



**FISCAL YEAR 2023**

# **ANNUAL REPORT** *of* **ACHIEVEMENTS**

  
**GALLAUDET**  
UNIVERSITY



*Front cover:* True to its mission, Gallaudet prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world. Its bilingual learning environment, featuring American Sign Language and English, provides full access to learning and communication for all students. Gallaudet also promotes a strong sense of community, built on the tenets of equity and belonging.

*This page:* The MarketPlace in the I. King Jordan Student Academic Center is a favorite gathering spot for students. The National Deaf Life Museum Annex is in the background.





FISCAL YEAR 2023 ANNUAL REPORT of ACHIEVEMENTS

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College Hall, built in 1866, is the oldest structure on campus. It houses the Office of the President and several administrative units.



# LETTER FROM PRESIDENT CORDANO

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

On behalf of Gallaudet University (the “University”) and the Laurent Clerc National Deaf Education Center (the “Clerc Center”) (collectively, “Gallaudet”), I am pleased to submit this Annual Report of Achievements for Fiscal Year 2023. This report is submitted in accordance with the requirements of the Education of the Deaf Act, which provides in two separate sections that we will prepare an annual report regarding the University and the Clerc Center (Sections 4354 and 4305(b)(2)).

During Fiscal Year 2023, Gallaudet and the Clerc Center continued our momentum. While the pandemic was challenging and we are still navigating the effects, including inflation, we are perpetually moving forward in innovative and change-making ways, further enhancing our mission to educate deaf, hard of hearing, and deafblind students.

- A few highlights of Fiscal Year 2023 related to the university, our birth-12 national mission, and our international impact include:
- A highly successful reaccreditation by the Middle States Commission on Higher Education (MSCHE). We are deeply proud that our recent self-study was the first one submitted bilingually in American Sign Language and English. The site visit team from Middle States, during their exit report, which contained no actions or recommendations, shared their appreciation for our strong bilingual community, and affirmed our self-reported strengths, challenges, and recommendations.
  - The continued growth and impact of the Clerc Center’s national mission work. They are currently engaging with education entities in multiple states to transform deaf education. This support to government leaders, educators, deaf learners, and their families, will have a significant impact throughout the country.
  - An increase in international collaboration to strengthen our enrollment pipeline. During 2023, Gallaudet entered into agreements with organizations in India, Nigeria, Japan, and Australia. These agreements facilitate mutual engagement to increase deaf, deafblind, and hard of hearing student learning opportunities and support communities and leadership in each of these countries.

These are just a few examples, with many more shared in detail in this Fiscal Year 2023 *Annual Report of Achievements*. Please let us know if you have any questions.

Sincerely,



Roberta J. Cordano  
President



Roberta J. Cordano, Esq.,  
Gallaudet's 11th President

Chapel Hall, with its iconic Tower Clock, is one of several campus buildings listed on the National Registry of Historic Places. It houses the National Deaf Life Museum and the Office of University Communications.





# Fiscal Year 2023 Highlights

All of the data contained in this chapter was collected for the fall semester of academic year 2023-2024, which is the first quarter of Fiscal Year (FY) 2024. The data in subsequent chapters covers FY 2023. This chapter contains a variety of numeric tables highlighting Gallaudet’s activities during the current year. Included are data on enrollment, undergraduate, and graduate student demographics, the home states of students, international students by country, and data on entering students—including ACT scores, applied/accepted/enrolled students, and declared majors and minors.

Students in the JumpStart program, a four-week immersion program for new and emerging signers, learn how to sign the names of world countries.

