentials in interactions; (3) Examine ways in which active preparation for legal assignments can contribute to producing a more effective interpretation, thus bringing closer alignment between parties in the legal interaction; (4) Investigate how Deaf/non-deaf interpreter teams affect an interpreted interaction and how the team is perceived by others in the legal interaction; (5) Identify working conditions that contribute to the shared responsibility in addressing the power relations among all participants in a legal interaction.

**Principal investigators**

- **Shaw, Risa** • Interpretation

- **Clark, LeWana** (Student) • Interpretation

- **Cranston, Jennifer** (Student) • Interpretation

- **Russell, Debra** • University of Alberta

## Deaf consumers' perceptions of signed-to-spoken language interpretation in eight signed languages

**Status:** Ongoing
**Start date:** September 2014
**End Date:** May 2015

In various countries, signed language interpreters and Deaf individuals anecdotally report that interpretations are weaker when rendered from signed language into spoken language. This paper will present preliminary findings from a cross-linguistic international study that investigated the perceptions of Deaf consumers and their strategies for working with signed language interpreters. Eight countries participated in this study: Australia, Belgium, England, Ireland, the Netherlands, Scotland, Switzerland, and the United States. From each country, two Deaf participants with a high degree of experience in working with signed language interpreters participated in a semi-structured interview using an established interview protocol. The video-recorded interviews were transcribed and analyzed for key themes, including gauging interpreter attitude, assessing skill, building trust, and critical criteria for selecting interpreters. A comparison of the responses was made across the participating countries. Overall, the results indicate a uniformity of experience by Deaf consumers with signed-to-spoken language interpreting being perceived as the weaker interpreting direction. Deaf individuals reported a number of strategies for working with interpreters, which was dependent on the importance and nature of the assignment. The findings provide insight into the shared experience of Deaf people when working with interpreters and can be applied to education programs to better prepare future interpreters.

**Principal investigators**

- **Nicodemus, Brenda** • Interpretation

- **Bontempo, Karen** • Macquarie University

- **Haug, Tobias** • University of Applied Sciences for Special Needs Education Zurich

- **Napier, Jemina** • Macquarie University

**Additional investigators**

- **Leeson, Lorraine** • Centre for Deaf Studies

- **van den Bogaerde, Beppie** • Utrecht University of Applied Sciences

- **Vermeerbergen, Myriam** • University of Leuven

## Professional identity development of ASL-English interpreters

**Status:** Ongoing
**Start date:** April 2014
**End Date:** September 2015

Previous studies on language and identity, language-induced identity shifts in second language learners, the experiences of Korean-English interpreters/translators, and the experiences of hearing, regular education students who have taken American Sign Language (ASL) courses have yet to be applied to ASL-English interpreters. Interpreting Studies (IS) is regarded as interdisciplinary by nature, and thus draws upon frameworks from a variety of fields, including linguistics, translation studies, psychology, cognitive science, discourse analysis, and sociolinguistics. Among topics of investigation, IS researchers have examined errors, equivalency, cognitive processes, discourse markers, and roles and boundaries of interpreters. Signed language interpreting research has traditionally favored more quantitative design methods; only recently have more studies emerged that use qualitative or mixed methods. This study will examine the experiences of ASL-English interpreters using a questionnaire, auto-photography, and photo-elicitation interviews with sampling methods followed by semi-structured interviews for further data collection. Grounded in a hermeneutic phenomenological methodology, the study will address two primary research questions: How does a group of ASL-English interpreters experience the development of a sense of self and professional identity? and, What are a group of ASL-English interpreters' perceptions of how others react to their presentation of self and professional identity?

### Principal investigators

- **Hunt, Danielle** • Interpretation

### Funding sources

- Gallaudet Small Research Grant

## Broadening the participation of Deaf students in sign language research

**Status:** Ongoing
**Start date:** June 2013
**End Date:** May 2014

Deaf researchers are underrepresented in sign language research. The aim of this project is to broaden the participation of Deaf individuals in disciplines that conduct sign language research. Funding will be used to bring U.S. Deaf college students to the Theoretical Issues in Sign Language Research (TISLR) conference that will be hosted in London during the summer of 2013 and to provide American Sign Language interpreting services for these students at the conference. TISLR is the most significant and well-attended international sign language research conference. Immediately prior to TISLR, the students will also participate in a three-day Sign Language Researchers' Toolkit training that will be offered by the Deafness, Cognition, and Language Centre at the University College London. The training will include hands-on experience with state-of-the-art equipment and software for analyses and documentation of signed languages. The knowledge, skills, resources, and networks the students will acquire in London at the training and at TISLR will make them better equipped to develop careers in sign language research.

### Principal investigators

- **Stone, Christopher** • Interpretation

### Additional investigators

- **Hauser, Peter** • National Technical Institute for the Deaf • Rochester Institute of Technology

- **Thompson, Robin** • University of Birmingham, UK

### Funding sources

- National Science Foundation (NSF)

## An examination of medical interview questions rendered in American Sign Language by Deaf physicians and interpreters

**Status:** Completed
**Start date:** September 2011
**End Date:** November 2013

The study provides an analysis of the direct communication that occurs between Deaf physicians and Deaf patients compared to the identified features to those in interpreted medical interviews. This study asserts that healthcare interpreters have much to learn from Deaf physician-Deaf patient interactions and that critical comparison to interpreted interactions will benefit interpreters, interpreter educators, and Deaf consumers.

### Principal investigators

- **Nicodemus, Brenda** • Interpretation

- **Swabey, Laurie** • ASL/Interpreting • St. Catherine University

**Additional investigators**

- **Miller, Annette** (Student) • Interpretation

- **Santiago, Roberto** (Student) • Interpretation

## "The committee in my head": Examining self-talk of American Sign Language-English interpreters

**Status:** Ongoing
**End Date:** May 2015

Anecdotally, interpreters report experiencing self-talk before, during, and after their work assignments; however, this inner dialogue has neither been empirically confirmed nor described in the literature. Prior studies suggest that guided self-talk can boost performance in various learning endeavors and human performance activities. It follows then that self-talk may also affect interpreting performance, either positively or negatively. Here reports of self-talk of American Sign Language-English interpreters were examined for the following characteristics: frequency, valence, overtness, self-determination, motivation, and function. Participants who reported experiencing self-talk (N=445) responded to online survey questions about their self-talk related to interpreting work. The main findings included the following: For frequency, more than half of the respondents reported experiencing self-talk between 1-5 times during their work. Regarding valence, 62 percent of respondents reported a mix of positive and negative self-talk about their performances. For overtness, 62 percent reported talking (or signing) aloud, while in an isolated setting, about their work experiences. Regarding self-determination, nearly half of the respondents (48%) reported self-talk as a mix of conscious and unconscious thoughts. Eighty-nine percent of the respondents reported using self-talk for motivation, but 65 percent reported their self-talk was actually de-motivational at times. The top reported function of self-talk was to improve their interpreting. The findings offer a rich description of self-talk by American Sign Language-English interpreters. We suggest that better awareness of self-talk may lead to self-awareness in professional interpreters, as well as result in instructional techniques for student interpreters.

**Principal investigators**

- **Nicodemus, Brenda** • Interpretation

- **Maddux, Laura** (Student) • Interpretation

## Deliberate practice in American Sign Language/English interpreting

**Status:** Completed
**Start date:** November 2013
**End Date:** September 2014

This mixed methods study explores potential deliberate practice activities used by expert ASL-English interpreters. Deliberate practice is an activity designed to maximize opportunities for acquiring knowledge and skills by challenging a practitioner just beyond his/her current performance level. Such activities are responsible for extensive performance improvement in areas such as music, chess, sports, and professional disciplines. The qualitative findings revealed 19 ASL-English interpreting activities that have the potential to improve interpreting performance. The quantitative data identified four of the 19 activities as highly relevant to interpreting improvement and as having characteristics similar to the deliberate practice framework. The quantitative data also revealed that professional development activities recommended in the Code of Professional Conduct (CPC) by the Registry of Interpreters for the Deaf are not considered highly relevant to interpreting improvement. Further, these CPC activities' characteristics are dissimilar to those of deliberate practice, indicating that they may not result in the greatest interpreting performance improvement. These findings suggest interpreters practice the four highly relevant activities without neglecting the activities recommended in the CPC.

**Principal investigators**

- **Adams, Krista** (Student) • Interpretation

**Funding sources**

- Gallaudet Small Research Grant

**Products**

Adams, K. (2014, May). *Deliberate practice in ASL-English interpreting*. Presented at the Department of Interpretation Annual Student Research Forum, Gallaudet University, Washington, DC.

## Competencies of healthcare interpreters: Narratives from American Sign Language-English interpreters

**Status:** Ongoing
**Start date:** May 2014
**End Date:** May 2015

In this study, a collection of narratives from American Sign Language-English interpreters who work in healthcare interpreting is examined. The aim is to provide real-world examples of identified competencies for healthcare interpreters. Students in a graduate interpreting program interviewed 17 experienced ASL-English healthcare interpreters regarding stories that illustrate competencies needed in their work. The interviews were based on a document outlining specific skills for interpreting within healthcare settings.

**Principal investigators**

- **Nicodemus, Brenda** • Interpretation

- **Emmorey, Karen** • San Diego State University

- **Swabey, Laurie** • ASL/Interpreting • St. Catherine University

**Funding sources**

- National Institutes of Health (NIH)

## Research internship in interpretation

**Status:** Ongoing
**Start date:** September 2009

Students in the Ph.D. Interpretation program are required to participate in an internship series of courses for four semester where they serve as interns working on all aspects of the research cycle with data-based interpreting research projects run by an experienced scholar or group of scholars. Students participate in this fieldwork for 50 clock hours per credit hour (1) per course under the supervision of a Department of Interpretation faculty member. Students will assume increasing responsibilities on research projects as approved by their advisor. Shown under Products below is the list of Gallaudet student interns and the research studies and researchers with whom they are interning.

**Principal investigators**

- **Roy, Cynthia** • Interpretation

## Scholarly and Creative Activity

Roy, C. (2013, November). *Investigating interactive interpreting: Methodological challenges and resulting analysis.* Presented at the LARIM Conference on Interpreter-Mediated Interaction, Rome, Italy.

Roy, C., & Metzger, M. (2014). Researching signed language interpreting through a sociolinguistic lens. *The International Journal of Translation and Interpreting Research, 6*(1), 1-20.

Metzger, M., & Roy, C. (2013). Sociolinguistic studies of signed language interpreting. In R. Bayley, R. Cameron, & C. Lucas (Eds.), *The Oxford handbook of sociolinguistics* (pp. 735-753). New York, NY: Oxford University Press.

Russell, D., & Stone, C. (2014). Conference interpreting and interpreting teams. In R. Adam, C. Stone, S. Collins, & M. Metzger (Eds.), *Deaf interpreters at work: International insights.* Washington, DC: Gallaudet University Press.

Stone, C. (2014, September). *Towards a Deaf translation norm.* Presented at International Day for Interpreters and Translators, National Technical Institute for the Deaf, Rochester, NY.

Stone, C., & Russell, D. (2013). Interpreting in international sign: Decisions of Deaf and non-Deaf interpreters. In B. Costello, M. Thumann, & R. Shaw (Eds.), *Proceedings from WASLI 2011 Conference.* Available from http://wasli.org/your-wasli/publications

Stone, C., & Vinson, D. (2014, March). *Cognitive developments during university training.* Presented at the International Symposium on Signed Language Interpretation and Translation Research, Gallaudet University, Washington, DC.

Stone, C., & Vinson, D. (2014, September). *Trying to do the right thing at the right time - the role of cognitive development in interpreter training.* Presented at the EFSLI Trainers Seminar: Teaching Mind Tricks, Antwerp, Belgium.

Stone, C., (2013). The UNCRPD and 'professional' sign language interpreter provision. In C. Schäffner, K. Kredens, & Y. Fowler (Eds.), *Interpreting in a changing landscape: Selected papers from Critical Link 6* (pp. 83-100). Amsterdam, Netherlands: John Benjamins Publishing Company.

Stone, C. (2014, February). *Relevance: How do we judge immediately accessible contextual assumptions?* Presented at the Sign Language Pragmatics Roundtable, Swarthmore College, PA.

Stone, C. (2013, October). *All in one day - All in one interpreter?* Keynote address presented at the meeting of the Australian Sign Language Interpreters Association, Sydney, Australia.

Stone, C., & Vinson, D. (2014, September). *Cognitive changes in interpreters as a result of sign language interpreter training and experience.* Presented at the EFSLI Training Seminar: Teaching Mind Tricks, Antwerp, Belgium.

Stone, C., & Brunson, J. (2014, July). *Forks in the road.* Presented at the meeting of the Association of Visual Language Interpreters of Canada, Winnipeg, Canada.

Sforza, S. (2014) DI(2) = Team interpreting (C. Stone, Trans.). In R. Adam, C. Stone, S. Collins, & M. Metzger (Eds.) *Deaf interpreters at work: International insights.* Washington, DC: Gallaudet University Press.

Stone, C. (2013). Our history and ideas we best not forget. In B. Winston & C. Monikowski (Eds.), *Evolving paradigms in interpreter education.* Washington, DC: Gallaudet University Press.

Stone, C. (2013, October). *Deaf interpreters and Deaf-nondeaf teams.* Presented at the Sign Language Interpreting Program, Macquarie University, Sydney, Austrailia.

Stone, C. (2014, April). *Cognition, L2 BSL acquisition and interpreter aptitude.* Presented at the Interpretation Colloquium series, Gallaudet University, Washington, DC.

Brunson, J. (2014). *Clients, colleagues, and certification: Exploring the politics of interpreting.* Presented at the International Symposium on Sign Language Interpretation and Translation Research, Gallaudet University, Washington, DC.

Brunson, J. (2014). D*eaf people, Deaf culture, and the justice system.* Presented at the meeting of the Arizona Courts Association, Prescott, AZ.

Brunson, J., & Stone, C. (2014, September). *Navigating language culture and power: The invisible work of interpreting.* Presented at the meeting of the Association of Sign Language Interpreters, Saltford, United Kingdom.

Nicodemus, B., Swabey, L., & Taylor, M. M. (2014).Preparation strategies used by American Sign Language-English interpreters to render President Barack Obama's inaugural address. *The Interpreters' Newsletter.*

Nicodemus, B., & Swabey, L. (2014). Action research. In C. Angelelli & B. J. Baer (Eds.), *Research methods in translation and interpreting studies.* New York, NY: Routledge.

Nicodemus, B., & Metzger, M. (Eds.). (2014). *Investigations in healthcare interpreting.* Washington, DC: Gallaudet University Press.

Swabey, L., Nicodemus, B., & Moreland, C. (2014). An examination of three typical medical interview questions rendered in American Sign Language by Deaf physicians and interpreters. In B. Nicodemus & M. Metzger (Eds.), *Investigations in healthcare interpreting* (pp. 104-127). Washington, DC: Gallaudet University Press.

Hunt, D. I. J., & Nicodemus, B. (2014). Gatekeeping in ASL-English interpreter education programs: Assessing the suitability of students for professional practice. In D. Hunt & S. Hafer (Eds.), *Proceedings of the Conference of Interpreter Trainers Conference*, Portland, OR.

Nicodemus, B., & Swabey, L. (2014). Conveying medication prescriptions in American Sign Language. *Translation & Interpreting: The International Journal for Translation and Interpreting Research, 6*(1), 1–21.

# Laurent Clerc National Deaf Education Center

## Research Projects

### Establishing best practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom

**Status:** Ongoing
**Start date:** February 2013
**End Date:** September 2014

Children with autism or intellectual disabilities face pervasive challenges in their abilities to interact with others; communicate effectively their thoughts, wants, or needs; regulate their emotions; and perform daily living skills independently. Prevalent estimates suggest that autism occurs in approximately 1 in 59 children with hearing loss (specifically 8-year olds), while intellectual disabilities may occur as frequently as 1 in 12. Both estimates are significantly higher than prevalent estimates for hearing children. Despite an increased rate, there remains a gap in appropriate educational interventions, knowledge of general characteristics or symptoms, understanding of social emotional development, and influences that parents, caregivers, and families have on children with hearing loss and autism

or developmental disabilities in the classroom and at home. In order to address the lack of knowledge and resources, this research plans to investigate how principles of the only proven evidenced based treatment for children with developmental disabilities. Applied Behavioral Analysis, may be ultimately utilized with children with hearing loss, while at the same time investigate the unique roles that families and teachers have in assuring success for Deaf children with developmental disabilities.

**Principal investigators**

- **Szymanski, Christen** • Laurent Clerc National Deaf Education Center

- **Brice, Patrick** • Psychology

**Funding sources**

- Gallaudet Priority Research Fund

### Applying evidenced based practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom

**Status:** Ongoing

Children with autism often face pervasive challenges in their abilities to interact with others; communicate their thoughts, wants, or needs effectively; regulate their emotions; and perform daily living skills independently. Despite an increased prevalence of hard of hearing children who have autism, there remains a limited understanding of appropriate educational interventions, knowledge of general characteristics or symptoms, understanding of social emotional development, and influences that parents, caregivers, and families have on these children in the classroom and at home. In order to address this gap, this research plans to investigate how principles of the only scientifically proven evidenced based treatment for children with developmental disabilities, Applied Behavioral Analysis, may be utilized to facilitate learning for a child, while at the same time investigating the unique roles that families and teachers have in assuring success for Deaf children with autism and/or other developmental disabilities.

**Principal investigators**

- **Szymanski, Christen** • Laurent Clerc National Deaf Education Center

**Funding sources**

- Gallaudet Priority Research Fund

## 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

### Production of movement in users of American Sign Language and its influence on being identified as "non-native"

**Status:** Completed
**Start date:** October 2011
**End Date:** September 2014

This study examines second language (L2) accent in American Sign Language(ASL), analyzing phonological errors made by signers acquiring ASL as an L2. Though there has been extensive research on accent in spoken L2s, this topic has been virtually ignored in sign language literature. This project focuses on features of movement and how production of those features influences the perception of accent. There are three components to this project. The goal of the first component is to establish a baseline against which movement production of the L2 subjects will be measured; the second is a production component in which participants are filmed reproducing ASL sentences; the third is a rating component in which native ASL signers are asked to view the ASL sentences filmed in the first component and identify which signers exhibit accents. Results from these three components are analyzed to determine the amount of influence the target features have on the perception of non-native accent.

**Principal investigators**

- **Cull, Amber** (Student) • Linguistics

**Funding sources**

- Gallaudet Small Research Grant

### Classroom discourse observation pilot study
*See in Office of Bilingual Teaching and Learning*

## Visual span in Deaf readers
*See in World Languages and Cultures*

## ASL-English interpreters and -self/SELF forms: A description of source and target language production
*See in Interpretation*

## Examining the correlations between social network ties and linguistic production

**Status:** Ongoing
**Start date:** October 2013
**End Date:** March 2016

This linguistic project examines how the social network tie between two Deaf individuals affects their production of ASL and how production differs when conversing with others. Research finds that tie causes intra-speaker variation on multiple linguistic levels. While previous sign language studies describe linguistic variation, this project examines social network's influence on such variations. This project has three research questions: (1) Are there patterns of departure from handedness and hand dominance citation forms? (2) Do these patterns correlate with the type of social network tie? 3) Do these patterns correlate with the strength of the tie? For data collection, participants were video-recorded responding to questionnaires and engaging in free conversation with different partners. Linguistic behaviors of each participant are transcribed from their respective videos. Data analysis examines participants' use of citation and non-citation sign forms, and identifies patterns. Statistical tests will compare participants' ties and their strengths with those patterns. The hypothesis is that forms will exhibit unique patterns, and there will be positive correlations between the patterns and types as well as the strengths of social ties. This project's findings will expand our understanding of social network's influence, and its quantitative evidence may rectify long-held beliefs in sign language linguistics that heretofore have been based upon subjective observations.

**Principal investigators**

- **Morris, Carla** (Student) • Linguistics

**Funding sources**

- Gallaudet Small Research Grant

**Products**

Morris, C. D. (2013, September). *Examining the correlations between social network ties and linguistic production.* Presented at the Department of Linguistics, Gallaudet University, Washington, DC.

## Affective constructions in American Sign Language

**Status:** Ongoing
**Start date:** September 2013
**End Date:** May 2015

This project investigates how American Sign Language (ASL) users describe situations in which someone experiences an emotional reaction to a stimulus. Previous research on such events has focused on spoken languages. This is the first in-depth study of affective constructions in a signed language. Native Deaf users of ASL will view a film in which characters undergo emotional reactions. The participants will retell the story to an ASL native Deaf interviewer. Then participants will be asked to describe individual clips from the film in as many ways as possible. Finally, they will watch a video of a Deaf model describing the clips and judge the grammaticality of each sentence. The elicited data will be analyzed for patterns of construction types that provide insight to the language's approach to describing affective events. The findings from this project will shed light on how ASL construes focus in nonphysical relationships, such as emotional interactions. The results will speak to grammaticality with respect to word order, use of space, eye gaze, and other features of signed languages that are unique from spoken languages. The outcomes have implications for language course curriculum, literacy curriculum, interpreter education, and mental health settings.

**Principal investigators**

- **Healy, Christina** (Student) • Linguistics

**Funding sources**

- Gallaudet Small Research Grant

## Development of bimodal bilingualism

**Status:** Ongoing
**Start date:** May 2009
**End Date:** May 2015

Five-year project (now with an additional one year no-cost extension) in collaboration with Drs. Diane Lillo-Martin (University of Connecticut) and Ronice de Quadros (Universidade Federal de Santa Catarina, Florianópolis, Brazil) for comparison of early language development in hearing bilingual (ASL/English) and cochlear implanted bilingual (ASL/English) children in the U.S. and Brazil. Includes both longitudinal and experimental components.

**Principal investigators**

- **Chen Pichler, Deborah** • Linguistics

- **de Quadros, Ronice** • Universidade Federal de Santa Catarina, Brazil

- **Lillo-Martin, Diane** • Linguistics • University of Connecticut

**Funding sources**

- National Institutes of Health (NIH)

**Products**

Chen Pichler, D., Lee J., & Lillo-Martin,D. (2014). Language development in ASL-English bilinguals. In D. Quinto-Pozos (Ed.), *Multilingual aspects of signed language communication and disorder* (pp. 239-260). Bristol, United Kingdom: Multilingual matters.

Quadros, R., Chen Pichler, D., Lillo-Martin, D., Rebello Cruz, C., Kozak, L., Palmer, J., ... Reynolds, W. (2014). Methods in bimodal bilingualism research: Experimental studies. In E. Orfanidou, B. Woll, & G. Morgan (Eds.), *The Blackwell guide to research methods in sign language studies.* Oxford, United Kingdom: Blackwell.

Davidson, K., Lillo-Martin, D., & Chen Pichler, D. (2013, October). Spoken English development in native signing children with cochlear implants. *Journal of Deaf Studies and Deaf Education 19*(2), 238-250.

Rebello Cruz, C., Quadros, R., Kozak, V., Chen Pichler, D., & Lemos Pizzio, A. (2013, November). *Phonological memory and phonological acquisition in bimodal bilingual children.* Presented

at the Child Language Development Conference, Boston University, Boston, MA.

Davidson, K., Lillo-Martin, D., & Chen Pichler, D. (2013, November). *Spoken language development in native signing children with cochlear implants.* Presented at Boston University Child Language Development Conference, Boston, MA.

Chen Pichler, D. (2013). *Research and innovations in sign language at Gallaudet University.* Presented at the meeting of the Ontario IHP, Toronto, Canada.

Lillo-Martin, D., Quadros, R., Chen Pichler, D., & Fieldsteel, Z. (2014) Language choice in bimodal bilingual development. *Frontiers in Psychology, 5*(1163).

## Signing with an accent: ASL L2 phonology and Chinese signers

**Status:** Ongoing
**Start date:** July 2010

This project investigates the phenomenon of "sign accent," or systematic phonological errors made by signers acquiring ASL as a second language (L2). This topic has been virtually ignored in the sign language literature, despite extensive discussion of accent in spoken L2s and a common assumption that some counterpart exists for signed L2. The investigations will focus on handshape, approaching the phenomenon of L2 signing accent. Native Chinese Sign Language Users in Beijing, China will be recorded signing ASL and data collected will be analyzed for an accent.

**Principal investigators**

- **Palmer, Jeffrey L.** (Student) • Linguistics

## Signing with an accent: ASL L2 phonology

**Status:** Ongoing
**Start date:** November 2005

This project investigates the phenomenon of "sign accent," or systematic phonological errors made by signers acquiring ASL as a second language (L2). This topic has been virtually ignored in sign language literature despite extensive discussion of accent in spoken L2s and a common assumption that some counterpart exists for signed L2. The investigation focuses on handshape, approaching the phenomenon of L2 signing accent from two perspectives. A "production component" explores

non-signing subjects' ability to accurately reproduce ASL signs, while a "rating component" compares the ability of native and non-native ASL signers to identify accented L2 signing, based primarily on handshape.

**Principal investigators**

- **Chen Pichler, Deborah** • Linguistics

**Funding sources**

- Gallaudet Small Research Grant

**Scholarly and Creative Activity**

Mulrooney, K. (2014, May). *Design of an ASL composition course.* Presented at the International Conference on Foreign Language Teaching and Applied Linguistics, Sarajevo, Bosnia-Herzegovina.

## Office for Diversity and Inclusion

**Research Projects**

**Perception of diversity**
*See in Education*

## Office of Bilingual Teaching and Learning

**Research Projects**

**Classroom discourse observation pilot study**

**Status:** Ongoing
**Start date:** September 2010

In 2008, the Gallaudet University Faculty Senate passed a measure requiring the development of multiple measures to evaluate faculty proficiency in American Sign Language (ASL). One key aspect is the evaluation of language and discourse within the classroom. After an ad-hoc committee developed the classroom discourse checklist, the Office of Bilingual Teaching and Learning and the ASL-Diagnostic and Evaluation Services (DES) conducted a pilot study to determine

appropriate procedures, protocols, and measures involved in classroom discourse observations (CDOs). A final report was submitted to the Faculty Welfare Committee in May 2011. The ASL-DES unit continues to conduct CDOs, and has created a resource guide online for CDOs that can be found on the ASL-DES website.

**Principal investigators**

- **Bauman, Dirksen** • ASL and Deaf Studies

- **Arellano, Leticia** • ASL Diagnostic and Evaluation Services

- **Berrigan, Dennis** • ASL Diagnostic and Evaluation Services

- **Gordon, Jean M.** • ASL Diagnostic and Evaluation Services

- **Mather, Susan** • Linguistics

**Funding sources**

- Office of the Associate Provost for Research

## Office of the Associate Provost for Research

The Office of the Associate Provost for Research includes several units that support the research mission of Gallaudet University. These units include the Office of Research Support and International Affairs, the Office of Sponsored Programs, and three research centers: the NSF/Gallaudet Science of Learning Center on Visual Language and Visual Learning (VL2), the National Institute on Disability Rehabilitation Research (NIDRR), Rehabilitation Engineering Research Center (RERC) on Hearing Enhancement, and the Technology Access Program which includes the NIDRR-funded RERC on Telecommunications Access (with the University of Wisconsin - Madison's Trace Center). In addition, the Associate Provost for Research collaborates with the Office of Bilingual Teaching and Learning to support the Gallaudet Scholarship of Teaching and Learning Initiative, with funding from the Booth-Ferris Foundation.

## Research Projects

### Gallaudet Scholarship of Teaching and Learning Initiative

**Status:** Ongoing
**Start date:** July 2011

The Gallaudet Scholarship of Teaching and Learning Initiative (GSTLI) is designed to create a learning community of teacher-scholars who, over a period of two years, will investigate, reflect upon, document, and enhance teaching practices designed to meet the needs of visually oriented and linguistically diverse learners in Gallaudet classrooms. Six faculty participants will be given one course release each semester during the initiative and will receive special project pay for two summers to work on their GSTLI projects. GSTLI activities include biweekly, 90-minute group meetings to discuss selected readings, individual project ideas and plans, and video samples of classroom teaching and learning. Participants will have the opportunity to meet with nationally recognized experts in the Scholarship of Teaching and Learning and to attend the annual meeting of the International Society for the Scholarship of Teaching and Learning. Each participant's GSTLI project will become part of a website entitled *Hands-on Learning: The Gallaudet Gallery of Engaged Teaching and Learning*.

#### Principal investigators

- **Bauman, Dirksen** • ASL and Deaf Studies

- **Erting, Carol J.** • Education

#### Additional investigators

- **Horejes, Thomas** • History, Philosophy, Religion, and Sociology

- **Mulrooney, Kristin** • Linguistics

- **Pajka, Sharon** • English

- **Rankin, Miako** • Linguistics

- **Simms, Laurene E.** • Education

- **Thumann-Prezioso, Carlene** • Office of Research Support and International Affairs (RSIA)

- **Wood, Kathy** • English

#### Funding sources

- Office of the Associate Provost for Research

- Booth Ferris Foundation

## 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 to help provide programs that are well suited for the University.

### Research Projects

#### Motivations and goals of owners, managers, and counselors of planned recreational programs for Deaf and hard of hearing children

**Status:** Completed
**Start date:** June 2005

There are approximately 70 known summer camps for Deaf and hard of hearing children and youth around the United States. In addition, weekend programs directed at mainstreamed Deaf and hard of hearing youth are emerging around the United States as education and mental health professionals strive to provide the crucial social experiences that are frequently lacking in mainstream settings. This study is the first to focus on this phenomenon. Given the dearth of research on these programs, the focus is on the foundation of the program, the administrators, the program staff, and the activities offered. What are the motivations and goals of owners, managers, and counselors of summer and weekend programs for Deaf and hard of hearing children? How are these motivations and goals reflected in staffing patterns (qualifications, training provided, expectations), activities, perception of ongoing challenges, and marketing efforts? To what extent do these patterns, activities and perceptions include sensitivity to, and a special effort towards, solitary, and almost solitary children and youth? This qualitative study attempts to answer these and other questions, to provide a rich description of the current state of affairs, and promote further study of various elements of this phenomenon.

**Principal investigators**

- **Oliva, Gina A.** (Retired) • Physical Education and Recreation

### The reliability and norms of the leisure diagnostic battery for undergraduate recreation majors who are Deaf

**Status:** Ongoing
**Start date:** March 2010

Normative data on the Leisure Diagnostic Battery (LDB) is presented for college students who are Deaf. The LDB measures leisure functioning, barriers to leisure involvement, and leisure preferences.

**Principal investigators**

- **Riddick, Carol C.** • Physical Education and Recreation

## 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 commit itself to producing scholarly work in scientific and applied areas.

### Research Projects

### Cognitive and electrophysiological correlates of phonological processes in Deaf undergraduate readers

**Status:** Ongoing
**Start date:** October 2013
**End Date:** October 2014

Although much is known about the reading achievement levels of Deaf individuals, less is known about how certain Deaf undergraduate students become strong readers. One prevailing assumption is that phonological awareness and processes, as well as working memory and executive functions, play a critical role in reading achievement. Thus far, there is a paucity of neuropsychological data and neurophysiological evidence to support this claim in Deaf individuals. This study examines the cognitive and electrophysiological profiles of Deaf

undergraduate readers using American Sign Language as their primary mode of communication. A comprehensive battery of neuropsychological measures was administered to gain a better understanding of the cognitive, linguistic, and reading profiles of strong versus weak readers. Furthermore, Event Related Potential recordings were to determine whether strong and weak readers show amplitude and temporal differences in cortical regions known for phonological processing. A rhyme judgment paradigm will be employed to examine differential cortical responses at P200 and N400 indices for matched versus mismatched word pairs.

**Principal investigators**

- **Pick, Lawrence H.** • Psychology

**Additional investigators**

- **Garrido-Nag, Karen** • Hearing, Speech, and Language Sciences

- **Koo, Daniel** • Psychology

**Funding sources**

- Gallaudet Priority Research Fund

### Emotion regulation and effortful control in Deaf children as a function of parenting behavior and communication quality

**Status:** Ongoing
**Start date:** February 2014

In hearing children, intra-individual emotion regulation skills such as effortful control are heavily influenced by the manner and style with which parents engage children in extra-individual emotion regulation. By means of parent modeling of intra-individual regulation and positive parenting, children learn to engage in increasingly complex forms of emotion regulation. Research on emotion regulation with hearing parent-child dyads assumes there is fluent communication. However, research with language-impaired hearing children and with typically developing Deaf children suggests that the efficacy with which the parent is able to communicate with the child plays a major role in the efficacy of the child's intra-individual emotion regulation and effortful control skills. It is widely acknowledged that Deaf children of hearing parents encounter communication barriers that most hearing children do not. What is not known is the effect of parent-child communication on parenting behavior and on the child's emotion regulation as well as their effortful control skills in families where

fluent communication may not be present. Parent perception of communication, their own emotion regulation, the child's emotion regulation, and effortful control skills will be collected to explore these relationships. Measures include The Emotion Regulation Checklist, The Coping with Children's Negative Emotions Scale, The Child Behavior Questionnaire, and The Communication Quality Questionnaire for Deaf Children.

**Principal investigators**

- **Letteri, Amy** (Student) • Psychology

- **Pick, Lawrence H.** • Psychology

## Signs of aggression: Translating the peer conflict scales into American Sign Language

**Status:** Ongoing
**Start date:** September 2013
**End Date:** May 2017

Bullying and aggression among children and adolescents are prominent issues in the United States. Deaf and hard of hearing children are no less likely to be bullied or to have high levels of aggression than their haring counterparts. This study proposes to translate a measure of aggression, the Peer Conflict Scale – Youth (PCS-Y) version, into American Sign Language (ASL) and adapt it an interactive assessment tool for signers. Therefore, this study will have two parts: (1) Translation, and (2) Running the validity and reliability of the PCS-ASL with bilingual Deaf and hard of hearing adolescents.

**Principal investigators**

- **Dowtin, Ryleigh La Trice** (Student) • Psychology

- **Day, Lori** • Psychology

**Products**

Reesman, J. H., Day, L. A., Szymanski, C. A., Hughes-Wheatland, R., Witkin, G. A., Kalback, S. R., & Brice, P. J. (2014). Review of intellectual assessment measures for children who are Deaf or hard of hearing. *Rehabilitation Psychology, 59*(1), 99-106.

## The impact of early visual language experience on visual attention and visual sign phonology processing in young Deaf emergent readers using early-reading apps: A combined eye tracking and fNIRS brain imaging investigation
*See in Brain and Language Laboratory (BL2)*

## Resilience in Deaf children with additional disabilities: Factors that protect social and adaptive skills

**Status:** Ongoing
**Start date:** May 2014
**End Date:** December 2014

Deaf children with additional disabilities face complex challenges in social adaptive functioning. Despite the high proportion of children in this particular subgroup, little research has been done to investigate factors that contribute to the development of social and adaptive skills in the presence of both deafness and an additional disability. Several measures will be administered to Deaf and hearing parents of Deaf children with additional disabilities to examine the role of factors inside and outside of the child in the child's social and adaptive functioning. Measures include ratings of child social and adaptive skills, general child physical and psychosocial states, the parent-child relationship, and parent satisfaction with the child's health services. Results will be reviewed to identify factors that support and/or protect child social and adaptive skills. Implications for future research will also be discussed.

**Principal investigators**

- **Turner, Angela** (Student) • Psychology

## Parental self-concept: Understanding identity salience and discrepancy as it relates to parental satisfaction

**Status:** Completed
**Start date:** September 2012
**End Date:** October 2013

The current study collected information on individuals' real and ideal sense of self and assessed the impact of potential discrepancies on parental satisfaction. Using quantitative methodology, 41 women were asked to provide a list of "who they are," ultimately providing a list of identities that compose their self-concept. Subsequent saliency and discrepancy analyses were conducted and correlated with parental satisfaction. The results suggest that there is a significant relationship between the saliency a woman attaches to her identity as a mother, and the overall discrepancy evident in her self-concept. In other words, these results indicate that the more salience a woman attributes to a maternal representation, the lower the discrepancy found within her total sense of self. Women who did not attribute salience to a maternal self-concept endorsed more general discord.

**Principal investigators**

- **DiMarco, Jaimee** (Student) • Psychology

- **Brice, Patrick** • Psychology

### Understanding the CDI: Interpreting medical situations for language and learning challenged Deaf patients.

**Status:** Completed
**Start date:** March 2014
**End Date:** June 2014

The study investigates Certified Deaf Interpreters' (CDI) experiences when working with Language and Learning Challenged (LLC) Deaf patients in medical settings, and types of techniques they use to communicate with the population. The philosophical assumption of the study follows the transformative paradigm, which focuses mostly on issues of power inequities and marginalized people. The phenomenological approach is used in the proposed study to share participants' point of view, rather than through the researcher. Interpreters are usually trained to interpret information simultaneously; however Deaf LLC individuals may benefit better from consecutive interpreting. CDIs are trained to interpret the information consecutively, while incorporating cultural and lingual differences in their messages. There are research studies that focus on CDI and Deaf LLC individuals in legal settings; however, this is the first research that addresses the topic in medical settings. This research attempts to describe CDIs' experience working with Deaf LLC individuals and examine the techniques that they use to communicate with the population. It is hoped that results of this research will contribute to the existing literature on the CDIs and Deaf LLC population.

**Principal investigators**

- **Guardino, Donna** (Student) • Psychology

**Funding sources**

- Gallaudet Small Research Grant

### Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants
*See in Brain and Language Laboratory (BL2)*

### Body image and cultural identity

**Status:** Ongoing

This project combines multiple studies using experimental design and survey methods to examine how various cultural identities moderate the associations between media use and body image. In one study, data was collected from Latina adolescents who viewed media images of white women and provided qualitative and quantitative responses. A second study surveyed Gallaudet undergraduates about their media use, body image, and acculturation experiences.

**Principal investigators**

- **Schooler, Deborah** • Psychology

- **Aldular, Aileen** (Student) • Psychology

- **Daniels, Elizabeth** • Psychology • Oregon State University

### A validation study of the signed paired associates test for children

**Status:** Ongoing
**Start date:** January 2013
**End Date:** July 2015

There are no published measures available that assess language related memory for children who communicate using American Sign Language (ASL). Most memory measures are created using spoken language, which creates methodological difficulties when translating those measures into ASL. A signed paired associates test was developed by researchers at the University of Rochester to assess verbal (sign-based) learning and memory for Deaf adults. The goal of the present study is to pilot a modified version of that measure to a sample of Deaf children, ranging in age from 6 to 17 years. Results will be used to determine if the modified children's version is feasible for use with Deaf children who are fluent in ASL. Convergent validity will be established by comparing the combined sample results to those obtained in previous research. Discriminant validity will be determined by comparing the results of the C-SPAT performance with measures found to be unrelated to verbal memory performance (i.e., motor speed as measured by the Purdue Pegboard, rapid naming, and visual-motor integration).

**Principal investigators**

- **Day, Lori** • Psychology

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- **Reesman, Jennifer** • Neuropsychology • Kennedy Krieger Institute

**Additional investigators**

- **Dziura, Joanna** (Student) • Psychology

**Funding sources**

- Gallaudet Small Research Grant

### Human sexuality and middle adulthood: Deaf women's satisfaction with intimate relationships

**Status:** Completed
**Start date:** November 2013
**End Date:** August 2014

Research regarding Deaf and hard of hearing individuals and their sexual satisfaction is almost nonexistent. Available research focuses on negative sexual behaviors and misinformation, as opposed to sexual satisfaction and well-being. Using a positive framework, the current study explored sexuality in older Deaf women. Five Deaf women were administered the revised Sexual Satisfaction Scale for Women and discussed their sexual satisfaction in a semi-structured interview. Not only did participants display resiliency and generativity, but they shared unique and positive aspects to Deaf sexuality.

**Principal investigators**

- **Joharchi, Hannah** (Student) • Psychology

**Additional investigators**

- **Clark, Diane** • Psychology

**Funding sources**

- Gallaudet Small Research Grant

**Products**

Clark, D., & Joharchi, H. (2014). *Human sexuality and middle adulthood: Deaf women's satisfaction with intimate relationships.* Poster presented at the meeting of American Women in Psychology.