## I. Definitions of Terms Used

- Academic career:** 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 semesters (September 1 through August 31) unless otherwise noted. Academic year is the calendar by which courses are offered.
- Accepted:** See “Admitted.”
- Admitted:** A description of the subset of applicants offered admission to a degree-granting or certificate program.
- Alumni:** Students who were enrolled at Gallaudet for at least one semester.
- Applied:** A description of a prospective student who has completed an application for enrollment.
- Bachelor of Arts in Interpretation (BAI):** The Bachelor of Arts in Interpretation program is open to deaf, hard of hearing, and hearing undergraduates. Hearing undergraduates apply directly to the BAI program and are not counted toward the hearing undergraduate cap, which limits the number of undergraduate students who may be hearing.
- Census date:** At Gallaudet, the census date is the 15th calendar day, including Saturday and Sunday, from the first day of class in the fall and spring semesters. It is the day on which formal student counts are produced.
- Clerc Center:** The Laurent Clerc National Deaf Education Center is composed of the Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), with the national mission of improving the quality of education afforded to deaf and hard of hearing students from birth to age 21 throughout the United States.
- Cohort:** A specific group of students established for tracking purposes, such as calculating retention and graduation rates. An example is the six-year graduation rate of the full-time, first-time freshman cohort.
- Completer:** A student who receives a degree, diploma, certificate, or other formal award that is actually conferred.
- Degree-seeking:** For the purpose of this report, this is used to describe 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 enrollment:** Refers to students who enroll in Gallaudet’s courses while enrolled in high school. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course. This also includes concurrent enrollment where high school students complete Gallaudet’s courses at their high school by their high school instructors who were trained and are approved to teach Gallaudet’s courses.
- Dual-program enrollment:** Students enrolled in two or more programs. This may also include students completing a set of requirements for a second program while pursuing completion of their primary program.
- English Language Institute (ELI):** The English Language Institute provides comprehensive immersion programs in English as a Second Language to international students.
- Enrolled:** Enrolled students are those registered in any course(s) offered by the university.
- First-time freshman:** A completely new student at the undergraduate level, including students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (by earning college credits before graduation from high school).
- Full-time:** An undergraduate student enrolled for 12 or more semester credits or 24 or more contact hours per week during the fall, spring, or summer. Graduate students are considered full-time if they are enrolled in nine or more semester credits.
- Graduate:** A student who holds a bachelor’s degree or equivalent and is taking courses at the post-baccalaureate level.
- Graduates:** Students who received a degree, certificate, or other formal award.
- Graduation rate:** As required under the Student Right-to-Know Act, graduation rate is calculated as the total number of completers within 150% of normal time divided by the number in the cohort; for example, those who complete a four-year degree within six years.
- Hearing undergraduate (HUG):** HUGs are hearing undergraduates enrolled in a degree-seeking undergraduate program other than the Bachelor of Arts in Interpretation (BAI) program. Gallaudet adjusts the slots for potential newly enrolled HUGs by increasing or decreasing the number of new applicants admitted so that overall numbers of undergraduate students who are hearing—and in a program other than BAI—does not exceed 8%.
- New to career:** An individual who is a graduate student, undergraduate student, professional studies student, or English Language Institute student and is in one of these programs for the first time.
- New to program:** An individual in a course of study for the first time, regardless of whether the student is new or returning from another academic career or program.



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

**Professional Studies (PST):** An array of professional development and outreach programs and services designed to promote career development, advocacy and leadership abilities, and other lifelong 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 University Regional Centers.

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

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

**Second degree:** An undergraduate student who has already received a bachelor’s degree and is pursuing another one.

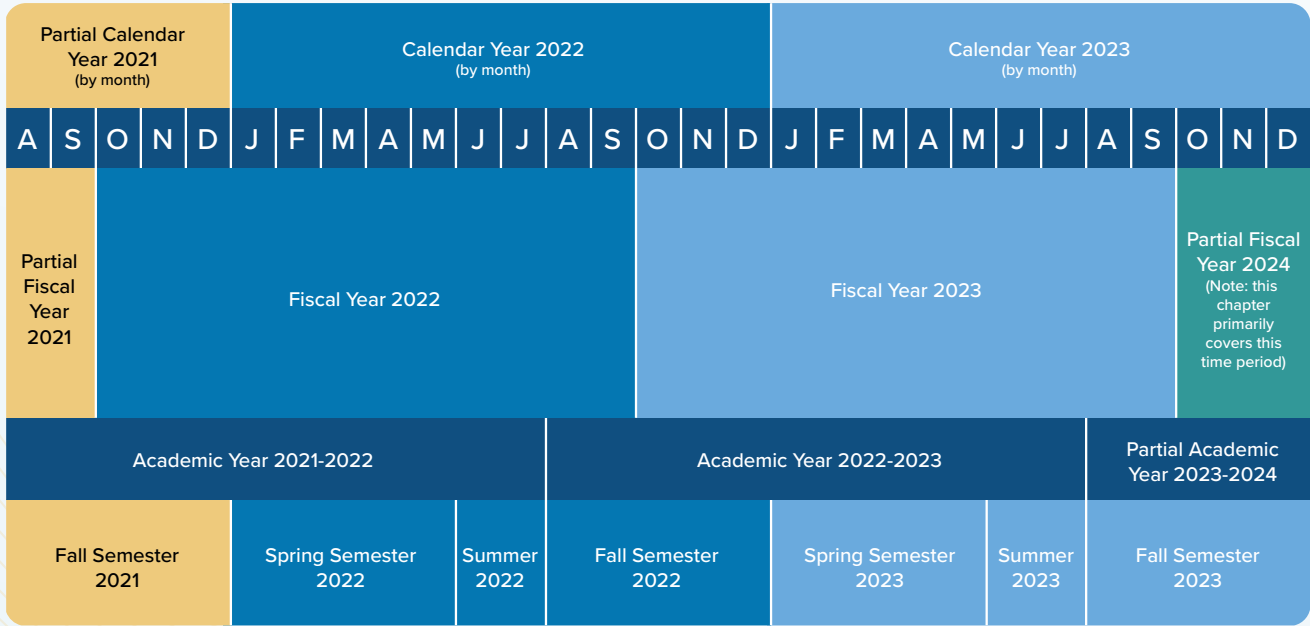
**Students of Color (SOC):** Another term used for Traditionally Underrepresented Groups (TUG). A member of one of the following racial or ethnic groups: Asian, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, or Two or More.

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

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

Reporting Periods for the *Annual Report of Achievements*

Data in this annual report cover several different “years.” Primarily, the report covers Fiscal Year 2023 (from October 1, 2022 to September 30, 2023). However, this chapter (“Fiscal Year 2023 Highlights”) covers the beginning quarter of FY 2024 from October 1, 2023, to December 31, 2024. Below are variations of reporting periods within this report:



**Fiscal Year 2023:** October 1, 2022 to September 30, 2023.

**Academic Year 2022–2023:** August 29, 2022 to August 27, 2023, with fall semester from August 29, 2022 to December 19, 2022, spring semester from January 17, 2023 to May 8, 2023, and summer semester from May 15, 2023 to August 27, 2023.

**Partial Academic Year 2023–2024:** August 28, 2023 to December 19, 2023, with fall semester only.

**Partial Fiscal Year 2024:** October 1, 2023 to December 31, 2023.

Fall 2023 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate Degree-seeking				
Freshmen	254	2	256	
Sophomores	169	4	173	
Juniors	176	6	182	
Seniors	216	42	258	
Second degree	8	2	10	
Undergraduate Non-Degree-seeking	0	40	40	
Total Undergraduate	823	96	919	56%
Graduate Degree-seeking	256	181		
Graduate Non-Degree-seeking		8		
Total Graduate	256	189	445	27%
English Language Institute	11		11	1%
Total Undergraduate, Graduate, and ELI	1,090	285	1,375	
Kendall Demonstration Elementary School	92		92	
Model Secondary School for the Deaf	160		160	
Total Clerc Center	252	0	252	15%
Total Undergraduate, Graduate, ELI, and Clerc Center	1,342	285	1,627	100%
Professional Studies <sup>1</sup>		272	272	

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

Fall 2023 Degree-Seeking Diversity by Career Level

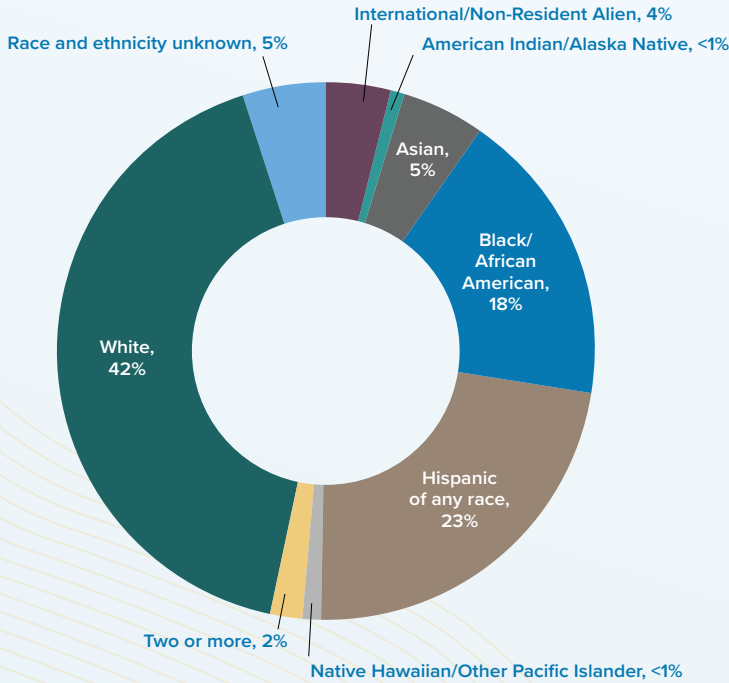
	Undergraduate	Graduate	Total
Race/Ethnicity			
International/Non-Resident Alien	39	23	62
American Indian/Alaska Native	6	1	7
Asian	44	24	68
Black/African American	154	49	203
Hispanic of any race	202	64	266
Native Hawaiian/Other Pacific Islander	6	0	6
Two or more	15	10	25
White	370	246	616
Race and ethnicity unknown	43	20	63
Gender			
Male	423	109	532
Female	456	325	781
Unknown	0	3	3
Hearing Status			
Deaf/Hard of Hearing	795	228	1,023
Hearing	84	186	270
Unknown	0	23	23
Academic Load			
Full-time	823	256	1,079
Part-time	56	181	237
Total for each category	879	437	1,316