### Contemporary assessment practices among school psychologists with expertise in deafness

**Status:** Completed
**Start date:** December 2012
**End Date:** February 2014

Appropriately assessing the cognitive and academic skills of Deaf and hard of hearing (D/HH) students is complex and requires considerable expertise. The purposes of this study are (a) To establish expert consensus on the application and utility of contemporary approaches such as cross-battery assessment, neuropsychological assessment, and curriculum-based assessment with this population of students; (b) To identify common challenges in providing appropriate assessment of D/HH students; and (c) To provide recommendations to address these challenges.

**Principal investigators**

- **Gibbons, Elizabeth** • Psychology

**Additional investigators**

- **Miller, Bryan** • Psychology

### Assessment of Deaf and hard of hearing children and adolescents

**Status:** Ongoing
**Start date:** January 2005

The researchers are writing a book on cognitive assessment of Deaf and hard of hearing children based on current research.

**Principal investigators**

- **Thomas-Presswood, Tania** • Psychology

### A study of excellent teaching at Gallaudet University

**Status:** Ongoing
**Start date:** January 2012

This study identified five excellent teachers at Gallaudet University after chairpersons and faculty members were asked to nominate excellent teachers. Over 400 students responded to a survey rating their teachers this semester. The goal was not to find the best teachers on campus, but rather to identify a diverse sample of excellent teachers on campus. They have been interviewed and video recorded in a class by ASL Diagnostic

and Evaluation Services office. American Sign Language and the visual nature of teaching and learning is what makes Gallaudet unique, so a classroom observation is essential. While there is research on what makes a good college teacher, there are no studies that look at the interplay of teaching strategies and techniques, ASL and visual learning. The interview transcripts and video recordings are being reviewed for evidence of excellent teaching. Preliminary results show all five teachers to have very good signing skills, and they also exhibit classic examples of excellent teaching, including creating safe learning environments and encouraging deep processing of information.

**Principal investigators**

- **Galvan, Dennis B.** • Psychology

## Establishing best practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom
*See in Laurent Clerc National Deaf Education Center*

## The elephant in the room: Exploring Deaf clients' perspectives of therapeutic alliance when an interpreter is involved in therapy

**Status:** Completed
**Start date:** October 2013
**End Date:** September 2014

This study investigated Deaf clients' perspectives of therapists when an interpreter was included in the therapy session. Past research has identified what facilitates as well as inhibits the forming or maintaining of a therapeutic alliance. Research has also demonstrated that Deaf individuals have different mental health experiences, most notably when a sign language interpreter is involved. Cultural influences, such as background and experiences, are also recognized for their impact on the therapeutic alliance. This qualitative study used the phenomenological approach, which looks to understand and interpret the individual's perceptions and meaning of an experience. The results of seven interviews with Deaf individuals for their experiences participating in therapy with an interpreter were collected. This data was used to find overarching themes of their experiences. Themes identified included therapist and interpreter skills, direct communication, third party concerns, client tolerance, interpreters as a cultural expert or mediator, and suggestions for therapists working with Deaf clients.

**Principal investigators**

- **Daggett, Dorri** (Student) • Psychology

**Funding sources**

- Gallaudet Small Research Grant

## Comprehension of the Miranda warning in the Deaf community

**Status:** Completed
**Start date:** March 2014
**End Date:** December 2014

There is a general assumption that everyone knows about the Miranda warning due to media exposure, but Miranda administrations can vary greatly in each state, and comprehension is influenced by a defendant's education/language background. Administering the Miranda warning to Deaf individuals can also be problematic because the approach to administration and the individual's characteristics can affect their comprehension. There are three common approaches used by the police force for the presentation of the Miranda warning to a Deaf person: (1) Written English; (2) Spoken English/speech reading; or (3) Sign language. This pilot study examines the relationship between Miranda warning comprehension in written English, cognitive functioning, and reading comprehension in the Gallaudet Deaf community. The results suggest that there is a relationship between reading fluency and comprehension of the Miranda warning. Also, it appears that higher cognitive functioning does not impact comprehension of the Miranda warning. Results indicated that Deaf individuals may have a better grasp of rights to silence and rights to counsel. The current study had a sample size of 10, so these results could be due to the small sample size, or they could be indicative of a trend that may be more apparent in a larger study.

**Principal investigators**

- **Romero, Elizabeth** (Student) • Psychology

**Additional investigators**

- **Pick, Lawrence H.** • Psychology

**Funding sources**

- Gallaudet Small Research Grant

**Exploring the foundations of iconicity in language: Evidence from an fNIRS brain imaging study on the neural basis of ASL classifiers**
*See in Brain and Language Laboratory (BL2)*

**Attention deficit hyperactivity disorder, executive functions, language, and cognitive function in Deaf individuals**

**Status:** Ongoing
**Start date:** October 2013
**End Date:** August 2015

Attention Deficit Hyperactivity Disorder (ADHD), which has been found to impair one's social, familial, scholastic, and occupational adjustment, is one of the most comprehensively examined neurodevelopment disorders. For Deaf individuals, language and executive functioning have important implications for cognitive and academic functioning, but it is not clear to what extent cognitive and academic functioning are impacted in Deaf individuals with ADHD. This study aims to explore the executive functioning capabilities of Deaf adults with ADHD and how executive functioning skills might compare relative to their Deaf peers without ADHD.

**Principal investigators**

• **Farber, Gregory** (Student) • Psychology

• **Day, Lori** • Psychology

**The influence of body image on adolescent girls' risk and protection behaviors**

**Status:** Ongoing
**Start date:** October 2011

This study investigates prospective associations between body satisfaction and sexual risk among adolescents and young adults through two separate data collections. Eighth grade girls (n = 148), recruited from a public middle school in the Northeastern United States, completed surveys in the 8th, 10th, and 12th grade. Findings suggest that body satisfaction may be an important contributor to adolescent sexual health. Moreover, results identify a psychosocial risk factor for inconsistent condom use that can be identified prior to the onset of risky sexual behavior and changed via intervention. In the second study, 115 couples completed survey measures and participat-ed in a 15-minute problem solving discussion. Analyses assess the couple's attitudes, mental health, and sexual health.

**Principal investigators**

• **Schooler, Deborah** • Psychology

**Funding sources**

• National Institutes of Health (NIH)

**Perception of diversity**
*See in Education*

**The development of a web-based computer program to support early literacy skills for Deaf children**

**Status:** Ongoing
**Start date:** July 2013
**End Date:** June 2015

The development of the web application reading program *Sign 'n' Read* will contribute to the knowledge of intervention methods available to improve literacy in the Deaf and hard of hearing population. Its web-based format, using American Sign Language video feedback, will allow educators and parents to easily access customized features to promote reading skills based on sight-word recognition, fluency training, and increased vocabulary rather than on word decoding using phonetics.

**Principal investigators**

• **Day, Lori** • Psychology

• **Beetar, John** • Neuropsychology • Kennedy Krieger Institute

**Additional investigators**

• **Brice, Patrick** • Psychology

• **Turner, Angela** (Student) • Psychology

**The biological basis of language and reading in monolingual and bilingual children and adults (discoveries of the reading brain, the bilingual brain, and the bilingual reading brain)**
*See in Brain and Language Laboratory (BL2)*

### Parent-Child Interaction Therapy among Deaf persons

**Status:** Ongoing
**Start date:** June 2014
**End Date:** August 2015

Utilizing evidenced based mental health treatments with families is becoming the norm in this era of managed health care, and one specific treatment, Parent-Child Interaction Therapy (PCIT), has proven to be an evidence-based treatment for children with disruptive behavior disorders. The costs of providing PCIT are minimal in terms of the alternative potential of providing a lifetime of treatment and services for children with disruptive behavior disorders. PCIT has also been adapted for a variety of other issues beyond disruptive behaviors, including attention deficit hyperactivity disorder and developmental disorders. PCIT has yet to be proven feasible for Deaf persons who use American Sign Lagnuage; therefore, the aim of this study is to determine the feasibility of PCIT with the signing Deaf population, an extremely diverse population with various communication modalities. Therefore, one challenge when establishing a series of case studies of PCIT with Deaf persons is indicating the communication modalities being used. This study will pilot PCIT with one Deaf-of-Deaf family.

**Principal investigators**

- **Previ, Danielle** (Student) • Psychology

- **Day, Lori** • Psychology

### Effects of sexual assault disclosure among Deaf female survivors

**Status:** Ongoing
**End Date:** September 2014

Using a sexual assault survey supplemented with a disclosure questionnaire, this study examines the following primary questions: (1) What is the rate of disclosure in a national sample of Deaf female survivors and how does assault type and acknowledgement of rape affect the rate of disclosure in Deaf female survivors? (2) What percentage of disclosures endorsed by Deaf female survivors is considered be helpful or unhelpful? (3) What personal, environmental, and socio-cultural factors related to disclosure (those found in the hearing population and those unique to the Deaf community) contribute to the experience being perceived as helpful or unhelpful for Deaf fe-

male survivors? A secondary question will also be asked: What is the prevalence rate of sexual assault in a national sample of Deaf women?

**Principal investigators**

- **Elliott, Rebecca** (Student) • Psychology

**Funding sources**

- Gallaudet Small Research Grant

### Comparison of face-to-face and videoconferencing communication modalities for delivering anxiety and stress psychoeducation to Deaf inividuals

**Status:** Ongoing
**Start date:** May 2014
**End Date:** October 2014

The rapid growth and adoption of new technologies is impacting a number of fields, including psychology. Providing psychological services at a distance (teletherapy) has been made possible by increasing bandwidth and the development of videoteleconferencing systems. Psychoeducation is an important part of many therapeutic interventions and has likewise been adapted to digital delivery. Some populations stand to benefit from distance delivery when professionals with cultural and/or linguistic experience are not readily available. One is the Deaf population, for reasons both cultural and linguistic. The study compares the provision of psychoeducation about anxiety and stress with 10 Deaf students from Gallaudet University, utilizing a face-to-face condition and a videoteleconferencing condition. A pre-test/post-test questionnaire for knowledge of material from the psychoeducation seminar compares the effectiveness of the seminar between conditions. A Technology Comfort and Familiarity Questionnaire and Satisfaction Questionnaire examines what factors might influence success and satisfaction when delivering psychoeducation via a digital modality.

**Principal investigators**

- **Pietz, Tyler** (Student) • Psychology

**Funding sources**

- Gallaudet Small Research Grant

## Emotion recognition: Encoding of facial expression

**Status:** Ongoing
**Start date:** December 2013
**End Date:** December 2014

This project studies the degree of function that universal emotional recognition has in the Deaf community. Deaf individuals in the Deaf community rely on facial expressions as a means of communication. As a result, Deaf native signers may have increased recognition of these emotions when compared to hearing non-signers. This study will attempt to examine the differences in recognition with these two groups when presented with static representations of seven basic universal emotions: happiness, sadness, fear, anger, disgust, surprise, and contempt. Accuracy scores for Deaf and hearing participants will be analyzed in a 2 x 6 mixed two-way analysis of variance. The finding that Deaf individual whose primary language is American Sign Language (ASL) may be more successful at decoding emotions will support the idea that Deaf individuals may have increased perceptual abilities and can recognize facial expressions more readily than those with no signing ability. Exposure to ASL has already suggested increased abilities to encode and decode emotion. Additionally, it will suggest that emotion recognition abilities may be more complex than simply having the knowledge of sign language.

### Principal investigators

- **Holmes, Keli** (Student) • Psychology

### Funding sources

- Gallaudet Small Research Grant

## Life scripts of oral Deaf individuals
*See in Education*

## Early educational longitudinal study (EELS)
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## Scholarly and Creative Activity

Kushalnagar, P., Naturale, J., Paludneviciene, R., Smith, S. R., Werfel, E., Doolittle, R., ... DeCaro, J. (2014, June). Health websites: Accessibility and usability for American Sign Language users. *Journal of Health Communication.*

Gibbons, E. (2014, February). *Cross-Battery assessment with Deaf and hard of hearing students.* Presented at the meeting of the National Association of School Psychologists, Washington, DC.

Gibbons, E. (2014, February). *The role of the school psychologist in educational placement decisions.* Poster presented at the meeting of the National Association of School Psychologists, San Francisco, CA.

Gibbons, E., & Hart, S. R. (2013). Changes to DSM-5 ADHD Diagnosis. *NASP Communiqué, 42*(3), 1, 30-31.

# Science, Technology, and Mathematics

Research challenges faculty and students to transform learning, observations, and ideas into new solutions and products. This unit has active research in nanotechnology, remote sensing, limnology, pharmacognosy, organic synthesis, and biomedical areas. Mentored research, university collaborations and internships provide students experience for work, advanced degrees, and medical/pharmaceutical professional careers.

## Research Projects

## Potential societal impact of advances in genetic deafness

**Status:** Ongoing
**Start date:** September 2003

This project was designed to assess the impact of testing for genes for deafness on the Deaf community and hearing parents of Deaf and hard of hearing children. The first goal was to conduct focus groups and perform a survey of these groups to determine the attitudes and concerns related to genetics technologies and advances in the identification of genes for deafness. A second goal was to assess the impact of genetic testing on Deaf couples by measuring its influence on selection of a marriage partner.

**Principal investigators**

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics

- **Pandya, Arti** • Virginia Commonwealth University

**Additional investigators**

- **Blanton, Susan H.** • University of Miami

- **Nance, Walter E.** • Virginia Commonwealth University

- **Norris, Virginia** • Science, Technology, and Mathematics

## Investigations of the effect of catalyst loading on cross-metathesis reaction

**Status:** Ongoing
**Start date:** October 2012

Investigations were carried out using various cross-metathesis catalysts to determine 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**

- Gallaudet Small Research Grant

## Investigating the water quality of two freshwater ecosystems: The Anacostia River (DC) and the Brainerd Area Lakes (MN)

**Status:** Completed
**Start date:** January 2013
**End Date:** January 2014

This study examines and compares the water quality of two freshwater systems (Anacostia River, Washington, DC, and Brainerd Area Lakes, Minnesota). The Anacostia River, which recently received a grade of F by the Anacostia Watershed Society for ecosystem health, suffers from uncoordinated monitoring efforts. It currently receives run-off and direct input from DC's combined sewage outfall after periods of heavy rainfall because the system cannot handle the excess amount of water. This input may contain organic nitrogen, which historically

has not been monitored closely, which may promote harmful algal blooms. In order to better understand the water quality of the Anacostia River, sampling was done over a year for both inorganic and organic nutrients as well as phytoplankton composition and responses (nutrient uptake and utilization rates). The second freshwater system focuses on six north central Minnesota lakes of different degrees of water quality, management, and history. One of the lakes is a Superfund site where a scrapyard was in operation nearby from 1952-1982. Investigation of each lake includes watershed analysis by geographic information system, nutrient analysis, zooplankton population studies, and well water chemical tests. The data provides information for how to change land use practices and how climate change impacts Minnesota lakes.

**Principal investigators**

- **Solomon, Caroline** • Biology

- **Lundberg, Daniel J.** • Science, Technology, and Mathematics

**Additional investigators**

- **Bergeron, Ashley** (Student) • Science, Technology, and Mathematics

- **Flores, Elija** • ASU • Student Intern

- **Hines, Amberlin** (Student) • Science, Technology, and Mathematics

- **Rubiayat, Muhammad** • Science, Technology, and Mathematics

- **Seguin, Zachary** (Student) • Science, Technology, and Mathematics

- **Van Wey, John** (Student) • Science, Technology, and Mathematics

**Products**

Hines, A., Flores, E., Zager, L., Rubiayat, M., & Solomon, C. M. (2014). *Response to the Anacostia phytoplankton community to different nutrient treatments.* Presented at Gallaudet University, Washington, DC.

Bergeron, A., & Lundberg D. J. (2014). *Agate Lake report: A comprehensive report on the history of the Agate Lake Superfund clean-up, health of the lake, and recommendations for future work* [Report]. Lake Shore, MN: Minnesota Department of Natural Resources, Agate Lake Association, & MN Pollution Control Agency.

Seguin, Z., & Lundberg D. J. (2014). *Smith Lake report: A comprehensive report on the health of Smith Lake and recommendations for future work* [Report]. Rochester, MN: Minnesota Department of Natural Resources & MN Pollution Control Agency.

Bergeron, A., Seguin, Z., Van Wey, J., Montgomery K., & Lundberg D. J. (2014). *Assessing the health of Brainerd, MN area lakes with GIS watershed analysis, Carlson's Trophic State Index, and pollutants/metals in groundwater.* Presented at the meeting of the North America Lake Management Society, Orlando, FL.

Flores, E., Hines, A., Zager, L., Rubiayat, M., & Solomon, C. M. (2014). *Continuous water quality monitoring of the Anacostia River.* Presented at Gallaudet University, Washington, DC.

Bergeron, A., Seguin, Z., Van Wey, J., & Lundberg D. J. (2014). *The health of Agate Lake.* Presented at the meeting of the Agate Lake Association, Lake Shore, MN.

## Image processing for NASA applications

**Status:** Ongoing
**Start date:** May 2002

Software is being developed to improve geolocating Corona spy satellite photos from the 1960s. This winter and spring (2014), studies were done of 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 educational website. The updates are typically done twice a year.

**Principal investigators**

- **Snyder, Henry David** • Science, Technology, and Mathematics

## Weekend science camp for the Deaf/hard of hearing at Camp Dreams and Inspirations, East Gull Lake, MN

**Status:** Completed
**Start date:** June 2011
**End Date:** June 2013

A weekend camp for 8-14 year old Deaf/hard of hearing students was held at Camp Dreams and Inspirations in East Gull Lake, MN. The camp is primarily for youth who have an interest in the sciences or are asked by their schools to participate (as part of an individualized lesson plan). Dr. Daniel J. Lundberg (Chemistry faculty at Gallaudet University), Ms. Gerdts (registered nurse), and Mr. Sherman (pilot) served as Deaf/hard of hearing counselors and role models to encourage interest in the science, technology, engineering, medicine, and mathematics fields. Demonstrations and activities were held on the camp's property and in biology and chemistry laboratories at Central Lakes College in Minnesota.

**Principal investigators**

- **Lundberg, Daniel J.** • Science, Technology, and Mathematics

**Funding sources**

- Camp Confidence (camper fees)

## Forward to professorship: "Pay it forward"

**Status:** Ongoing
**End Date:** September 2015

The goal of this grant is to encourage the advancement of women and minority faculty in science, Technology, Engineering and Mathematics (STEM) fields. Several workshops have been offered with a cadre of trained leaders who are able to provide a structured workshop targeted at specific regions, disciplines, or societal groups across the United States and its territories. The teams selected drew participants from various demographics and geographic regions. A number of Gallaudet faculty participated in these workshops as participants, panelists, and presenters. *Forward* was designed to address the shortage of women and under-represented minorities in the full range of STEM fields. For example, by working with undergraduates, researchers envisioned the opportunity to encourage them to continue to graduate school. By working with pre-tenured faculty the researchers sought to enable them to move to the next level in their career. The goal of *Forward* was to enable the messages, information, and skills developed

in the workshops to reach a wider audience, targeting specific underrepresented populations, specific disciplines, and specific geographic regions, all with their own unique challenges.

**Principal investigators**

- **Sabila, Paul S.** • Science, Technology, and Mathematics

## Synthesis of strained heterocycles

**Status:** Ongoing
**Start date:** October 2010

The project aims at developing routes for the synthesis of biologically important tetrahydrofuran molecules like pachastrissamine using a ring expansion-silyl group migration protocol that was discovered during Paul S. Sabila's graduate school research. The Research Support and International Affairs Small Grants enabled the researcher to (a) Set up a functioning Organic Chemistry Research Laboratory at Gallaudet University and (b) Provide research experience to Gallaudet students. Undergraduate students explored various methodologies for accessing small, strained, and heterocyclic compounds that could be used to access interesting organic compounds in fewer steps. The establishment of a research laboratory at Gallaudet has also enabled the researcher to form many external collaborations resulting in joint projects, National Science Foundation awards and summer internships for Gallaudet students.

**Principal investigators**

- **Sabila, Paul S.** • Science, Technology, and Mathematics

**Additional investigators**

- **Fang, Yang** (Student) • Science, Technology, and Mathematics

- **McLaughlin, Robert** (Student) • Science, Technology, and Mathematics

- **Rupnik, Gaber** (Student) • Science, Technology, and Mathematics

- **Stallings, Chelsie** (Student) • Science, Technology, and Mathematics

**Funding sources**

- Gallaudet Small Research Grant

## Continuous monitoring of urea concentrations and harmful algal productivity and physiology in the Anacostia River

**Status:** Ongoing
**Start date:** May 2013
**End Date:** May 2015

Water quality monitoring in the Anacostia River is plagued by inconsistent and uncoordinated efforts by different municipalities and non-profit organizations throughout its watershed. Over the years, there have been studies that collect basic and important water quality parameters (e.g. temperature, salinity, dissolved oxygen, bacteria, and phytoplankton composition) that help determine the health of the river. However, one large component that is lacking from these monitoring studies or programs is assessing the concentration and impact of organic nitrogen (N), especially urea, that could compose more than 50% of the total nitrogen that comes from the 17 combined sewage outfalls along the DC portion of the Anacostia River. If present in high concentrations, urea as a liable part of the N pool could simulate harmful dinoflagellate and cyanobacterial blooms that could release toxins in the Anacostia River. This study involves collecting samples at 9 sites determined by the Anacostia Watershed Society for nutrient concentrations, bacteria and phytoplankton composition, nitrogen uptake and assimilation enzyme rates, and toxin production to better understand the impact of organic N in the Anacostia River. Deaf and hard of hearing undergraduate summer interns will be involved by doing sampling, analysis, and interpretation of the data to help raise awareness regarding the health of the Anacostia River.

**Principal investigators**

- **Solomon, Caroline** • Science, Technology, and Mathematics

**Additional investigators**

- **Lundberg, Daniel J.** • Science, Technology, and Mathematics

**Products**

Schouten, K. R., McCall, A., Solomon, C. M. (2014). *Investigating the influence of water quality on phytoplankton assemblages in the Anacostia River, DC.* Presented at the meeting of the Association for the Sciences of Oceanography, Honolulu, HI.

## Site-directed mutagenesis of RasGRP2

**Status:** Ongoing
**Start date:** October 2008

Extracellular ligands, such as drugs, tumor promoters, and natural ligands, activate receptors located on the cellular membrane to elicit intracellular responses. This leads to a multitude of downstream signaling cascades, modulated by intracellular proteins. The researchers' project focuses on the Ras guanyl nucleotide-releasing protein (RasGRP). After activation of receptors located at the cellular membrane, the activated Ras-GRP "turns on" the Ras protein "switch." Activated Ras then broadcasts signals from the cell surface to other parts of the cell, such as downstream signaling on the Ras gene, triggering cell proliferation and differentiation, essential for sustaining life. However, mutations on proteins that activate this pathway can stimulate cell division inappropriately, promoting the development of cancer. In collaboration with the National Cancer Institute, the Gallaudet University Molecular Genetics Laboratory utilizes site-directed mutagenesis to mutate specific residues of RasGRP1 and RasGRP2 isoforms to identify the reasons behind different binding affinities of the isoforms to phorbol esters, which are tumor-promoting ligands. Mutations of the RasGRP isoforms, DNA, and protein purification are performed in the Gallaudet University Molecular Genetics Laboratory. The National Cancer Institute then performs radioligand binding assays with phorbol esters to determine the binding affinities (increased or decreased Ras activation) of the mutated RasGRP. The long-term goal of this project is to develop novel strategies for manipulation of signaling pathways that involve RasGRP.

### Principal investigators

- **Lundberg, Daniel J.** • Science, Technology, and Mathematics

### Additional investigators

- **Blumberg, Peter** • National Cancer Institute

- **Braun, Derek C.** • Science, Technology, and Mathematics

- **Merritt, Raymond C.** • Science, Technology, and Mathematics

### Funding sources

- National Cancer Institute

## Synthesis of small and medium sized molecules

**Status:** Ongoing
**Start date:** October 2011

This research project is aimed at the synthesis of small to medium-sized organic compounds. Some of these compounds will be used to access biologically important molecules while others will be used for the synthesis of new types of nanomaterials. Different synthesis techniques have been tested with the goal of optimizing reaction conditions. The study will strengthen the chemistry field and by extended scientific research at Gallaudet. With further support, the study will continue with the assimilation of materials, equipment and chemicals crucial for research in synthetic organic chemistry. This support will also enhance the ability for Gallaudet to form research and other types of collaborations with faculty from other institutions, and continue to prepare undergraduate students for graduate school and work after graduation. Any new breakthroughs and website articles will be published/presented at Gallaudet University and elsewhere. Lastly, a more visible research program will make it easier to apply for more external grants from federal and other agencies.

### Principal investigators

- **Sabila, Paul S.** • Science, Technology, and Mathematics

### Funding sources

- Gallaudet Small Research Grant

## Genetic deafness in alumni of Gallaudet University

**Status:** Ongoing
**Start date:** April 2004

This project, designed to extend the 1898 study of Deaf families by Gallaudet's President at the time, Professor E.A. Fay, is a collaborative effort between Gallaudet's Department of Biology and the Department of Human Genetics at the Medical College of Virginia. The goal is to identify and characterize rare genes that interact to cause deafness. A novel molecular genetic approach to identifying these genes will be used in the Deaf offspring of Deaf parents.

### Principal investigators

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics

**Additional investigators**

- **Blanton, Susan H.** • University of Miami

- **Nance, Walter E.** • Virginia Commonwealth University

- **Pandya, Arti** • Virginia Commonwealth University

## HCC small: DHH cyber-community - supporting Deaf and hard of hearing students in STEM

**Status:** Ongoing
**Start date:** June 2009
**End Date:** June 2015

The ASL-STEM Forum is part of a research venture at the University of Washington that seeks to remove a fundamental obstacle for Deaf scholars, both students and professionals. Due to its relative youth and widely dispersed user base, American Sign Language (ASL) has never developed a standardized vocabulary for the many terms that have arisen in advanced Science, Technology, Engineering, and Mathematics (STEM) fields. This makes it hard for Deaf students to learn in their native language, and it makes communication between both Deaf and hearing scientists and engineers far more difficult. The Forum is an attempt to connect people and introduce the necessary vocabulary in ASL, making it easier for those in the Deaf community to pursue careers in technical fields. Students at Gallaudet are involved in uploading STEM terms and signs to encourage the expanding library of signs that are available on the Forum. This project is currently funded through two separate grants: one for the overall project and another one specifically to support undergraduates working on this project.

**Principal investigators**

- **Solomon, Caroline** • Science, Technology, and Mathematics

**Additional investigators**

- **Blumenfeld, Rebecca** (Student) • Science, Technology, and Mathematics

- **Bonheyo, Todd** (Student) • Science, Technology, and Mathematics

- **Burton, Lauren** (Student) • Science, Technology, and Mathematics

- **Hines, Amberlin** (Student) • Science, Technology, and Mathematics

- **McCall, Anna** (Student) • Science, Technology, and Mathematics

- **McMillian, Brandon** (Student) • Science, Technology, and Mathematics

**Funding sources**

- University of Washington (through National Science Foundation)

**Products**

Solomon, C. M. (2014, April). *HCC small: DHH cyber community — Supporting Deaf and hard of hearing students in STEM (and REU supplement).* Presented at the National Science and Engineering Fair, Washington, DC.

## National Socio-Environmental Synthesis Center

**Status:** Completed
**Start date:** September 2011
**End Date:** September 2014

The Socio-Environmental Synthesis Center (SESYNC) promotes environmental science from a basic research perspective as well as public policy, social science, and science translation perspectives. Policy scholars from Resources for the Future, policy makers, natural resource managers, and federal scientists from the Washington, DC region and surrounding areas will be integral to the development of SESYNC projects and opportunities for engaging the public, students, and legislators. This study engages undergraduates, graduate students, post-doctoral fellows, and faculty in activities specifically targeted at building capacity to undertake environmental synthesis. A founding education project will test methods for teaching high school and college students to apply a synthesis approach to environmental problems and large research questions. This project will involve building capacity across a diverse spectrum of students, including Deaf and hard of hearing students, inner-city urban students, and returning students. A database will be designed and populated a using metrics on center functioning, project activities and outcomes, participant experiences, and external assessment outcomes; all of which will continue to grow over time. The resulting data can be used to enhance understanding of what promotes effective synthesis.

**Principal investigators**

- **Solomon, Caroline** • Science, Technology, and Mathematics

- **Rashid, Khadijat** • Business

**Funding sources**

- University of Maryland (through National Science Foundation)

**Products**

Berkowitz, A., & Solomon, C. M. (2013). *Engaging undergraduate students in socio-environmental synthesis learning about environmental issues.* Presented at the meeting of the North American Association for Environmental Education, Baltimore, MD.

## Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials

**Status:** Ongoing
**Start date:** October 2012
**End Date:** September 2017

The project worked on developing strategies for the preparation of molybdenum disulfide nanomaterials, which have potential applications in fabrication of electronic devices and semi-conductors. 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

**Funding sources**

- National Science Foundation (NSF)

## Overcoming barriers to STEM success for Deaf undergraduates

**Status:** Ongoing
**Start date:** May 2013
**End Date:** April 2018

This project provides scholarships to Deaf students majoring in biology, chemistry, or mathematics, thereby addressing the severe under-representation of Deaf individuals in STEM fields by providing a specific plan to prepare 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 (S-STEM Scholars Program, 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 will interact with Deaf mentors and Deaf scientists to understand that they truly can make significant contributions to STEM fields. There is a need for replicable best practices in educating Deaf undergraduates in STEM disciplines, and this project can help develop such practices. Plans are in place to disseminate these best practices through a variety of venues.

**Principal investigators**

- **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)

## Creation of a DNA repository to identify deafness genes

**Status:** Ongoing
**Start date:** July 2001

This project is a collaborative effort between Gallaudet (Department of Biology and the Office of Research Support and International Affairs) and the Department of Human Genetics at the Medical College of Virginia to establish a large repository of DNA samples from Deaf individuals and their families. These DNA samples are screened for common forms of deafness and then made available to other investigators for studies of hereditary deafness.

### Principal investigators

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics

- **Nance, Walter E.** • Virginia Commonwealth University

### Additional investigators

- **Pandya, Arti** • Virginia Commonwealth University

## Anthropological genetics of *GJB2* deafness

**Status:** Ongoing
**Start date:** January 2010

The researchers aim to explore two anthropological explanations for the high prevalence and mutational diversity of deafness-causing *GJB2* mutations in the North American population, as well as the association of specific *GJB2* mutations within ethnic groups. The first is heterotic balancing selection, in which *GJB2* heterozygotes may have increased fitness, possibly due to resistance to bacillary dysentery. A second explanation is linguistic homogamy, meaning in this case that Deaf individuals have actively sought mates with compatible fluency in signed languages. This mate-selection phenomenon may have begun ~200 years ago with the introduction of signed language in residential schools for the Deaf. The significance of linguistic homogamy in Deaf communities is that in the broader human population, the same mechanism may have driven the inexplicably rapid evolution of *FOXP2* and 21 other genes implicated in human speech since their appearance in early humans 100,000-200,000 years ago.

### Principal investigators

- **Braun, Derek C.** • Science, Technology, and Mathematics

### Additional investigators

- **Armstrong, David F.** (Retired)

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics

- **Herlod, Brienna** (Student) • Science, Technology, and Mathematics

- **Nance, Walter E.** • Virginia Commonwealth University

- **Pandya, Arti** • Virginia Commonwealth University

- **Tekin, Mustafa** • Miller School of Medicine • University of Miami

### Funding sources

- Sorenson Legacy Foundation

- Mellon Foundation

- NASA-Space Grant

## Using Corona Program Imagery to study Bolivian deforestation, Mexican butterfly habitat, and Himalayan glacier changes since the 1960s

**Status:** Ongoing
**Start date:** May 2002

Software is being written and calibrated to Landsat imagery that will correctly Corona Program imagery from spy satellites of the 1960s onto a rectangular map grid. Images will be composed into a mosaic and used to study deforestation and land use change since the 1960s. This year the software was inspected and rewritten to reduce error. Geolocation errors were reduced from 150 meters to 50 meters, which is close to the resolution of the calibration data.

### Principal investigators

- **Snyder, Henry David** • Science, Technology, and Mathematics

**Additional investigators**

- **Slayback, Daniel** • Goddard Space Flight Center

- **Tucker, Compton J.** • Goddard Space Flight Center

## National space grant college fellowship program at Gallaudet University

**Status:** Completed
**Start date:** August 2013
**End Date:** August 2014

Gallaudet University, along with other local universities and organizations comprising the District of Columbia Space Grant Consortium, participates in supporting educational and student financial assistance programs that develop infrastructure related to National Aeronautic Space Administration and its strategic missions. This grant supported: (1) Stipends for summer research internships in labs at Gallaudet; (2) Participation of Model Secondary School for the Deaf students in the DC regional Botball competition and Deaf Space Camp; (3) Equipment for high school and undergraduate programs in robotics and electronics; and (4) Software for faculty research in remote sensing.

**Principal investigators**

- **Snyder, Henry David** • Science, Technology, and Mathematics

**Additional investigators**

- **Berendzen, Richard** • American University

**Funding sources**

- NASA-Space Grant

## Investigation of the molecular mechanisms of tumor promotion
*See in Biology*

**Scholarly and Creative Activity**

Mbochwa, C., Habtemichael, A., & Sabila, P. (2014). *Growth of molybdenum disulfide films on silicon wafers.* Poster presented at the STEM Undergraduate event, Gallaudet University, Washington, DC.

Cha, J., Sabila P., Garcia N., & Matthews, J. (2013). *Part A: Progress towards molybdenum disulfide nanomaterials.* Poster presented at the Undergraduate Research Symposium, University of Maryland-Baltimore County, Catonsville, MD.

Mbochwa, C., Habtemichael, A., & Sabila, P. (2014). *Growth of molybdenum disulfide films on silicon wafers.* Poster presented at the Summer Research Presentations, Howard University, Washington, DC.

Habtemichael, A., Mbochwa, C., & Sabila, P. (2014). *Preparation and analysis of molybdenum disulfide nanomaterials.* Poster presented at the Summer Research Presentations, Howard University, Washington, DC.

Garcia, N., Sabila, P., Cha, J., & Matthews, J. (2013). *Part B: Exfoliation and synthesis of molybdenum disulfide films.* Poster presented at the Undergraduate Research Symposium, University of Maryland-Baltimore County, Catonsville, MD.

Habtemichael, A., Mbochwa, C., & Sabila, P. (2014). *Preparation and analysis of molybdenum disulfide nanomaterials.* Poster presented at the Summer Research Presentations, Cornell University, Ithaca, NY.

Habtemichael, A., Mbochwa, C., Sabila, P. (2014, Summer). *Preparation and analysis of molybdenum disulfide nanomaterials.* Poster presented at the STEM Undergraduate event, Gallaudet University, Washington DC.

Mbochwa, C., Habtemichael, A., & Sabila, P. (2014). *Growth of molybdenum disulfide films on silicon wafers.* Presented at the Summer Research Presentations, Harvard University, Boston, MA.

## Social Work

The Department of Social Work provides an atmosphere to prepare students for a career in their field by emphasizing the application of knowledge and theories that are acquired. Research is a large part of applying this knowledge in a way that fosters experimentation and developing skills needed for their career.

## Research Projects

### An evaluation of mental health services for Deaf and hard of hearing people in Nepal-Part I

**Status:** Ongoing
**Start date:** January 2009

This study is a survey of mental health services among Deaf and hard of hearing people who live in Nepal.

**Principal investigators**

• **Mason, Teresa C.** • Social Work

### Emerging themes in the study of young Deaf adults

**Status:** Ongoing
**Start date:** February 2014

This is an exploratory interpretative study of seven young 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 young 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 for Deaf individuals who live in rural areas

**Status:** Ongoing
**Start date:** July 2012
**End Date:** July 2015

The purpose of this pilot project is to test the use of video-conferencing equipment (i.e. telemental health services) for use with Deaf individuals on the Eastern Shore of Maryland. The project includes 30 participants, 15 of whom receive face to face traditional psychotherapy and 15 receiving telemental health services.

**Principal investigators**

• **Crowe, Teresa** • Social Work

**Products**

Crowe, T., Jani, S., & Patel, S. (2014). *Telepsychiatry for Deaf and hard of hearing individuals in rural areas.* Presented at the meeting of the American Psychiatric Association, New York, NY.

### Perspectives of Deaf individuals on telemental health services

**Status:** Ongoing
**Start date:** August 2014
**End Date:** August 2015

The purpose of this project is to explore the potential benefits and challenges involved with telemental health services with Deaf individuals. The study is a mixed method design that includes qualitative interview and anonymous survey data to explore the use of technology to provide psychotherapy to Deaf individuals.

**Principal investigators**

• **Crowe, Teresa** • Social Work

## Scholarly and Creative Activity

Sheridan, M. A. & Betman, B. (2014). *Training of school social workers to meet the educational and emotional needs of diverse Deaf and hard of hearing children* [Report]. Washington, DC: United States Department of Education.

Sheridan, M. (2014). Foreword. In M. C. Berkowitz & J. A. Jonas (Eds.), *Deaf and hearing siblings in conversation.* Jefferson, NC: Mcfarland Press.

Crowe, T. (2014). *Bipolar disorder: Signs, symptoms, and treatment strategies. Behavioral health edition.* West Bridgewater, MA: Western Schools.

Musser, C., Wooden, N., & Crowe, T. (2014). *Mental health services with Deaf individuals.* Presented at the meeting of the Community Behavioral Health Group, Salisbury, MD.

Crowe, T. (2014). *Bipolar I, single manic episode.* Hoffman Estates, IL: Gannet Education.

Crowe, T. (2014). Depression: Signs, symptoms, and treatment strategies. *Behavioral Health Edition.* West Bridgewater, MA: Western Schools.

Crowe, T. (2014). *Ethical social work practice, part 1.* Hoffman Estates, IL: Gannet Education.

Crowe, T. (2014). *Overview of personality disorders.* Hoffman Estates, IL: Gannet Education.

Jani, N., Musser, C., Dreany-Pyles, L., Smith, C., & Crowe, T. (2014). *Mental health and addictions services for the Deaf community on the eastern shore.* Presented at the meeting of Community Behavioral Health, Salisbury, MD.

Crowe, T. (2014). *Cluster A personality disorders.* Hoffman Estates, IL: Gannet Education.

Crowe, T. (2014). *Obesssive-Compulsive Disorder: Signs, symptoms, and treatment.* West Bridgewater, MA: Western Schools.

Crowe, T. (2014, September). *A clinician's guide to telemental health services for Deaf individuals.* Presented at the meeting of the World Congress on Mental Health and Deafness, Belfast, Ireland.

Crowe, T. (2013). *Major depressive disorder, single episode.* Hoffman Estates, IL: Gannet Education.

## World Languages and Cultures

Our department seeks to broaden student perspectives through language and cultural studies pertaining to both Deaf and hearing communities worldwide. Research interests and creative endeavors tend to focus on pedagogy, community building, literary study, and linguistic analysis of both signed and written/spoken languages.

### Research Projects

#### Investigating the social, economic, political, and cultural issues that affect the lives of Deaf people in Argentina, Costa Rica, and Mexico

**Status:** Completed
**Start date:** April 2006

Despite a steady increase of interest in disability and development, only quantitative research exists, and much of it remains focused on categorizing and defining disabilities in the framework of a medical model. This project examines deafness by investigating issues that affect the lives of Deaf Argentinians, Costa Ricans, and Mexicans, and what is being done — and can be done — to address those issues according to Deaf people themselves. Participants were recruited with assistance from their local Deaf associations. Data was collected through 60 signed interviews, written stories, and surveys by a team of qualified Deaf Americans, in collaboration with local Deaf language consultants. The project is on hold while the investigators continue to look for funding to finish transcribing and captioning the interviews.