Fall 2023 Undergraduate Degree-Seeking Diversity by Class Year

	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Race/Ethnicity						
International/Non-Resident Alien	8	7	9	12	3	39
American Indian/Alaska Native	3	0	2	1	0	6
Asian	6	9	8	20	1	44
Black/African American	51	27	33	42	1	154
Hispanic of any race	77	46	38	39	2	202
Native Hawaiian/Other Pacific Islander	2	1	2	1	0	6
Two or more	2	2	4	6	1	15
White	93	72	77	126	2	370
Race and ethnicity unknown	14	9	9	11	0	43
Gender						
Male	133	86	75	124	5	423
Female	123	87	107	134	5	456
Hearing Status						
Deaf/Hard of Hearing	243	166	165	214	7	795
Hearing	13	7	17	44	3	84
Hearing Undergraduate (HUG)	9	6	10	28	0	53
Non-HUG	4	1	7	16	3	31
Academic Load						
Full-time	254	169	176	216	8	823
Part-time	2	4	6	42	2	56
Total for each category	256	173	182	258	10	879

Fall 2023 Undergraduate Degree-Seeking Diversity by Race and Ethnicity

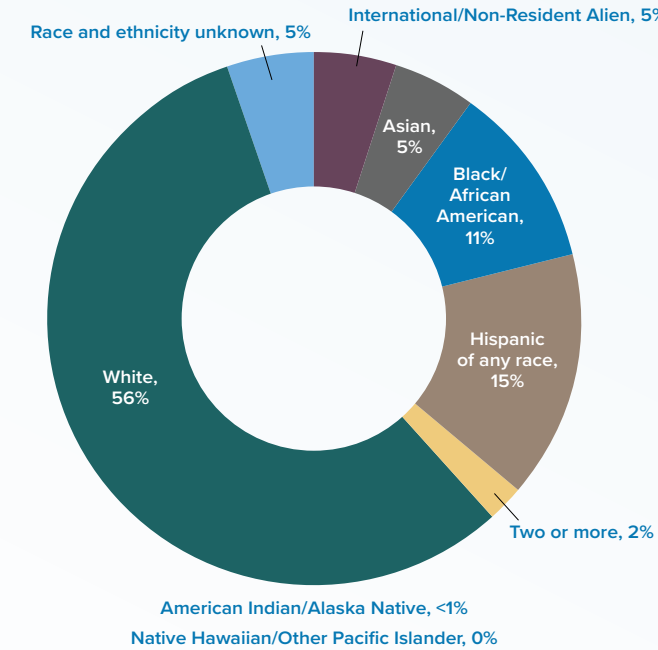


Race and Ethnicity	Undergraduate
International/Nonresident Alien	39
American Indian/Alaska Native	6
Asian	44
Black/African American	154
Hispanic of any race	202
Native Hawaiian/Other Pacific Islander	6
Two or more	15
White	370
Race and ethnicity unknown	43
Total	879

Fall 2023 Graduate Degree-Seeking Diversity by Degree Level

	Certificates	Master's	Specialists	Doctorates	Total
Race/Ethnicity					
International/Non-Resident Alien	1	15	0	7	23
American Indian/Alaska Native	0	1	0	0	1
Asian	0	16	1	7	24
Black/African American	2	34	1	12	49
Hispanic of any race	1	46	1	16	64
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	1	7	0	2	10
White	2	154	9	81	246
Race and ethnicity unknown	0	14	0	6	20
Gender					
Male	1	75	3	30	109
Female	6	211	9	99	325
Unknown	0	1	0	2	3
Hearing Status					
Deaf/Hard of Hearing	6	174	10	38	228
Hearing	1	96	2	87	186
Unknown	0	17	0	6	23
Academic Load					
Full-time	0	200	2	54	256
Part-time	7	87	10	77	181
Total for each category	7	287	12	131	437

Fall 2023 Graduate Degree-Seeking Diversity by Race and Ethnicity



Race and Ethnicity	Graduate
International/Nonresident Alien	23
American Indian/Alaska Native	1
Asian	24
Black/African American	49
Hispanic of any race	64
Native Hawaiian/Other Pacific Islander	0
Two or more	10
White	246
Race and ethnicity unknown	20
Total	437