**Principal investigators**

- **Berdichevsky, Cristina** • World Languages and Cultures

**Additional investigators**

- **Bradford, Stacey (Tashi)** • World Languages and Cultures

- **Guillermo, Elvia** • Office of Multicultural Student Affairs

- **Jimenez, Alvaro** (Student) • World Languages and Cultures

- **Rogers, Buck**

#### Visual span in Deaf readers

**Status:** Ongoing
**Start date:** September 2013

Understanding how people read depends on understanding the *perceptual span* — the portion of the visual field that provides useful visual information during reading. It is unknown whether models of eye-movement control from hearing readers apply equally well to Deaf readers. In the absence of baseline information on eye-movement control in Deaf readers, lexical and sentence processing studies cannot be fully interpreted. The specific aim of this proposal is to pilot experiments that will start testing the degree to which eye-movement control in Deaf readers resembles similar processes in hearing readers.

**Principal investigators**

- **Piñar, Pilar** • World Languages and Cultures

- **Kartheiser, George** (Student) • Linguistics

- **Traxler, Matthew** • University of California, Davis

**Funding sources**

- Gallaudet Small Research Grant

### Deaf students in conventional foreign language classrooms

**Status:** Completed
**Start date:** April 2012
**End Date:** October 2013

Based on abundant evidence coming from the fields of bilingualism and cognitive science showing the cognitive and literacy advantages of knowing multiple languages, this article re-evaluates previous misconceptions about Deaf students and foreign language learning. It provides practical information to teachers and supervisors in mainstream foreign language programs regarding how to accommodate Deaf students in foreign language classrooms in ways that both attend to their diverse linguistic and cultural backgrounds and capitalize on their strengths.

**Principal investigators**

- **Piñar, Pilar** • World Languages and Cultures

- **Herrera, Roberto** • World Languages and Cultures

- **Holzichter, Amanda** • World Languages and Cultures

**Products**

Piñar, P., Herrera, R., & Holzrichter, A. (2014). Deaf students in conventional foreign language classrooms. In S. K. Bourns (Series Ed.), C. Sanz, & B. Lado (Eds.), *AAUSC 2013 volume - Issues in language program direction. Individual differences, L2 development, and language program administration: From theory to application* (pp. 192-209). Stamford, CT: Cengage Learning.

### Gender issues in the writings of Mme De Gouges and Mme De Stäel

**Status:** Completed

This is an ongoing project that will result in the publication of a comparative study of the impact of gender politics in works by two daughters of The Enlightenment from opposite socio-economic backgrounds. The purpose of the study is to shed light on possible intersections between the politics of gender

and class and the discourse of equality of The Enlightenment, a topic which is currently being debated among scholars in the fields of Women's Studies and 18th Century Studies. On November 7, 2008, the researcher delivered a paper entitled *Gender and politics in Revolutionary France* at a regional conference of the American Society for 18th Century Studies (ASECS) at Georgetown University in Washington, DC. This paper will be included in the last chapter of the comparative study, which includes three chapters: autobiographical writings, fictional writings, and non-fictional writings. The researcher submitted an abstract to present at the regional conference of the ASECS in October of 2009. The abstract was approved and the paper entitled *Violating sacred intimacy: Reading Marie Antoinette's and Mme de Stäel's Correspondence* was delivered on October 10, 2009.

**Principal investigators**

- **Berdichevsky, Cristina** • World Languages and Cultures

### ASL co-activation study

**Status:** Ongoing
**Start date:** January 2008

The researchers are conducting several studies testing whether Deaf and hearing ASL bilinguals at different levels of proficiency activate ASL signs when they read English words. The purpose is to gain a better understanding of the lexical architecture of ASL-English bilinguals and how this might affect their literacy development.

**Principal investigators**

- **Piñar, Pilar** • World Languages and Cultures

- **Kroll, Judith** • Pennsylvania State University

- **Morford, Jill** • University of New Mexico

- **Wilkinson, Erin** • University of Manitoba

**Additional investigators**

- **Occhino-Kehoe, Corrine** • University of New Mexico

**Funding sources**

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

## Products

Morford, J. P., Kroll, J. F., Piñar, P., & Wilkinson, E. (2014). Bilingual word recognition in Deaf and hearing signers: Effects of proficiency and language dominance on cross-language activation. *Second Language Research, 30*(2), 251 –271.

### Cross-language activation during sentence comprehension in Deaf bilinguals
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

### Empowering Deaf communities in Latin America and Africa

**Status:** Completed
**Start date:** October 1999

This project is an ongoing collaboration to pilot a "deafness enhanced" participative leadership model that promotes a shared agenda of self-empowerment and leadership in action through Deaf peer mentoring. The mentoring occurs via exchanges and service learning opportunities within Deaf communities in the U.S.; in five Latin American countries - Argentina, Chile, Colombia, Costa Rica, and Mexico; and in Cameroun, Gabon, and Mali in Africa. In 2009, this leadership model, known as International Deaf Partnerships( IDP), was expanded to Mali. During the summer, five undergraduate students successfully completed their 10-week internships in Latin America. One interned in Chile and four in Costa Rica. For the second time, one of the students interned at the Office of Human Rights of the Costa Rica Government, and was asked to produce a video to educate Deaf and hearing Costa Ricans about the UN Convention of Rights for People with Disabilities. Two students interned in Francophone, Africa: one student at a new partner organization, Cameroun Deaf Empowerment Organization, and the other at Bamako Deaf School in Mali. In conjunction with Kathleen Peoples, a former Gallaudet employee who is now in the Foreign Service. This student worked on a proposal to improve Deaf education in Mali, which was presented to the Minister of Education. Service learning projects on behalf of a Deaf school in Bogotá, Colombia, and a Deaf youth group in Guatemala City, Colombia were conducted in the fall of 2009 and the spring of 2010. A service project focusing on providing relief to Deaf Haitians after the January 12, 2010 earthquake was conducted in the spring of 2010. In the spirit of solidarity with Deaf communities in developing countries, in the summer of 2010 the researcher developed and taught a new course, "What's Next for Deaf Haiti?" and started preliminary research on the topic. In the same spirit, in the fall of 2009, the researcher co-taught a course on Africa and collaborated with a Deaf organization in Uganda, Deaf Link Uganda, and its fight against HIV/AIDS among Deaf people in Uganda.

**Principal investigators**

- **Berdichevsky, Cristina** • World Languages and Cultures

**Additional investigators**

- **Ayala, Fernando** • Chilean Deaf Association

- **Battistelli, Luis** • Mendoza Deaf Association, Argentina

- **Bibum, Aloy** • Buea School for the Deaf, Cameroun

- **Camarena, Silvia** • Guadalajara Deaf Association

- **Guillermo, Elvia** • Office of Multicultural Student Affairs

- **López, Leonel** • Costa Rica Deaf Association

- **Mejía, Henri** • Colombian Deaf Association

- **Peoples, Kathleen** • American Embassy, Bamako

- **Sanabria, Gaspar** • Mexican Deaf Federation, Mexico City

- **Siety, Blandine** • Gabonese Deaf Association, Libreville

# VI. Sponsored Programs

The Office of Sponsored Programs (OSP) provides services and support to all Gallaudet faculty and professional staff seeking external sponsorship for research and scholarly projects. This includes both the University and the Clerc Center. The primary source of these funds comes from competitively awarded federal agency competitions and occasionally cost-reimbursable awards from non-federal sponsors with federal-like requirements. The OSP focuses on assisting faculty in securing federal funding via Gallaudet University's subscription to COS Pivot (www.pivot.cos.com). Pivot contains over 33 billion dollars of funding opportunities from various sponsor types across all disciplines, making it the world's largest funding database. Using faculty and professional staff's research interests, this tool allows them to create easily customizable searches for grant opportunities available worldwide based upon their own scholar profile and alerts. The OSP provides training on Pivot, offers guidance in the development of proposals and budgets and negotiates, finalizes and accepts awards on the university's behalf. The OSP is committed to augmenting institutional resources in order to enhance the University's research and educational programming. For up-to-date information on the OSP, consult the OSP's website at: www.gallaudet.edu/office_of_sponsored_programs/about_osp.html

**Dollar Amounts in Millions for Proposals and Awards, FY 2005 – 2014**
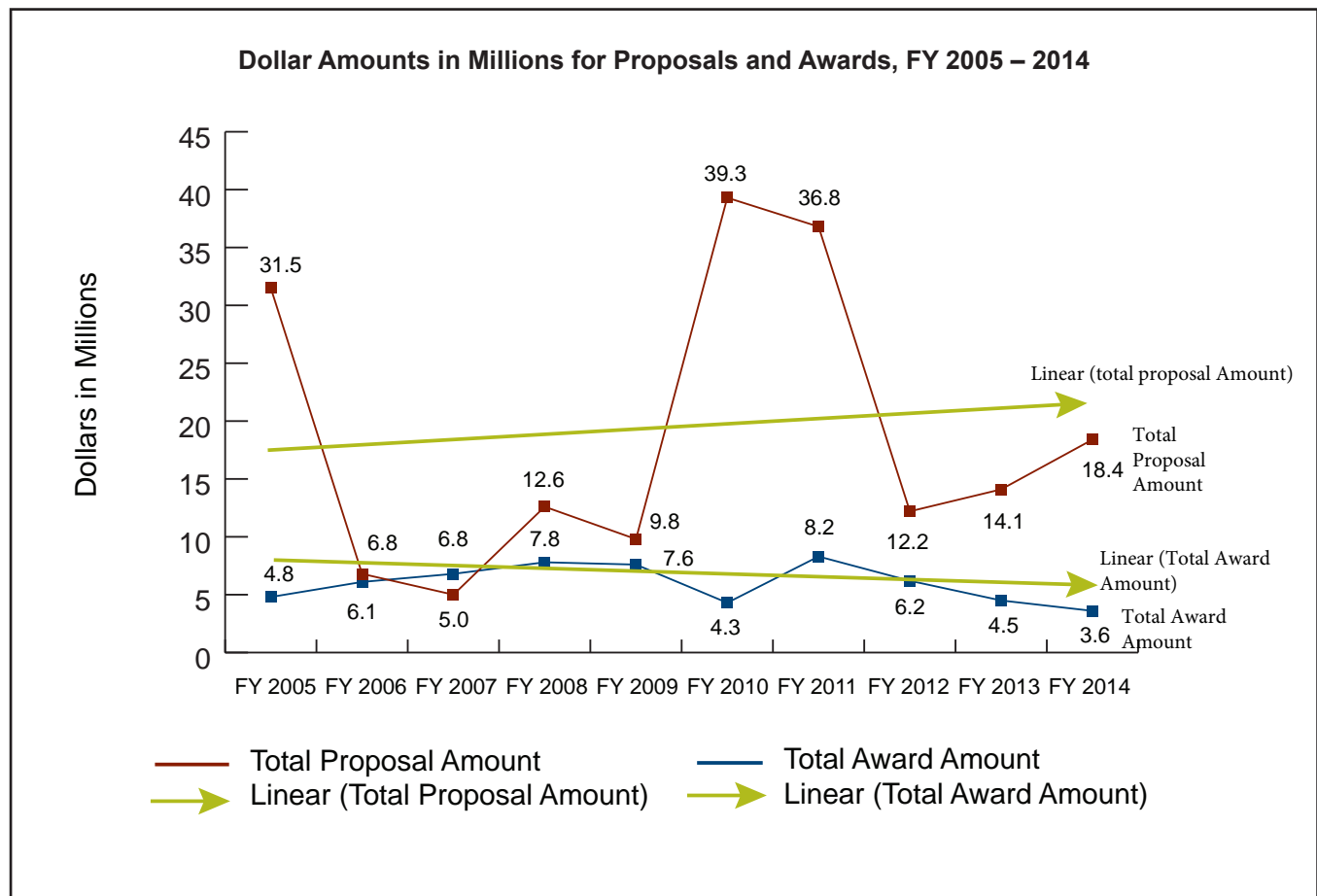
## Sponsored Programs: An Overview

Throughout the campus, Gallaudet faculty and professional staff compete for grants and contracts where sponsored projects are awarded on the basis of rigorous review by experts in the field. Goal E of the Gallaudet Strategic Plan (GSP) is "Establish 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." Strategy E.3.2 states "Seek partnerships with universities, PK-12 programs, community organizations, private foundations, government programs, and businesses aimed at developing, implementing and assessing educational innovations and impacts on student learning." While not all the collaborative projects listed below are aimed specifically at student learning, Gallaudet's students directly benefit from the relationships built with sponsored programs collaborators. The participation in the sponsored programs process in the past fiscal year by the Gallaudet community has resulted in a number of significant opportunities for the institution. Below is a list of other major universities, nonprofits, and for-profit organizations collaborating with Gallaudet on sponsored programs.

- American University
- Boston University
- Brigham Young University
- Carnegie Mellon University
- Georgia Tech Research Corporation
- George Washington University
- Georgetown University
- Hearing Loss Association of America
- Howard University
- Julstrom Consulting and Development
- Marine Biological Laboratory, Woods Hole Oceanographic Institute
- Maryland Department of Natural Resources
- Marymount University
- Nemours Children's Clinic
- Rochester Institute of Technology

- San Diego State University
- The Spencer Foundation
- Universidade Federal do Ceara, Brazil
- Universidade Federal de Santa Catarina, Brazil
- University of Alberta, Canada
- University of California-Davis
- University of California Los Angeles
- University of California-San Diego
- University of Colorado
- University of Connecticut
- University of Haifa, Israel
- University of Hawaii/ Kapiolani Community College
- University of Illinois-Urbana-Champaign
- University of Iowa
- University of Manitoba
- University of Maryland Center for Environmental Sciences
- University of New Mexico
- University of Texas-Austin
- University of Washington
- University of Wisconsin-Madison
- Vcom3D

These relationships are enabled either by funds flowed through Gallaudet University from federal sources to collaborators listed above, or through the collaborators above to Gallaudet.

The following pie chart shows the dollar amount of awards received by sponsor. This year, Gallaudet has seen a decline in funding which we attribute to the highly competitive environment created by cuts in federal funding and the sequestration of federal funds. In FY 2014 there was an increase in proposals submitted (29 last fiscal year compared to 34 submitted this FY). An increase in the total amount requested for research proposals of $18.4 million is a positive indicator for our

research proposals. A total of $3.6 million in federal funding was awarded to Gallaudet which was a decrease from the prior year's $4.5 million but was anticipated with the planned reduction in National Science Foundation (NSF) funds to VL2. Additionally, the RERC did not successfully win a renewal award because the agency did not make an award to any

institution during the last round. The total would have been significantly lower had Gallaudet not successfully won a new RERC grant from the U.S. Department of Education during this fiscal year in the amount of $950,000 per year for a total of $4,750,000 over five years.

**Total Awards by Percentage and Sponsor Received in FY 2014**

- Organization of American States (OAS) 1.5%
- Spencer Foundation 1.3%
- Department of Justice (DOJ) 2.7%
- State Department 2.1%
- National Institutes of Health (NIH) 1%
- Federal Pass-Through[1] 12.9%
- National Science Foundation (NSF) 34%
- U.S. Department of Education (ED) 44.5%
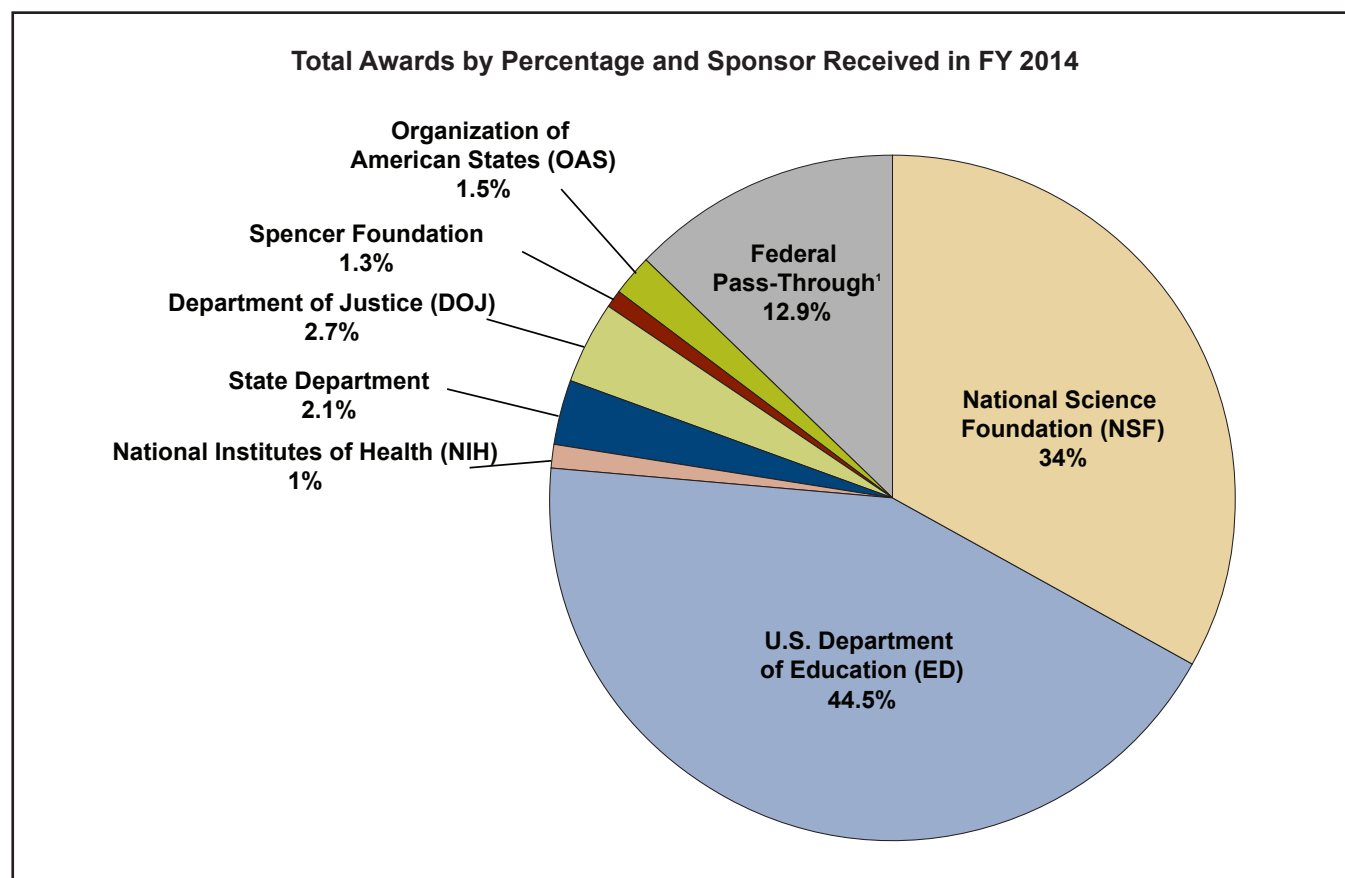
[1]Federal Pass-Through and Other Sponsors: American University (NASA) 7%; Howard University (Harvard & NSF) 16%; Maryland Sea Grant; University of Maryland Center for Environmental Science (NSF) 5%; University of California Los Angeles (NIH) 3%; University of Wisconsin – Madison (ED) 68%.; and Vcom3D (ED) 1%.

## Research Compliance

In order to enhance post-award support of research compliance, the OSP will be working closely with the Provost to make faculty and professional staff aware of our upcoming enhanced research compliance training at Gallaudet University. This training will be provided in American Sign Language as opposed to only having access to traditional training in research compliance through transcripts or closed captioning. The OSP successfully recruited a Research Compliance Specialist whose main role will be to make the research compliance infrastructure of Gallaudet more connected across campus and increase the focus on training our researchers, and those who are involved in their research whether collaborators or students. This recruitment is consistent with Goal E, Objective 2 strategies which will lead to creating the infrastructure to support a world class research enterprise at Gallaudet University.



*An Avatar and Robotic Signing Creatures workshop in November 2013 brought together Gallaudet students and researchers with more than 40 avatar, robotic, and children's learning product experts from across the nation and around the world. The workshop, funded by the National Science Foundation, focused on new, bilingual learning tools to facilitate visual learning, language, and reading development.*

# Goal E: Research and Outreach

## FY 2014 Awards for Research Projects

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Award Amount | Award Date |
|---|---|---|---|---|---|---|---|
| PI: Allen, Thomas Co-PI/Science Director: Petitto, Laura-Ann | R,GA, CS, & IP | Visual Language and Visual Learning (VL2) | Collaborative Research: Science of Learning Center: Visual Language and Visual Learning (VL2) | National Science Foundation; Directorate for Social Behavioral and Economic Sciences | 10/01/2014-09/30/2015 | $1,000,000 | 9/2/2014 |
| PI: Allen, Thomas Co-PI/Science Director: Petitto, Laura-Ann | R,GA, CS, & IP | Visual Language and Visual Learning (VL2) | Collaborative Research: Science of Learning Center: Visual Language and Visual Learning (VL2); Interpreting Supplement | National Science Foundation; Directorate for Social Behavioral and Economic Sciences | 10/01/2013-09/30/2014 | $117,817 | 8/14/2014 |
| PI: Boudreault, Patrick | R,GA, CS, & IP | Visual Language and Visual Learning (VL2) | Cancer Genetics Education for the Deaf Community | University of California Los Angeles (National Institutes of Health) | 08/01/2013-07/31/2014 | $14,487 | 6/26/2014 |
| PI: Mulrooney, Kristin | CAS | Linguistics | Mobile Signing Math Dictionaries with Mouth Morphemes | Vcom3D, Inc. (U.S. Department of Education) | 02/11/2013-09/30/2014 | $6,865 | 12/9/2013 |
| PI: Sabila, Paul | CAS | Science, Technology, & Mathematics | Center for Integrated Quantum Materials | Howard University (National Science Foundation) | 10/01/2013-09/30/2014 | $30,000 | 6/26/2014 |
| PI: Sabila, Paul Co-PI: Sorensen, Charlene | CLAST | Chemistry and Physics | Center for Reduced Dimensional Systems | Howard University (National Science Foundation) | 06/01/2013-05/31/2014 | $43,846 | 2/11/2014 |
| PI: Solomon, Caroline | CAS | Science, Technology, & Mathematics | Gallaudet University Advance Recruitment and Retention in the Geosciences | Maryland Sea Grant; University of Maryland Center for Environmental Science (National Science Foundation) | 03/04/2014-02/28/2015 | $21,724 | 1/9/2014 |

**FY 2014 Awards for Research Projects (continued)**

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Award Amount | Award Date |
|---|---|---|---|---|---|---|---|
| PI: Stone, Christopher Co-PI: Mirus, Gene | SEBHS | Interpretation | The Emergence of Deaf Legal Discourse | Spencer Foundation | 10/01/2014-09/30/2016 | $46,065 | 4/9/2014 |
| PI: Vogler, Christian | R,GA, CS, & IP | Communication Studies | Proposal for RERC on improving the accessibility usability and performance of technology for individuals who are deaf or hard of hearing | U.S. Department of Education (Office of Special Education and Rehabilitative Services) | 10/01/2014-09/30/2015 | $950,000 | 9/6/2014 |
| PI: Vogler, Christian | R,GA, CS, & IP | Communication Studies | Rehabilitation Engineering Research Center (RERC) on Telecommunications Access | University of Wisconsin-Madison | 10/01/2013-09/30/2014 | $318,084 | 2/19/2014 |
| Award Total Research Projects (10 Awards,  7 PI/PDs, 3 Co-PI/PDs) | | | | | | $2,548,888 | |

## FY 2014 Awards for Training, Scholarships, and Other Projects

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Award Amount | Award Date |
|---|---|---|---|---|---|---|---|
| PI: Arnos, Kathleen | CAS | Science, Technology, & Mathematics | S-STEM Scholars: Overcoming Barriers to STEM Success for Deaf Undergraduates | National Science Foundation; Directorate for Education and Human Resources | 05/15/2014-04/30/2015 | $103,717 | 5/3/2014 |
| PD: Gannon, Christine | Student Affairs and Academic Support | Health & Wellness | Gallaudet Grant to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus | U.S. Department of Justice; Office of Violence Against Women | 10/01/2014-09/30/2015 | $96,061 | 10/1/2014 |
| PD: Hile, Amy Co-PD: Simms, Laurene | SEBHS | Education | Widening the Bottle-neck: Preparing Highly Qualified Diverse Deaf and Minority Teachers for Deaf/Hard of Hearing School Age Children (Ages 3-21) | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 10/01/2014-09/30/2015 | $58,354 | 8/22/2014 |
| PD: Hochgesang, Julie | CAS | Linguistics | Haitian Sign Language Documentation | Organization of American States | 05/19/2014-09/19/2014 | $55,591 | 5/19/2014 |
| PD: Hollrah, Bev | SEBHS | Interpretation | Gallaudet University Regional Interpreter Education Center (GU-RIEC) | U.S. Department of Education; Rehabilitative Services Agency | 10/01/2014-09/30/2015 | $300,000 | 8/26/2014 |
| PD: Hufnell, Mary | SEBHS | Counseling | Long-Term Training of Mental Health Counsel-ors Working with Deaf, Deaf-Blind, and Hard of Hearing Rehabilitation Clients | U.S. Department of Education; | 10/01/2013-9/30/2014 | $248,526 | 8/14/2013 |

## FY 2014 Awards for Training, Scholarships, and Other Projects (continued)

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Award Amount | Award Date |
|---|---|---|---|---|---|---|---|
| PD: Lytle, Linda | SEBHS | Counseling | Dual Certification Through a Hybrid Program of Studies: A Masters of Arts Degree in School Counseling Combined with a Deaf and Hard of Hearing Infants, Toddler, and Their Families Collabo-ration and Leadership Interdisciplinary Gradu-ate Certificate | U.S. Department of Education; Office of Special Education & Rehabilitative Services | 01/01/2015-12/31/2015 | $193,762 | 8/22/2014 |
| PD: Pettito, Laura-Ann | R,GA, CS, & IP | BL2 | Neuroplasticity of Spatial Working Memory in Signed Language Processing | National Institutes of Health(Eunice Kennedy Shriver National Institute of Child Health and Human Development) | 08/20/2014-7/31/2015 | $37,644 | 8/20/2014 |
| PD: Reilly, Charles | R,GA, CS, & IP | GRI | Global Competency Through Deaf Eyes | U.S. State Department; Bureau of Education and Cultural Affairs | 08/31/2013-08/30/2014 | $73,799 | 8/31/2014 |
| PD: Snyder, Henry | CAS | Science, Technology, & Mathematics | National Space Grant College and Fellowship Program | American University (National Aeronautics and Space Administration) | 08/26/2013-08/25/2014 | $30,000 | 3/4/2014 |
| Award Total Training, Scholarships, & Other Projects (10 Awards, 10 PI/PDs, 1 Co-PI/PDs) | | | | | | $1,048,928 | |
| GRAND TOTAL (20 Awards) | | | | | | $3,597,816 | |

## FY 2014 Proposals for Research Projects

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Allen, Thomas Co-PI: Morere, Donna | R,GA, CS, & IP | VL2 | Language, Cognition, and Learning: A Longitudinal Study of Deaf Children in Elementary School | U.S. Department of Education; Institute of Education Sciences | 09/01/2015-08/31/2019 | $1,600,000 | 7/30/2014 |
| PI: Allen, Thomas Co-PI: Morere, Donna | R,GA, CS, & IP | VL2 | Longitudinal Study of Elementary Literacy and Scientific Thinking (LSELST) for Children who are Deaf | National Science Foundation; Directorate for Education & Human Resources | 10/01/2014-09/30/2019 | $2,495,211 | 1/8/2014 |
| PI: Allen, Thomas Co-PI/Science Director: Petitto, Laura-Ann | R,GA, CS, & IP | VL2 | Collaborative Research: Science of Learning Center: Visual Language and Visual Learning (VL2) Interpreting Supplement | National Science Foundation; Directorate for Social Behavioral and Economic Sciences | 10/01/2014-09/30/2015 | $117,871 | 7/24/2014 |
| PI: Boudreault, Patrick | R,GA, CS, & IP | Dean's Office | Cancer Genetics Education for the Deaf Community | University of California Los Angeles (National Institutes of Health) | 08/01/2013-07/31/2014 | $14,487 | 6/26/2014 |
| PI: Chen Pichler, Deborah | GSPP | Linguistics | Development of Bimodal Bilingualism | University of Connecticut (National Institutes of Health) | 04/01/2015-03/31/2020 | $800,540 | 6/30/2014 |
| PI: Clark, Diane | SEBHS | Education | Language Assessment for DHH Children across the ASL-to-English Continuum Early Intervention and Early Learning in Special Education | Kent State University (U.S. Department of Education) | 08/01/2015-07/31/2019 | $288,593 | 7/16/2014 |

## FY 2014 Proposals for Research Projects (continued)

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Gormally, Cara | CAS | Science, Technology, and Mathematics | Relevancy or Resistance? Under-represented students' perceptions of undergraduate learning in active learning classes | National Science Foundation; Directorate for Education & Human Resources | 01/01/2015-12/31/2018 | $500,000 | 1/8/2014 |
| PI: Gormally, Cara Co-PI: Nuzzo, Regina | CAS | Science, Technology, and Mathematics | Promoting quantitative literacy beyond the classroom through student-driven social media projects evaluating claims about sex | National Science Foundation; Directorate for Education & Human Re-sources | 01/01/2015-12/31/2017 | $449,468 | 5/30/2014 |
| PI: Greenwald, Brian Co-PI: Bergey, Jean | Provost Office | History | Center for Deaf Documentary Studies | National Endowment for the Humanities | 12/1/2013-07/31/2019 | $500,000 | 5/1/2014 |
| PI: Kuntze, Marlon | SEBHS | Education | Analysis of 'Gesture' in Child ASL Discourse | National Science Foundation; Directorate for Education & Human Resources | 01/01/2015-12/31/2017 | $586,598 | 7/11/2014 |
| PI: Mirus, Gene Co-PI: Kazemzadeh, Max | CAS | ASL and Deaf Studies | Maximizing Benefits of Google Glass for Sign Language Users | Google | 05/01/2014-04/30/2015 | $15,000 | 2/5/2014 |
| PI: Obiedat, Mohammad | CAS | Science, Technology, and Mathematics | Minimal-Pre-requisite Cryptography | George Washington University (National Science Foundation) | 08/01/2015-07/31/2017 | $70,106 | 2/3/2014 |
| PI: Pinar, Pilar | CAS | Foreign Languages, Literatures and Cultures | Literacy Skills in Deaf Readers | University of California-Davis (National Institutes of Health) | 10/01/2014-09/3/2016 | $142,156 | 2/27/2014 |

## FY 2014 Proposals for Research Projects (continued)

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Seal, Brenda | SEBHS | HSLS | Investigating Infant Perception of Signs | National Institutions of Health; National Institute on Deafness and Other Communication Disorders | 05/15/2014-05/14/2017 | $452,011 | 11/11/2013 |
| PI: Solomon, Caroline | CAS | Science, Technology, and Mathematics | Gallaudet University Advance Recruitment and Retention in the Geosciences | Maryland Sea Grant; University of Maryland Center for Environmental Science (National Science Foundation) | 04/01/2014-03/30/2015 | $21,725 | 1/9/2014 |
| PI: Solomon, Caroline Co-PI: Lundberg, Daniel | CAS | Science, Technology, and Mathematics | Monitoring and investigating potential harmful effects of discharge of nutrients and endocrine disruptors from a combined sewage outfall system on recreational fish in the lower Anacostia River, DC | Environmental Protection Agency | 05/01/2014-04/30/2016 | $60,000 | 12/16/2013 |
| PI: Stone, Christopher Co-PI: Mirus, Gene | SEBHS | Interpretation | The Emergence of Deaf Legal Discourse | Spencer Foundation | 10/01/2014-09/30/2016 | $46,065 | 11/25/2013 |
| PI: Vogler, Christian | R,GA, CS, & IP | Communication Studies | Proposal for RERC on improving the accessibility usability and performance of technology for individuals who are deaf or hard of hearing | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 10/01/2014-09/30/2019 | $4,750,000 | 9/6/2014 |

### FY 2014 Proposals for Research Projects (continued)

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Vogler, Christian | R,GA, CS, & IP | Communica-tion Studies | VATRP Requirements Guidance, Outreach, and Systems Testing | VTCSecure (Federal Communications Commission) | 12/01/2014-12/01/2019 | $749,035 | 8/27/2014 |
| PI: Vogler, Christian | R,GA, CS, & IP | Communica-tion Studies | Telecommunication Access Rehabilitation Engineering Research Center | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 10/01/2014-09/30/2019 | $4,749,999 | 2/12/2014 |
| **Total Research Projects (20 Proposals, 14 PI/PDs, 7 Co-PI/PDs)** | | | | | | **$18,408,865** | |

**FY 2014 Proposals for Training, Scholarships, and Other Projects**

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Braun, Derek | CAS | Science, Technology, and Mathematics | Gallaudet NRMN | Hampton University (National Institutes of Health) | 09/01/2014-08/30/2019 | $0 | 4/2/2014 |
| PI: Braun, Derek | CAS | Science, Technology, and Mathematics | Gallaudet BUILD - Letter of Intent Submitted | University of Maryland, Baltimore County (National Institutes of Health) | 09/01/2014-08/30/2019 | $0 | 4/2/2014 |
| PD: Hochgesang, Julie | CAS | Linguistics | Haitian Sign Language Documentation | Organization of American States | 03/24/2014-09/30/2014 | $55,591 | 3/28/2014 |
| PD: Malzkuhn, Melissa | GSPP | Visual Language and Visual Learning (VL2) | TheatreBridge | Quest: Arts for Everyone | 07/01/2013-06/30/2017 | $293,487 | 4/28/2014 |
| PD: Metzger, Melanie Co-PD: Stone, Christopher | SEBHS | Interpretation | Project IDEA: Individuals who are Deaf and Educational Access, Preparing Interp. Faculty | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 08/01/2014-07/31/2019 | $1,072,294 | 2/21/2014 |
| PI: Mirus, Gene | CAS | ASL and Deaf Studies | NSF Graduate Research Fellowship for Ezra Plancon | National Science Foundation; Directorate for Social, Behavioral & Economic Sciences | 08/01/2014-07/31/2017 | $132,000 | 11/7/2013 |
| PD: Mitchiner, Julie Co-PD: Batamula, Christi | SEBHS | Education | Optimizing & Safeguarding ALL Deaf and Hard of Hearing Children's (Birth to Eight)Linguistic, Cognitive, and Social Emotional Development: Teacher Preparation & Professional Development (2015-2020) | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 01/01/2015-12/31/2019 | $1,106,883 | 4/4/2014 |

# Goal E: Research and Outreach

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Mulrooney, Kristin | CAS | Linguistics | Doctoral Dissertation Research: Examining the Correlations between Social Network Ties & Linguistic Production | National Science Foundation; Directorate for Social, Behavioral & Economic Sciences | 07/01/2014-06/30/2016 | $10,461 | 1/14/2014 |
| PI: Petitto, Laura-Ann | Graduate School | BL2 | Neurobiology of Fingerspelling and Visual Sign Phonology Learning in Infants | National Institutes of Health; Eunice Kennedy Shriver National Institute of Child Health and Human Development | 04/01/2015-03/31/2018 | $159,045 | 8/11/2014 |
| PI: Pettito, Laura-Ann | Graduate School | BL2 | Neuroplasticity of Spatial Working Memory in Signed Language Processing | National Institutes of Health; Eunice Kennedy Shriver National Institute of Child Health and Human Development | 08/01/2014-07/31/2017 | $152,725 | 12/12/2013 |
| PI: Pettito, Laura-Ann | Graduate School | BL2 | The ontogeny of finger-spelling's role in reading acquisition in deaf children | National Institutes of Health; Eunice Kennedy Shriver National Institute of Child Health and Human Development | 08/01/2014-07/31/2017 | $152,725 | 12/11/2013 |
| PD: Snyder, Henry | CAS | Science, Technology, and Mathematics | National Space Grant College and Fellowship Program | American University (National Aeronautics and Space Administration) | 08/26/2014-08/25/2015 | $30,000 | 7/8/2014 |
| PD: Stone, Christopher Co-PD: Metzger, Melanie | SEBHS | Interpretation | Project IDEA: "Individuals who are Deaf and Educational Accessibility: Preparing Educational Interpreters at the Graduate Level" | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 08/01/2014-07/31/2019 | $1,238,556 | 4/7/2014 |
| PD: Yuknis, Christina | SEBHS | Education | Promoting Advancement in the Lives of Deaf Children: Explorations in Critical Theory | American Educational Research Association | 06/01/2014-05/31/2015 | $30,918 | 2/18/2014 |
| Proposals Total Training, Scholarships, & Other Projects (14 Proposals, 11 PI/PDs, 3 Co-PI/PDs) | | | | | | $4,434,685 | |
| GRAND TOTAL PROPOSED PROJECTS (34 Proposals) | | | | | | $22,843,550 | |

# VII. Outreach

Gallaudet University offers a comprehensive array of professional development, leadership, and outreach programs and services for deaf and hard of hearing people, their families, communities, and the professionals working with them across the globe. Programs and services are developed to address the needs and interests of diverse constituencies through the offering of graduate, undergraduate, professional studies, and non-credit courses and programs. Through its network of Gallaudet University Regional Centers (GURC), the programs and services of the University and the Laurent Clerc National Deaf Education Center are disseminated.

Programs and services include both credit and non-credit offerings within a bilingual (ASL/English) learning environment, and are created to support the goals of the Gallaudet Strategic Plan. Programs are provided using multiple formats – within traditional classroom settings, online and distance learning, and through hybrid approaches – delivering professional development, enrichment, and leadership programs both on campus, online, and at sites around the country.

Its regional, national, and international programs extend the University's "reach" by providing:

- Graduate, undergraduate, and professional studies courses across the United States, often in collaboration with sponsoring schools, programs, and agencies, providing opportunities to study with experts in fields such as American Sign Language, deaf education, language planning, bilingual education, deaf studies, interpreting, and linguistics.

- Direct programming and outreach services to schools, agencies, and corporations actively engaged in the provision of education and/or human services for deaf and hard of hearing people.

- Online and distance education delivery formats for courses and programming.

- Special events, on and off campus, that engage the broader community, showcase Gallaudet's unique programs, and share the expertise of Gallaudet faculty, staff, and students.

- International programs, such as study abroad and global internships, and the English Language Institute, which provide rich academic and cultural opportunities for visiting students, scholars, researchers, and other professionals.

- Summer programs which offer a broad array of academic and enrichment opportunities and courses for graduate, undergraduate, and professional studies credit, along with dynamic and empowering programs for high school students, providing educational, student development, and experiential learning opportunities.

- Activities such as Gallaudet University Academic Bowl for Deaf and Hard of Hearing High School Students and the Battle of the Books for middle-school students, which recognize academic achievement of students from all parts of the country and also serve as recruitment and enrollment tools for the University.

During FY 2014, Gallaudet University documented 19,043 people served through training and technical assistance/consultation, and 21,240 through exhibits and performances, and recruitment as the table below illustrates. An additional 75,558 people received information through marketing and press releases, and 18,557 people received information through other forms of information dissemination using a variety of formats, including listservs.

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**FY 2014 Activities and People Served**

| | Activities | People Served |
|---|---|---|
| Training & Technical Assistance | 1,162 | 19,043 |
| Exhibits & Performances | 65 | 21,240 |
| Marketing & Press Releases | 182 | 75,558 |
| Other Information Dissemination | 428 | 18,557 |
| **TOTAL** | **1,837** | **134,398** |

Source: Activity Summary/Contact Log Database

**FY2014 Changes:** (1) GURC activities were streamlined due to significant budget reductions, resulting in a reduction of activities and people served. (2) Marketing conducted through the Center for Continuing Studies, previously reported through this table, are no longer included in marketing data. (3) Recruitment activities were documented as a separate activity type and incorporated into the summary count with Exhibits and Performances.

## Enrollment

Professional Studies and Training (PST) courses are offered on-campus, online, and at sites across the United States. The following tables show the enrollment figures for students enrolled PST classes during FY 2014.

**PST Annual Headcount Enrollment Trend**

| | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|---|
| Students enrolled only in PST courses | 737 | 747 | 664 | 616 | 604 |
| Undergraduate/Graduate students also enrolled in PST courses | 197 | 153 | 178 | 136 | 113 |

**PST Enrollment Counts per Class by Student Type**

| | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|---|
| Students enrolled only in PST courses | 1,088 | 1,192 | 1,099 | 901 | 887 |
| Graduate students enrolled in PST courses | 166 | 114 | 157 | 129 | 112 |
| Undergraduate students enrolled in PST courses | 124 | 93 | 92 | 56 | 47 |
| **TOTAL** | **1,378** | **1,399** | **1,348** | **1,086** | **1,046** |
| Faculty/Staff | 113 | 81 | 69 | 46 | 61 |
| Online | 394 | 651 | 289 | 317 | 380 |
| Extension | 80 | 34 | 141 | 85 | 18 |

## PST Fall Census Enrollment Trend[1]

| FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---------|---------|---------|---------|---------|
| 201 | 102 | 147 | 122 | 119 |

[1]Excludes graduate and undergraduate students enrolled in PST classes

In addition, Gallaudet also offers a number of non-credit activities throughout the year via the provision of conferences, trainings, and special events. Participation in these events is not part of the PST figures (headcount or enrollment in courses).

## Non-Credit Program Offerings and Participation Trend
## (outside of PST courses)

|  | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---------|---------|---------|---------|---------|
| Activities | 29 | 17 | 23 | 26 | 30 |
| Participants | 1,824 | 1,038 | 1,351 | 7,069 | 2,200 |

## FY 2014 Non-credit Enrollment by Program

|  | Activities | Participants |
|---|-----------|-------------|
| Summer Youth Programs | 4 | 133 |
| National Academic Bowl | 1 | 316 |
| Battle of the Books | 1 | 305 |
| Conferences/Special Events | 5 | 609 |
| External Contract Programs | 5 | 666 |
| Non-Credit Courses | 14 | 171 |
| TOTAL | 30 | 2,200 |

## Academic Bowl for Deaf and Hard of Hearing High School Students

Fiscal Year 2014 marked the 18th anniversary of the Gallaudet University Academic Bowl for Deaf and Hard of Hearing High School Students. This highly successful event was established with the goal of promoting academic competition among high school teams to foster 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 between students from around the country. It serves as public recognition for the honor and importance of academic achievement and is a major recruitment program for the University.

During FY 2014, the Academic Bowl held five regional competitions and one national competition. This helped to ensure more interaction with prospective students. During the 2014 competition year, 80 high school teams participated, with a total of 323 students and 156 coaches. Of the 125 seniors participating in the competitions, 22 enrolled at Gallaudet this fall.

**Participation in National Academic Bowl for Deaf and Hard of Hearing Students Trend**

|  | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|
| Schools/Programs | 79 | 78 | 80 |
| Teachers/Staff | 154 | 150 | 156 |
| Students | 313 | 306 | 316 |

**FY 2014 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students**

|  | Midwest | Northeast | Southeast | Southwest | West/Pacific |
|---|---|---|---|---|---|
| Schools/Programs | 15 | 18 | 17 | 12 | 18 |
| Teachers/Staff | 29 | 35 | 34 | 25 | 33 |
| Students | 60 | 70 | 67 | 47 | 72 |

**Regional Academic Bowls**

Coordinating the regional competitions was a major responsibility and a highlight for the Gallaudet University Regional Centers. It included working with schools and programs to promote academic achievement and high expectations for all deaf and hard of hearing students while at the same time introducing students, parents, and educators to the opportunities available at Gallaudet University.

**Regional Academic Bowls Host Institutions**

| GURC | Regional Academic Bowl Host Institution |
|---|---|
| Midwest | Michigan School for the Deaf in Flint, Mich. |
| Northeast | Rochester School for the Deaf in Rochester, N.Y. |
| Southeast | Georgia School for the Deaf in Cave Spring, Ga. |
| Southwest | Texas School for the Deaf in Austin, Tex. |
| West / Pacific | California School for the Deaf, Riverside in Riverside, Calif. |

## Battle of the Books – Academic Competition for Middle School Students

During FY 2014, Gallaudet's Battle of the Books entered its second 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 to develop critical thinking skills among deaf and hard of hearing middle school students.

During the competition, 48 schools participated with a total of 105 students and 35 chaperones. There will not be any data in regards to enrollment rates until the group of 8th grade students from last year are eligible to enroll at Gallaudet in the fall of 2017.

**Participation in Battle of the Books**

|  | FY 2013 | FY 2014 |
|---|---|---|
| Schools/Programs | 17 | 48 |
| Teachers/Staff | 35 | 60 |
| Students | 105 | 305 |

## Summer Youth Programs

During FY 2014, a series of Summer Youth Programs (SYP) for High School students were held from July 15 to August 3. There are four programs under SYP: "Immerse Into ASL," "Discover Your Future," "Young Scholars Program–Exploring the Sciences," and "Young Scholars Program–BizGenius" which is new this year. "Immerse Into ASL" is an intensive program in which deaf, hard of hearing, and hearing students come to campus in order to immerse themselves into deaf culture and learn ASL. "Discover Your Future" is a career-oriented program designed for deaf and hard of hearing students. "Young Scholars Program: Exploring the Sciences" is for deaf and hard of hearing students who have an aptitude for science. "Young Scholars Program: BizGenius" is for deaf and hard of hearing students who are interested in business and want to learn about marketing and entrepreneurship.

### Total Participation in Summer Youth Programs Trend

|  | FY 2013 | FY 2014 |
|---|---|---|
| **Number of Campers** | 97 | 133 |

### FY 2014 Participation in Summer Youth Programs

|  | Number of Campers |
|---|---|
| Immerse Into ASL | 96 |
| Discover Your Future | 28 |
| Young Scholars Program-Exploring the Sciences | 3 |
| Young Scholars Program-BizGenius | 6 |

## American Sign Language as a Second Language (ASL2) Program

In direct support of Gallaudet University's bilingual mission, the ASL2 Program provides instruction to faculty, staff, and students as well as students from other area schools and colleges, federal government employees, area businesses and other individuals interested in learning the language. It offers ASL I–VI, credit-bearing courses, and other ASL learning opportunities, such as short courses focusing on specialized aspects of ASL (e.g., non-manual markers, fingerspelling) or tailored for the needs of specific disciplines, departments or units on campus. The program also offers ASL I and II classes online. The area businesses, government agencies, schools, and organizations that contract with Gallaudet for ASL classes include the Department of Navy, Securities and Exchange Commission University, the Office of the State Superintendent of Education, among others.

### ASL Program highlights for FY 2014 include:

- 62% increase in enrollment in ASL online courses from AY 2013

- Dramatic increase in inquiries about the availability of sign language classes on campus as well as online

- Increase in requests for ASL Program Certificates for students to show the completion of a series of ASL classes

- Provided training and mentoring service to ASL undergraduate majors and Masters in ASL Education students

- Increase in providing tutoring service for faculty members

- Provided ASL Gathering for faculty and staff members to learn and practice specialized ASL form and structure

- Began the development of ASL Central, one stop center for any ASL and Deaf related information and mini ASL lessons online

### Strategic Planning

The ASL2 Program and the Department of ASL and Deaf Studies are engaged in a strategic planning process designed to expand ASL Central online courses, programs and services, to be launched in fall 2015.

### Increased Inquiries

Gallaudet University is seeing a marked increase in inquiries related to the availability of sign language classes. Interests expressed are primarily for on-campus ASL classes either during the academic year or during the summer. Since spring 2011, the ASL2 Program has continued to receive a significant number of emails seeking information about concurrent credit courses, also referred to as "dual enrollment." Concurrent credit courses provide high school students with the opportunity to enroll in college courses and earn college credits during high school, on the high school campus.

In addition, the ASL2 Program has received a number of requests seeking information on the ASL Program Certificate for those students who are either currently working or plan to enroll in interpreting programs across the country. The certificate program will include five levels of ASL courses and an Introduction to Deaf Studies course to satisfy the minimum requirements. The certificate is ideal for any students who are entering an Interpreting Training Program. In addition, more states recognize ASL as a language of instruction and have established a regulation that includes 18 credits of language teaching and learning for prospective ASL instructors or mentors who either complete their Masters or are going through a career change.

## Gerald "Bummy" Burstein Leadership Institute

The Gerald "Bummy" Burstein Leadership Institute (BLI), a unit within the Center for Continuing Studies (CCS), provides an array of high-quality and innovative programs for deaf and hard of hearing individuals that are designed to help them progress to the next level in their careers or personal life paths. BLI addresses leadership knowledge and skills development in education and other social service professions including deaf-centric for-profit and non-profit agencies and corporations. Program offerings utilize engaged learning formats with a focus on experiential learning, problem solving, and transformation.

BLI programs and courses focus on the following areas:

- Agency leadership; entrepreneurial leadership

- Consumer, family, and community advocacy; advocacy training for deaf people internationally

- Deaf women's leadership

- Educational leadership; change leadership; early education professional development leadership

- Parliamentary procedures; project management; life coaching

- Theater arts leadership for deaf and hard of hearing people of color

FY 2014 highlights include:

### Deaf Women's Leadership Seminar

BLI provided leadership training for nine deaf women from across the country including one international participant from Nepal. The Deaf Women's Leadership Seminar provides deaf women with an invigorating environment for self-awareness, exploration, actualization, and leadership development. The seminar also strives to improve the quality of participants' lives through community engagement, service and development. Training modules are offered by nationally recognized deaf female leaders who engage participants in learning how to effectively advocate for their causes and to develop the skills necessary to achieve results. The training this year focused on self-awareness, identification of participant leadership styles, leadership styles in for-profit and non-profit corporations and agencies, effective professional communication, and conflict

resolution strategies, community development, networking, and fundraising.

### Leadership Training in Theater Arts for Deaf and Hard of Hearing People of Color

The Burstein Leadership Institute provided an intensive one week leadership training in theater arts for 13 participants. This training was designed specifically for deaf people of color, who were interested in leisure or professional participation in deaf theaters. Participants acquired knowledge and skills in three distinct areas: (1) history of deaf theater and theater arts of color, (2) actors movements, and (3) play production. The class utilized their newly acquired skills to present a production on the final day of class which was attended by the campus community. This training was led by a nationally and internationally renowned deaf theater arts professional and his team of trainers.

### Grassroots Advocacy International Leadership Training

BLI provided leadership training to 21 deaf and hard of hearing leaders from the four developing countries of Haiti, Nepal, Nigeria and Saudi Arabia during the summer of 2014. This marked the fourth year that the program has been offered; the first training was held in 2009 and enrolled 13 international leaders. The second and third trainings were held in 2012 and 2013 and served 23 and 20 international leaders respectively. Participation in the Grassroots Advocacy International Leadership Training program required a commitment by the participating leaders to share their knowledge through training of their constituents when they returned home. The intensive, week-long program utilized the train-the-trainer approach and focused on a wide array of leadership skills, including organizing grassroots-level deaf people into productive groups, establishing a clear vision of strategic planning and goal-setting, leadership styles and their application, human relations, and fundraising skills. Perhaps most important, these community-minded participants were taught by a team of noted deaf role models on how to network with other potential leaders and advocate for their rights.

### International Visitors from Georgia

Through collaborations with the United States Agency for International Development (USAID) and Gallaudet's Office of International Programs and Services, the Center for Continuing Studies (CCS) provided training to a group of twelve visitors from various schools for the deaf in the country of Georgia, March 22-March 29, 2014. This group consisted of school administrators and teachers who were seeking to improve their knowledge of educational methodologies and approaches for educating students who are deaf or hard-of-hearing and learning more about the curricula and teaching methods used by Gallaudet University faculty and Laurent Clerc Center teachers.

Training focused on the following topics: Teaching Strategies, Acquisition of Language with Deaf Children and the Importance of Early Detection and Intervention, Communication Studies, Deaf Culture and Deaf Gain, Language Research, Past, Present and Future and Language Preservation, and Literacy Practices for Young Deaf and Hard of Hearing Students. The week-long training concluded with a panel discussion with faculty.

During FY 2014, 54 people were served through BLI offerings.

### Gerald "Bummy" Burstein Leadership Institute Program Enrollment Trend

| | FY 2011 | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|---|
| **NUMBER OF COURSES** | | | | |
| On-campus | 4 | 5 | 1 | 4 |
| Hybrid/Online | 2 | 9 | 2 | 0 |
| Extension | 9 | 3 | 1 | 0 |
| **PEOPLE SERVED** | | | | |
| **Enrollment** | **42** | **168** | **43** | **54** |

# Gallaudet University Museum

The Gallaudet University Museum was formed in 2007 when a museum committee consisting of three faculty and four staff members presented the provost of the Division of Academic Affairs with mission and vision statements that became the foundation of the Museum.

## Mission Statement

The Gallaudet University Museum promotes and interprets the rich and complex deaf experience. This cuts to the very core of the University's mission by offering students, their families, and the wider public a mechanism to analyze this "bilingual, diverse, and multicultural institution."

## Vision Statement

- As a premier research and information resource center, the Gallaudet University Museum will:

- Provide national leadership on public presentations of deaf history and contemporary life of the deaf community.

- Collect and preserve cultural material for scholarly research and for posterity, working in close collaboration with the Gallaudet University Archives.

- Exhibit artifacts and ideas that inform, inspire, and challenge common understandings of deaf life from cultural, linguistic, and sensory perspectives.

- Create public programming serving the campus, the neighborhood surrounding Gallaudet University, diverse Washington, D.C. constituencies, and local, national, and international audiences.

- Advance the educational mission of Gallaudet University by providing opportunities for shared research and academic collaboration.

## Tagline

Mapping the Future, Guided by the Past

## Role of the Museum

The Gallaudet University Museum presents the heritage of an evolving cultural community, and traces the historic roots of the University. By promoting the open exchange of ideas about what it means to be deaf—and, conversely, what it means to be hearing—with the local, national, and international communities, the Museum inspires examination of community identities. As a place of historic, linguistic, and cultural scholarship, the Museum also serves the University and its visitors as an accessible resource on deaf life and artistic expression.

In the spring of 2012, the University's national historic landmark, Chapel Hall, was designated as the main Museum site, and renovations were completed in fall 2013. With exhibition space of approximately 3,600 square feet, plans for Chapel Hall involved the permanent exhibition unveiled on April 8, 2014; revolving exhibitions with topics designed to keep the Museum alive and current; a "Living Circle" sensory lab program; and a center for lecture series and gala events. The Museum in Chapel Hall has played host in spring 2014 to receptions, parties, and formal services.

Serving as honorary chair of the Friends of the Gallaudet University Museum is Mrs. Vicki Hurwitz, the first lady of Gallaudet University and curator of Gallaudet University's House One. Dr. Jack Gannon and Mrs. Rosalyn Gannon are honorary chairs of the Museum, and founders of the museum endowment fund. Dr. Gerald Burstein, in creating a museum fund, is also a significant contributing member of the Museum. The Museum has received endorsement from the Gallaudet University Alumni Association, the National Association of the Deaf, the National Black Deaf Advocates, Inc., and the World Federation of the Deaf. The Gallaudet University Museum is registered with the American Alliance of Museums (AAM) and the Association of Academic Museums and Galleries (AAMG).

Information on the Museum can be found on its website, www.gallaudet.edu/museum.html, which also offers links to its social media presence.

**Exhibitions**

### Permanent: "Gallaudet at 150 and Beyond"

Arranged to coincide with the University's 150th anniversary, the Gallaudet University Museum's first permanent exhibit, "Gallaudet at 150 and Beyond," opened on Charter Day 2014. The exhibition presents the story of this one-of-a-kind institution, and fosters analysis of broad societal issues and specific deaf themes. Drawing on the unsurpassed collection of deaf history and contemporary material in the University's Archives, as well as the expertise of scholars, the exhibit seeks to analyze issues both proud and painful to advance a greater understanding of deaf life and the national and international role of Gallaudet University over the past 150 years.

### Rotating: "Andrew J. Foster: Missionary, Educator, and Advocate"

Opened on April 8, 2014, with the permanent exhibition, the Museum's first rotating exhibit in Chapel Hall tells the story of one of its most successful alumni, Andrew Foster. Jointly curated by Museum staff and the Dean of the School of Education, Business, and Human Services, the exhibit uses text, photographs, a timeline, and maps to tell the story of the University's first African-American graduate. It is the first exhibit at the Gallaudet University Museum to address issues of diversity, and sets the stage for future exhibits on themes of diversity and personal stories.

### Rotating: "Then and Now"

A visual look at Gallaudet University in the past and present, "Then and Now" opened on April 8, 2014. It identifies key themes throughout the University's history, such as academics, connection with the surrounding community, and others; these themes are then examined through adjacent photographs depicting different eras of the University's history.

## Gallaudet University Sesquicentennial

During the 2013-2014 academic year Gallaudet University commemorated 150 years of collegiate education on campus. In order to provide direction for sesquicentennial planning the President and Steering Committee developed the theme: "Gallaudet University: Celebrating 150 Years of Visionary Leadership."

This theme was inspired by recognition that the 1864 creation of the college was visionary; that research and ideas developed on campus have had lasting academic and intellectual impact; and that many of Gallaudet's graduates have gone on to provide imaginative and far-reaching leadership. The year-long celebration recognized the past but focused on the future and the many ways Gallaudet University continues to offer visionary leadership. Looking back on 150 years, the University also stepped forward, envisioning the academic directions of future generations of students.

The Sesquicentennial Steering Committee established goals for the anniversary, held campus-wide events, and created online mechanisms for input. Subcommittees for event-specific planning expanded participation and input. An 18 month planning process incorporated the campus community and alumni in determining the vision and scope of activities. A campus-wide forum to gather ideas for marking the anniversary and an online submission form was created and shared for the greatest possible input. Over 145 ideas were submitted. All constituencies and components of the campus were involved in developing a series of events that celebrates our history, inspires our future, and extends our communications reach.

**Signature Events**

The "signature" events celebrating the 150th anniversary of Gallaudet included:

### Distinguished Lecture Series

Five lectures, selected by a faculty committee, were held throughout the year. Each brought new perspectives to campus and all presenters had an opportunity to engage with students via classroom visits and department-specific events. The lecturers are listed online: www.gallaudet.edu/150.html

## Charter Day Festival

On April 8, 2014, exactly 150 years to the day that President Abraham Lincoln signed our Charter, a campus-wide festival was held. Opening ceremonies included presentations, proclamations and original performances. Departments and student groups hosted exhibits; the Gallaudet University Museum held a grand opening of the exhibition Gallaudet at 150 and Beyond; the Deaf Studies Digital Journal launched a special issue "Gallaudet at 150: The Past, Present and Future"; a U.S. Postal Service Pictorial Postmark Cancellation in honor of the Gallaudet University Sesquicentennial was offered; Gallaudet University Press released "The History of Gallaudet University: 150 Years of a Deaf American Institution"; a sesquicentennial tree was planted; special tours highlighting sustainability measures were given; a cake in the shape of Chapel Hall delighted; and an all campus photo recorded the day. The Gallaudet University Alumni Association laid a wreath at the Edward Miner Gallaudet statue. The evening brought creative ASL performances by students in a "Mindvolt" show and Chapel Hall was colorfully lit up to close the memorable day.

## Gallaudet 150 Symposium

April 9-10, 2014 was a time for reflection on the meaning and impact of Gallaudet. From its founding in 1864, this institution has undergone tremendous change and growth. A two-day Symposium titled "Celebrating 150 Years of Visionary Leadership" examined the evolution of Gallaudet and northeast Washington, D.C. Over 21 presentations spanned the history of the Gallaudet campus. The Symposium opened with the inaugural presentation of the John S. and Betty J. Schuchman Deaf History Award, given to Deaf History International. Formation of a research center on deaf documentary studies was announced.

## Gallaudet Reunion

July 9-13, 2014 the campus came alive with people for the Gallaudet Reunion. Plenary sessions on Gallaudet's past, present and future; athletic celebrations; Hall of Fame announcements; class reunions; department and program reunions; alumni emeriti honors; and Greek conclaves inspired participants. Alumni, faculty, and staff gave workshops for attendees. A group photo was taken. The Reunion celebrated both the 150th anniversary of Gallaudet University and the 125th anniversary of the Gallaudet University Alumni Association (GUAA). The GUAA announced a pledge of $100,000 in sup-

port of student scholarships. Gallaudet's 6th Street development plan was presented and feedback from participants were collected. Evening "Gallaudet Club" performances highlighted performing arts. A joint GUAA/University honor – the Sesquicentennial Distinguished Alumni Award – was presented to Dr. Gerald "Bummy" Burstein in honor of his life-long service to the GUAA and the University. Documentation of alumni stories was conducted by the ASL and Deaf Studies Department for a "Deaf Stories Corpus" project. Several class and organization private events held in conjunction with the Reunion spilled over to Union Market/NoMa area and the H Street corridor.

## Additional Sesquicentennial Events/Products/Outreach

- **Gallaudet University Museum Exhibition Opening:** A permanent exhibition, Gallaudet at 150 and Beyond opened in Chapel Hall on April 8th as part of the Charter Day Festival. www.gallaudet.edu/museum.html

- **Gallaudet Timeline:** Gallaudet University Archives created an online chronology of campus history. The site is being widely used and will remain available as a research tool. www.gallaudet.edu/a_historical_timeline.html

- **Deaf Studies Digital Journal:** A special issue, "Gallaudet at 150: The Past, Present and Future" was launched on April 8 during the Charter Day Festival and is accessible online: dsdj.gallaudet.edu

- **Visionary Leaders Campaign:** Following a nomination and selection process, the campus featured 15 Visionary Leaders who did groundbreaking work. Each leader was highlighted on banners throughout campus that changed each month, and biographical information was distributed via online and social media. A press release was distributed to bring the attention of external audiences to Gallaudet. www.gallaudet.edu/150/celebrate/visionary_leaders.html

- **Departmental Initiatives:** Several academic departments held events or documented their history. Hallway exhibits, panel presentations, filmed alumni interviews and a performance of a play occurred in honor of the 150th anniversary.

- **150 Formation Photo:** Students from a digital photography class organized a "150" in formation photo. In addition to still images a whimsical video was created.

- **Mounting of the History Through Deaf Eyes Exhibition:** The nationally touring exhibition, curated by Jack R. Gannon,'59, was mounted in the Sorenson Language and Communication Center for the Gallaudet Reunion and will remain up for at least one semester.

- **Diploma Gallery:** In honor of the sesquicentennial, the University is collecting diplomas with the goal of securing a diploma from every graduating class, starting with the first in 1869 when three young men received diplomas signed by President Ulysses S. Grant. To this day, the diplomas of all Gallaudet graduates are signed by the presiding U.S. President. www.gallaudet.edu/150/celebrate/gallery_of_diplomas.html

- **Library Bookshelf Project:** As part of the celebration the University assembled a library bookshelf featuring Gallaudet University Press titles representing deaf culture and the deaf community in America. Individual donations supported presentation of the collection to the Martin Luther King, Jr. Library in Washington, D.C.

- **Clerc Center History Contest:** In commemoration of the 150th anniversary of Gallaudet University, KDES (grades 6-8) and MSSD students were invited to submit written or signed essays that examine how they have been inspired or profoundly impacted by a particular event in Gallaudet's history. The student winners were recognized at the Charter Day Festival opening ceremony.

- **U.S. Postal Service Pictorial Postmark:** A U.S. Postal Service Pictorial Postmark Cancellation in honor of the Gallaudet University Sesquicentennial was part of the Charter Day Festival. Coordinated and designed by alumni in conjunction with the U.S. Postal Service, an image of the Tower Clock juxtaposed with the U.S. Capital building was featured.

- **Sesquicentennial Tree:** The Student Body Government and student organization, Green Grow led the planting of an oak tree in honor of the sesquicentennial, and included a bronze plaque and placement of a massive rock for seating. Planting occurred as part of the Charter Day Festival.

- **Presentations at the Smithsonian Folklife Festival:** As part of the 2013 "One World Many Voices" program, three sessions were offered including "Gallaudet University - 150 Years of a Language Community" where the panel discussed American Sign Language use and research.

- S**esquicentennial Medallion:** Artist Ann Silver, '72, designed 150th Anniversary Medallion depicting the Tower Clock as a symbol of the strength and unity Gallaudet University has maintained throughout 150 years.

- **Sesquicentennial Calendar:** Sorenson Communications produced a full-color 2014 calendar with a Gallaudet focus on each page. Gallaudet's continuity and change are reflected each month as the calendar highlights academics, diversity, athletics, research, communication, the Gallaudet University Alumni Association, technology, student organizations, and buildings of old and new.

- **Commemorative Merchandise:** The Bison Shop produced and marketed a variety of popular sesquicentennial merchandise.

The anniversary celebrating 150 years of higher education for deaf students enriched and enlivened the University. Participation of students, faculty, staff and alumni demonstrated pride in Gallaudet, gratitude for what the University offers and stands for, and support for continued visionary work.

## International Affairs

The outreach activities reported here are those specifically conducted in support of the international goals in the Gallaudet Strategic Plan, specifically: (A) Increasing enrollment of international students; (B) Preparing students for career success and career opportunities; (C) Increasing revenues, scholarships and donations; and (E) Establish 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.

A total of 52 countries were represented in Gallaudet University's student enrollment in FY 2014. That year, 30 international students graduated from the University. Seven of these graduates earned master's degrees in international development, an interdisciplinary major that supports Gallaudet University's outreach efforts.

International Affairs is a component of the Office of Research Support and International Affairs (RSIA). The office was formed in FY 2014 by merging three longstanding campus units--Gallaudet Research Institute, Office of International Relations, and Office of International Programs and Services– to more effectively fulfill the University's mission to enhance scholarly research and engage the global deaf community. RSIA is under the auspices of the Office of the Provost.

Gallaudet University's commitment to global education and outreach is reinforced by International Affairs, which serves as the initial point of contact for international visitors and scholars to the Gallaudet campus. International Affairs cultivates and strengthens international partnerships that benefit Gallaudet students and the global deaf community, and encourages personal and academic growth for the University's faculty and students by overseeing and facilitating international and intercultural education opportunities.

International Affairs supports the many programs and other opportunities Gallaudet University makes available for scholars from around the world. These allow scholars to come to campus on a long- or short-term basis to study, conduct research, or to enhance their educational opportunities by taking advantage of the University's notable resources on Deaf culture. In addition, RSIA offers Gallaudet students, faculty, and others a broad range of opportunities to apply their knowledge and learning on an international scale.

Achievements during FY 2014 include:

## International Visitors

The University regularly receives requests for visits from individuals outside the United States. These range from leaders in higher education and special education who look to Gallaudet to share its expertise in improving opportunities for their country's deaf and hard of hearing population, to individuals and small groups planning to visit the U.S. who are familiar with Gallaudet's world renowned reputation and want a tour of campus to be part of their itinerary when visiting landmarks in Washington, D.C.

Gallaudet welcomed 290 visitors representing 52 countries in FY 2014. These visitors came to campus for a variety of reasons, including attending workshops, seminars, and presentations; observing classes; consulting with faculty on best practices in educating deaf and hard of hearing students; to attend events related to the University's 150th anniversary celebration, or simply to tour the University and learn more about deaf history and culture. Support for these visitors was provided by the U.S. Department of State, the United States Agency for International Development, embassies, educational agencies and organizations, and many others.

## Partnerships

### Panama

Gallaudet University implemented a 2011 Memorandum of Agreement with The Republic of Panama's Instituto para la Formación y Aprovechamiento de Recursos Humanos (IFARHU) in Panama City to provide opportunities for Panamanian professionals to pursue graduate studies at Gallaudet. Two students are currently studying in Gallaudet's English Language Institute and expect to transfer to the University's graduate program for the next academic year.

### China

During 2014, talks were held between Gallaudet representatives and the leadership of Beijing Union University's (BUU) Faculty of Special Education for the planning of intensified co-operation, including sharing of information to ease the process of Chinese application to Gallaudet, assigning a staff liaison at BUU for contact with Gallaudet, and planning for a special course for BUU students at Gallaudet in 2015.

## Overseas Opportunities for Gallaudet Students

### China Study Abroad – "Deaf Chinese: Visual Expressions and Daily Life"

A group of Gallaudet students were immersed in Chinese language and culture in Beijing from May 19-27 and in Xiamen from May 27-June 1. During their individual project presentations, they presented concepts of architectural design and accessible learning to BUU students. This was the second consecutive year that Gallaudet led a study abroad trip to China, where the group is based at BUU. To prepare for the trip, the students took "Deaf Chinese: Visual Expressions and Daily Life," a course that gave them an introduction to the Deaf Chinese approach to visual expression through painting, photography, dance, theater, and architectural design. The activity was funded by U.S. State Department grant S-ECAAS-12-GR-127KF, with the aim of strengthening Gallaudet's study abroad program, especially in China.

### International Internship

In FY 2014, Gallaudet students interned in more than 10 countries, including partnerships at the LAVOSI (in English, The Voices of the Silent) School in Guatemala, the Oasis Empowerment Center in Guam, and the National Institute of the Deaf in South Africa.

Undergraduate and graduate students who are interested in enhancing their education by attaining a global perspective find that interning, working, or volunteering abroad offers an invaluable perspective. International internships are often part of a student's academic program and earn credits toward graduation.

Student internship duties vary, and have included activities such as teaching, recreational program management, advocacy work, community involvement, and research. Along with gaining knowledge and skills in any of a wide variety of areas, these students are able to network with professionals working in another part of the world.

### Faculty/Researcher Activities Abroad

Several Gallaudet faculty members, representing a wide range of disciplines, shared their expertise abroad during FY 2014. Their efforts contribute to the University's longstanding commitment to outreach efforts that lead to greater understanding of deaf people and, ultimately, improved educational and employment opportunities, and a better quality of life. (For more information on the presenters' topics, please see the full citations under the presenters' department listing in this chapter.)

- **Marilyn Sass-Lehrer, Department of Education**
  Presentation: "Preparation of Early Intervention Specialists: Deaf and Hearing Partnerships," at the Family-Centered Early Intervention Conference, Bad Ischl, Austria, June 2014.

- **Brian Greenwald, Department of History, Philosophy, Religion, and Sociology**
  Presentations: "Topics in United States Deaf History" and "Deaf President Now," Danish Deaf Society, Copenhagen, Denmark, November 2013; "Current Trends in Deaf History Research, TASPO, Trnava, Slovakia, November 2013.

- **Kristin Mulrooney, Department of Linguistics**
  Presentation: "Design of an ASL Composition Course," International Conference on Foreign Language Teaching and Applied Linguistics, Sarajevo, Bosnia-Herzegovina, May 2014.

- **Christopher Stone, Department of Interpretation**
  Co-presentations: "Trying to do the Right Thing at the Right Time - The Role of Cognitive Development in Interpreter Training" and "Cognitive Changes in Interpreters as a Result of Sign Language Interpreter Training and Experience," European Forum of Sign Language Interpreters, Antwerp, Brussels, September 2014.

- **Barbara Gerner de Garcia, Department of Education**
  Co-presentation and Video Postscript: "Heaney in Translation: The Written Word Transformed by Sign Language," Seamus Heaney: A Conference and Commemoration, Queens University. Belfast, Northern Ireland, April 2014

- **Teresa Crowe, Department of Social Work**
  Presentation: "A Clinician's Guide to Establishing Telemental Health Services for Deaf Individuals," Belfast, Northern Ireland, September 2014

- **Melissa Malzkuhn, Center for Visual Language and Visual Learning (VL2); Benjamin Bahan, ASL and Deaf Studies Program**
  Activity: "Motion Capture and Nursery Rhymes," to investigate the motion capture (mocap) technology and develop a working "proof of concept" ASL nursery rhyme produced in mocap at the Mocaplab, a leading motion capture studio in Paris, France.

- **Marlon Kuntze, Department of Education; Adam Stone, Center for Visual Language and Visual Learning (VL2)**
  Presentation: "Revisiting the question of iconicity and acquisition," International Association of Studies on Child Language, Amsterdam, The Netherlands, July 2014.

## International Scholars on Campus

### International Visiting Student Program (IVSP)

The International Visiting Students Program (IVSP) 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. Additionally, there are opportunities for them to find information relating to specific aspects of deafness by exploring Gallaudet's vast data collection. In FY 2014, there were 11 IVSP participants on campus from the following countries: Argentina, China (2), Denmark, Korea, Japan, Norway, Spain, Sweden (2), and Thailand.

### International Visiting Researcher Program (IVRP)

The International Visiting Researcher Program (IVRP) at Gallaudet University was established to accommodate a limited number of scholars who wish to use the facilities at Gallaudet University each academic year to work on their research studies. During FY 2014, there were three IVRP participants on campus from China, Lithuania, and Swaziland (also a Fulbright recipient).

### Fulbright

The Fulbright Program aims to increase mutual understanding between the peoples of the United States and other countries, through the exchange of knowledge and skills. For FY 2014, the University had four Fulbright recipients on campus. They hailed from Spain, Cameroon, Finland, and Swaziland.

### World Deaf Leadership Scholarship (WDL)

The World Deaf Leadership (WDL) Scholarship is an endowed scholarship funded by the Nippon Foundation, Tokyo, Japan. The purpose of the WDL Scholarship Fund is to provide scholarships to Gallaudet students with financial need from developing nations. Gallaudet selects WDL Scholars who demonstrate the ability to become international leaders and make significant contributions to their nation and possibly the world. On campus during FY 2014 were eight WDL Scholars who came from China, Egypt, Fiji, Mali, Malaysia, Philippines, Nepal, and Vietnam. Three scholars from Malaysia, Philippines, and Fiji graduated and received degrees from the University.

### Sasakawa International Scholarship (SIS)

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. Six continuing undergraduate and graduate students, from Argentina, Nigeria, Sweden (from Iraq), Sri Lanka, Paraguay, Ghana, are working on their degrees at Gallaudet, thanks to SIS scholarships.

### 150th Anniversary Celebration

RSIA, in collaboration with the Office of Alumni Relations, sent 62 letters of invitation to international alumni, their families, and friends as a prerequisite for obtaining visas to come to the United States and join in the celebration.

### World Deaf Information Resource (WDIR)

The World Deaf Information Resource Project (WDIR), launched in FY 2009, serves as a portal for those in search of information about international resources for deaf and hard of hearing people. It provides contact information for schools, programs, and organizations serving deaf and hard of hearing people throughout the globe, as well as links to other related websites. During FY 2014, WDRI had 31,551 visitors, 27,393 of whom were first-time visitors, to its website in FY 2014. There was a total of 56,368 downloads from the WDIR website in FY 2014.

## English Language Institute

The English Language Institute (ELI) received a one-year accreditation from the Commission on English Language Program Accreditation (CEA) and administrative efforts to obtain the full five year accreditation from CEA are underway. An ASL version of the ELI Student Handbook was completed and made available to current ELI staff and students. Major computer lab renovations in the Hall Memorial Building were completed in the summer of 2013, one of which is specifically assigned to the ELI and the other is shared between ELI and the foreign language department. Dr. Pilar Piñar became chair of the Department of World Languages and Cultures, where ELI is housed along with the International Studies program and the foreign language program. Due to recent increases in ELI student enrollment, two permanent staff members were hired during the summer of 2014.

**English Language Institute Enrollment Trend**

| FY 2010 | | FY 2011 | | FY 2012 | | FY 2013 | | FY 2014 | |
|---|---|---|---|---|---|---|---|---|---|
| Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 | Fall 2013 | Spring 2014 |
| 67 | 61 | 59 | 54 | 65 | 72 | 90 | 77 | 64 | 78 |

## Gallaudet University Regional Centers

The Gallaudet University Regional Centers (GURCs) bring the resources and expertise of Gallaudet University and the Laurent Clerc National Deaf Education Center to six major regions of the United States and its territories, through extension courses, training programs, workshops, conferences, special events, consultation services, and other innovative programming.

The regions and host institutions are indicated below:

**Gallaudet University Regional Center Locations**

| GURC Region | Host Institution | Location |
|---|---|---|
| Midwest | John A. Logan College | Illinois |
| Northeast | Northern Essex Community College | Massachusetts |
| Pacific | Kapi'olani Community College | Hawai'i |
| Southeast | Gallaudet University | Washington, D.C. |
| Southwest | Austin Community College | Texas |
| West | Ohlone College | California |

During FY 2014, the scope of GURC initiatives was streamlined due to significant budget reductions. Priorities remained aligned in support of the Gallaudet Strategic Plan. GURCs documented 15,763 people served through training and technical assistance/consultation, and 20,405 through exhibits, performances, recruitment activities. In addition, 75,558 were reached through marketing and press releases, and 18,446 through other forms of information dissemination, including listservs.

## GURC Activities and People Served Trend

| | FY 2012 | FY 2013 | FY 2014 |
|---|---|---|---|
| **ACTIVITIES** | | | |
| Training & Technical Assistance | 991 | 1,255 | 971 |
| Exhibits & Performances | 106 | 55 | 63 |
| Marketing & Press Releases | 131 | 217 | 182 |
| Other Information Dissemination | 1,286 | 895 | 421 |
| **ACTIVITIES TOTAL** | **2,514** | **2,422** | **1,637** |
| **PEOPLE SERVED** | | | |
| Training & Technical Assistance | 11,533 | 28,162 | 15,763 |
| Exhibits & Performances | 42,669 | 28,635 | 20,405 |
| Marketing & Press Releases | 36,195 | 171,288 | 75,558 |
| Other Information Dissemination | 67,881 | 66,198 | 18,446 |
| **PEOPLE SERVED TOTAL** | **158,278** | **294,283** | **130,172** |

Source: Activity Summary/Contact Log Database

**FY2014 Changes:** (1) GURC focus streamlined due to significant budget reductions, resulting in a reduction of activities and people served. (2) Marketing conducted through the Center for Continuing Studies, previously reported through this table, no longer included in the Marketing numbers here. (3) Recruitment activities documented as a separate activity type and incorporated into the summary count with Exhibits & Performances.

**FY 2014 GURC Activities and People Served by Region**

| | Midwest | Northeast | Pacific | Southeast | South-west | West | National | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **ACTIVITIES** | | | | | | | | |
| Training & Technical Assistance | 51 | 752 | 57 | 37 | 37 | 24 | 13 | **971** |
| Exhibits & Performances | 23 | 14 | 3 | 3 | 12 | 7 | 1 | **63** |
| Marketing & Press Releases | 20 | 85 | 3 | 31 | 26 | 12 | 5 | **182** |
| Other Information Dissemination | 41 | 251 | 4 | 60 | 63 | 2 | 0 | **421** |
| **ACTIVITIES TOTAL** | **135** | **1,102** | **67** | **131** | **138** | **45** | **19** | **1,637** |
| **PEOPLE SERVED** | | | | | | | | |
| Training & Technical Assistance | 1,932 | 5,218 | 1,028 | 1,950 | 4,132 | 1,120 | 383 | **15,763** |
| Exhibits & Performances | 2,538 | 3,222 | 1,068 | 1,600 | 5,877 | 5,900 | 200 | **20,405** |
| Marketing & Press Releases | 11,343 | 7,450 | 7,453 | 8,367 | 22,703 | 17,688 | 554 | **75,558** |
| Other Information Dissemination | 2,050 | 1,788 | 7 | 12,932 | 1,667 | 2 | 0 | **18,446** |
| **PEOPLE SERVED TOTAL** | **17,863** | **17,678** | **9,556** | **24,849** | **34,379** | **24,710** | **1,137** | **130,172** |

Source: Activity Summary/Contact Log Database

**FY2014 Changes:** (1) GURC focus streamlined due to significant budget reductions, resulting in a reduction of activities and people served. (2) Marketing conducted through the Center for Continuing Studies, previously reported through this table, no longer included in the Marketing numbers here. (3) Recruitment activities documented as a separate activity type and incorporated into the summary count with Exhibits & Performances.