Fall 2023 U.S. Degree-Seeking Students by State/Territory

	Undergraduate	Graduate	Total
Alabama	5	1	6
Alaska	2	1	3
Arizona	15	2	17
Arkansas	1	1	2
California	133	49	182
Colorado	19	5	24
Connecticut	6	7	13
Delaware	5	1	6
District of Columbia	34	58	92
Florida	35	11	46
Georgia	27	12	39
Guam	0	0	0
Hawaii	4	1	5
Idaho	4	1	5
Illinois	24	7	31
Indiana	23	6	29
Iowa	2	3	5
Kansas	6	4	10
Kentucky	7	7	14
Louisiana	12	4	16
Maine	0	1	1
Maryland	120	58	178
Massachusetts	28	7	35
Michigan	15	3	18
Minnesota	13	5	18
Mississippi	5	1	6
Missouri	6	6	12
Montana	1	0	1
Nebraska	1	1	2
Nevada	3	2	5
New Hampshire	3	1	4
New Jersey	22	10	32
New Mexico	8	1	9
New York	45	29	74
North Carolina	8	6	14
North Dakota	1	0	1
Ohio	12	2	14
Oklahoma	5	4	9
Oregon	5	2	7
Pennsylvania	17	9	26
Puerto Rico	0	0	0
Rhode Island	1	2	3
South Carolina	7	1	8
South Dakota	3	1	4
Tennessee	6	3	9
Texas	77	30	107
Utah	9	10	19
Vermont	0	0	0
Virginia	29	27	56
Virgin Islands	0	0	0
Washington	15	5	20
West Virginia	5	1	6
Wisconsin	5	2	7
Wyoming	0	1	1
Unknown	1	2	3
Other¹	0	0	0
Total	840	414	1,254

¹Includes students who are U.S. citizens with home address in another country.

Fall 2023 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Bahamas	1	0	1
Belize	1	0	1
Botswana	1	0	1
Bulgaria	0	1	1
Cameroon	0	1	1
Canada	13	4	17
Czech Republic	0	1	1
China	1	1	2
Ethiopia	1	0	1
Gabon	1	0	1
Gambia	0	1	1
India	0	1	1
Iran	1	1	2
Iraq	0	1	1
Japan	0	2	2
Kenya	1	1	2
Mexico	1	1	2
Morocco	0	1	1
Nigeria	6	2	8
Oman	3	0	3
Pakistan	1	0	1
Saudi Arabia	5	2	7
Sri Lanka	0	1	1
Sudan	1	0	1
Turkey	0	1	1
United Arab Emirates	1	0	1
Total	39	23	62

Fall 2023 Degree-Seeking Hearing Undergraduate (HUG) Enrollment

	2023
Total Degree-seeking Undergraduate Enrollment	879
Hearing Undergraduate (HUG)	53
Online Degree Completion Program (ODCP)¹	15
Non-ODCP	38
Bachelor of Arts in Interpretation (BAI)²	31
Total Hearing Enrollment	84
Hearing Enrollment Percentage	10%
Total HUG Enrollment	53
HUG Enrollment Percentage³	6%

¹Starting Fall 2018, hearing students enrolled in the Online Degree Completion Program are counted towards the Hearing Undergraduate (HUG) enrollment.

²Bachelor of Arts of Interpretation (BAI) students are not counted in the Hearing Undergraduate (HUG) enrollment.

³The Hearing Undergraduate (HUG) enrollment percentage cap is 8%, and the HUG enrollment percentage is the percentage used to compare against the cap percentage.

Fall 2023 Degree-Seeking Hearing Undergraduate (HUG) Enrollment by Declared Majors

	2023
Biology, B.S.	1
Business Administration	1
Communication Studies	1
Deaf Studies	4
Deaf Studies - ODCP	12
Education	1
Government	1
Information Technology	1
International Studies	1
Mathematics	1
Physical Education and Recreation	1
Psychology	2
Psychology - ODCP	3
Self-Directed Major	1
Social Work	1
Sociology	2
Theatre	1
Undeclared	19
Total Majors Declared¹	54
Total Headcount²	54

¹Dual program enrollments are included.

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



Students learn microprocessor theory and operation in physics classes.

Fall 2023 Undergraduate Degree-Seeking Enrollment Trend by Declared Majors and Minors

	Majors	Minors
Certificates		
Sexuality and Gender Studies	3	N/A
Certificates Total	3	N/A
Bachelor's		
Accounting	7	2
American Sign Language	8	0
Art	N/A	4
Art and Media Design	26	N/A
Athletic Coaching	N/A	21
Biology	N/A	5
Biology, B.A.	3	N/A
Biology, B.S.	14	N/A
Black Deaf Studies	N/A	2
Business Administration	30	1
Chemistry	N/A	4
Chemistry, B.A.	0	N/A
Chemistry, B.S.	0	N/A
Communication Studies	17	2
Dance	N/A	3
Data Science	N/A	9
Deaf Studies	11	7
Deaf Studies - ODCP	35	N/A
Disaster and Emergency Planning	N/A	1
Education	8	14
English	13	6
Family and Child Studies	N/A	11
Government	11	N/A
History	9	N/A
Information Technology	27	3
Interdisciplinary Spanish	1	N/A
International Studies	10	N/A
Interpretation	35	N/A
Linguistics	N/A	3
Mathematics	N/A	1
Mathematics, B.A.	12	N/A
Mathematics, B.S.	3	N/A
Philosophy	2	1
Physical Education and Recreation	52	N/A
Psychology	28	4
Psychology - ODCP	14	N/A
Public Health	8	6
Recreation and Sports Program	N/A	N/A
Risk Management and Insurance	21	2
Sports Management	N/A	5
Self-directed Major	5	N/A
Social Work	38	N/A
Sociology	14	2
Spanish	N/A	11
Theatre Arts	8	2
Undeclared	431	N/A
Bachelor's Total	900	132
Total Plan Enrollment¹	904	132
Headcount	879	112

¹Dual degree enrollments are included, but students who have not declared a major are not. This is not a headcount.



Fall 2023 Graduate Degree-Seeking Enrollment by Degree Program and Discipline

	2023
Certificates	
DEP <sup>1</sup>	7
Deaf Studies	8
Sexuality and Gender Studies	1
Deaf and Hard of Hearing Infants, Toddlers, and Families	2
Certificates Total	18
Master's	
Accessible Human-Centered Computing	13
Counseling	28
Deaf and Hard of Hearing Infants, Toddlers, and Families	5
Deaf Studies	12
Education	12
Deaf Education Advanced Studies	12
Education - Teacher Preparation Programs	7
Deaf Education	2
Early Childhood and Deaf Education	0
Elementary Education and Deaf Education	5
Secondary Education and Deaf Education	0
International Development	16
Interpretation and Translation	17
Interpreting Practice/Research	17
Interpreting Research	0
Linguistics	17
Public Administration	41
Sign Language Education	38
Social Work	50
Speech-Language Pathology	37
Master's Total	293
Specialists	
Deaf Education	12
Specialists Total	12
Doctorates	
Audiology, Au.D.	29
Clinical Psychology	28
Critical Studies in the Education of Deaf Learners	19
Educational Neuroscience	8
Hearing, Speech, and Language Sciences	9
Interpretation and Translation	14
Interpretation	10
Translation and Interpretation Studies	4
Linguistics	11
School Psychology, Psy.D.	13
Doctorates Total	131
Total Program Enrollment <sup>2</sup>	454
Headcount	437

<sup>1</sup>Disability-Inclusive DRR & Emergency Planning  
<sup>2</sup>Dual program enrollments are included.

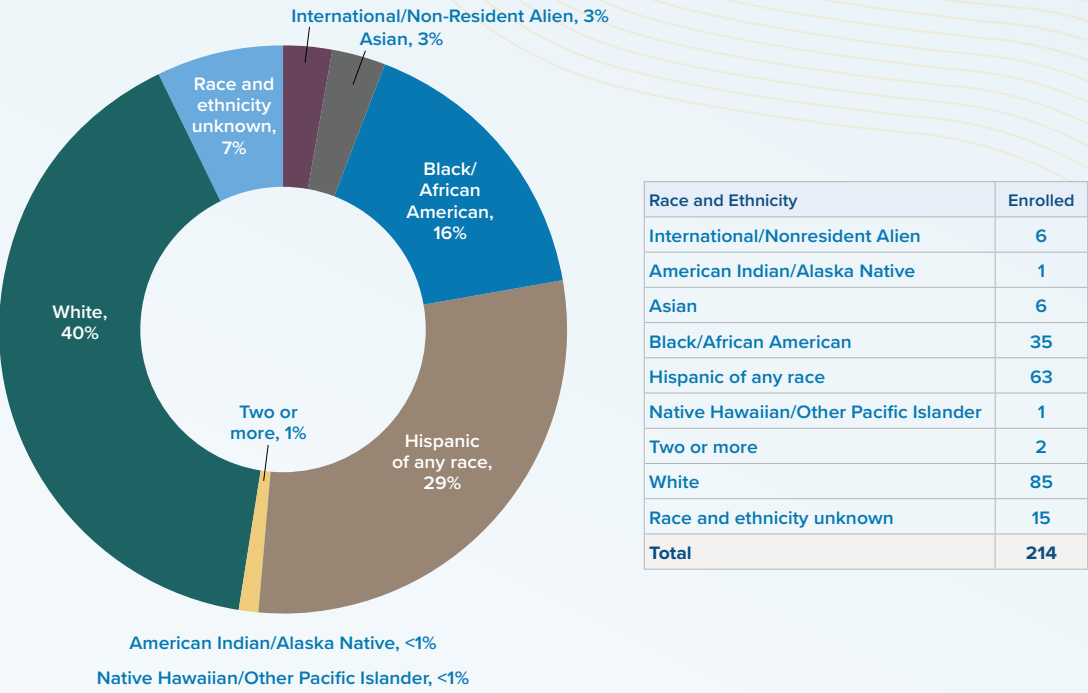
Fall 2023 New Undergraduate Degree-Seeking Diversity by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Race/Ethnicity			
International/Non-Resident Alien	76	29	6
American Indian/Alaska Native	1	1	1
Asian	20	15	6
Black/African American	113	51	35
Hispanic of any race	161	105	63
Native Hawaiian/Other Pacific Islander	2	1	1
Two or more	4	3	2
White	214	126	85
Race and ethnicity unknown	47	27	15
Gender			
Male	285	173	103
Female	353	185	111
Hearing Status			
Deaf/Hard of Hearing	487	321	189
Hearing	148	34	25
Unknown	3	3	0
Application Type			
First-time Freshmen	426	260	149
Transfers	184	94	61
Second Degree	28	4	4
Total for each category	638	358	214