The GURCs play a significant role in accomplishing the goals and objectives of the Gallaudet Strategic Plan (GSP) and disseminating the programs and services of the Laurent Clerc National Deaf Education Center. Each GURC develops and implements a multi-tiered plan of outreach that serves constituents in their respective region, and responds to the Gallaudet Strategic Plan (GSP) 2010-2015. The primary scope of their work aligns with GSP: Goal A (grow Gallaudet's enrollment), GSP: Goal C (secure sustainable resource base through revenues and partnerships, and GSP: Goal E (establish Gallaudet as the epicenter of research, development, and outreach). Examples of the centers' work includes sponsoring conferences/exhibits, providing youth leadership training, coordinating extension courses, planning family learning events, and presenting about Gallaudet University, and many other initiatives.

This section focuses primarily on the GURC role in enhancing "outreach integrating research and practice, particularly to benefit deaf and hard of hearing PK-12 students" (GSP objective E.3) by seeking "partnerships with universities, PK-12 programs, community organizations, private foundations, government programs, and businesses aimed at developing, implementing, and assessing educational innovations and impacts on student learning" (GSP strategy E.3.2).

In addition, the GURCs maintain high priority on Strategic Plan Goal A, increasing enrollment and recruiting a diverse student population. 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.

The GURC staff 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. The following section provides an overview of the significant accomplishments during FY 2014.

## National-Level Initiatives

### National Outreach Conference

The Office of Regional and National Outreach took the lead in planning the 2014 National Outreach Conference: Working Group (NOC) in Indianapolis, Ind., in collaboration with the American School for the Deaf, West Hartford, Conn., and the Center for Deaf and Hard of Hearing, Indianapolis, Ind. Forty-five (45) participants, representing 23 outreach programs throughout the country, gathered to share best practices and to share recommendations for expansion of outreach indicators with the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) Board.

### Deaf WorldTeach in the Federated States of Micronesia and the Republic of the Marshall Islands

In an initiative led by the director of the GURC-Pacific and the director of Regional and National Outreach, Gallaudet University renewed a collaborative agreement for a five (5) year period, 2014-2019, with WorldTeach, Inc., a nonprofit organization based in Cambridge, MA, to continue Deaf WorldTeach for the purpose of teaching deaf students and offering ASL classes in the Federated States of Micronesia and the Republic of the Marshall Islands.

### Regional Academic Bowls

Gallaudet continues to conduct five regional Academic Bowl competitions and one national competition at Gallaudet University. Coordinating the regional competitions is a major responsibility and a highlight for all GURC regions. GURCs with schools and programs to promote academic achievement and high expectations for all deaf and hard of hearing students while also introducing students, parents, and educators to the outstanding opportunities available at Gallaudet University.

### Additional National-Level Contributions

- During the Gallaudet Reunion, celebrating the 150th anniversary of Gallaudet University and the 125th anniversary of the Gallaudet University Alumni Association, the GURCs presented how outreach began at Gallaudet University, outlined the historical timeline of the establishment of Gallaudet University Regional Centers, and showcased national and regional outreach initiatives.

- Working with the Interpretation Department at Gallaudet University, the regional centers facilitated potential partnerships with interpreting training programs within their region. Several Memos of Understanding are underway and expect to be completed in FY2015.

## GURC-Midwest Region at John A. Logan College, Carterville, Illinois

- **College and Work Readiness:** Developed a new "College and Work Readiness Skills" workshop for deaf and hard-of-hearing teens, conducted at two transition-learning events in Kentucky and three parent and student events in Illinois. The participants at this workshop discussed valuable skills needed in order to thrive in high school, in college, and at work. GURC along with VR counselors from KY and IL discussed support services that are available and about self-advocacy skills. GURC shared information about Gallaudet University and discussed the importance of balancing academic, social, and work experiences during college life.

- **Gallaudet Recruitment in Nebraska and Iowa:** Collaborated with Gallaudet Admissions Office and hosted a Parent Night event at the Omaha Association of the Deaf Hall. GURC-Midwest and the Admissions counselor for the Midwest shared information about Gallaudet and co-sponsored a dinner for parents and high school deaf and hard of hearing students. They also visited several high schools in Nebraska and the Iowa School for the Deaf to share information about Gallaudet University.

- **Great Plains Schools for the Deaf:** Co-sponsored the 2013 Great Plains Schools for the Deaf (GPSD) Triathlon at the Kansas School for the Deaf. This event consisted of an Academic Bowl, Oratorical, and ASL Bowl competitions. Eight (8) Great Plains Schools for the Deaf (Arkansas, Iowa, Kansas, Minnesota, Missouri, New Mexico, Oklahoma, and Wisconsin) competed in these

three events.  The ASL Bowl was an exciting event where schools for the deaf performed original works of ASL literature on stage. Three hundred and sixty five (365) people attended the triathlon.

- **Literacy Development:** Partnered with the CHOICES for Parents organization on a grant they received from the American Library Association to improve literacy skills of deaf and hard of hearing children in the Illinois public schools. GURC-MW visited seven (7) public schools and the Illinois School for the Deaf to read books to the children, and discussed the importance of reading.  Each child was given a book bag, several donated books and information about the "15 Principles for Reading for Deaf Children" which was developed for parents by the Laurent Clerc National Deaf Education Center.

## GURC-Northeast Region at Northern Essex Community College, Haverhill, Massachusetts

### Professional Development and Collaborations

- The GURC-Northeast, together with Boston Children's Hospital deaf and hard of hearing program, hosted a successful intensive training for sign language interpreters interested in working in medical settings.  "Medical Interpreting and You:  What You Need to Know" was presented by Dr. Rachel St. John, MD, NCC, NIC-A and Jay Penuel, BS, CI, CT, NIC-A, OTC, SC: L.

- Together with Northeast Deaf and Hard of Hearing Services in New Hampshire, the GURC hosted a two-day regional training for educators entitled "See the Sound: Visual Phonics."  Twenty individuals registered for this training.

### Partnerships in Outreach and Pre K-12 Education

- Collaboration with the Rhode Island School for the Deaf (RISD) continued during this year with the GURC arranging for two Clerc Center "Reading to Deaf Children:  Learning from Deaf Adults" workshops, for staff and family members, hosted by RISD.  The workshop was presented in ASL with spoken English and spoken Spanish translations for family members.  The GURC also supported RISD's first s=Shared Reading program modeled after the GURC-Northeast successful Shared

Reading Saturdays initiative.  This program will continue in the fall of 2014 at RISD. The GURC also participated in the Rhode Island Hearing Assessment Program's annual conference.

- The GURC and Lawrence (Mass.) Public Schools initiated a meeting to discuss resources available for families, particularly the families for whom Spanish is the language spoken in the home.  GURC staff presented a workshop to the speech and language staff of the Lawrence Public Schools and look forward to continuing communications and collaborations on behalf of the families of students who are deaf and hard of hearing.

### Additional Partnerships

- The GURC played an instrumental role in planning the Annual Consumer Conference in Massachusetts in collaboration with the state's Commission for the Deaf and Hard of Hearing, Commission for the Blind, Rehabilitation Commission, and the Independent Living Advisory Council.  We advocated for and arranged a keynote presentation by Dr. Glenn Anderson, prominent Gallaudet alumni and Visionary Leader.  Dr. Anderson spoke often and highly of his experiences at Gallaudet and the impact the university has had on his life.  In the audience were a number of high school and college students participating in a Summer transition to work program.  Dr. Anderson also joined the GURC director in presenting a Gallaudet scholarship certificate to a student heading to Gallaudet this fall.

### Long-Term Recruitment Efforts

- The GURC continued to operate a statewide Family Sign Language Program in Massachusetts, receiving 73 referrals during the year.  Families who contact the GURC are added to distribution lists and receive regular announcements of interest to them, including information from Gallaudet and the Clerc Center. In addition, our Shared Reading Saturdays Program continues to be successful serving 10-15 families each month.  The program is offered in ASL with spoken English and spoken Spanish translations.

- During this year, the GURC worked closely with colleagues in the Admissions office to coordinate Gallaudet's presence at conferences and exhibits in the region,

including the recent national American Society of Deaf Children's conference hosted by The Learning Center and the regional Clarke School for the Deaf Mainstream Conference.

## GURC-Pacific Region at Kapiolani Communit College, Honolulu, Hawai'i

- **Deaf WorldTeach in Majuro, Republic of the Marshall Islands:** From September 2013 to June 2014, three Gallaudet-sponsored Deaf WorldTeach (DWT) volunteers taught 37 deaf and deaf-blind students from K-12th grade in the new Majuro Deaf School (MDS), co-taught ASL at the College of Marshall Islands, worked with young deaf children and provided Family ASL classes in collaboration with the Majuro EHDI program. Ten deaf young adults worked with MDS teachers and deaf students to support student learning. A wonderful year of joyful memories was chronicled in the very first MDS Yearbook. Three new DWT volunteers and one returning DWT volunteer who will serve as Lead Teacher began a new school year at MDS in August 2014. The MDS programs are growing, and increased family involvement is a goal for the coming year. Family and Community Sign Language classes will be offered in addition to ASL courses at the College. The DWT volunteers received training in assessing ASL and will be documenting language growth in their deaf students.

- **Deaf WorldTeach in Ebeye, Republic of the Marshall Islands:** A second deaf education program was started on Ebeye, the second most populated island in the Marshall Islands. Two new DWT volunteers will be teaching 20 deaf students at the new Ebeye Deaf School and will be mentoring special education teachers who are taking online ASL classes from the College of Marshall Islands in Majuro. This is the first time that deaf students on Ebeye will have two deaf teachers for a full academic year.

- **Shared Reading Saturdays:** Fifteen families from Oahu attended monthly Shared Reading Saturday events. Using the Clerc Center's Shared Reading materials, adults learned to translate books into ASL from deaf mentors while children participated in story-of-the-month related activities. Not only did families develop skills in signing stories to their children, but they also found the socialization with other families with deaf children invaluable.

- **PILI deaf education teacher preparation program for Hawai'i and the Pacific:** Two graduate students from Hawai'i and Saipan are finishing up the PILI deaf education program this year. They took two deaf education courses and will focus on mentored student teaching/intern experiences during the fall and spring semesters. PILI students will complete their program in spring 2015.

- **External funding in support of GURC Pacific initiatives:** The following GURC initiatives were supported in full or in part by external funding:

  o PILI deaf education program: U.S. Department of Education (DOE)/Office of Special Education Programs (OSEP)

  o CORE deaf education paraprofessional program: USDOE/OSEP

  o CORE program improvement grant: USDOE/OSEP

  o Deaf WorldTeach Majuro: $30,000 from Australian Embassy AusAID program, $43,000 from the RMI Ministry of Education, and $5,500 from RMI Early Hearing Detection and Intervention (EHDI) program.

## GURC-Southeast Region at Gallaudet University, Washington, D.C.

### Planning Collaborations in the Southeast

- **Development of MOU/Articulation Agreement:** GURC-Southeast provided technical assistance to Central Piedmont Community College (CPCC) staff and worked with faculty and staff at the Gallaudet Department of Interpretation (DOI) and the Office of the Registrar to implement a feeder program at CPCC through their associate's level Interpreting Training Program. This Bachelor of Arts in Interpretation (BAI) transfer program is nearing completion. A brochure on the transfer program has been developed to market Gallaudet's BAI program to CPCC students. A memorandum of understanding between CPCC and Gallaudet University is expected to be ratified in the fall of 2014.

### Promoting Gallaudet University throughout the Southeast

- **Charter Day:** As part of Gallaudet's Sesquicentennial Anniversary program, GURC-Southeast provided technical assistance in planning Charter Day events at Gallaudet University. The celebration was a student, alumni, and community-wide event that showcased who we are as a University and a community; approximately 2,000 people attended.

### Professional Development for Educators and other Professionals

- **TheatreBridge:** TheatreBridge is a four-year program through Quest Visual Theatre, funded by the United States Department of Education. Partnering with Maryland School for the Deaf, and Gallaudet University, TheatreBridge focuses on the use of visual theatre to enhance the literacy skills of deaf and hard of hearing children. GURC-Southeast provided technical assistance and participated in professional development training deaf, hard-of- hearing, and hearing instructors who are involved with teaching visual theatre.

- **Language Planning:** A pre-conference workshop, "Language Planning for a Deaf and Hard of Hearing Child: In the Classroom, In the School, and at the IEP Meeting." was held prior to NAD conference in Atlanta, cosponsored by the GURC-Southeast. The workshop attracted teachers, parents, interpreters, administrators, and advocates/allies.

- **The Community Forum at NAD:** GURC-Southeast staff helped facilitate a community forum held during the NAD conference. The purpose of this forum was to identify positive attributes among the community of interpreters and the general public in their respective states to better advance a social and political agenda, and for the participants to bring back their initiatives to their respective state for further action. Over 300 participants attended the forum.

## GURC-Southwest Region at Austin Community College, Austin, Texas

### Youth Leadership in a Multicultural Context

- **Youth Leadership Training - Individual Assessment, Culture Awareness, Community Connection: Building Tomorrow's Leaders:** Six seminars were offered to deaf students from Texas, Colorado, Arkansas, and Louisiana attending the Youth Empowerment Summit at the Black Deaf Advocates for the Deaf Conference and the Latino Youth Program at the National Council of Hispano Deaf and Hard of Hearing Conference. The development of the training materials was a part of the 25-hour, one-credit Deaf Women Leadership Seminar course sponsored by the GURC-Southwest and held at Austin Community College. Eighteen (18) deaf women, two from each of the Southwestern regional states, participated. The growing interest in this training is because it provides a rare opportunity for youth to reflect, discuss, and share experiences within their own culture and examine how their communities influence them. The learning objectives of the Youth Leadership Training include looking at how culture and language teaching in K-12 deaf education influences the deaf/hard-of-hearing individual's cognitive, emotional, social, and psychological development. In addition, the training provides an opportunity for deaf/hard-of-hearing individuals to gain a better understanding of themselves through identity assessment, culture awareness, and community connection in order to fully understand their existence in today's world.

Training seminars took place at the following:

- o   Clear Creek Independent School District, Houston, Texas

- o   Rocky Mountain Deaf School, Boulder, Colorado

- o   Mission Academy and East Central High School Independent School District, San Antonio, Texas

- o   Arkansas School for the Deaf, Little Rock, Arkansas

- o   Colorado School for the Deaf and Blind, Colorado Springs, Colorado

### Community Events

- **Deafhood Allies:** GURC-Southwest hosted this community event to create a dialogue about the accountability of the deaf community and the value of allies. Three hundred people attended, and donations were collected for the Austin (Texas) Deaf Club.

- **Bleeva - The Conspiracy Behind the Existence of Deaf People:** The GURC cosponsored this public event, held at Texas School for Deaf, with over 700 people in attendance. Dr. Benjamin Bahan from Gallaudet's Department of ASL and Deaf Studies gave a narrative performance about the existence deaf people on earth. Donations collected at the event helped fund the Southwest Regional Academic Bowl.

### Professional Conferences

- **National Student Life for Deaf and Hard of Hearing (NSLDHH) Conference:** One of the Center's initiatives was to lead the effort in revamping the National Student Life for Deaf and Hard of Hearing (NSLDHH) with the goal of providing professional development opportunities for student life professionals. This conference was also an opportunity to formalize NSLDHH as an organization, and to share trends that have an impact on student life programs for deaf and hard-of-hearing students across the country. Fifty-eight student life administrators from 25 deaf programs participated in this valuable collaborative opportunity. Texas School for the Deaf will host the next national conference in 2015.

- **Texas Statewide Conference on Education of the Deaf:** The GURC-Southwest provided technical assistance and planning support for the Texas statewide conference on education of deaf and hard of hearing students. Almost 1,000 educators from throughout the state participated.

### Promoting Gallaudet University Throughout the Region

- **Transition Fairs:** GURC-Southwest participated in a number of transition fairs where Gallaudet University was among other colleges, universities, trade schools, and employment agencies providing information and resources to deaf and hard-of-hearing students, parents, and staff members.

### GURC West at Ohlone College, Fremont, California

- **Creating Professional Development Partnerships:** In the work to cultivate the growth of professional development students for Gallaudet, the GURC-West continued its partnership with the Center for Childhood Deafness and Hearing Loss (CDHL) in Washington state. This state agency is the umbrella agency for the Washington School for the Deaf and provides outreach and professional development throughout the state. GURC-West is a member of their statewide outreach team as the Gallaudet liaison. Working with CDHL the GURC has implemented and is monitoring a three-to-five year professional development schedule of Gallaudet extension courses and Clerc Center workshops, and currently working on the next five-year plan. two extension courses in Linguistics were also offered in Washington state.

- **Transfer Students:** GURC-West continued to provide information to potential transfer students and identify programs for University partnerships. Working with the Admissions Office at Gallaudet, the GURC-West provided representation at the Ohlone College Transfer Day event in Fremont, Calif. Working with the Interpretation Department at Gallaudet; the GURC-West facilitated potential partnerships with Ohlone College and the College of Southern Nevada.

- **Supporting Families:** Providing information to parents builds opportunities for student growth, and school/college/career readiness. The work of the GURC-West continues to support a long-standing partnership with the Montana School for the Deaf and the Blind (MSDB) to provide learning opportunities for families in remote rural areas. Families attending the Family Learning Weekend at MSDB learned how to advocate for their children's education with a Clerc Center workshop "Advocating for Your Child's Education: A Guide for Parents of Deaf and Hard of Hearing Students" and facilitated parent groups.

- **Multicultural Involvement:** GURC-West continues to support workshops and trainings related to diverse communities. Work with the deaf asian community included visibility at the National Asian Deaf Congress Conference in Berkeley, Calif. Work with interpreters of color was supported through visibility and sponsorship at the Registry of Interpreters for the Deaf Region V Conference in San Diego, Calif.

- **Deaf Education:** GURC-West continues to support professional development among professionals in deaf education by providing consultation and Gallaudet representation to the remaining two conferences for educators in the western region; the California Educators of the Deaf (CAL-ED) and the Washington Combined Summer Institute (CSI). Working in partnership with the Laurent Clerc National Deaf Education Center at Gallaudet, teachers in the rural area of Placer County, Calif., were able to participate in the "Visual Phonics" training.

*A double-header, the Clerc Center demonstration schools made their own history in 2014. The MSSD Academic Bowl team competed in a field of 24 teams in the Gallaudet University 18th National Academic Bowl Championship held April 5-7, and brought home the First Place trophy. The Battle of the Books team from KDES won first place in the Gallaudet University Battle of the Books for middle school students held May 3-5. The teams made an appearance at the Gallaudet Trustees meeting where they were congratulated on their achievements. Pictured are: chair of the Board of Trustees. Benjamin Soukup (far left), trustee and chair of the National Deaf Education Committee Nancy Kelly-Jones, coaches William Jenison and Sara Stalled,   MSSD principal Mindy Failing, team members (in red shirts) Leah Frechette, Matt Thompson, Bradley Munday, and Emmanuel Njoku, KDES principal Debra Trapani, Clerc Center vice president Ed Bosso, and Gallaudet president T. Alan Hurwitz. The KDES team (in blue shirts) were: Eliyas Assefa (left), Jennida Willoughby, Zhencheng Chen, and teacher/coach Liza Offreda.*

Photo by Glenn Lockhart

# Laurent Clerc National Deaf Education Center

The Laurent Clerc National Deaf Education Center, a division of Gallaudet University, includes Kendall Demonstration Elementary School (KDES), the Model Secondary School for the Deaf (MSSD), and associated research, evaluation, training, and dissemination services. The primary purpose of the Clerc Center is to fulfill the national mission of improving the quality of education afforded to deaf and hard of hearing students from birth through age 21 across the country.

# I. Overview of the Clerc Center

While providing an exemplary education to the students attending Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. This partnership is the cornerstone for activities designed to have national impact. Its goal is the provision of quality educational opportunities to all students, with emphasis on students who are lower achieving academically, who come from families that speak a language other than English in the home, who have additional disabilities, who are members of diverse racial or cultural groups, or who live in rural areas. The Clerc Center publishes and disseminates materials and information, establishes and publicizes its research priorities through a process allowing for public input, and provides training and technical assistance to families of children who are deaf or hard of hearing and the professionals who work with them.

## FY 2014 Highlights

During FY 2014, the Clerc Center engaged in a number of activities designed to improve education and outcomes for deaf and hard of hearing children at the Clerc Center and nationwide. Specifically, the Clerc Center remained engaged with reform efforts and devoted significant resources to the continued implementation of the Common Core State Standards for English language arts and mathematics, and state assessment for the purpose of improving academic achievement among its students.

Highlights from KDES and MSSD include:

- Reviewed and revised the action plans, including data, identified strategies, progress made, and resources, of the Excellence by Design (EBD) strategic planning accreditation protocol as part of a mid-cycle review. The EBD goals, objectives, and revised strategies were then incorporated into the Clerc Center Strategic Plan 2020, creating a single institutional strategic plan that reflects both national service and demonstration school priority work.

- Implemented the second year of English language arts and mathematics K-12 curriculum units aligned with the Common Core State Standards.

- MSSD won the 2014 National Academic Bowl for Deaf and Hard of Hearing High School Students. MSSD has won a total of three national championship titles in 2000, 2001, and 2014. Additionally, KDES won the national Battle of the Books competition, a competition is designed to promote literacy and encourage critical thinking skills.

The Clerc Center made significant progress on the Clerc Center Strategic Plan (2009-2014), while completing the priority setting process for the next strategic plan, the Clerc Center Strategic Plan 2020. During FY 2014, several products stemming from the work of the action plan teams in 2011 completed the development phase and are being actively disseminated.

Product highlights include:

- Deaf Students with Disabilities Network, an online network to provide resources, tool, and information for parents and professionals.

- *Students with Cochlear Implants: Guidelines for Educational Program Planning*, guidelines designed to facilitate planning discussions when determining programs and services for students with cochlear implants regardless of language or communication modality or educational placement.

- *Classroom Interpreting for Students who are Deaf or Hard of Hearing: A Series of Guides for Parents, Professionals, and Students,* five publications for school administrators, educators, educational interpreters, students, and parents to support language access for deaf and hard of hearing students in general education settings.

- *Educating Students Who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings,* a series of online modules that provide guidance to educators who are unfamiliar with teaching students who are deaf or hard of hearing.

- *Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf or Hard of Hearing,* a series of seven modules on early intervention services for children who are deaf or hard of hearing and their families.

- Considerations for ASL and Spoken English Bilingual Development in Young Children Who are Deaf or Hard

of Hearing: An Overview, a workshop describing ASL/English bilingualism and the language planning process necessary to establish an environment that values both languages and meets the needs of the deaf and hard of hearing children and families it serves.

- Webcasts, available online, on a variety of topics including human language acquisition, early intervention, and strategies to prevent visual split-attention with students who are deaf or hard of hearing.

The Clerc Center used a Structured Dialogic Design Process with a broad representative group of stakeholders which resulted in the identification of three priorities that will serve as the foundation for the Clerc Center Strategic Plan 2020:

Collaboration—Facilitate the recognition and development of productive collaborations among organizations at the national and state level to effectively meet the linguistic, educational, and social-emotional needs of deaf and hard of hearing children from birth to 21 years of age.

Professional Development—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 deaf and hard of hearing children from birth to 21 years of age.

Family-School Partnerships—Promote the use of proactive partnerships between families and professionals at schools and/or in programs to effectively meet the linguistic, educational, and social-emotional needs of deaf and hard of hearing children from birth to 21 years of age.

In FY 2014, the Clerc Center developed the next strategic plan to support these priorities. The Clerc Center Strategic Plan 2020 started simultaneously with the beginning of the 2015 fiscal year.

The Clerc Center is pleased to provide this report of achievements.



*A teachable moment, MSSD honors chemistry student, Brianna Keogh (center) and Sabrina Rippey (not shown) led a demonstration workshop for KDES science students on how to create a mock volcanic lava flow.*

Photo by Susan Flanigan

# II. Education of the Deaf Act

The Education of the Deaf Act (EDA), reauthorized in 2008 (P.L. 110-315), directly impacts Gallaudet University and the Clerc Center, including KDES and MSSD. The EDA specifically outlines both the primary responsibilities of the Clerc Center and the demonstration schools and the reporting requirements for Gallaudet University, many of which also apply to the Clerc Center. This section includes excerpts of the EDA that apply to the Clerc Center.

Note: Where "..." appears below, sections of the EDA that do not apply to the Clerc Center have been removed.

## Primary Responsibilities of the Clerc Center

The EDA mandates activities specific to the Clerc Center. It authorizes the Board of Trustees of Gallaudet University to maintain and operate the Clerc Center to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing throughout the nation.

The EDA requires the Clerc Center's elementary and secondary programs to serve students with a broad spectrum of needs, including students who are lower achieving academically, who come from families that speak a language other than English in the home, who have secondary disabilities, who are members of diverse racial or cultural groups, or who are from rural areas.

The EDA states that the elementary and secondary programs must include:

- KDES, to provide day facilities for elementary education for individuals who are deaf to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for high school and other secondary study. (See section VII.)

- MSSD, to provide day and residential facilities for secondary education for individuals who are deaf, to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for college,

other postsecondary opportunities, or the workplace. (See section VII.)

The EDA also mandates the Clerc Center to:

- Provide technical assistance and outreach throughout the nation to meet the training and information needs of parents of infants and children who are deaf or hard of hearing. (See section VI.)

- Provide technical assistance and training to personnel for use in teaching students who are deaf or hard of hearing in various educational environments and students who are deaf or hard of hearing with a broad spectrum of needs…. (See section VI.)

- Establish and publish priorities for research, development, and demonstration through a process that allows for public input. (See section III.)

To the extent possible, the Clerc Center must provide the services required in an equitable manner based on the national distribution of students who are deaf or hard of hearing in educational environments, including regular classes; resource rooms; separate classes; separate, public, or private nonresidential schools; separate, public, or private residential schools; and homebound or hospital environments. (See section VI.)

In 2008, the EDA added language requiring the University, for the purposes of KDES and MSSD, to:

- Select challenging academic content standards, challenging student academic achievement standards, and academic assessments of a State, adopted and implemented, as appropriate, pursuant to the applicable provisions of the Elementary and Secondary Education Act of 1965 and approved by the Secretary; and implement such standards and assessments for such programs by no later than the beginning of the 2009-10 academic year;

- Annually determine whether such programs at the Clerc Center are making adequate yearly progress…; and

- Publicly report the results of the academic assessments, except where such reporting would not yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress…. (See section VII.)

## Reporting Requirements for the EDA

The Board of Trustees of Gallaudet University … shall prepare and submit an annual report to the Secretary and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate no later than 100 days after the end of each fiscal year, which shall include the following:

1.  The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, and who left without completing a program of study reported under each of the programs of the University (i.e., elementary, secondary)…. (See sections IX and X.)

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 time and part time. (See sections VIII, IX, and X below.)

    B.  The number of these students who completed or graduated from each of the educational programs. (See sections VIII and X.)

    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. (See section X.)

    D.  The number of students needing and receiving support services (e.g., tutoring, counseling) at all educational levels. (See section VI.)

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

*Note: This annual report satisfies these requirements.*

# III. Clerc Center Strategic Plan 2009-2014

The Clerc Center 2009-2012 Strategic Plan (CCSP) established institutional priorities based on public input for its national service, along with defining project planning cycles and related infrastructure. It further articulated plans to guide development and dissemination of products and services in identified priority areas. Implementation of the plan engaged numerous Clerc Center personnel as well as stakeholders and collaborating partners across the country.

The Clerc Center presented its strategic plan to the Gallaudet University Board of Trustees in 2009 for endorsement. Originally intended to be a three-year plan, the extent of the work to be done, along with a reduction in human and fiscal resources, resulted in an extension of the plan through FY 2014.

The mission of the Clerc Center and requirements from the Education of the Deaf Act (EDA) served as the backdrop for the strategic plan. They provided context and influenced goal, strategy, and activity development.

## The Role of Public Input

Public input is central to defining Clerc Center national service priorities. The CCSP was established based on input received during FY 2007-2009. A summary of the feedback was provided to strategic plan summit participants for their consideration prior to convening the meeting in February 2009.

Following the establishment of the CCSP, the Clerc Center redesigned its public input processes to better reflect expecta-

**Public Input Process**



Strategic Planning Five-Year Cycle
(As projects near completion, cycle begins again.)

**Stage 1:** Determination of Critical Needs
- Define trigger question
- Define target constituent groups
- Define input collection tools, schedule, and venues
- Collect/analyze data
- Identify critical needs

**Stage 2:** Selection of Strategic Goals and Objectives

**Stage 3:** Focused Public Input into Development

**Annual Report on Public Input**

tions from the U.S. Department of Education and to ensure broad representation from professionals and families of students who are deaf or hard of hearing and from traditionally underserved groups. The newly designed public input processes were instituted in 2010 (to run simultaneously with CCSP implementation) to collect the data needed to establish priorities for the next CCSP set to commence in FY 2015.

Public input will act as an anchor for future strategic planning cycles and will serve two primary functions: (1) to identify critical needs among constituents that inform research and development priorities, and (2) to maintain ongoing public engagement throughout the strategic planning project cycle for any planned products and services of the Clerc Center.

## Establishing the Strategic Plan

In FY 2009, the Clerc Center established its strategic plan to focus on institutional planning, development, and dissemination resources around identified priorities in support of professionals and parents of students who are deaf or hard of hearing across the nation. The CCSP further addressed implementation of key No Child Left Behind (NCLB) requirements set forth for Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD) in the 2007 EDA reauthorization. In February 2009, a group of 24 internal and external stakeholders (i.e., parents, teachers, administrators, researchers, and other professionals) met for a three-day summit to draft the mission of the Clerc Center, complete an organizational analysis, and propose strategic goals and related objectives to be completed.

Stakeholders were given summary reports of previous public input, student achievement data from KDES and MSSD, and information on the Clerc Center's national outreach efforts. Participants analyzed the Clerc Center's environment, taking into consideration these materials and their own experiences, by noting strengths, weaknesses, opportunities, and challenges. Based on this they identified a finite group of critical issues and explored the root causes for each. This work led to the identification of a limited set of critical needs from which three priority areas emerged:

1. Raising the achievement levels of deaf students

2. Identifying and sharing strategies to support deaf students with disabilities

3. Early and ongoing intervention to support linguistic competence

These priority areas reflected both the needs of the nation and the NCLB mandates for KDES and MSSD. Participants in the summit established goals and objectives that the Clerc Center used to guide the identification, development, and dissemination of products and services in each priority area.

## Implementing the Strategic Plan

Action plan teams of internal and external members of the Clerc Center were convened to define the work needed to accomplish the goals and objectives set forth in the strategic plan. Teams consisted of teachers, school professionals, and parents who explored the current practice and thinking in each priority area in order to identify possible actions to address goals and objectives. Several teams noted a lack of resources or a lack of evidenced-based practices to address selected objectives which influenced their proposed project ideas. Teams presented their recommendations to the Clerc Center Strategic Plan Oversight Council (SPOC) for approval during FY 2011.

Once recommendations were approved by the SPOC, the Clerc Center Planning, Development, and Dissemination unit assumed responsibility for establishing project teams to bring the projects to fruition.

### Collaborations

Intentional in the Clerc Center's efforts was a commitment to establishing collaborations with individuals, schools, and agencies to serve as partners in product and service development.

Throughout strategic plan implementation, the engagement of external collaborators allowed for diverse dialogues and a breadth of perspectives, and ensured that knowledge and resources were current and reflective of practice and experience beyond that of the Clerc Center and its demonstration schools. Collaborating also engaged subject matter experts for product and service development and for capacity building and growth within the Clerc Center.

### Dissemination of Information

Through its engagement with stakeholders across the country, the Clerc Center reaffirmed its responsibility to disseminate resources and information to professionals and parents of students who are deaf or hard of hearing in all educational environments and with a wide range of skills and needs. The Clerc Center continued to expand its distribution list, which now includes over 7,325 individuals and organizations

across the country. It also maintains several social media sites, coordinates on-line discussion boards, attends conferences, hosts workshops, and provides technical assistance to those who seek support. Parents and professionals can access CCSP resources through its website. During this strategic plan cycle, the Clerc Center focused its dissemination efforts on reaching professionals and parents who work with students in general education settings as well as those in traditionally underserved groups.

## Outputs and Accomplishments

The Clerc Center successfully undertook its first systematic plan to address specific development and dissemination needs in three identified priority areas. Products, services, and actions in each area are summarized below:

### Clerc Center Strategic Plan 2009-2014

| | |
|---|---|
| **Goal One:** Students will reach their full potential linguistically and academically from birth through 21 years of age. | **Objective 1:** Teachers will develop and implement a standards-based curriculum in language arts, math, social studies, and science that includes unit summaries and plans, textbooks, related resources, and initial differentiation strategies by August 2010.<br><br>**Objective 2:** The Clerc Center will lead a collaborative effort with identified experts to develop national standards for American Sign Language from kindergarten through twelfth grade by 2012.<br><br>**Objective 3:** The Clerc Center will establish baseline student achievement data for grades three through eight and grade eleven in the areas of language arts, math, and science by June 2010. Once established, the Clerc Center will revise this objective to reflect target performance levels in accordance with its Adequate Yearly Progress model. |
| **Goal Two:** The Clerc Center will provide leadership in the identification, evaluation, and dissemination of evidence-based instructional practices, strategies, and resources for deaf and hard of hearing students with disabilities through a collaborative project with schools and programs. | **Objective 1:** Using established criteria, the Clerc Center will select at least five evidence-based instructional strategies, curricula, and/or materials for deaf and hard of hearing students with disabilities from schools and programs and prepare for dissemination by 2011.<br><br>**Objective 2:** The Clerc Center will disseminate the selected evidence-based instructional strategies, curricula, and/or materials for deaf and hard of hearing students with disabilities through publications, media, and training by 2012. |
| **Goal Three:** The Clerc Center will identify and disseminate resources to ensure that all deaf and hard of hearing children and their families have early and ongoing access to information that supports the development of linguistic competence. | **Objective 1:** Using research to inform practice, the Clerc Center will identify and disseminate evidence-based strategies for early intervention service delivery by 2012.<br><br>**Objective 2:** Using established criteria, the Clerc Center will identify at least five resources for service providers and five resources for families that support the development of linguistic competence for deaf and hard of hearing students from birth through 21 years of age by 2011.<br><br>**Objective 3:** The Clerc Center will disseminate the selected resources for service providers and families that support the development of linguistic competence for deaf and hard of hearing students from birth through 21 years of age through publications, media, and training by 2012. |

# Goal One – Curriculum and Assessment and ASL Content Standards

**Goal One:** Students will reach their full potential linguistically and academically from birth through 21 years of age.

> **Objective 1:** Teachers will develop and implement a standards-based curriculum in language arts, math, social studies, and science that includes unit summaries and plans, textbooks, related resources, and initial differentiation strategies by August 2010.

> **Objective 2:** The Clerc Center will lead a collaborative effort with identified experts to develop standards for American Sign Language (ASL) from kindergarten through twelfth grade by 2012.

> **Objective 3:** The Clerc Center will establish baseline student achievement data for grades three through eight and grade 11 in the areas of language arts, math, and science by June 2010. Once established, the Clerc Center will revise this objective to reflect target performance levels in accordance with its Adequate Yearly Progress model.

## Accomplishments and Collaborations

- Implemented standards-based instructional design across all grades

- Obtained necessary textbooks and materials to support standards-based units

- Differentiated units to meet the individual needs of students

- Engaged a team of university researchers and K-12 professionals for phase one of the ASL Content Standards development process

- Administered Ohio Achievement Assessment and Ohio Graduation tests annually (adopted Ohio target performance levels in accordance with U.S. Department of Education mandates)

- Began implementation of Common Core State Standards (CCSS) for English language arts and mathematics across all grades during school year 2012-2013

## Curriculum and Assessment

The Clerc Center is engaged in the ongoing process of systematic cultural and academic change necessary for implementing standards-based reform. The implementation process is highly complex and multifaceted, and it involves the ongoing attention and work of all teachers and staff at KDES and MSSD.

The demonstration schools are implementing the multi-year action plan identified through the Excellence by Design reaccreditation effort undertaken in 2010-2011. The major goal areas selected through the self-study— reading/writing, math, and school climate—form the basis of the annual School Improvement Plan (SIP). The SIP is a one-year subset of activities drawn from the multi-year accreditation action plan, and it outlines the projects that will be implemented in the form of goals, targets, measures, and associated professional development support.

Additional examples of the reform effort include:

- Ongoing focus on CCSS for English language arts and mathematics that serve as the foundation for curriculum and instruction through implementing newly-developed curricular units aligned with these standards for all classes from kindergarten through grade 12

- Implementing a unit-based instructional design method following the Understanding by Design template developed by Wiggins & McTighe (2005. Understanding by design. Alexandria, VA: ASDC)

- Providing support for teacher instructional planning through a variety of job-embedded professional learning opportunities (e.g., weekly meetings; professional learning communities; mini workshops; individual consultation from instructional support personnel, including coordinators of instructional support and differentiation/inclusion and content specialists) and allocated planning time on professional development days and other times throughout the year

- Using information from research and evidence-based practice to redesign instructional efforts to meet the needs of all students

- Multi-year planning for allocating resources and creating new instructional support positions to reinforce and sustain the work to change practice

The Clerc Center continues to engage the services of edCount, LLC, an educational consulting firm, to support this reform effort. Further details of this implementation, led by the Curriculum and Assessment Leadership Team, are included in the Demonstration Elementary and Secondary Schools section (section IX) of this chapter as a major component of the work accomplished in FY 2014.

Objectives 1 and 3 focused on meeting NCLB standards and assessment requirements outlined in the EDA. Significant to this was collaboration with the Ohio Department of Education, the state with which the Clerc Center has a formal agreement to adopt their standards and use their assessments. Professional development activities engaged individuals with expertise in standards-based curriculum implementation and modification, assessment, and instructional supports.

## ASL Content Standards K-12

The need to develop national ASL Content Standards was a recurring theme identified by previous public input. Stakeholders mentioned the need for Clerc Center leadership in language planning, for valid and reliable assessment tools for deaf and hard of hearing children, and for the development of age-appropriate strategies and materials. These include assessment tools and protocols for early language planning and literacy, ASL Content Standards, an ASL curriculum, and ASL materials and assessments. With an understanding that any standards developed must be rigorous and based in current research, a contract was awarded in early 2011 to a team of linguists, researchers, and K-12 educators to complete a research synthesis and develop an initial draft of K-12 content standards and benchmarks.

As work on the content standards and benchmarks continued, it became evident that the development of first generation content standards was more complex than envisioned at the onset of this project. In retrospect, the initial timelines and resource allocation were not feasible and have been adjusted to ensure the final product meets the rigor, quality, and usability criteria as originally intentioned.

During FY 2014, the Clerc Center concluded the first phase of development work with the contract team. Efforts shifted to defining the second phase of the projects and identifying potential collaborating partners. This process included consultation with professionals in the areas of applied linguistics, curriculum, and standards development. The Clerc Center explored approaches for the second phase of the development process and possible partnerships. A partnership agreement is

expected in the fall of 2014, and work on the next iteration of K-12 standards will continue throughout FY 2015.

Once the content standards and benchmarks are ready for review, the Clerc Center will seek feedback from ASL teachers and specialists for usability and classroom application. The Clerc Center will also offer the general public an opportunity to provide input on the content standards and benchmarks. Feedback from these reviews will be incorporated into a final version of the content standards and benchmarks. Once finalized, a team of experts in ASL linguistics, language development, and education will be selected to validate the content standards and benchmarks in relation to the research foundation. Timelines for the feedback group and public comment will be established as development work progresses. A date for the validation team review and initial dissemination will be determined when the above review processes are completed.