Fall 2023 New Undergraduate Degree-Seeking Average ACT

	All New	First-time Freshmen
English	14.2	14.1
Mathematics	16.1	16.2
Reading	17.2	17.3
Science	17.7	17.6

Fall 2023 New Degree-Seeking Enrolled Undergraduate Students by Race and Ethnicity



Women's soccer players celebrate a victory with their coach, Dr. Liza Offreda.



Fall 2023 New Degree-Seeking Hearing Undergraduate Enrollment

	2023
Total Degree-seeking New Undergraduate Enrollment	214
Hearing Undergraduate (HUG)	14
Online Degree Completion Program (ODCP) <sup>1</sup>	5
Non-ODCP	9
Bachelor of Arts in Interpretation (BAI) <sup>2</sup>	11
Total New Hearing Enrollment	25
New Hearing Enrollment Percentage	12%
Total New HUG Enrollment	14
New HUG Enrollment Percentage <sup>3</sup>	7%

<sup>1</sup>Starting Fall 2018, hearing students enrolled in the Online Degree Completion Program are counted towards the Hearing Undergraduate (HUG) enrollment.  
<sup>2</sup>Bachelor of Arts in Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment.  
<sup>3</sup>The New Hearing Undergraduate (HUG) Enrollment percentage is not the percentage used to compare against the HUG enrollment cap percentage of 8%. The HUG enrollment cap percentage is based on all undergraduate degree-seeking students whereas the New HUG enrollment percentage is based on new undergraduate students.

Fall 2023 New to Graduate Career Degree-Seeking Diversity by Applied, Admitted, and Enrolled

	Applied <sup>1</sup>	Admitted <sup>1</sup>	Enrolled
Race/Ethnicity			
International/Non-Resident Alien	81	44	9
American Indian/Alaska Native	0	0	0
Asian	18	13	10
Black/African American	44	26	20
Hispanic of any race	57	40	26
Native Hawaiian/Other Pacific Islander	0	0	0
Two or more	6	5	2
White	225	160	96
Race and ethnicity unknown	30	15	7
Gender			
Male	107	68	37
Female	353	234	132
Unknown	1	1	1
Hearing Status			
Deaf/Hard of Hearing	243	168	96
Hearing	214	131	71
Unknown	4	4	3
Total for each category	461	303	170

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

Fall 2023 New-to-Program Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

	Applied <sup>1</sup>	Admitted <sup>1</sup>	Enrolled
Certificates	26	18	13
ASL/Deaf Studies	14	9	6
ASL/English Bilingual Early Childhood Education	0	0	0
DEP <sup>2</sup>	9	8	7
Sexuality and Gender Studies	1	0	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	2	1	0
Deaf Students with Disabilities	0	0	0
Master's	341	247	157
Accessible Human-Centered Computing	13	11	7
Counseling	33	24	18
Deaf and Hard of Hearing Infants, Toddlers, and Families	7	7	5
Deaf Studies	13	9	3
Education	20	15	7
Deaf Education Advanced Studies	20	15	7
Deaf Education Special Programs	0	0	0
Education - Teacher Preparation Programs	15	4	3
Deaf Education	15	4	3
Early Childhood Education and Deaf Education	0	0	0
Elementary Education and Deaf Education	0	0	0
Secondary Education and Deaf Education	0	0	0
International Development	20	13	8
Interpretation and Translation	20	13	9
Interpreting Practice/Research	20	13	9
Interpreting Research	0	0	0
Linguistics	15	14	8
Public Administration	36	25	17
Sign Language Education	56	38	24
Social Work	40	36	27
Speech-Language Pathology	53	38	21
Specialists	13	9	6
Deaf Education	13	9	6
Doctorates	123	63	25
Audiology, Au.D.	57	29	11
Clinical Psychology	15	7	4
Critical Studies in the Education of Deaf Learners	19	4	3
Educational Neuroscience	3	2	1
Hearing, Speech, and Language Sciences	3	2	0
Linguistics	8	7	2
School Psychology, Psy.D.	18	12	4
Translation and Interpretation Studies	0	0	0
Total Program Enrollment	503	337	201
Headcount	461	320	196