## FY 2014 Milestones and Status Summary

### Objective 1 Milestones

- Refine implementation of the new CCSS-aligned instructional units in English language arts and math to ensure fidelity of implementation with appropriate differentiation and scaffolding to ensure students have access to grade-level standards and expectations

- Continue implementation of flexible grouping language development in English and ASL at KDES for kindergarten through grade five and expand into middle school English language arts classes

- Add additional strategies to the cognitive strategy instruction at the high school

- Continue to implement reading and writing across all areas of the curriculum through the identified instructional focus areas of building background knowledge, monitoring comprehension, summarizing main ideas, and making inferences from text along with aligned writing goals for focus and organization

- Implement strategies in all math classes that support developing problem-solving skills with story problems and developing number sense at the elementary level

- Implement a SIP that includes the abovementioned goals into a comprehensive plan that includes targets, measures, implementation, and professional development strategies and a monitoring component

**Status**

Work continued throughout FY 2014 in the areas outlined above. Teachers implemented the second year of the new CCSS-aligned English language arts and math curriculum. This second year of instruction with the new units afforded teachers the opportunity to better understand the units and expectations and make appropriate adjustments in their instruction to meet the needs of diverse learners. This is an ongoing effort and was aided by the addition of a position to support differentiation and inclusion in late spring. Teachers began learning about and exploring the CCSS key instructional shifts in English language arts and math in professional development sessions throughout the year. The focus for English language arts was on close reading with grade-level complex text. English teachers at the high school continued to experiment with strategy instruction to support reading comprehension. All teachers participated in workshops to learn about and begin to implement the English language arts anchor standards in their classes across the curriculum.

The focus with math instruction included additional exploration of the CCSS math standards, an introduction to the key shifts in CCSS math, and ongoing work on developing number sense and problem-solving skills. Math professional development sessions were provided to K-5 teachers to learn specific techniques and strategies to support development of essential math concepts.

Work with flexible grouping in the elementary grades continued with examination of the periodic data collected on students and making adjustments in teaching strategies to support language development in both ASL and English. Plans to extend implementation of this approach into the middle school were begun. This objective has been met and concluded in FY 2014.

## Objective 2 Milestones

- Determine work, processes, and resources needed to complete the content standards and benchmarks with the necessary research foundation

- Revise timelines to better reflect complexity of work involved in developing first-generation content standards and benchmarks

- Convene a feedback group of ASL educators and specialists

- Host a period of public comment on the content standards and benchmarks

- Plan the validation team process

- Begin initial dissemination planning

**Status**

During FY 2014, the Clerc Center explored possible partnerships for the second phase of standards development. It defined processes, identified needed resources, and revised timelines to better reflect the complexity of work involved in developing first-generation content standards and benchmarks. Once an agreement is finalized, work will continue throughout FY 2015. Review process planning was deferred and will be resumed as the second phase of development progresses.

## Objective 3 Milestones

- Continue with the milestones identified in 2013 consistent with the Clerc Center obligation to review assessment data and report results in accordance with EDA requirements

- As the new assessments being developed by the national testing consortia come online, the Clerc Center will, in accordance with our agreement with the state of Ohio, adopt those assessments and establish performance targets and accountability reporting.

**Status**

The Clerc Center implemented and reported publicly all assessments in accordance with requirements outlined in the EDA and NCLB. In the spring of 2014, the state of Ohio announced significant changes in their assessments for the 2014-2015 academic year and beyond. The Clerc Center in now making preparations to implement those new assessments in FY 2015. This objective has been met and concluded in FY 2014.

# Goal Two – Resources for Students with Disabilities

**Goal Two:** The Clerc Center will provide leadership in the identification, evaluation, and dissemination of evidence-based instructional practices, strategies, and resources for deaf and hard of hearing students with disabilities through a national collaborative project with schools and programs.

> **Objective 1:** Using established criteria, the Clerc Center will select at least five evidence-based instructional strategies, curricula, and/or materials for deaf and hard of hearing students with disabilities from schools and programs and prepare for dissemination by 2011.

> **Objective 2:** The Clerc Center will disseminate the selected evidence-based instructional strategies, curricula, and/or materials for deaf and hard of hearing students with disabilities through publications, media, and training by 2012.

## Accomplishments and Collaborations

- **Curriculum Modification to Standards for Deaf Students with Disabilities –** Matthew Goedecke and Holly McBride published "Curriculum Modification: Making Standards Accessible for Deaf Students with Disabilities" in the 2012 issue of Odyssey

- **Deaf Students with Disabilities Network –** On-line network designed to provide resources, tools, and information for parents who have and professionals who work with students who are deaf or hard of hearing students and have disabilities

- **Sharing Research on Deaf and Hard of Hearing Students with Autism –** Dr. Christen Szymanski published "Managing Behavior by Managing the Classroom: Making Learning Accessible for Deaf and Hard of Hearing Students with Autism Spectrum Disorders" in the 2012 issue of Odyssey

- A webinar based on Dr. Christen Szymanski's *Odyssey* article was hosted by the Clerc Center in the spring of 2012 which shared evidence-based practices for working with students with autism in the classrooms and allowed educators to follow up with their own questions

- A second webinar by Dr. Christen Szymanski, **"More Than Meets the Eye: An Introduction to Autism Spectrum Disorders in Deaf Children,"** was broadcast in the spring of 2013

The Clerc Center's scholarly theme-based magazine, Odyssey, is distributed to over 20,000 individuals annually and is available online for PDF download. It is designed to be useful and applicable to a broad range of professionals and parents who are involved in the lives of deaf and hard of hearing children. The articles on deaf and hard of hearing students with disabilities published in the 2012 issue have been received by more than 25,000 people over the last several years.

Coinciding with Autism Awareness Month, Dr. Christen Szymanski hosted two separate webinars in April 2012 and April 2013 about the unique needs of deaf children with autism. These webinars were viewed by almost 1,000 different individuals. Those who viewed the webinars consisted mostly of educators and teachers in a variety of school settings, with those from mainstream programs often viewing the most. Overall the response to both webinars was exceptionally positive, with over 80 percent of those who replied to follow-up surveys stating the content was relevant and met their current needs. Over 60 percent of respondents commented that they would share the on-line webinars with others, which was observed in the weeks after they aired suggesting the ongoing dissemination and impact of these products.

Recognizing the need to centralize information on deaf students with disabilities so that parents and professionals can easily find and access resources and materials, the Clerc Center developed the Deaf Students with Disabilities Network on-line website. The network has over 600 members, including parents, teachers, professionals, audiologists, administrators, and other professionals. A brief investigation of a group of pilot users yielded a favorable response, with over 80 percent having already recommended the website to others and over 50 percent reporting that information presented on the network was the type of information they needed. Members indicated that they are from a broad range of environments, including general education settings, schools and programs for deaf students, and community service agencies. Further analysis of data will lead to future upgrades to content and usability during the next strategic plan.

In FY 2014, the Clerc Center completed the development of products to address the needs of parents and educators serving students who are deaf or hard of hearing with disabilities. The products were based on the work of strategic plan action plan teams to provide tools, teaching strategies, and support. Dissemination of these and other products will continue into FY 2015 and beyond.

## FY 2014 Milestones and Status Summary

*(Please note that the work defined under Goal 2, Objective 1 was completed in FY 2011.)*

### Objective 2 Milestones

- Host a webinar for parents entitled "A Dialogue with Parents of Children Who are Deaf and/or Hard of Hearing with Autism" by Dr. Christen Szymanski (the third in this webinar series)

- Continued growth of the Deaf Students with Disabilities Network

    o   Add additional resources to the site

    o   Encourage increased membership and interaction between members

    o   Establish a schedule of professionals to participate in "Ask the Expert" forums

- Based on participant feedback, identify additional features that can be added to the Deaf Students with Disabilities Network website pending availability of resources

### Status

- The webinar "A Dialogue with Parents of Children Who are Deaf and/or Hard of Hearing with Autism," by Dr. Christen Szymanski, was deferred until FY 2015 due to resource limitations

- As of the summer of 2014, there were more than 600 members on the Deaf Students with Disabilities Network

- New resources continued to be added to the site

- Initial components of the "Ask the Expert" forum were completed and additional work on this and other aspects will be considered in FY 2015

- A parent advocacy component is included in the next CCSP

## Goal Three - Family and Professional Resources

**Goal Three:** The Clerc Center will identify and disseminate resources to ensure that all deaf and hard of hearing children and their families have early and ongoing access to information that supports the development of linguistic competence.

> **Objective 1:** Using research to inform practice, the Clerc Center will identify and disseminate evidence-based strategies for early intervention service delivery by 2012

> **Objective 2:** Using established criteria, the Clerc Center will identify at least five resources for service providers and five resources for families that support the development of linguistic competence for deaf and hard of hearing students from birth through 21 years of age by 2011.

> **Objective 3:** The Clerc Center will disseminate the selected resources for service providers and families that support the development of linguistic competence for deaf and hard of hearing students from birth through 21 years of age by 2011 with publications, media, and training by 2012.

### Accomplishments and Collaborations

- **Early Intervention Network –** This website shares practices that illustrate and support five areas believed to be essential to the development of linguistic competence for young children who are deaf or hard of hearing.

### Products for Parents

- **Translations of Parent Resource by the American Society for Deaf Children –** The Clerc Center collaborated with the American Society for Deaf Children to provide Spanish and Mandarin translations of their publication *Sign Language Use for Deaf, Hard of Hearing, and Hearing Babies: The Evidence Supports It.*

- **Language Support for VL2 Research Briefs –** Eight popular research briefs developed by Gallaudet University's Science of Learning Center on Visual Language and Visual Learning (VL2) were translated into Spanish and Mandarin. These briefs focus on the language acquisition of children from birth to age 21 and serve as a resource for families and caregivers.

**Everything You Always Wanted to Know about ASL/ English Bimodal Bilingual Education** – A two-part webinar series developed for families with young deaf or hard of hearing children was broadcast in January and February of 2012.

**Resources Added to the Clerc Center's Info to Go Clearinghouse –** Selected resources were added to Info to Go, the Clerc Center's information clearinghouse, to expand their dissemination, including: ASLPRO; Hands & Voices Advocacy Academy for Families, "A is for Access: Providing Full and Effective Communication Access for Students Who Are Deaf or Hard of Hearing," and Rochester Institute of Technology/ National Technical Institute for the Deaf: Raising and Educating a Deaf Child.

**Products for Professionals**

- **Students with Cochlear Implants: Guidelines for Educational Program Planning –** These guidelines were designed to facilitate planning discussions when determining programs and services for students with cochlear implants regardless of language or communication modality or educational placement. The guidelines are the result of a collaboration between the Clerc Center and the Boston Center for Deaf and Hard of Hearing Children of Boston Children's Hospital, and evolved from Children with Cochlear Implants Who Sign: Guidelines for Transitioning to Oral Education or a Mainstream Setting (2003, 2010).

- *Educating Students Who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings –* This series of on-line modules was developed based on materials from the Texas Education Service Center, Region 20, and provides guidance to educators who are unfamiliar with teaching students who are deaf or hard of hearing.

- *Classroom Interpreting for Students Who are Deaf or Hard of Hearing: A Series of Guides for Parents, Professionals, and Students –* Five publications were designed for school administrators, educators, educational interpreters, students, and parents to support language access for deaf and hard of hearing children who receive educational interpreting support. The publications were developed in collaboration with Dr. Brenda Schick and are based on the content of her Classroom Interpreting website maintained by Boys Town National Research Hospital (www.classroominterpreting.org).

- **Considerations for ASL and Spoken English Bilingual Development in Young Children Who are Deaf or Hard of Hearing: An Overview –** This interactive workshop explores the language planning process necessary to establish an environment that values both ASL and spoken English and meets the needs of the deaf and hard of hearing children and families it serves.

**Products for Parents and Professionals**

- *Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf or Hard of Hearing –* A web-based, seven module series is being developed on language access and early intervention services for deaf and hard of hearing children and their families. Each module will have accompanying downloadable and printable materials and will be available in ASL and English. This product is the result of a collaboration between the Clerc Center and the Boston Center for Deaf and Hard of Hearing Children of Boston Children's Hospital.

Materials that were translated into Mandarin and Spanish were made available in print and continue to be distributed at conferences and presentations attended by the Clerc Center. These materials are also available via PDF for downloading in English, Spanish, and Mandarin.

Webinars were available to be viewed live and are currently available in an archived format. Participants responded positively to webinars hosted by the Clerc Center. The two-part webinar designed for parents about language development and linguistic access that includes both spoken and signed language was viewed by over 250 individuals. More than 80 percent of these individuals reported learning new strategies that they would use with their children.

In FY 2014, the Clerc Center focused on the completion and dissemination of products to address the needs of families and professionals serving students who are deaf or hard of hearing. These products were designed to provide resources, training, and support to these primary stakeholder groups.

## Early Intervention

Work on the early intervention objective was completed in FY 2014. The process began in FY 2011 with an initial review of seminal early intervention literature which guided the selection of components considered to be essential for the development of linguistic competence. The action plan team then completed a search for additional research and literature that supported the identified components or factors.

The following list of factors is composed of essential components of effective early intervention programs for children who are deaf or hard of hearing. These factors have guided the early intervention work:

- **Factor 1:** Direct and daily access to language and communication is essential to facilitating each child's language and communication development.

- **Factor 2:** A collaborative, ongoing process should be used to explore modalities, technologies, and strategies to support the development of linguistic competence.

- **Factor 3:** Early exposure to accessible language through sign is beneficial to language acquisition.

- **Factor 4:** Early fitting of amplification and ongoing monitoring of its effectiveness is integral to selecting communication strategies to facilitate language development.

- **Factor 5:** Planning for language and communication development should be individualized and systematically guided by ongoing assessment and monitoring.

## FY 2014 Milestones and Status Summary

### Objective 1 Milestones

- Launch the early intervention website

- Add a mechanism to provide interaction among early intervention providers on the early intervention network

- Encourage other programs exemplifying the five factors to share their work on the early intervention network

- Disseminate the Early Intervention Network via Clerc Center mechanisms as well as via on-line resources from selected organizations and agencies

## Status

- Launched the early intervention website in the fall of 2014

- Incorporated a discussion forum component for early intervention providers to interact electronically

- Encouraged programs exemplifying the five factors to share about their programs and practices

- Began dissemination via Clerc Center mechanisms (expanded dissemination via on-line resources from selected organizations and agencies and through other mechanisms will occur in FY 2015)

### Objectives 2 and 3 Milestones

- Complete the web-based early intervention product, ***Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf or Hard of Hearing*** (formerly referred to as "web-based product addressing key points in providing effective early intervention with deaf and hard of hearing infants and toddlers") which addresses key points supporting language development and effective early intervention for infants and toddlers who are deaf or hard of hearing (collaboration with Boston Children's Hospital)

- Complete the on-line and print product ***Students with Cochlear Implants: Guidelines for Educational Program Planning*** (this is an update and expansion of Boston Children's Hospital's former publication, *Children with Cochlear Implants Who Sign: Guidelines for Transitioning to Oral Education or a Mainstream Setting*), which addresses the educational access skills of students with cochlear implants (collaboration with Boston Children's Hospital)

- Complete the on-line modules for ***Educating Students Who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Setting***s (formerly *Educating Deaf and Hard of Hearing Students: A Guide for Professionals in the Mainstream*) (collaboration with Texas Education Service Center, Region 20).

- Complete the publication ***Classroom Interpreting for Students Who are Deaf or Hard of Hearing: A Series of Guides for Parents, Professionals, and Students*** (formal-

ly referred to as the "educational interpreter publication") (collaboration with Dr. Brenda Schick [www.classroominterpreting.org] and Boys Town Research Hospital)

- Development of a targeted dissemination plan for reaching educators and families of students in traditionally underserved groups and in mainstream settings

- Evaluation of completed projects to assess quality, utility, and relevance

**Status**

- ***Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf or Hard of Hearing –*** *C*ollaboration with Boston Children's Hospital. Completed in late FY 2014, the seven modules support professionals, families, and caregivers of young children in their understanding of the importance of early identification, intervention, and language acquisition for the development of linguistic competences in children who are deaf or hard of hearing. This web-based product is based on Boston Children's Hospital's webinar series entitled "Building Blocks of Intervention: Hearing Loss in Children 0-3 years." Upon release in the fall of 2014, this product will be available in ASL and English on both the Clerc Center and the Boston Children's Hospital websites.

- ***Students with Cochlear Implants: Guidelines for Educational Program Planning –*** Collaboration with Boston Children's Hospital. This product provides guidelines to support full linguistic access in academic settings for students with cochlear implants. The guidelines support education program planning for all students regardless of the language or communication modality used. This product guides school administrators, educational professionals, and families. These guidelines were completed in FY 2014 and are available on both the Clerc Center and the Boston Children's Hospital websites.

- ***Educating Students Who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings –*** Collaboration with Texas Education Service Center, Region 20. This online, three-module series is for educators in collaboration with the Texas Education Service Center, Region 20 (ESC 20), using portions of their on-line series "Deafness 101." The modules are designed for educators in mainstream programs who have little experience working with deaf or hard of hearing students. This interactive training includes introductory information about deaf and hard of hearing students, in-structional considerations for educators, and information about educational planning (Individualized Education Program and Section 504). This product was completed in late FY 2014 and is anticipated for release in the fall of 2014 via the Clerc Center website.

- ***Classroom Interpreting for Students Who are Deaf or Hard of Hearing: A Series of Guides for Parents, Professionals, and Students –*** Collaboration with Dr. Brenda Schick (www.classroominterpreting.org) and Boys Town Research Hospital. This series of five publications on educational interpreting was completed in FY 2014 and provides guidance to administrators, teachers, interpreters, students, and parents on the use of classroom interpreters. This work focuses on the effective involvement of educational interpreters working with students who are deaf or hard of hearing. The publication is available on the Clerc Center website as well as on the Boys Town National Research Hospital Center for Childhood Deafness Auditory Consultant Resource Network website and the Classroom Interpreting website. The print version of the guides is now available, and Spanish and Mandarin translations of the publications for parents and students will be available in the fall of 2014.

- Products completed in FY 2014 will be disseminated via electronic newsletters, at targeted conferences and exhibits, through the Gallaudet University Regional Centers, and via collaborating organizations such as Hands & Voices and the American Society for Deaf Children

- Development of a targeted dissemination plan for reaching educators and families of students in traditionally underserved groups and in mainstream settings began in late FY 2014 and will be ongoing.

- An evaluation plan for each new product was developed in FY 2014 and will be implemented as the products are released throughout FY 2015 and beyond.

# IV. Public Input

Through the EDA, the Clerc Center is required by the United States Congress "to establish and publish priorities for research, development, and demonstration through a process that allows for public input." In 2009, the Clerc Center redesigned its system to collect input from a broad range of stakeholder groups. Supported by the U.S. Department of Education, the new system included input mechanisms and processes that ensure the Clerc Center has a broad perspective based on a range of experiences. The input collected is used to inform the selection of national service priorities for the Clerc Center Strategic Plans.

## Priority Setting

During its most recent public input cycle, 2010-2012, the Clerc Center used a series of mechanisms to gather public input, including targeted meetings, surveys, conference exhibits, and individual contacts. Following analysis, public input information was used to guide the Clerc Center's priority setting process for the national service portion of the Clerc Center Strategic Plan 2020 (CCSP 2020) set to begin in FY 2015.

In February 2013, the Clerc Center convened a National Priority Setting Meeting. Participating were parents, teachers, school professionals, early intervention service providers, organizational leaders, and university professionals from across the nation. The Clerc Center used a process called "Structured Dialogic Design Process" (SDD) designed by Dr. Alexander "Aleco" Christakis. Christakis has more than 35 years of working in the field of complex change and consulted with the Clerc Center to plan and execute this meeting or "co-laboratory." Co-laboratories are focused, action-oriented, democratic meetings during which every perspective is recognized and honored. The SDD process was selected because it promotes consensus building and shared ownership and would result in

the identification of priorities based on the collective wisdom of Clerc Center stakeholders. By the end of the process, all participants developed a shared understanding of the challenges that, if addressed by the Clerc Center, would have a positive impact on the success of current and future generations of deaf and hard of hearing children.

The process resulted in the identification of three priorities that will serve as the foundation for the CCSP 2020:

1. **Professional Development** - The Clerc Center will support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing.

2. **Family-School Partnership**s - The Clerc Center will promote the development of knowledge necessary for effective partnerships between families and professionals with schools or service agencies to effectively meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

3. **Collaboration** - The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential in meeting the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

During FY 2015, the Clerc Center will begin a review of its public input processes and mechanisms to identify opportunities for improvement and enhancement. Any changes will be shared with the U.S. Department of Education prior to the next cycle of public input collection set to begin in FY 2016.

# V. Clerc Center Strategic Plan 2020

The CCSP 2020 focuses on its national service and demonstration school activities for the upcoming five-year period. 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 that 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 over the next five years 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 www.gallaudet.edu/clerc_center/public_input_summary_published.html; evaluation feedback on select trainings and products; and current research, practice, and

resources in the priority areas. The strategies were carefully selected based on their potential impact in each priority area as well as on the Clerc Center's ability to complete them with the limited human and fiscal resources available. The completed strategic plan was carefully reviewed to ensure alignment among the Clerc Center mission, the national service goal and related objectives, the strategies, and compliance with the EDA.

## National Service Goal

The Clerc Center supports professionals and families through the dissemination of resources, training, and evidence-based information in the areas of professional development, family-school partnerships, and national collaborations to meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

*Some strategies apply to more than one objective and are listed multiple times.*



*Thanks to the generosity of a community donor to Gallaudet, the students in the KDES Early Childhood Program are enjoying the Moon Table and other new equipment for the Outdoor Classroom learning environment adjacent to their main classroom.*

Photo by Susan Flanigan

## A. 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 | Objective 2 | Objective 3 |
|---|---|---|
| Increase the understanding and awareness of teachers and professionals with limited knowledge or experience teaching and 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. | Increase knowledge and strengthen effective teaching and professional practices of educators and other professionals who are knowledgeable and experienced working with children who are deaf or hard of hearing. | Adopt a comprehensive plan for improving the awareness of professionals with limited knowledge or experience working with children who are deaf or hard of hearing as well as parents of these children across the United States about the resources, support, and activities of the Clerc Center. |
| **Strategies** | **Strategies** | **Strategies** |
| 1. Develop an information series for professionals | 1. Develop a series of professional development offerings on high-need, high-interest areas | 1. Develop a comprehensive, multi-year dissemination plan |
| 2. Develop a module on promoting fostering a positive sense of self for deaf and hard of hearing students | 2. Develop resources for allied professionals that help support students who are hard of hearing and/or who are alone in general education settings. | 2. Redesign and expand Info to Go |
| 3. Develop a publication on interpreters working with students with cochlear implants | 3. Create a training on the effective use of *Students with Cochlear Implants: Guidelines for Educational Planning* | 3. Review products and training materials to ensure content is provided in a language appropriate for the intended audience |
| 4. Publish annual *Odyssey* issues focused on priority areas (also listed in A-2-8) | 4. Update Literacy—It All Connects training literature (base and materials) | 4. Complete a review and revision of training and technical assistance services (also listed in A-1-6) |
| 5. Design a workshop series to increase awareness and understanding among general education professionals | 5. Transfer Shared Reading Project site training to a self-paced, on-line format | |
| 6. Complete a review and revision of training and technical assistance services | 6. Develop an action plan to support K-12 ASL Content Standards implementation and dissemination | |
| | 7. Host a Clerc Center Symposium (focus TBD) | |
| | 8. Publish annual *Odyssey* issues focused on priority areas | |
| | 9. Develop a publication on interpreters working with students with cochlear implants (also listed in A-1-3) | |
| | 10. Complete a review and revision of training and technical assistance services (also listed in A-1-6) | |
| | 11. Revise the Transition Skills Guidelines and related training materials *(grant funding dependent)* | |
| | 12. Create a series of high school academic lectures in ASL with supporting materials for educators *(grant funding dependent)* | |
| | 13. Provide STEM-related training to educators as part of the Engineering Resource Center Grant, Work Force Development *(grant funding dependent)* | |

## B. 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 | Objective 2 |
|---|---|
| Disseminate resources and information to parents and caregivers to increase their knowledge to effectively advocate for the needs of their children who are deaf or hard of hearing when interacting with school or agency professionals. | Disseminate resources and information to increase the awareness and understanding of school personnel and administrators with limited prior knowledge of or experience with children who are deaf or hard of hearing about how to foster home-school/agency partnerships that value the parent and caregiver advocate role. |
| **Strategies** | **Strategies** |
| 1. Develop an information series on parent-school/agency partnerships in general education environments | 1. Develop an information series on parent-school/agency partnerships in the general education environment (also listed in B-1-1) |
| 2. Redesign and expand Info to Go | 2. Develop a literature review on parent advocacy and parents who are disconnected, alienated, and underserved (also listed in B-1-6) |
| 3. Develop materials to support parents' sharing the resources for allied professionals (also listed in A-2-2) in support of their children's needs | 3. Develop materials for professionals related to *Foundations of Early Identification, Intervention, Language Acquisition for Children Who are Deaf or Hard of Hearing* in ASL, English, and Spanish so they can use it as a tool to facilitate relationships with parents or caregivers |
| 4. Add a Parent Advocacy section within the Deaf Students with Disabilities Network | 4. Develop an information series for professionals (also listed in A-1-1), *one in the series would focus on this objective* |
| 5. Publish annual *Odyssey* issues focused on priority areas (also listed in A-2-8), *one would focus on parent-school partnerships* | 5. Publish annual *Odyssey* issues focused on priority areas (also listed in A-2-8), *one would focus on parent-school partnerships* |
| 6. Develop a literature review on parent advocacy and parents who are disconnected, alienated, and underserved | |
| 7. Create a parent advocacy app | |
| 8. Revise the Transition Skills Guidelines and related materials for parent training *(grant funding dependent)* | |
| 9. Develop materials for parents so they can share the information series for professionals listed in A-1-1 with school/agency professionals to support their children's needs | |

## C. Collaboration

The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential in meeting the linguistic, educational, and social-emotional needs of children, birth through high school, who are deaf or hard of hearing.

**Objective 1 (Years One and Two)**

Increase the internal capacity of the Clerc Center professionals to identify and carry out activities that will promote meaningful dialogues to identify areas for potential partnerships among agencies at the national level that will foster/enhance the educational experiences of all deaf and hard of hearing children and their families.

**Strategies**

1. Review practices and processes of organizational collaboration
2. Develop infrastructure to provide co-labs for democracy to select schools or organizations
3. Establish a national collaboration focused on student transition
4. Develop a collaboration objective and strategies for years three through five

KDES and MSSD have joint accreditation by the Middle States Association (MSA) and the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). In 2010, as part of the process to commence the re-accreditation cycle, the schools began an 18-month self-study process. Excellence by Design (EBD), a strategic planning accreditation protocol, was chosen for its focus on student achievement as well as the organizational capacity to support that achievement. Through the EBD process, the schools identified two student achievement and one organizational capacity goal with related objectives and measurable annual targets. Action plans were developed for each goal area and work on the strategies in those plans began in 2012.

In 2014, the school leadership team began a mid-cycle review of efforts to date in all goal areas. They reviewed the data and identified strategies, progress made, and resources in the context of changes that have occurred within the schools and the Clerc Center since the action plans were established. The intent of the mid-cycle review was to focus efforts on those strategies believed to have the greatest potential impact on achieving the goals within the time and resources available. The EBD goals, objectives, and revised strategies were then incorporated into the CCSP 2020, creating a single institutional strategic plan that reflects both national service and demonstration school priority work.

## Demonstration Schools Goal

Implement teaching and learning practices and promote a school climate that maximizes the academic potential of students who are deaf or hard of hearing in preparation for graduation and transition to postsecondary education and/or the workplace.

# Clerc Center

## Reading and Writing

| KDES | MSSD |
|---|---|
| **Objective 1** | |
| By 2018, KDES students will improve their reading skills, as measured by increasing the percentage of students who attain performance levels of "Meets Standards" or "Exceeds Standards" on the Ohio Achievement Assessments (OAA) Reading subtest.<br><br>The 2010 baseline was 11% (N=38) for Grades 3-8. The seven-year target is 75%. | By 2018, MSSD students will improve their reading skills, as measured by increasing the percentage of students who attain performance levels of "Meets Standards" or "Exceeds Standards" on the Ohio Graduation Tests (OGT) Reading subtest.<br><br>The 2010 baseline was <10% (N=80) for Grades 11 and 12. The seven-year target is 75%. |
| **Objective 2** | |
| By 2018, KDES students will improve their reading skills, as measured by increasing the percentage of K through 5 students whose Independent Reading Level is at grade level or above on the Developmental Reading Assessment 2 (DRA2).<br><br>The 2011 baseline is 17% of students (N=42). The seven-year target is that 75%. | By 2018, MSSD students will demonstrate improved use of higher order thinking skills in reading, as measured by increasing the percentage of grade 11 and 12 students who earn at least half of the available points on constructed response items on the OGT Reading subtest.<br><br>The 2010 baseline is <10% of students (N=80). The seven-year target is that 60% of students will earn at least half of the available points |
| **Objective 3** | |
| By 2018, KDES students will improve their writing skills, as measured by increasing the percentage of students in who attain a score of 3 or above on the holistic scale of 1-to-5 on the Writing Assessment.<br><br>The 2011 baseline was <10% for Grades 3-8 (N=40). The seven-year target is 70%. | By 2018, MSSD students will improve their writing skills, as measured by increasing the percentage of students in who attain a score of 3 or above the holistic scale of 1-to-5 on the Writing Assessment.<br><br>The 2011 baseline was 34% for Grades 9-12 (N=137). The seven-year target is 80%. |
| **Strategies** | |
| Implement and monitor a systematic approach to reading and writing instruction across all content areas | |
| Establish individual ASL/English Bilingual plans for all students | |
| Develop a system to provide students opportunities to take  common core online practice reading and writing assessments | |
| Select and implement a research-based reading intervention program(s) | |
| Develop accurate and cohesive  IEPs | |
| Develop and implement  framework of strategies to individualize instruction | |
| Use data to inform instruction | |
| Develop and implement standards based report cards (KDES) and end of course assessments (MSSD) | |

## Math

| KDES | MSSD |
|---|---|
| **Objectives 1** | |
| By 2018, KDES students will improve their mathematics skills, as measured by increasing the percentage of students who attain performance levels of Meets Standards or Exceeds Standards on the OAA Mathematics subtest.<br><br>The 2010 baseline was <10% (N=40) for Grades 3-8. The seven-year target is 75%. | By 2018, MSSD students will improve their mathematics skills, as measured by increasing the percentage of students who attain performance levels of "Meets Standards" or "Exceeds Standards" on the OGT Mathematics.<br><br>The 2010 baseline was 14% (N=80) for Grades 11 and 12. The seven-year target is 75%. |
| **Objective 2** | |
| By 2018, KDES students will improve their mathematics skills, as measured by increasing the percentage of students who attain performance levels of Meets Standards or Exceeds Standards on the OAA Number, Number Sense, and Operations standard.<br><br>The 2010 baseline was 13% (N=40) for Grades 3-8. The seven-year target is 75%. | By 2018, MSSD students will improve their mathematics skills, as measured by increasing the percentage of students who attain a score of 14 or above on the Mathematics subtest of the ACT (Gallaudet's freshman admissions criterion).<br><br>The 2010 baseline was 68% (N=47) for Grade 11. The seven-year target is 90%. |
| **Strategies** | |

Develop, implement, and monitor a systematic approach to math instruction

Develop a system to provide students opportunities to take  common core online practice math assessments

Select and implement a research-based math intervention program(s)

Develop accurate and cohesive  IEPs

Develop and implement  framework of strategies to individualize instruction

Use data to inform instruction

Develop and implement standards based report cards (KDES) and end of course assessments (MSSD)

# Clerc Center

## School Climate

| **Objective 1 Professional Engagement** |
|---|
| By 2018, Clerc Center school personnel will express positive feelings about school morale and involvement in decision making, as measured by increasing the percentage of responses in the positive range on the Leadership and Professional Relationships dimensions of the Comprehensive School Climate Inventory (CSCI) to at least 85% on each dimension. |
| **Strategies** |
| Select and implement school connectedness strategies for administrators |
| Develop and implement a teacher induction program |
| Establish  shared decision  making matrix among administrators, teachers and staff |
| Implement strategies that will Increase parental involvement in the schools |
| **Objective 2 School Safety** |
| By 2018, MSSD students will express positive perceptions about school safety, as measured by increasing the percentage of responses in the positive range on the Rules and Norms and Sense of Physical Security dimensions of the Comprehensive School Climate Inventory (CSCI) to at least 85% on each dimension, and on the Sense of Social-Emotional Security dimension to at least 75%. |
| **Strategies** |
| Implement PBIS to develop a school climate that supports pro-social behaviors |
| Implement OL WEUS Bullying Prevention Program with fidelity |
| **Objective 3 School Environment** |
| By 2018, the Clerc Center community will perceive the school environment as welcoming and physically appealing, as measured by obtaining at least 75% of responses in the positive range from all stakeholder groups (i.e., students, parents, school personnel) on both the School Connectedness/Engagement and Physical Surroundings dimensions of the Comprehensive School Climate Inventory (CSCI). |
| **Strategies** |
| TBD |

# VI. Research Plan, Priorities, and Projects

The purpose of the Clerc Center's Research Agenda is to support the development of effective, innovative, evidence-based instructional strategies and curricula aimed at improving deaf and hard of hearing students' language acquisition and academic achievement, to prepare them for postsecondary education and employment, and to prepare them to lead independent, productive lives.

The goals of the current Research Agenda remain aligned with the Clerc Center's current strategic plan. These goals are to:

• Identify gaps in current knowledge about the language acquisition of deaf and hard of hearing children, early intervention, and effective standards-based educational practices, and promote increased basic and applied research in those areas

• Work in collaboration with other schools, researchers, and organizations to translate knowledge from existing research into innovations that are effective in improving the language and academic attainment of deaf and hard of hearing students

• Engage Clerc Center teachers and related services and Student Life staff in research about innovative educational strategies and curricula

• Synthesize existing research in strategic goal areas that will guide the development of evidence-based strategies and practices and inform decision making at local and state levels about best practices in the education of deaf and hard of hearing students

## Scope of the Research Agenda

The scope of the Clerc Center's Research Agenda covers applied research that will be carried out by the Clerc Center and other programs and organizations with which it collaborates. For example, while the Clerc Center may not initiate basic research in language acquisition and learning, it will encourage collaborative research in those areas where significant knowledge gaps exist through networking with other programs and organizations.

The Clerc Center also welcomes ongoing collaborations with research partners who engage in basic and applied research in identified priority area topics. Cooperative research includes research in which the Clerc Center has not been involved in the study design but agrees to participate by recruiting subjects and participating in data collection. The principal investigators will be encouraged to share their research findings with the Clerc Center to further its innovation and outreach work.

Research projects are implemented in two categories:

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

## Research and Evaluation

In accordance with the EDA, the Planning, Development, and Dissemination unit of the Clerc Center leads the development, evaluation, and dissemination of innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments by educators and families of deaf and hard of hearing students throughout the nation. Five research and evaluation staff members and two graduate assistants within Planning, Development, and Dissemination support research and evaluation activities consistent with the above federal mandates. The previous Research Agenda concluded in FY 2014. In FY 2015, a new strategic plan, with identified priority areas for the Clerc Center, will be announced. At that time, a new Research Agenda will be established to align with these strategic priorities.

The costs of research and evaluation activities in FY 2014 were $461,867 in payroll costs $28,800 in non-payroll expenses.

**FY 2014 Research Projects by Priority Topic Area**

| Priority Topic Area | Current Research Projects |
|---|---|
| **Priority Topic Area #1:** Student Academic Achievement | • American Sign Language (ASL) Content Standards K-12<br>• Deaf and Hard of Hearing Student Performance on High-Stakes Assessments: A National Study by Gallaudet University and the Clerc Center<br>• Fingerspelling as a Predictor of Phonetic Awareness<br>• Early Reading Development of Young Deaf Children<br>• User Characteristics and Usability Study of VL2 Storybook Apps<br>• Executive Functioning and Implicit Learning in Deaf Children |
| **Priority Topic Area #2:** Evidence-Based Strategies and Resources for Deaf and Hard of Hearing Students with Disabilities | • Deaf Children with Autism Spectrum Disorders |
| **Priority Topic Area #3:** Early and Ongoing Intervention in Support of Linguistic Competence | • Early Education Longitudinal Study<br>• Identifying Early Intervention Programs Throughout the United States Incorporating Evidence-Based Factors that Support Linguistic Competence in ASL and English<br>• Identifying Evidence-Based Factors Critical to Promoting Linguistic Competence<br>• Center on Literacy and Deafness |

## Priority Research Areas

The three priority topic areas for the current Research Agenda stem from the strategic priorities identified and selected based on public input (see section III for more information on public input):

1. Student academic achievement

2. Evidence-based strategies and resources for deaf and hard of hearing students with disabilities

3. Early and ongoing intervention in support of linguistic competence

Future Research Agendas will be grounded in strategic priorities established by the Clerc Center. Each priority will be initially supported by a synthesis of current research knowledge about the topic. Parallel to the synthesis analyses, collection of current practices related to the topic, as applicable to deaf and hard of hearing children, will occur. This will inform the development or refinement of guiding overarching research questions. This process allows an opportunity for collaboration with external researchers and other programs with an interest in similar priority topics. As input is obtained about the importance and relevance of the research questions, the Clerc Center and its partners will translate the knowledge of research and practice into proposals for future projects. These projects may then address important knowledge gaps and unmet critical needs. Each research question may suggest one or more possible projects, or discussions of the questions taken together may suggest future cross-cutting projects.

The priority topic areas described below include a summary of current projects that support the priority topic areas as well as projects that are being reviewed or are in the application stages. The listing of preliminary guiding research questions serves as the impetus for the development of future research initiatives and a long-term Research Agenda. As education

is a dynamic field, the lists of guiding questions and projects under consideration or in the application stages are likely to change as the knowledge base shifts over time. As this report reflects the ending stages of the strategic plan priority areas for 2009-2012, many projects are nearing completion or have been completed.

The priority topic areas for the Clerc Center's next Research Agenda will be established during FY 2015. The agenda will consist of the identification of new priorities, based on public input, feedback from internal and external stakeholders, and its alignment with the Clerc Center's next strategic plan 2020.

## Project Types Defined

Following each of the subsequent sections detailing the three priority topic areas is a data table which includes the names of the projects, the type of the project, the project's funding, and an estimated number of Clerc Center staff that were involved with the project. Both internal and external funding sources are reported.

Projects at the Clerc Center include:

1. Internal – Projects conducted solely by Clerc Center personnel

2. Internal and collaborative – Projects that originated with and were funded by the Clerc Center and involve researchers outside of the institution

3. External – Projects funded and led by researchers outside of the Clerc Center but involve Clerc Center personnel

Specifically, internal funding refers to a project with fiscal resources allocated primarily by the Clerc Center, and, where appropriate, the project budget, the internal fiscal allocation for FY 2014, is provided. External funding sources are those that were provided by outside researchers, collaborators, or organizations and as such no budget information is provided. External projects often require Clerc Center personnel to facilitate logistics or data collection or to participate in the research study but do not necessitate the contribution of fiscal resources. Research projects resulting from both Clerc Center and outside funding are considered to be both internal and external.

## Priority Topic Area #1: Student Academic Achievement

A significant amount of research and resources has been spent on the area of student academic achievement. The establishment of the Research Agenda suggested a need for identifying gaps in the knowledge of general student academic achievement. This topic has collaborative research in the other priority areas through networking internally within the Clerc Center and Gallaudet University as well as externally with other programs and organizations.

The following guiding research questions were devised based on public input collected by the Clerc Center as well as on a review of existing research in this priority topic area.

These questions are intended to guide discussion about and planning for important future research initiatives to support the student academic achievement priority area of the Research Agenda:

- How do teacher attitudes and perceptions about deaf and hard of hearing students relate to high expectations?

- How do teacher attitudes and perceptions about deaf and hard of hearing students relate to accommodations?

- What are the effects of various accommodations (e.g., use of signing accommodations) on the measured achievement of deaf and hard of hearing students?

- What allowable accommodations are effective with deaf and hard of hearing students?

- How can effective use of technology improve the quality of instruction and learning?

- How can schools and programs serving deaf and hard of hearing students help inform decision makers concerning the design of a national common assessment that is fair and accessible to deaf and hard of hearing students?

- What do we know about the achievement of academic standards of deaf and hard of hearing students in schools and programs across the nation?

- What are effective strategies and curricula for improving the literacy skills of deaf and hard of hearing adolescent students?

- How can the Clerc Center best reach educators and parents living and working in rural areas?

Current research projects and research projects under consideration that support student achievement of rigorous academic standards include:

### American Sign Language (ASL) Content Standards K-12

(Collaborative Research Project; Principal Investigator: Christen Szymanski, Clerc Center)

The Clerc Center will lead a collaborative effort with identified experts to develop national content standards for ASL acquisition and development from kindergarten through twelfth grade. Topics for future research may be identified during the standards development process.

#### Objectives

1. Establish a contract, via a competitive process, with a team of national experts in the area of ASL linguistics, language acquisition, and education to draft K-12 ASL Content Standards and benchmarks.

2. Via the contract team, complete a synthesis of the research and develop a framework of standards strands upon which the content standards and benchmarks will be founded.

3. Via the contract team, develop K-12 ASL Content Standards and benchmarks.

4. Design, oversee, and implement a series of national review processes to ensure the rigor, accuracy, and applicability of the work of the contract team.

5. Disseminate the content standards and benchmarks nationally.

#### Status

During FY 2014, the Clerc Center concluded the first phase of development work with the contract team. Efforts shifted to defining the second phase of the projects and identifying potential collaborating partners. This process included consultation with professionals in the areas of applied linguistics, curriculum, and standards development. The Clerc Center explored approaches for the second phase of the development process and possible partnerships. A partnership agreement is expected in the fall of 2014, and work on the next iteration of K-12 standards will continue throughout FY 2015.

Once the content standards and benchmarks are ready for review, the Clerc Center will seek feedback from ASL teachers and specialists for usability and classroom application. The Clerc Center will also offer the general public an opportunity to provide input on the content standards and benchmarks. Feedback from these reviews will be incorporated into a final version of the content standards and benchmarks. Once finalized, a team of experts in ASL linguistics, language development, and education will be selected to validate the content standards and benchmarks in relation to the research foundation. Timelines for the feedback group and public comment will be established as development work progresses. A date for the validation team review and initial dissemination will be determined when the above review processes are completed.

### Deaf and Hard of Hearing Student Performance on High-Stakes Assessments: A National Study by Gallaudet University and the Clerc Center

(Formerly the National Collaboration to Assess Performance of Deaf and Hard of Hearing Students on State Achievement Tests)

The purpose of this project is to increase knowledge about the attainment of reading, mathematics, and science proficiency of deaf and hard of hearing students on statewide assessments. The Clerc Center, in collaboration with Gallaudet University, seeks to identify and target future development and support toward areas where students are most challenged academically.

#### Objectives

1. Determine to what extent states' data systems allow for the evaluation of achievement among deaf and hard of hearing students and comparisons between the achievement of these students and other students.

2. Investigate how achievement among deaf and hard of hearing students compares to state and national expectations.

3. Determine to what extent the achievement of deaf and hard of hearing students is mediated by student or context characteristics (pending the availability of sufficient data).

4. Obtain funding to implement the research study.

5. Identify future research studies and research-to-practice initiatives based on the results of this study with a particular emphasis on students from traditionally underserved populations.

## Status

This project was completed in FY 2014 with a formal executive summary.

## Fingerspelling as a Predictor of Phonetic Awareness

(Collaborative Research Project; Principal Investigator: Dr. Brenda Schick, University of Colorado)

This is the first national study focusing on the role that fingerspelling may have in better understanding how children who are deaf or hard of hearing process phonetics, whether they are signed or spoken. Research has shown that sign language has components of phonetic representations that may be best indicated via fingerspelling. In this collaborative effort, researchers are attempting to better understand how fingerspelling may aid some students in understanding written text as well as visual texts as a possible intervention strategy for reading comprehension.

### Objectives

1. Identify whether fingerspelling may play a role in understanding sound-based phonics.

2. Gather information as to the relationship between fingerspelling, reading abilities, vocabulary knowledge, and phonic awareness (whether signed or spoken).

### Status

During FY 2013, students at KDES in kindergarten through grade five participated in data collection. Data was collected by research staff and administrators at the Clerc Center and then shared with school-based curriculum and assessment staff at the Clerc Center to assist in a more accurate understanding of student demographics as well as an understanding of how the results may apply to academic learning.

This study concluded in FY 2014.

## Early Reading Development of Young Deaf Children

(Formerly Potential in Young Deaf Children: Supportive Family Contexts Study; Principal Investigator: Lori Lutz, Clerc Center)

This qualitative study focuses on developing an understanding of the multiple and complex family contexts that exist in the lives of families with young deaf children and how those contexts may be related to the development of reading skills for deaf children.

### Objectives

1. Describe the family environments and contexts of deaf children who displayed advanced reading skills at a young age.

2. Examine how these family patterns compare with those of families whose deaf children are still developing readers.

### Status

In FY 2013, the multi-family case study revealed similarities in events influencing families' experiences with reading to their young children, such as the timing of early hearing detection and intervention, parents' involvement with early intervention programs, their considerations of language for communication and reading with their deaf child, engaging in different types of literacy and reading activities, and managing their child's interest and involvement with books and print. The development of case histories led to the development of eight assertions about families' experiences that may support young deaf children's early reading. These assertions address the timing and intensity of parental participation and involvement in early intervention programs, the inclusion of shared reading as part of early intervention programming, individual differences among deaf and hard of hearing children, parents' evolving language choices for communication and for reading, parental beliefs about the relationship of language and reading, parents' use of reading strategies and approaches, parental values for reading, and differences in deaf children's reading due to different environments.

The study was completed and information disseminated in FY 2014.

All other research studies for this priority topic area have been completed. Please see section III ("Clerc Center Strategic Plan 2009-2014") in this chapter of the annual report for information on products developed to support student academic achievement.

## User Characteristics and Usability Study of VL2 Storybook Apps

(Collaborative Research Project; Principal Investigator: Dr. Melissa Herzig, Gallaudet University)

The development of digital applications (apps) has become a popular tool for classroom instruction. However, little is known about how students interact with apps, follow them, and utilize the information observed. In this collaborative effort, researchers are attempting to better understand how students interact with both print and visual language to follow stories presented on digital technology.

### Objectives

1. Identify whether visual language presentation aids in students' understanding of stories.

2. Gather information as to whether students enjoy having information presented in visual language as well as in print.

3. Gather information about students' current use of apps at home and at school.

### Status

During FY 2014, students at KDES in kindergarten through grade two participated in data collection. Data was collected by parents, research staff, and teachers at the Clerc Center to assist in understanding the student demographics and how the results may be broadly applied.

Clerc Center participation in this study concluded in FY 2014.

## Executive Functioning and Implicit Learning in Deaf Children

(Collaborative Research Project; Principal Investigator: Dr. Matthew Hall, University of Connecticut)

Learning involves both implicit and explicit acquisition of knowledge. Often research has focused on the role of executive functioning during explicit learning opportunities, but it plays a significant role in a child's ability to obtain implicit information as well. Researchers also suggest for robust cognitive development having access to audition is necessary (to allow for implicit learning to grow). In order to better understand how audition may or may not be necessary for children who are deaf or hard of hearing to learn, researchers are now trying to better understand the language experience that typically developing children who are deaf experience.

### Objectives

1. Identify whether or not executive functioning skills are different between those who use early visual language and those who are exposed to language later.

2. Gather information as to the age of language exposure that negates possible later cognitive and executive functioning skills.

### Status

During FY 2014, several students at KDES in kindergarten through grade five participated in data collection. Data was collected by parents, research staff, and administrators at the Clerc Center to allow for a more accurate understanding of student demographics to assist the research team in their application of results.

### Summary Information for Priority Topic Area #1: Student Academic Achievement

| Project Title | Funding Source | Type of Project | Internal Fiscal Allocation for FY 2014 | Estimated number of Clerc Center Staff Involved |
|---|---|---|---|---|
| American Sign Language (ASL) Content Standards K-12 | Internal | Internal and Collaborative | $4000 | 3 staff |
| Deaf and Hard of Hearing Student Performance on High-Stakes Assessments: A National Study by Gallaudet University and the Clerc Center | External | External | Not Applicable | 1 staff |
| Fingerspelling as a Predictor of Phonetic Awareness | External | External and Collaborative | Not Applicable | 5 staff; 3 teachers |
| Early Reading Development of Young Deaf Children | Internal | Internal | Not Applicable | 1 staff |
| User Characteristics and Usability Study of VL2 Storybook Apps | External | External and Collaborative | Not Applicable | 2 staff; 2 teachers |
| Executive Functioning and Implicit Learning in Deaf Children | External | External | Not Applicable | 2 staff |

## Priority Topic Area #2: Evidence-Based Strategies and Resources for Deaf and Hard of Hearing Students with Disabilities

The need to identify and share resources for deaf and hard of hearing students with disabilities was identified in several public input forums. Limited research exists in this priority topic area. Guiding questions based on the work of the Clerc Center Resources for Deaf Students with Disabilities Action Plan Team include:

1. How can standards-based curriculum be modified to meet the needs of deaf and hard of hearing students with disabilities working well below the standards?

2. How can families of deaf and hard of hearing children with disabilities educate and support each other using social media and other virtual communities?

These questions are intended to guide discussion about and planning for future research initiatives to support the achievement and postsecondary preparation of deaf and hard of hearing students with disabilities.

### Deaf Children with Autism Spectrum Disorders

(Collaborative Research Publication; Principal Investigator: Christen Szymanski, PhD, Clerc Center, and Patrick Brice, PhD, Gallaudet University)

After successfully being awarded the Gallaudet Research Institute Priority Grant in 2012, a collaborative research partnership with Gallaudet University's Psychology Department ensued. During FY 2013, Drs. Brice and Szymanski, with the assistance of a Gallaudet University graduate student, investigated the literature for the use of treatment and intervention strategies in children who are deaf or hard of hearing and have

an autism spectrum disorder. Researchers also investigated the roles that families, teachers, and parents have in the lives of children who are deaf or hard of hearing.

## Objectives

1. Understand the applicability of the only evidenced-based treatment for autism—Applied Behavioral Analyses—in the lives of children who are deaf or hard of hearing.

2. Gather information pertaining to the impact that families and parents have in the lives of children who are both deaf and have autism.

## Status

In the late part of FY 2013, families were approached and they consented to participate in the research study. The study was halted when these families transferred to new schools. New families will be sought for data collection in FY 2015. A theory paper pertaining to understanding autism in a child who is deaf or hard of hearing is currently being drafted.

All other research studies for this priority topic area have been completed. Please see Section III ("Clerc Center Strategic Plan 2009-2014") in this chapter of the annual report for information on products developed to support deaf and hard of hearing students with disabilities.

### Summary Information for Priority Topic Area #2: Evidence-Based Strategies and Resources for Deaf and Hard of Hearing Students with Disabilities

| Project Title | Funding Source | Type of Project | Internal Fiscal Allocation for FY 2014 | Estimated number of Clerc Center Staff Involved |
|---|---|---|---|---|
| Deaf Children with Autism Spectrum Disorders | Internal | Internal and Collaborative | Not Applicable | 1 staff |



*A jubilant MSSD Class of 2014 graduates celebrates in cap in gown in a photo in from of Chapel Hall. Twenty-one of the MSSD graduates went on to attend Gallaudet University.*

## Priority Topic Area #3: Early and Ongoing Intervention in Support of Linguistic Competence

The following guiding research questions were devised based on public input collected by the Clerc Center as well as on a review of existing research in this priority topic area. The questions intended to guide discussion about and planning for important future research initiatives include:

1. What are the evidence-based factors that positively impact linguistic competence in young deaf and hard of hearing children?

2. What are the characteristics of early intervention programs that best prepare young deaf and hard of hearing children to develop linguistic competence and succeed in school?

3. How can families of deaf and hard of hearing children gain access to high-quality early intervention programs and services?

4. How can information about effective early intervention resources and practices be disseminated to diverse families of deaf and hard of hearing children?

5. How can information about ongoing linguistic development be disseminated to diverse families of deaf and hard of hearing children?

6. How can information about effective early intervention delivery systems and resources be disseminated to medical, social service, and educational decision makers at local and state levels?

### Early Education Longitudinal Study

(Collaborative Research Project; Principal Investigator: Dr. Thomas Allen, Gallaudet University)

This is the first national study focusing on special education services provided to deaf and hard of hearing children ages 3 to 5. It is a collaborative study between Gallaudet University's VL2 program, the National Science Foundation, and several school programs for deaf and hard of hearing children across the United States, including the Clerc Center. Results of the study will help policy makers, program administrators, service providers, and others learn more about deaf and hard of hearing children and how to better serve them.

### Objectives

1. To gather information from the parents about the services received by their child.

2. To gather information from the teacher of the child regarding the child's performance in school and the type of services being provided there to him or her.

3. To assess the child's readiness in school and communication.

### Status

Several KDES students ages 3 to 5, their parents, and teachers participated in the final wave of data collection in FY 2013. Clerc Center participation in this study concluded in FY 2013.

### Identifying Early Intervention Programs Throughout the United States Incorporating Evidence-Based Factors that Support Linguistic Competence in ASL and English

One of the tasks addressed by the Early Intervention Action Plan Team was to develop and distribute a survey of early intervention providers to identify programs that are practicing factors that have a positive impact on young deaf and hard of hearing children's linguistic competence. The identification of model early intervention programs was intended to develop opportunities for collaborations with select early intervention programs to disseminate nationally modeled early intervention programming practices for supporting young deaf and hard of hearing children's development of linguistic competence during their first five years of life.

### Objectives

1. Use current research to determine if critical components to early intervention exist to foster linguistic competency.

2. Identify any evidenced-based factors that may exist.

### Status

The research phase of this project concluded in FY 2013, and in FY 2014 development of the on-line network began that will be used to share information about programs that incorporate the five factors believed to be essential for early linguistic competence of deaf and hard of hearing students. Dissemination of the network is anticipated for early FY 2015.

## Identifying Evidence-Based Factors Critical to Promoting Linguistic Competence

Part of the Early Intervention Action Plan Committee work was to review evidence-based factors critical for fostering deaf and hard of hearing children's developing linguistic competence during early childhood (birth to age 5). This identification of evidence-based factors led to the delineation of essential early intervention program components. This laid the foundation for the committee's efforts to identify early intervention programs using these essential components and to share this information nationally.

### Objectives

1. Identify evidence-based factors that have a positive impact on young deaf and hard of hearing children's linguistic competence.

2. Conduct a literature review of sources and select best evidence providing support for those factors.

### Status

The research phase of this project was completed during FY 2013 to ensure that supporting data for the factors were appropriate, accurate, and provided sufficient research justifications. The evidenced-based factors will be shared via the Clerc Center's Early Intervention Network in early FY 2015.

## Center on Literacy and Deafness

(Collaborative Research Project; Principal Investigator: Dr. Brenda Schick, University of Colorado)

In a first-time national effort to better understand the range of reading and writing skills that children who are deaf or hard of hearing possess, researchers conducted a multi-site, multi-testing study including the Clerc Center. Research consisted of several hours of testing and observations to allow for an accurate foundation of reading baseline and progress throughout quarterly assessment of students. In this collaborative effort, researchers are attempting to better understand not only the skills that children who are deaf or hard of hearing possess but also the strategies that teachers knowingly and unknowingly utilize to help grow and strengthen skills.

### Objectives

1. Identify whether reading and writing skills are related to spoken language, auditory, or other demographic variables.

2. Gather ongoing information as to the relationship between fingerspelling, reading abilities, vocabulary knowledge, and phonic awareness (whether signed or spoken).

3. Gather information as to classroom strategies used to promote reading and writing skills as well as expressive language skills (whether signed or spoken).

### Status

During FY 2014, students at KDES in kindergarten through grade five participated in data collection. Data was collected by research staff and administrators at the Clerc Center and then shared with school-based curriculum and assessment staff at the Clerc Center. All data collected by researchers was then shared with appropriate school personnel to assist in long-term academic planning.

All research studies for this priory topic area have been completed. Please see section III ("Clerc Center Strategic Plan 2009-2014") in this chapter of the annual report for information on products developed to support early and ongoing intervention supports for linguistic competency for children who are deaf or hard of hearing.

## Summary Information for Priority Topic Area #3: Early and Ongoing Intervention in Support of Linguistic Competence

| Project Title | Funding Source | Type of Project | Internal Fiscal Allocation for FY 2014 | Estimated number of Clerc Center Staff Involved |
|---|---|---|---|---|
| Early Education Longitudinal Study | External | External | Not Applicable | 1 staff; 1 teachers |
| Identifying Early Intervention Programs Throughout the United States Incorporating Evidence-Based Factors that Support Linguistic Competence in ASL and English | Internal | Internal and Collaborative | $10,000 | 1 staff |
| Identifying Evidence-Based Factors Critical to Promoting Linguistic Competence | Internal | Internal and Collaborative | Not Applicable | 1 staff |
| Center on Literacy and Deafness | Internal | Internal and Collaborative | Not Applicable | 5 staff; 3 teachers |

*KDES students participate in competitions like the Optimist International Communication Contest for the Deaf and Hard of Hearing contest which give them opportunities to express their written English and ASL presentation skills. Pictured here KDES fifth grade student Catalene Sacchetti-Manganelli addressed the contest theme "How My Passions Impact the World" with an essay on her love for dance. At the D.C./Virginia Statewide competition held on February 22, KDES eighth grader Destiny Vincent won first place in the older age category and Sacchetti-Manganelli took top honors in the younger age category. As first place winners, they each received a $2,500 college scholarship.*

Photo by Susan Flanigan

# VII. Training and Technical Assistance

During FY 2014, the Clerc Center strategically allocated resources to reach families and professionals working with underserved populations and within all school systems where students who are deaf or hard of hearing are educated. The Clerc Center continues to ensure that information and support are available to meet the needs of a broad range of parents and families.

The Clerc Center provided support to families and professionals through the distribution of products and publications; direct outreach by exhibiting and presenting at conferences and events; and technical assistance and training through training workshops, a series of e-learning opportunities, collaborative relationships, and consultative relationships with programs across the country.

## Products and Publications

During FY 2014, the Clerc Center distributed products and publications at conferences and exhibits as well as through downloads from the Clerc Center website, e-mail distributions, and sales. The numbers of materials distributed through each channel are as follows:

- Free distributions of products: 36,056 publications and products

- Free distribution of on-line resources and publications through e-mail: 37,896

- Free distributions of information and resources through social media (Facebook, National Outreach Resources network, Deaf Students with Disabilities Network): 41,710

- *Odyssey* magazine subscription list: 21,970 (includes schools, individual educators, libraries, parents, and other stakeholders); an additional 1,510 distributed at conferences and exhibits. Articles can also be downloaded for free from the Clerc Center website

- Sales: 10,506 products

## Web Products

- *Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf or Hard of Hearing* includes seven web-based modules for early interventionists, allied professionals, parents, families, and caregivers. This project is a collaboration with Boston Children's Hospital and is available in ASL and spoken English.

- *Educating Students Who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings* includes three on-line modules: an introduction to having deaf and hard of hearing students in the classroom, instructional considerations for the classroom, and educational planning. This product was done in collaboration with Texas Education Service Center, Region 20.

- The *Early Intervention Network* is an on-line resource for early intervention providers that highlights programs around the country that are using the five factors for successful language acquisition in early intervention programs. This product also includes a discussion forum for stakeholders.

- The *Deaf Students with Disabilities Network,* an on-line resource for educators and parents of deaf and hard of hearing students with disabilities now has 599 members and includes discussion forums designed to promote information sharing and ongoing opportunities to engage with others living and working with deaf and hard of hearing students with disabilities.

- The *National Outreach Resource*s network, a website for outreach providers to interact and share resources to support deaf and hard of hearing children birth through age 21, especially those in mainstream environments, continues to add new resources and information and now has over 663 members.

## Webinar Series

- Three webinars were broadcast this year with over 2,100 sites registered. This included many sites with five to ten participants watching together.

- "Strategies to Prevent Visual Split-Attention in Classes for Students Who are Deaf or Hard of Hearing," with Dr. Susan Mather, was broadcast on December 4, 2013, with 409 registrations and an additional 448 views of the archived webcast.

- "How Early Intervention Can Make a Difference: Research and Trends," with Dr. Beth Benedict, was broadcast on February 12, 2014, with 750 registrations and an additional 302 views of the archived webcast.

- "What the Eyes Reveal About the Brain: Insights from VL2, the Brain and Language Laboratory, BL2, and Advances in Human Language Acquisition," with Dr. Laura-Ann Petitto, was broadcast on May 1, 2014, with 974 registrations and an additional 3,300 views of the archived webcast.

- All three webinars are currently archived on the Clerc Center website.

### Publications

- *Odyssey* magazine—The 2014 issue of this publication focused on the importance and influence of having high expectations for all students who are deaf or hard of hearing. The largest issue to date featured 20 articles authored by families and professionals from around the country.

- *Classroom Interpreting for Students Who are Deaf or Hard of Hearing: A Series of Guides for Parents, Professionals, and Students*—This series of publications, developed through a collaboration with Dr. Brenda Schick (www.classroominterpreting.org) and Boys Town National Research Hospital, provides guidance to administrators, teachers, interpreters, and parents, and students on the use of classroom interpreters. This work focuses on the effective involvement of educational interpreters working with students who are deaf or hard of hearing. The publications are available on the Clerc Center website as well as on the Boys Town National Research Hospital Center for Childhood Deafness Auditory Consultant Resource Network website and the Classroom Interpreting website.

- Textbook chapter for Infants, Toddlers, and Families (ITF) Certificate Program—The Clerc Center co-authored a chapter, "Getting Started: Hearing *Screening, Evaluation, and Next Steps*" in the textbook *Deaf and Hard of Hearing Infants, Toddlers, and Their Families: An Interdisciplinary Perspective* which will be published in the fall of 2014.

- Collaboration on an article on rehabilitation psychology published in the *Review of Intellectual Assessment Measures for Children Who are Deaf or Hard of Hearing* (J. Reesman, L. Day, C. Szymanski, R. Hughes-Wheatland, G. Witkin, S. Kalback, and P. Brice (2014).

## Training

The Clerc Center provided workshops and training to 16,439 individuals who work with students who are deaf or hard of hearing. Workshops took place at mainstream and residential academic programs, professional conferences, training centers, Family Learning Vacations, and community programs for families. 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 2014, the Clerc Center provided a wide variety of workshops, including on-site training and eLearning opportunities. The Clerc Center provided three Visual Phonics workshops, six literacy-based workshops, eight social-emotional workshops, three workshops on special education advocacy, 13 language planning workshops, six consultation sessions, eight presentations on current research on deafness, seven workshops specifically targeting those who are new to deaf education, three workshops addressing early intervention, and three presentations designed for people who have limited knowledge about the products and services offered by the Clerc Center. The Clerc Center produced and aired three webcasts featuring nationally recognized experts in deafness. These webcasts have all been archived and continue to be accessed online. Clerc Center teachers and staff provided 22 presentations, including three poster sessions at 18 different conferences ranging from state education conferences to national conferences such as the Council for Exceptional Children, the AG Bell Conference, and the Early Hearing Detection and Intervention Conference.

In an effort to reach individuals working with underserved groups and mainstreamed populations, the Clerc Center continues to target marketing and outreach efforts for its distance education training opportunities. The three new webcasts produced and offered by the Clerc Center this year are as follows: "Strategies to Prevent Split-Attention in Deaf and Hard of Hearing Students" featuring Dr. Susan Mather; "How Early Intervention Can Make a Difference" featuring Dr. Beth Benedict; and "What the Eyes Reveal About the Brain: Insights from VL2, the Brain and Language Laboratory,

BL2, and Advances in Human Language Acquisition," featuring Dr. Laura-Ann Petitto. In addition to these webcasts, the Clerc Center has launched three new web products (the Early Intervention Network, *Educating Students Who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings, and Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf or Hard of Hearing*) designed to provide information and resources to educators who work with students who are deaf or hard of hearing in a variety of academic settings and family members with children who are deaf or hard of hearing.

## Outreach

During FY 2014, the Clerc Center sent representatives to 13 events and conferences to distribute 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 traditionally underserved students and in mainstream programs. These events included participation in the Virginia Hearing Journey, the Clarke Mainstream Conference, the Council for Exceptional Children Convention and Expo, the Early Hearing Detection and Intervention Conference, the Mountain States Deaf Education Summit, the National Outreach Conference, the Conference of Educational Administrators of Schools and Programs for the Deaf, AG Bell, the American Society for Deaf Children, the National Association of the Deaf, the Texas Statewide Conference, and the Virginia State Opening Doors: Unlocking Potential Conference.

Through these events, the Clerc Center shared materials, resources, and support to more than 6,125 participants.

## Collaborations, Consultation, and Technical Assistance

The Clerc Center provided consultation and technical assistance to schools and programs at their request and sought collaborations with organizations and programs for joint initiatives. The following is a summary of the major collaborations in these categories that occurred in FY 2014.

### Common Core State Standards and National Assessments

There are six consortia developing assessments for the Common Core State Standards in English Language Arts and Mathematics: two consortia for the general assessments (Smarter Balanced Assessment Consortium [SBAC] and Partnership for Assessment of Readiness of College and Careers [PARCC]), two focused on alternative assessments (the National Center and State Collaborative and Dynamic Learning Maps), and two focused on creating assessments for English language learners (WIDA-ASSETS and ELPA21). The Clerc Center was involved in ensuring that the needs of students who are deaf or hard of hearing were considered throughout assessment development. The vice president of the Clerc Center was invited to serve on a number of committees supporting assessment development.

He continued to serve as one of 10 representatives on the Students with Disabilities Assessment Advisory Task Force established by the Council of Chief State School Officers (CCSSO). This national task force provided feedback to all six consortia groups by working to understand the demands of the CCSS and their impact on assessments as they relate to students with disabilities. As a member of the PARCC Access, Accommodations, and Fairness Technical Working Group, the vice president advised PARCC developers on issues of accessibility, accommodations, and fairness, helping to ensure assessments developed would be accessible while consistent with the initial vision for the assessment system. Throughout FY 2014, the vice president provided consultation to the SBAC and PARCC committees on a range of issues related to the assessment of students who are deaf or hard of hearing.

### Kansas School for the Deaf

The Clerc Center, in collaboration with Dr. Laurene Simms, professor in the Department of Education at Gallaudet University, provided consultation and training to the Kansas School for the Deaf (KSD) on planning and implementing an ASL/English bilingual program inclusive of both ASL and spoken English for students who have access to and use spoken English for communication and learning in their programs. This consultation and training included three two-day visits to KSD between October 2013 and March 2014. The consultation included a range of observations, presentations (to both staff and families), and participation in numerous feedback and training meetings with a variety of administrators, teachers, and staff from their early childhood through secondary education programs. Recommendations for planning

and implementation were delivered to KSD which included continued school-wide planning, development of individualized language and communication profiles, continued staff training, and family involvement and education.

## VL2—A Science of Learning Center on Visual Language and Visual Learning (VL2)

The Clerc Center continued its collaboration with VL2, one of six such centers funded by the National Science Foundation. The purpose of VL2 is to gain a greater understanding of the biological, cognitive, linguistic, sociocultural, and pedagogical conditions that influence the acquisition of language and knowledge through the visual modality.

As part of this collaboration, the Clerc Center took an active role in the engagement of preschool through grade 12 educators and schools regarding VL2 research and its application to teaching and learning. Toward that end, the Clerc Center worked with the preschool through grade 12 engagement manager to support dissemination of materials to birth to grade 12 educators.

In FY 2014, the Clerc Center collaborated with VL2 for the following activities:

- Designed, produced, and broadcast the webcast "What the Eyes Reveal About the Brain: Insights from VL2, the Brain and Language Laboratory, BL2, and Advances in Human Language Acquisition" with Dr. Laura-Ann Petitto on May 1, 2014 (974 sites registered to view the webcast live, with many hosting five to 10 participants watching together; the archived version of this webcast has been viewed over 3,300 times)

- Shared VL2 research briefs and information about their Parent Information Package, Growing Together, through exhibits, training workshops, and other dissemination mechanisms

- Participated in the VL2 User Characteristics and Usability Study of VL2 storybook apps for children in grades K-2

- Designed classroom observation experiences at the Clerc Center as part of doctoral course requirements for the new PhD program in educational neuroscience

## Ohio Department of Education

The Clerc Center continued its partnership with the Ohio Department of Education to focus on the provision of state-level, standards-based assessments for students who are deaf or hard of hearing. In FY 2014, the Clerc Center maintained its agreement with the Ohio Department of Education reflecting stipulations from the U.S. Department of Education. Based on information from the Ohio Department of Education, the Clerc Center continued the second year of its transition to the Common Core State Standards (CCSS), implementing curriculum aligned with the CCSS English language arts and mathematics standards in anticipation of the forthcoming CCSS assessments. In late FY 2014, the Clerc Center learned that Ohio was shifting to a new state-wide assessment to replace the Ohio Achievement Assessment for students in grades three through eight for school year 2014-2015 as part of their transition to the PARCC Common Core-based assessment tools. In FY 2015, the Clerc Center will work with the Ohio Department of Education to implement the new assessments in accordance with their agreement with them and to ensure compliance with U.S. Department of Education requirements. It will also institute planning in preparation for PARCC implementation anticipated for school year 2015-2016 for students in grades three through 12.

## Gallaudet University Regional Centers (GURCs)/ Clerc Center Collaboration

The Clerc Center collaborated with the GURCs to provide support for the fourth National Outreach Conference that was held in April 2014. The conference targeted outreach providers actively involved in the education of deaf and hard of hearing children, birth through age 21, and provided opportunities for networking and coalition building for outreach providers. The Clerc Center also continues to collaborate with the GURCs to coordinate training and technical assistance and increase dissemination in each region.

## Pepnet2

The Clerc Center continued its collaboration with staff of Pepnet2 to support the transition of deaf and hard of hearing students from secondary to postsecondary education and employment settings. Pepnet2's mission is to improve the postsecondary outcomes of deaf and hard of hearing students. During FY 2014, the executive director of Planning, Development, and Dissemination continued to serve on the Pepnet2 advisory panel providing insight into the transition needs of deaf and

hard of hearing high school students as well as allied professionals and families. She also served as a reviewer for several components of the forthcoming Map It self-advocacy product. Further, she supported the national transition summit, a meeting of transition teams from all 50 states, by facilitating working sessions and presenting a workshop for families. Several collaborative projects were discussed in FY14, and it is anticipated that the Clerc Center will partner with Pepnet2 to host a meeting of professionals focused on the needs of deaf students with disabilities in FY 2016. The Clerc Center will also provide expanded support for the 2015 national transition summit.

### Boston Children's Hospital

The collaboration with Boston Children's Hospital produced two new products—a web-based product that supports professionals, families, and caregivers of young children in their understanding of the importance of early identification, intervention, and language acquisition for the development of linguistic competences in children who are deaf or hard of hearing and a publication of guidelines that will ensure full linguistic access for students with cochlear implants. These revised guidelines support education program planning regardless of the language or modality utilized, thereby serving a wide range of student needs. For more information, see the Clerc Center Strategic Plan 2009-2014 information in this chapter.

### Texas Education Service Center, Region 20

The Clerc Center collaborated with the Texas Education Service Center, Region 20, to develop three on-line modules called Educating Students Who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings. These modules were developed for educators in general education programs who have limited experience working with deaf and hard of hearing students. The modules provide introductory information about deafness as well as information on how to support the effective education of children who are deaf or hard of hearing in mainstream settings. For more information, see the Clerc Center Strategic Plan 2009-2014 information in this chapter.

## Outreach Efforts by Region

During FY 2014, the Clerc Center, in collaboration with efforts by the GURCs, documented 40,902 people served throughout the various geographical regions of the country through training and technical assistance, information dissemination, and exhibits/performances. Training includes presentations about programs or strategies to further and support the education of deaf and hard of hearing children and their families. Technical assistance refers to consultative services that the Clerc Center provides to cooperating programs or assistance to individuals, programs, or agencies in relation to educating students who are deaf or hard of hearing.

Information dissemination refers to information that was specifically requested and then disseminated, often through individual e-mails, calls to Clerc Center teachers and staff, and in packets for conference participants. Exhibits and performances include exhibit booths of products and services offered by the Clerc Center at national and regional conferences related to serving children who are deaf or hard of hearing.

### Types of Requesting Programs Served

The recipients of the training and technical assistance and disseminated information varied considerably. In FY 2014, they included early intervention professionals, schools that serve deaf and hard of hearing students, teachers and administrators in general education programs, students enrolled at a college or university, professionals who run teacher training programs, professionals who work at hospitals, parent organizations, individuals served by nonprofit organizations, parents and caregivers of students who are deaf or hard of hearing, and others. The next two charts illustrate the various types of programs requesting training and technical assistance by geographic region and similar data about information that was disseminated. Please note that totals for overall training and technical assistance and information dissemination on these two tables vary from the totals on the preceding chart due to the diversity of those receiving the information from a single training or event. For example, a teacher from a school for the deaf and a teacher from a general education program could attend the same workshop.

### Training and Technical Assistance, Information Dissemination, and Exhibits and Performances

| Region | Training and Technical Assistance | | Information Dissemination | | Exhibits and Performances | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Activities | Served | Activities | Served | Activities | Served | Activities | Served |
| International | 0 | 0 | 3 | 3 | 0 | 0 | 3 | 3 |
| Midwest | 39 | 1,212 | 9 | 9 | 11 | 1,153 | 59 | 2,374 |
| National | 37 | 6,260 | 0 | 0 | 13 | 15,910 | 50 | 22,170 |
| Northeast | 722 | 4,968 | 197 | 1,560 | 10 | 2,302 | 929 | 8,830 |
| Pacific | 55 | 965 | 1 | 2 | 2 | 1,018 | 58 | 1,985 |
| Southeast | 26 | 572 | 22 | 84 | 2 | 160 | 50 | 816 |
| Southwest | 16 | 2,012 | 5 | 5 | 4 | 2,225 | 25 | 4,242 |
| Western | 16 | 450 | 1 | 1 | 0 | 0 | 17 | 451 |
| Unknown | 0 | 0 | 29 | 31 | 0 | 0 | 29 | 31 |
| TOTAL | 911 | 16,439 | 267 | 1,695 | 42 | 22,768 | 1,220 | 40,902 |

### Training and Technical Assistance - Types of Requesting Programs Served

| Region | Early Intervention | School for the Deaf | Main-streaming/ Inclusion | Post-Secondary | Organi-zation/ Agency/ Community | Hospital/ Home-bound | Other Setting | Unknown | Total Requested |
|---|---|---|---|---|---|---|---|---|---|
| International | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Midwest | 11 | 17 | 27 | 2 | 18 | 0 | 2 | 2 | 79 |
| National | 1 | 4 | 1 | 15 | 2 | 0 | 6 | 9 | 38 |
| Northeast | 666 | 11 | 6 | 6 | 9 | 0 | 18 | 17 | 733 |
| Pacific | 5 | 17 | 2 | 23 | 30 | 0 | 0 | 3 | 80 |
| Southeast | 2 | 12 | 0 | 6 | 11 | 0 | 6 | 3 | 40 |
| Southwest | 0 | 4 | 3 | 0 | 2 | 0 | 3 | 6 | 18 |
| Western | 1 | 5 | 6 | 2 | 5 | 0 | 0 | 4 | 23 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 686 | 70 | 45 | 54 | 77 | 0 | 35 | 44 | 1,011 |

**Information Dissemination - Types of Requesting Programs Served**

| Region | Early Intervention | School for the Deaf | Main-streaming/ Inclusion | Post-Secondary | Organiza-tion/ Agency/ Community | Hospital/ Home-bound | Other Setting | Unknown | Total Requested |
|---|---|---|---|---|---|---|---|---|---|
| International | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 3 |
| Midwest | 1 | 2 | 1 | 0 | 2 | 0 | 3 | 0 | 9 |
| National | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Northeast | 75 | 21 | 3 | 18 | 22 | 0 | 11 | 93 | 243 |
| Pacific | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Southeast | 7 | 2 | 4 | 3 | 6 | 0 | 4 | 0 | 26 |
| Southwest | 0 | 2 | 1 | 0 | 1 | 0 | 1 | 0 | 5 |
| Western | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Unknown | 0 | 1 | 1 | 0 | 1 | 0 | 5 | 23 | 31 |
| **TOTAL** | **84** | **28** | **10** | **21** | **34** | **0** | **25** | **117** | **319** |

## FY 2014 Outreach Efforts

Outreach efforts in FY 2014 focused on contacting and building relationships with state and district-level programs, national organizations, and state outreach programs serving students who are deaf and hard of hearing. As part of this effort, the Clerc Center continued to support the planning of the National Outreach Conference which provided opportunities for networking and coalition building to outreach providers as well as support for the planning of a professional development summit for professionals in the rural mountain states. These efforts will continue in FY 2015.

The Clerc Center developed several knowledge-building products to reach stakeholders via distance learning formats. In addition to continuing to produce new webinars for national viewing, the Clerc Center has developed three multi-module on-line web products (described above) as well as maintained an on-line network for resource sharing and networking for educators and families focused on deaf students with co-occurring disabilities.

The Clerc Center continues to be intentional in the selection of conferences and events in order to reach professionals and parents of traditionally underserved students as well as educators and families in general education programs. The Clerc Center presented and disseminated information and resources at the Conference on Mainstreaming Students with Hearing Loss, the Council for Exceptional Children national conference, the Mountain States Deaf Education Summit, and several Family Learning Vacation events in order to network and develop relationships with professionals and families in general education settings as well as families from rural environments and families of underachieving students.

The Clerc Center has been working on a redesign of the Info to Go website, a primary mechanism for providing technical assistance via its website. The redesign, which is expected to be completed in the fall of 2014, will expand resources available to families and professionals working with students who are deaf or hard of hearing and make the site easier to use. The Clerc Center will continue to expand its outreach efforts to reach the identified audiences mentioned above as part of its next strategic plan set to launch in FY 2015.

# VIII. 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.

## Implementing Standards-Based Instruction and Assessment

During the 2013-2014 school year, the Clerc Center continued its reform efforts and devoted significant resources to the continued implementation of CCSS-aligned, standards-based instruction and assessment for the purpose of improving academic achievement among its students.

Standards and assessments remain in place for reading/English language arts and mathematics in grades three through eight and at the high school level. Mirroring efforts underway in Ohio, the Clerc Center implemented instructional units aligned with the CCSS for English language arts and mathematics for the second year. Standards for science are in place throughout the demonstration schools and Ohio model curricula are being implemented. Science assessments are given in grades four, eight, and in the high school via the Ohio Achievement Assessment (OAA), the Ohio Graduation Test (OGT), and the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). Participation and performance information for both reading/English language arts and mathematics are being used in the accountability determinations.

## Instruction

Implementing standards-based instruction continues to evolve within the Clerc Center. The 2013-2014 school year witnessed the second year of implementing CCSS-aligned curricula in ELA and mathematics K-12. These units were developed following the Understanding by Design template (Wiggins, G., & McTighe, J. [2005]. Understanding by design. Alexandria, VA: ASDC) and include the selected unit standards, essential questions, the intended knowledge and skills, readiness activities, planned daily instructional activities, cumulative projects, suggested formative assessments, and literature connections. In science, teachers have continued implementing Ohio's model science curriculum with a focus on identifying and working with essential questions based on the standards as well as the accompanying key academic vocabulary.

## Assessments

The Clerc Center has adopted Ohio's student accountability assessments. The Clerc Center administered the OAA and the OGT for the fifth time in the spring of 2014. The Clerc Center administered Ohio's new AASCD for the second time this year. Results for the spring administration are presented in the next three tables. The first contains summary information for the Clerc Center for students in grades three through eight and 10 on the OAA and OGT, and the second shows the summary information disaggregated by subgroup. The third contains summary information for students in grades three through eight and 10 who participated in the AASCD.

## Student Achievement[1]—Summary Information (OAA and OGT[2])

| | Student Participation | | | | Percentage of Students Scoring in Each Performance Level | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Valid Scores | Enrolled | Percentage Tested | Mean Scale Score | Limited | Basic | Proficient | Accelerated | Advanced |
| Reading | 75 | 76 | >95.0 | 382 | 52.0 | 20.0 | 24.0 | <10.0 | <10.0 |
| Mathematics | 76 | 76 | >95.0 | 379 | 56.6 | 26.3 | <10.0 | <10.0 | <10.0 |
| Science | 53 | 53 | >95.0 | 373 | 49.1 | 39.6 | <10.0 | <10.0 | <10.0 |

[1] No information will be reported when the number of students is less than 10.

[2] Results are reported using Ohio's performance standards for grades 3-8 and 10 on the OAA and OGT in accordance with federal regulations. Results are not comparable to administrations prior to 2011-2012.



New MSSD Residence Hall

*The future of 21st dorm living for MSSD students is a dream soon to come to fruition. Students, student life staff, and the Gallaudet architects collaborated during the design competition and chose Dangermound Keane Architecture (DKa) and Gaudreau Inc., architects to design the new dorm with Deaf Space concepts and green architectural features. Ground will be broken for the new building in fall 2014.*

### Student Achievement[1]—Disaggregated Information (OAA and OGT)

| | Reading | | | Mathematics | | | Science[2] | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enrolled | Percentage Tested | Percentage Met Standards | Enrolled | Percentage Tested | Percentage Met Standards | Enrolled | Percentage Tested | Percentage Met Standards |
| White | 24 | >95.0 | 70.8 | 24 | >95.0 | 45.8 | 20 | >95.0 | 30.0 |
| Black/African American | 29 | >95.0 | <10.0 | 29 | >95.0 | <10.0 | 16 | >95.0 | <10.0 |
| Hispanic/ Latino | 12 | 91.7 | <10.0 | 12 | >95.0 | <10.0 | 10 | >95.0 | <10.0 |
| Asian | 3 | -- | -- | 5 | -- | -- | 3 | -- | -- |
| American Indian/ Alaska Native/ Hawaiian | 1 | -- | -- | 0 | -- | -- | 0 | -- | -- |
| Race and ethnicity unknown | 2 | -- | -- | 2 | -- | -- | 0 | -- | -- |
| Two or more | 5 | -- | -- | 3 | -- | -- | 1 | -- | -- |
| LEP Students | 0 | -- | -- | 0 | -- | -- | 0 | -- | -- |
| Non-LEP Students | 76 | >95.0 | 28.0 | 76 | >95.0 | 17.1 | 53 | >95.0 | 11.3 |
| Low Income | 25 | >95.0 | 24.0 | 25 | >95.0 | 20.0 | 14 | >95.0 | 14.3 |
| Non-low Income | 51 | >95.0 | 30.0 | 51 | >95.0 | 15.7 | 39 | >95.0 | 10.3 |
| Male | 39 | >95.0 | 28.2 | 39 | >95.0 | 20.5 | 27 | >95.0 | <10.0 |
| Female | 37 | >95.0 | 27.8 | 37 | >95.0 | 13.5 | 26 | >95.0 | 19.2 |

[1]Results include scores for students in grades 3-8 and 10. No information will be reported when the number of students is less than 10.

[2]The science assessment is administered to students in grades 5, 8 and 10.

# Clerc Center

## Student Achievement[1]—School Summary Information AASWD

| | Valid Scores | Enrolled | Percentage Tested | Percentage of Students Scoring in Each Performance Level | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Limited | Basic | Proficient | Accelerated | Advanced |
| **Reading** | 10 | 11 | 90.9 | <10.0 | <10.0 | 40.0 | 30.0 | 30.0 |
| **Mathematics** | 11 | 11 | >95.0 | <10.0 | 18.2 | 45.5 | 18.2 | 18.2 |
| **Science** | 6 | -- | -- | -- | -- | -- | -- | -- |

[1]Scores are reported for students in grades 3-8 and 10. No information will be reported when the number of students is less than 10.

As reflected in the previous three tables, nearly all students in the tested grades participated in the assessment administration. The results for students in both KDES and MSSD reflect low levels of proficiency on the assessments. The spring 2014 administration of the assessments represents the fifth year of standards-based instruction aligned with the state of Ohio. The Clerc Center continues to monitor implementation of grade-level standards and to provide students with the exposure and "opportunity to learn" that these standards require. The Clerc Center analyzes and uses the assessment data collected to strategically target the focus on student performance.

In addition, this year represented the second year of implementing new CCSS-aligned curricula in English language arts and mathematics. The Clerc Center believes the following points remain relevant as it continues with standards-based implementation with a focus on the key instructional shifts identified in the CCSS initiative. Literature regarding instructional change suggests that change is a slow process requiring adoption of strategies by the faculty as well as students acquiring empowering knowledge and skills both in test taking and the curriculum from previous grades. Low levels of performance reflect students' relative inexperience with the new curriculum content. Students are becoming more familiar with the process of testing. As teachers at the Clerc Center gain greater facility with the standards and as students have more time in a CCSS-based learning environment and additional experience with the assessment process, it is expected that their scores will rise. These results underscore the need to continue redirecting instructional attention to supporting students' achievement of grade-level expectations.

The Clerc Center followed Ohio in changing from the previous portfolio-based system to the new performance-based AASCD in FY 2013. The AASCD was administered for the second year in FY 2014. Teachers and students are now becoming more familiar and comfortable with this assessment.

The assessment instruments (i.e., the tests themselves) were adopted from the Ohio Department of Education in their entirety. Students at the Clerc Center saw and responded to the same test questions as students in the same grades in Ohio. At the Clerc Center, most students participated in the assessment with the use of one or more accommodations, such as ASL interpretation and small group administration. It is not yet known whether these accommodated test conditions adequately support students' access to the assessment and their ability to demonstrate their knowledge and skills. Thus it is not entirely clear that the assessment, even under accommodated testing conditions, yields meaningful scores for all students at the Clerc Center. Over time, as students have increased opportunities to learn to high standards and more is understood about how to accurately assess what deaf and hard of hearing students know and can do, it is anticipated that performance will increase.

The Clerc Center is beginning to plan for changes in assessment instruments that will be implemented by the state of Ohio in FY 2015.

## Program Logic for the Standards-Based Reforms at the Clerc Center

A detailed interpretive argument has been developed to identify the specific priorities for evaluating assessment quality.

| | | | | |
|---|---|---|---|---|
| Teachers have the knowledge, orientation, and support necessary to access standards and provide academic instruction | | | | Teachers provide instruction aligned with academic expectations |

The assessment and its operational system have been designed to yield scores that reflect students' knowldege and skills in relation to academic expectations

Assessment scores provide informa-tion that is useful for teachers in building and maintaining standards-aligned curriculum and instruction

Students have an opportunity to learn in relation to challenging academic expecatations

The assessment system operates as intended (i.e. administration, scoring, analyses, reporting)

Assessment scores provide information that reflects what students know and can do in relation to academic expectations

Students achieve increasingly challenging academic expectations

Students take the assessment under conditions that allow them to demonstrate what they know and can do in relation to academic expectations

Assessment scores support appropri-ate accountability decisions regarding the distribution of resources

| Precursors and Context | Assessment Systems | Primary Claims | Score Users | Goals |
|---|---|---|---|---|

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The chart reads:

- To support the claim that the assessment has been designed to yield scores that provide information that reflects what students know and can do in relation to academic expectations and can, therefore, be used for instructional and accountability decisions, the assessment must be designed and administered appropriately. In addition, students must have full access to the assessment through the use of any necessary accommodations.

- To support the claim that students have the opportunity to learn, teachers must have the knowledge and orientation necessary to access the standards and to provide academic instruction, and also provide such instruction.

- If claims about assessment and opportunity to learn are both supported, then students can achieve increasingly high expectations.

- The green box encompasses assumptions for which Ohio evidence can be adopted.

- The blue boxes encompass assumptions for which the Clerc Center must gather at least some of its own evidence.

# IX. 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. The Clerc Center has fulfilled this requirement and an on-line report is operational. However, given recent guidance from the U.S. Department of Education, the Clerc Center has reviewed all previous assessment scoring using the Ohio Achievement Standards.

## Curriculum and Assessment Progress Accomplishments

In connection with its accountability requirements, during FY 2014, the Clerc Center continued its effort to implement standards-based reform in the areas of instruction, assessment, and accountability. This work will continue into FY 2015 and beyond. Progress in these areas is reported below:

### Standards-Based Instruction

- Conducted sessions with all teachers to familiarize them with the common core anchor standards for college and career readiness and emphasized the importance of implementing those standards across the curriculum

- Provided professional learning and support targeted to the key shifts identified by the CCSS in English language arts and mathematics

- Implemented the second year of English language arts and mathematics K-12 curriculum units aligned with the CCSS

- Provided ongoing professional development and individual feedback, group follow-up, and professional development time and support to teacher planning and curriculum implementation

### Standards-Based Assessment

- Trained KDES and MSSD test coordinators, examiners, and monitors, and conducted teacher and student test preparation at both schools

- Used the list of allowable and approved accommodations along with the accommodations guide in all Individualized Education Program (IEP) meetings to identify appropriate accommodations for students and document them on all IEPs

- Provided students with experience using identified accommodations during regular classroom activities

- Prepared teachers and appropriate staff to provide a broad range of accommodations for OAA and OGT administration

- Provided practice and support for administration of the OAA and the OGT in ASL

- Documented provision of a broad range of accommodations during OAA and OGT administration

- Successfully administered the OAA, the OGT, and the AASCD and met all expectations for participation rate

- Administered school-wide writing assessments to all students in grades three through 11 in the fall, winter, and spring of FY 2014

- Provided ongoing administration of a benchmark assessment system from Discovery Education, measuring student progress towards the CCSS; additional training and multiple annual administrations will continue

### Standards-Based Accountability

- Reported OAA/OGT results in accordance with EDA requirements via the Clerc Center website

- Met all Ohio and federal assessment and reporting requirements within the designated timelines

- Provided ongoing communication about progress with teachers, staff, families, and the community

Implementing standards-based reforms at the Clerc Center will continue into FY 2015 as a major component of the work of the demonstration schools. School personnel will continue to work to implement Common Core-aligned, standards-based

instruction and assessments, learn from the experiences of other schools, and explore and incorporate promising practices for deaf and hard of hearing students.

## Demonstration School Initiatives

To support the implementation of standards-based instruction, school professionals continue to explore innovative ways to support students and enhance teaching and learning at the demonstration schools. As these initiatives are explored and evaluated, initiatives showing positive results for students will be considered for national dissemination.

### Teaching Strategies (Formerly the Creative Curriculum®)

In FY 2014, teachers continued to refine implementing the curriculum content in an effective and engaging manner. Personnel from preschool attended training at the Teaching Strategies headquarters. This training focused on the progressions for development and learning and how those are addressed through the "studies" and "investigations" components of the curriculum. Previous trainings have focused more heavily on assessment of student progress. With that aspect being implemented consistently, this year the focus was on expanding sections of the curriculum and teachers added some new topics of instruction.

### Language and Communication Profile (LCP)

Assessment and documentation of language development and proficiency is a key component in language planning. In FY 2014, the Clerc Center continued its use of the LCP, a profile developed at KDES to provide consolidated documentation of each child's language and communication functioning in both ASL and English to guide allocation of language use in the classroom as well as recommendations for goals to support skill development in each language. This profile can also be used to track development of a student's growth in each language. The LCP currently includes the following components:

- The MacArthur Communicative Development Inventory for American Sign Language for Children 8 to 36 months

- Kendall Conversational Proficiency Level (P-Levels)—A rating scale to document a student's conversational competence in both ASL and spoken English

- Center for the Science of Visual Language and Visual Learning (VL2): Visual Communication and Sign Language Checklist for Deaf and Hard of Hearing Children used to document a child's visual language and overall development from birth through age 5

- KDES Spoken English Development Checklist—A checklist to document a student's preverbal communication skills, receptive and expressive spoken English skills, and phonemic awareness skills

- Language and Communication Access —A description of a child's auditory acuity and of his or her auditory technology and consistency of use

- Receptive and Expressive Communication Continuums— A grid to document a student's receptive and expressive communication use in various contexts

- LCP Summary—Student demographic information, profile summary, recommendations for further assessment, and recommendations for student and family supports

During FY 2014, the LCP was used in various ways with students at KDES in early childhood education (ECE) through eighth grade. During the spring of 2014, the LCP was completed with students in ECE (Parent-Infant Program through pre-kindergarten) to guide individual language and communication planning for the 2014-2015 school year.

For students in kindergarten through eighth grade, components of the LCP were utilized. For students in kindergarten through grade 5, the spring 2013 data collected on the KDES Conversational Proficiency Levels (in ASL and spoken English for those students who use spoken English conversationally), as well as a summary of the students' auditory access to language, was used to plan for placement in flexible groupings for language arts during the 2013-2014 school year. This information was again collected in the spring of 2014 to plan for language arts groupings for the 2014-2015 school year. Additionally in FY 2014, teachers in grades six through eight received two trainings on use of the Kendall Conversational Proficiency Levels. Following the trainings, P-Levels were completed for students in grades six through eight for the first time during the spring of 2014. This information will be used for planning for the 2014-2015 school year.

The Kendall Leadership Team (KLT) is investigating the use of further assessment tools related to ASL, communication, and pragmatics for possible expansion of LCP tools for students in kindergarten through eighth grade (some components of the

current LCP are designed for younger children). At this time, the LCP and associated language planning documents continue to be completed annually by teachers and support staff.

**Excellence by Design Accreditation Protocol**

In FY 2012, the demonstration schools began implementation of the action plans in reading/writing, mathematics, and enhancing school climate. Numerous projects in these goal areas are being pursued under the action plans and its annual subset, the School Improvement Plan (SIP).

Teachers are moving deeper into implementation of the CCSS through exploring in depth the key instructional shifts in English language arts and mathematics. This has become the focus of ongoing training, feedback via walk-throughs, and discussion in PLCs. Teachers were oriented to these key shifts during professional development days in June and August, and this work will be ongoing throughout FY 2015.

Teachers at both schools learned about implementing techniques for close reading of text following the CCSS key shift towards regular practice with complex text and its academic language. Training was provided for implementing close reading strategies and followed up on during the academic year. In mathematics education, training was provided in understanding the CCSS math standards and associated processes, techniques for modeling mathematics, and supporting student problem solving. These areas were the focus of ongoing professional development and support in the form of training, practice, observation, and coaching teachers to apply these strategies in instruction throughout the year. Additional strategies to be implemented in FY 2015 include reading and writing grounded in text, specifically using text-based questioning and text-dependent writing. In mathematics, the Clerc Center will continue the work with modeling mathematical concepts, implementing more problem-solving strategies, and developing consistency and uniformity in the use of signs for mathematical concepts and operations.

A related area of focus was the implementation of flexible grouping for literacy development at the elementary school in kindergarten through grade five. Teachers in these grades continued to work throughout FY 2014 under the leadership and planning of the principal and the coordinator of instructional support, along with the English language arts content specialist, to implement flexible student groupings across the early grades. The purpose of this work is to maximize the acquisition and development of linguistic competence in both ASL and English through an intentional focus on each language and

grouping students accordingly. Periodic formal and informal assessments allow for ongoing regrouping as the curriculum and activities dictate. Implementation was guided by weekly planning and discussion meetings.

The Clerc Center also used the Discovery Education Assessment benchmark and interim assessment system to provide teachers with ongoing formative feedback on student progress. This system was administered twice in FY 2014 to gauge student learning and guide instructional accommodations. The demonstration schools will continue periodic administration of this assessment in FY 2015.

The annual administration of the Comprehensive School Climate Inventory was conducted again in the spring. Results were analyzed, presented, and discussed by teachers and staff at both schools to identify priority areas to be implemented at each school. The schools continued the implementation of the Olweus Bullying Prevention Program begun in the fall of FY 2013. This program involves annual school-wide training for all teacher and staff, orientation for all students, information sharing with families, and weekly class meetings of teachers and students to implement the program. In addition, the school began Tier 1 implementation of school-wide Positive Behavior and Supports. Plans are underway for continued work on implementation of Tier 1 and planning for Tier 2 of this program in FY 2015.

All assessments indicated in the action plans were administered in the spring. Results were shared with the Community Advisory Committee and the school community in order to track progress toward achieving our goals and adjust our action plan strategies as needed.

FY 2014 signaled the midpoint in the accreditation cycle. Accordingly, the Clerc Center reviewed its current implementation status, student data, and available resources to determine changes in its accreditation action plans going forward that will maximize student achievement. Revised and more focused action plans were developed, identifying the specific strategies to be implemented in FY 2015 and beyond.

## Adequate Yearly Progress

The Adequate Yearly Progress (AYP) report for the Clerc Center included demographics data regarding enrollment, graduation rate, attendance rate, and the percentage of students from low income families from both schools. These tables are included here. Fall 2014 enrollment figures have been included as well.

In the spring of 2014, KDES and MSSD students participated in the fifth official administration of the OAA at KDES and the OGT at MSSD as part of compliance with NCLB.

As a historical note, results of the assessments administered in the 2011 and 2012 school year were used to calculate the AYP determinations included in the school report cards and in the Clerc Center report card. As mandated by the U.S. Department of Education in relation to section 104(b)(5)(A) of the EDA, the 2011-2012 achievement assessment results reflect changes to scale scores and performance levels that make them not comparable to scores from previous years. These changes represent the implementation of Ohio score scale and performance levels. Beginning in the 2011-2012 academic year, results of the graduation tests now reflect five levels of performance: limited, basic, proficient, accelerated, and advanced.

The performance levels are based on Ohio's scale, cut scores, and performance-level descriptors. The 2011-2012 results will be comparable to those for FY 2013 and subsequent administrations of the OGT.

NCLB requires that states and schools make testing results public as part of the AYP reporting requirement. The following tables show the combined results for the two schools for school year 2013-2014. These reports reflect the somewhat limited time and opportunity that KDES and MSSD students have been engaged in learning within the Ohio standards and assessment framework, combined with the shift to CCSS two years ago and a new curriculum. This is consistent with the expectations of any school in the mid stage of implementing standards-based instruction and assessments.



*The MSSD Performing Arts created the world of Roald Dahl's* James and the Giant Peach. *Following the matinee performance for local schools, audience members participated in a "talk back" with the cast. For many members of the audience the show performed in American Sign Language (ASL) is a first opportunity to experience Deaf culture, or to practice newly acquired ASL skills to ask questions of the performers.*

Photo by Susan Flanigan

# X. 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, 2013, 92 students were enrolled at KDES. Thirteen eighth grade students completed the KDES program in June.

**AY 2013-2014 Enrollment at KDES**

| | | | Elementary Grades | | | | | Middle School | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | All Students | ECE[1] | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| September 15, 2013 | 92 | 33 | 4 | 7 | 7 | 8 | 7 | 7 | 6 | 13 |
| First-time enrollments | 23 | 13 | 0 | 1 | 1 | 1 | 2 | 2 | 1 | 2 |
| Completed program | 13 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 13 |
| Left before completing program | 11 | 4 | 1 | 2 | 1 | 1 | 1 | 1 | 0 | 0 |

[1] Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.



*Bringing language to life, while the young KDES student in the Outdoor Classroom pours water from a can, the teacher mimics the motion with the ASL sign for "pour."*

Photo by Susan Flanigan

## Student Characteristics

### Hearing Levels of KDES Students

Fifty-six percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2013-2014, the number of KDES students with cochlear implants was 20, or 22 percent of the school population. Fifteen of those students were still using their implants.

**KDES Students by Hearing Level and Instructional Grouping**

| Level of Hearing Loss | All Students[1] | | ECE | | Elementary | | Middle School | |
|---|---|---|---|---|---|---|---|---|
| **All levels** | **86** | **100%** | **28** | **100%** | **32** | **100%** | **26** | **100%** |
| Normal[2] (<27dB) | 5 | 6% | 3 | 11% | 2 | 6% | 0 | 0% |
| Mild (27-40 dB) | 5 | 6% | 3 | 11% | 2 | 6% | 0 | 0% |
| Moderate (41-55 dB) | 7 | 8% | 4 | 14% | 0 | 0% | 3 | 12% |
| Moderately severe (56-70 dB) | 7 | 8% | 2 | 7% | 3 | 9% | 2 | 8% |
| Severe (71-90 dB) | 14 | 16% | 5 | 18% | 4 | 13% | 5 | 19% |
| Profound (91 dB & above) | 48 | 56% | 11 | 39% | 21 | 66% | 16 | 62% |

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.
[1] Current test data is not available for 6 students.
[2] Five students had unilateral hearing loss.

**Traditionally Underserved Racial/Ethnic Groups**

Traditionally underserved racial/ethnic groups include African American or Black, Hispanic, Asian/Pacific Islander and other groups not of Caucasian or European American heritage. Sixty-seven percent of KDES students were members of traditionally underserved racial/ethnic groups.

**KDES Students by Race/Ethnicity and Instructional Grouping**

| | All Teams | | ECE | | Elementary | | Middle School | |
|---|---|---|---|---|---|---|---|---|
| **All groups** | **92** | **100%** | **33** | **100%** | **33** | **100%** | **26** | **100%** |
| Caucasian | 30 | 33% | 14 | 42% | 12 | 36% | 4 | 15% |
| Traditionally underserved racial/ethnic groups | 62 | 67% | 19 | 58% | 21 | 64% | 22 | 85% |
| African American or Black | 31 | 34% | 6 | 18% | 14 | 42% | 11 | 42% |
| Hispanic/Latino | 16 | 17% | 7 | 21% | 3 | 9% | 6 | 23% |
| Asian/Pacific Islander | 7 | 8% | 3 | 9% | 2 | 6% | 2 | 8% |
| Two or more or other racial/ethnic groups | 8 | 9% | 3 | 9% | 2 | 6% | 3 | 12% |

Note: Percentages may not sum to 100% due to rounding.

## Additional Disabilities

Twenty percent of KDES students were identified as having additional physical or cognitive disabilities. The most prevalent disability among KDES students was intellectual/learning disability.

### KDES Students with Disabilities by Instructional Grouping

| Disabilities | All Students | | ECE | | Elementary | | Middle School | |
|---|---|---|---|---|---|---|---|---|
| **All conditions** | **92** | **100%** | **33** | **100%** | **33** | **100%** | **26** | **100%** |
| No disabilities | 74 | 80% | 31 | 94% | 27 | 82% | 16 | 62% |
| Deaf students with 1 or more additional disabilities | 18 | 20% | 2 | 6% | 6 | 18% | 10 | 39% |
| Vision impairment | 2 | 2% | 1 | 3% | 1 | 3% | 0 | 0% |
| Developmental delay | 3 | 3% | 1 | 3% | 1 | 3% | 1 | 4% |
| Intellectual/learning disability | 10 | 11% | 0 | 0% | 2 | 6% | 8 | 31% |
| Attention Deficit Disorder (ADD/ADHD) | 2 | 2% | 0 | 0% | 1 | 3% | 1 | 4% |
| Autism | 2 | 2% | 0 | 0% | 2 | 6% | 0 | 0% |
| Other health impairments | 4 | 4% | 2 | 6% | 1 | 3% | 1 | 4% |
| Other conditions | 2 | 2% | 0 | 0% | 2 | 6% | 0 | 0% |

Note: Percentages may not sum to 100% due to rounding.

## Support Services

Eighty-two 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=92) | | ECE (N=33) | | Elementary (N=33) | | Middle School (N=26) | |
|---|---|---|---|---|---|---|---|---|
| No support services | 17 | 19% | 8 | 24% | 5 | 15% | 4 | 15% |
| 1 or more support services | 75 | 82% | 25 | 76% | 28 | 85% | 22 | 85% |
| Audiology | 9 | 10% | 2 | 6% | 3 | 9% | 4 | 15% |
| Speech language | 66 | 72% | 20 | 61% | 25 | 76% | 21 | 81% |
| Counseling | 10 | 11% | 1 | 3% | 3 | 9% | 6 | 23% |
| Occupational therapy | 13 | 14% | 7 | 21% | 5 | 15% | 1 | 4% |
| Physical therapy | 7 | 8% | 5 | 15% | 2 | 6% | 0 | 0% |
| Transition | 9 | 10% | 0 | 0% | 0 | 0% | 9 | 35% |
| Sign language instruction | 13 | 14% | 4 | 12% | 6 | 18% | 3 | 12% |
| Extended school year | 45 | 49% | 13 | 39% | 17 | 52% | 15 | 58% |
| Other services | 2 | 2% | 0 | 0% | 0 | 0% | 2 | 8% |

Note: Percentages may not sum to 100% due to rounding.

**KDES Students Receiving Support Services by Race/Ethnicity**

| Support Services | All Students (N=94) | | Caucasian Students (N=30) | | All Traditionally Underserved Racial/ Ethnic Group Students[1] (N=62) | |
|---|---|---|---|---|---|---|
| No support services | 17 | 19% | 8 | 27% | 9 | 15% |
| 1 or more support services | 75 | 82% | 22 | 73% | 53 | 86% |
| Audiology | 9 | 10% | 3 | 10% | 6 | 10% |
| Speech language | 66 | 72% | 20 | 67% | 46 | 74% |
| Counseling | 10 | 11% | 2 | 7% | 8 | 13% |
| Occupational therapy | 13 | 14% | 5 | 17% | 8 | 13% |
| Physical therapy | 7 | 8% | 4 | 13% | 3 | 5% |
| Transition | 9 | 10% | 0 | 0% | 9 | 15% |
| Sign language instruction | 13 | 14% | 3 | 10% | 10 | 16% |
| Extended school year | 45 | 49% | 6 | 20% | 39 | 63% |
| Other services | 2 | 2% | 0 | 0% | 2 | 3% |

Note: Percentages may not sum to 100% due to rounding.

[1]Due to the small numbers of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

# XI. 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, 2013, 149 students were enrolled at MSSD. Thirty-seven seniors graduated.

### AY 2013-2014 MSSD Enrollment

| 2013-2014 Enrollment | All Students | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|
| September 15, 2013 | 149 | 21 | 36 | 43 | 49 |
| First-time enrollments | 57 | 17 | 18 | 10 | 12 |
| Left before completing program | 10 | 1 | 1 | 5 | 3 |
| Completed program[1] | 46 | N/A | N/A | N/A | 46 |

[1]One grade 12 student who completed the program enrolled after September 15, 2013. Three of the 46 graduates were originally enrolled as juniors on September 15, 2013.  These students remain listed in the Grade 11 class for all grade level analysis in this report. However, they are also represented as graduates for graduate level analysis.

## Student Characteristics

### Hearing Levels of MSSD Students

Eighty-one percent of students had hearing losses measured at the severe or profound levels. In 2013-2014, 30 students, or 20 percent of the school population, had cochlear implants. Twenty-one of these students were currently using their implants.

### MSSD Students by Hearing Level and Grade

| Level of Hearing Loss | All Students[1] | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| All levels | 148 | 100% | 21 | 100% | 36 | 100% | 43 | 100% | 48 | 100% |
| Normal[2] (<27 dB) | 4 | 3% | 0 | 0% | 1 | 3% | 2 | 5% | 1 | 2% |
| Mild (27-40 dB) | 4 | 3% | 0 | 0% | 1 | 3% | 1 | 2% | 2 | 4% |
| Moderate (41-55 dB) | 8 | 5% | 3 | 14% | 1 | 3% | 2 | 5% | 2 | 4% |
| Moderately severe (56-70 dB) | 13 | 9% | 4 | 19% | 1 | 3% | 3 | 7% | 5 | 10% |
| Severe (71-90 dB) | 26 | 18% | 2 | 10% | 7 | 19% | 8 | 19% | 9 | 19% |
| Profound (91 dB & above) | 93 | 63% | 12 | 57% | 25 | 69% | 27 | 63% | 29 | 60% |

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100% due to rounding.
[1]Current test data not available for one student.
[2]Four students had unilateral hearing loss.

## Traditionally Underserved Racial/Ethnic Groups

Fifty-seven percent of MSSD students were members of traditionally underserved racial/ethnic groups.

### MSSD Students by Race/Ethnicity and Grade

|  | All Teams | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All groups** | **149** | **100%** | **21** | **100%** | **36** | **100%** | **43** | **100%** | **49** | **100%** |
| White | 64 | 43% | 9 | 43% | 15 | 42% | 17 | 40% | 23 | 47% |
| Traditionally underserved racial/ethnic groups | 85 | 57% | 12 | 57% | 21 | 58% | 26 | 60% | 26 | 53% |
| Black/African American | 45 | 30% | 7 | 33% | 11 | 31% | 15 | 35% | 12 | 25% |
| Hispanic of any race | 23 | 15% | 2 | 10% | 7 | 19% | 7 | 16% | 7 | 14% |
| Asian | 10 | 7% | 3 | 14% | 1 | 3% | 3 | 7% | 3 | 6% |
| Two or more and other racial/ethnic groups | 7 | 7% | 0 | 0% | 2 | 6% | 1 | 2% | 4 | 8% |

Note: Percentages may not sum to 100% due to rounding.

## Additional Disabilities

Seventeen percent of MSSD students were identified as having additional physical or cognitive disabilities. The most prevalent disability among MSSD students was attention deficit disorder.

### MSSD Students with Disabilities by Grade

| Disabilities | All Students | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All conditions** | **149** | **100%** | **21** | **100%** | **36** | **100%** | **43** | **100%** | **49** | **100%** |
| No disabilities | 124 | 83% | 16 | 76% | 29 | 81% | 37 | 86% | 42 | 86% |
| Deaf students with 1 or more additional disabilities | 25 | 17% | 5 | 24% | 7 | 19% | 6 | 14% | 7 | 14% |
| Intellectual/Learning disability | 11 | 7% | 1 | 5% | 4 | 11% | 2 | 5% | 4 | 8% |
| Attention Deficit Disorder (ADD/ADHD) | 12 | 8% | 3 | 14% | 3 | 8% | 3 | 7% | 3 | 6% |
| Other conditions (includes vision impairment, other health impairments, and other conditions) | 4 | 3% | 1 | 5% | 1 | 3% | 1 | 2% | 1 | 2% |

Note: Percentages may not sum to 100% due to rounding.

# Support Services

Sixty percent of all MSSD students received one or more support services.

### MSSD Students Receiving Support Services by Grade

| Support Services | All Students (N=149) | | Grade 9 (N=21) | | Grade 10 (N=36) | | Grade 11 (N=43) | | Grade 12 (N=49) | |
|---|---|---|---|---|---|---|---|---|---|---|
| No support services | 59 | 40% | 5 | 24% | 12 | 33% | 14 | 33% | 28 | 57% |
| 1 or more support services | 90 | 60% | 16 | 76% | 24 | 67% | 29 | 67% | 21 | 43% |
| Audiology | 20 | 13% | 5 | 24% | 10 | 28% | 4 | 9% | 1 | 2% |
| Speech-language | 72 | 48% | 14 | 67% | 18 | 50% | 21 | 49% | 19 | 39% |
| Counseling | 24 | 16% | 4 | 19% | 4 | 11% | 10 | 23% | 6 | 12% |
| Other services (OT, PT and ESY) | 10 | 7% | 2 | 10% | 3 | 8% | 3 | 7% | 2 | 4% |

Note: Percentages may not sum to 100% due to rounding.

At MSSD, 67 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 52 percent of other students.

### MSSD Students Receiving Support Services by Race/Ethnicity

| Support Services | All Students (N=149) | | White Students (N=64) | | Traditionally Underserved Racial/Ethnic Groups | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | All Traditionally Underserved Racial/Ethnic Groups (N=85) | | Black/ African American (N=45) | | Hispanic/ Latino (N=21) | | Two or More and Other Racial/Ethnic Groups (N=17) | |
| No support services | 59 | 40% | 31 | 48% | 28 | 33% | 10 | 22% | 9 | 39% | 9 | 53% |
| 1 or more support services | 90 | 60% | 33 | 52% | 57 | 67% | 35 | 78% | 14 | 61% | 8 | 47% |
| Audiology | 20 | 13% | 6 | 9% | 14 | 17% | 6 | 13% | 5 | 22% | 3 | 18% |
| Speech-language | 72 | 48% | 21 | 33% | 51 | 60% | 32 | 71% | 13 | 57% | 6 | 35% |
| Counseling | 24 | 16% | 9 | 14% | 15 | 18% | 11 | 24% | 4 | 17% | 0 | 0% |
| Other services (includes OT, PT, and ESY) | 10 | 7% | 1 | 2% | 9 | 11% | 7 | 16% | 1 | 4% | 1 | 6% |

Note: Percentages may not sum to 100% due to rounding.

# Student Outcomes

## Student Reading Achievement

The reading comprehension attainment of MSSD students is measured annually using the Stanford Achievement Test (10th Edition) or the Test of Academic Skills (TASK). Thirty-five percent of MSSD students were reading at the fourth grade level or lower. Twenty-one percent had reading grade equivalent levels between fifth and seventh grade. Fourty-four percent had reading grade equivalents of eighth grade or higher. The freshmen had the lowest reading levels, with an average grade equivalent of 5.8. The juniors had the highest average reading grade equivalent at 7.9.

### MSSD Students Reading at Different Grade Levels by Grade

| Grade Equivalent Level | All Students | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All levels** | **140** | **100%** | **20** | **100%** | **35** | **100%** | **40** | **100%** | **45** | **100%** |
| Post high school | 31 | 22% | 3 | 15% | 5 | 14% | 4 | 10% | 19 | 42% |
| 12.0-12.9 | 2 | 1% | 0 | 0% | 1 | 3% | 0 | 0% | 1 | 2% |
| 11.0-11.9 | 2 | 1% | 0 | 0% | 0 | 0% | 2 | 5% | 0 | 0% |
| 10.0-10.9 | 10 | 7% | 2 | 10% | 2 | 6% | 5 | 13% | 1 | 2% |
| 9.0-9.9 | 5 | 4% | 2 | 10% | 1 | 3% | 0 | 0% | 2 | 4% |
| 8.0-8.9 | 13 | 9% | 0 | 0% | 4 | 11% | 7 | 18% | 2 | 4% |
| 7.0-7.9 | 5 | 4% | 1 | 5% | 1 | 3% | 0 | 0% | 3 | 7% |
| 6.0-6.9 | 15 | 11% | 3 | 15% | 3 | 9% | 5 | 13% | 4 | 9% |
| 5.0-5.9 | 9 | 6% | 0 | 0% | 3 | 9% | 2 | 5% | 4 | 9% |
| 4.0-4.9 | 12 | 9% | 1 | 5% | 3 | 9% | 6 | 15% | 2 | 4% |
| 3.0-3.9 | 18 | 13% | 4 | 20% | 6 | 17% | 4 | 10% | 4 | 9% |
| 2.0-2.9 | 15 | 11% | 4 | 20% | 5 | 14% | 4 | 10% | 2 | 4% |
| 1.0-1.9 | 3 | 2% | 0 | 0% | 1 | 3% | 1 | 3% | 1 | 2% |
| Mean grade equivalent | | | 5.8 | | 6.1 | | 6.3 | | 9.7 | |

Note: Includes students enrolled as of September 15, 2013, who were still enrolled at the time of spring testing. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition) and the Test of Academic Skills (TASK). Percentages may not sum to 100% due to rounding.

## Reading Achievement of Graduates

According to the Gallaudet Research Institute, about half of high school-age deaf and hard of hearing students leaving special education programs read below the fourth grade level. The average grade equivalent reading level of MSSD graduates was 10.3. Eleven percent of the graduates were reading at the fourth grade level or below; 27 percent were reading between the fifth and seventh grade levels, and 63 percent were reading at or above the eighth grade level. Graduates who were members of traditionally underserved racial/ethnic groups had an average reading level 7.8, while white students had an average grade equivalent level of "post high school.".

### MSSD Graduates Reading at Different Grade Levels by Race/Ethnicity

| Grade Equivalent Level | All Graduates | | White Graduates | | All Traditionally Underserved Racial/Ethnic Groups | |
|---|---|---|---|---|---|---|
| **All levels** | **43** | **100%** | **21** | **100%** | **22** | **100%** |
| Post high school | 20 | 47% | 15 | 71% | 5 | 23% |
| 12.0-12.9 | 1 | 2% | 0 | 0% | 1 | 5% |
| 11.0-11.9 | 0 | 0% | 0 | 0% | 0 | 0% |
| 10.0-10.9 | 1 | 2% | 0 | 0% | 1 | 5% |
| 9.0-9.9 | 2 | 5% | 1 | 5% | 1 | 5% |
| 8.0-8.9 | 3 | 7% | 2 | 10% | 1 | 5% |
| 7.0-7.9 | 3 | 7% | 1 | 5% | 2 | 9% |
| 6.0-6.9 | 4 | 9% | 1 | 5% | 3 | 14% |
| 5.0-5.9 | 4 | 9% | 1 | 5% | 3 | 14% |
| 4.0-4.9 | 1 | 2% | 0 | 0% | 1 | 5% |
| 3.0-3.9 | 3 | 7% | 0 | 0% | 3 | 14% |
| 2.0-2.9 | 0 | 0% | 0 | 0% | 0 | 0% |
| 1.0-1.9 | 1 | 2% | 0 | 0% | 1 | 5% |
| Average grade equivalent | 10.3 | | >12.9 | | 7.8 | |

Note: Includes students enrolled as of September 15, 2013, who were still enrolled at the time of spring testing. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition) and the Test of Academic Skills (TASK). Percentages may not sum to 100% due to rounding.

## Disposition of 2013 MSSD Graduates

In September 2014, a one-year follow-up was conducted of the 37 students who graduated from MSSD in 2013. The response rate for this follow-up was 78% percent (29 students).

Sixty-nine percent of graduates responding to the one-year follow-up process reported that they were enrolled in a postsecondary program full-time. Sixty-six percent of all the respondents enrolled full-time in a postsecondary program were attending Gallaudet University.

### MSSD 2013 Graduates' One-Year Outcomes by Race/Ethnicity

| | All Responding Graduates | | White | | All Traditionally Underserved Racial/Ethnic Groups | | Black/African American | | Hispanic of Any Race | | Asian | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All outcomes** | **29** | **100%** | **15** | **100%** | **14** | **100%** | **8** | **100%** | **5** | **100%** | **1** | **100%** |
| Entered Gallaudet University full-time | 12 | 41% | 9 | 60% | 3 | 21% | 1 | 13% | 2 | 40% | 0 | 0% |
| Entered another college or university full-time | 2 | 7% | 1 | 7% | 1 | 7% | 1 | 13% | 0 | 0% | 0 | 0% |
| Entered RIT/NTID full-time | 6 | 21% | 2 | 13% | 4 | 29% | 1 | 13% | 2 | 40% | 1 | 100% |
| Working full-time | 2 | 7% | 1 | 7% | 1 | 7% | 1 | 13% | 0 | 0% | 0 | 0% |
| Working part-time or attending postsecondary program part-time | 4 | 14% | 1 | 7% | 3 | 21% | 3 | 38% | 0 | 0% | 0 | 0% |
| Not working/not enrolled in a post-secondary program | 3 | 10% | 1 | 7% | 2 | 14% | 1 | 13% | 1 | 20% | 0 | 0% |

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# GALLAUDET
## U N I V E R S I T Y

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*KDES student Zhencheng Chen (second left) joined other university officials for the official ribbon cutting ceremony to open the Gallaudet University Museum exhibit, "Gallaudet at 150 and Beyond."*

Photo by Susan Flanigan