<sup>1</sup>Dual program enrollments are included.  
<sup>2</sup>Disability-Inclusive DRR and Emergency Planning.



Edgar Sanabria Ramos was the first student Commencement speaker to deliver his address in Lengua de Señas Mexicana, Mexican Sign Language.



One hallmark of a Gallaudet education is direct communication in American Sign Language between faculty and students.

# About Gallaudet University

Gallaudet University was established by an act of Congress. Its charter was signed into law by President Abraham Lincoln on April 8, 1864. Gallaudet is the world leader in liberal education and career development for deaf, hard of hearing, and deafblind students. The University enjoys an international reputation for its outstanding undergraduate and graduate programs, as well as for its research on topics related to people who are deaf, including their history, language, and culture.

In addition, the University’s Laurent Clerc National Deaf Education Center serves deaf and hard of hearing children at its two demonstration schools – Kendall Demonstration Elementary School and the Model Secondary School for the Deaf – and through its national mission of developing, implementing, and disseminating innovative educational strategies throughout the United States.

This introductory section includes the University’s mission, vision, and credo statements; a brief history of the University; information on accreditation and program approvals; 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 (ASL) and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.

## II. Vision Statement

Gallaudet University will build upon its rich history as the world’s premier institution of higher education serving deaf and hard of hearing people to become the university of choice for the most qualified, diverse group of deaf and hard of hearing students in the world as well as for 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 ASL and English, providing full access to learning and communication for all students;
- A commitment to excellence in learning and student service;
- A world-class campus in the nation’s capital;
- The creation of a virtual campus that expands Gallaudet’s reach to a broader audience of visual learners; and
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide.

## III. The Gallaudet Credo

The Gallaudet 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, and are contributors to and benefactors of our institution’s bright future. Therefore, we will strive to bring credit to our community and ensure that the institution flourishes and succeeds in its mission.*

## IV. History of Gallaudet

### The First 100 Years

In 1856, Amos Kendall, who served as Postmaster General during the U.S. presidential administrations of Andrew Jackson and Martin Van Buren, donated two acres of his estate in northeast Washington, D.C. to establish a school with housing for 12 deaf and six blind students. The following year, Kendall persuaded the United States Congress to incorporate the new school as the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind. The superintendent of the new school was Edward Miner Gallaudet, the son of Thomas Hopkins Gallaudet, who founded the first school for deaf students in the United States.

Congress authorized the institution to confer collegiate degrees in 1864, and President Abraham Lincoln signed the bill into law on April 8 of that year. This date is known to the Gallaudet community as Charter Day. Edward Miner Gallaudet was named president of the institution, including the college, which had eight students enrolled at the time. He presided over the first commencement ceremony in June 1869, at which three young men received diplomas signed by U.S. President Ulysses S. Grant. To this day, the diplomas of all Gallaudet graduates are signed by the current President of the United States.

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

Black and white students were segregated at Kendall School for the Deaf for many years. In 1952, Louise B. Miller, the mother of a deaf child, and other parents filed a lawsuit against the Washington, D.C. Board of Education for the right of Black deaf children, including Mrs. Miller’s son, Kenneth, to attend Kendall School. The resulting victory in Miller v. Board of Education of the



District of Columbia, which pierced the Plessy v. Ferguson doctrine of “separate but equal,” was a watershed moment in Black deaf history as well as the American civil rights movement.

In July 2023, the university held a graduation ceremony for 24 students who attended the segregated Kendall School Division II between 1952 and 1954. Four of the surviving six students attended; their deceased schoolmates were represented by family members and members of the Black Deaf community. The university’s Board of Trustees issued a statement apologizing to those students and their descendants. In addition, Gallaudet is creating a memorial, to be known as the Louise B. Miller Memorial Pathways and Gardens: A Legacy to Black Deaf Children, to honor the 24 Black Deaf students and four teachers who paved the way for the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka*.

A Time of Expansion

In 1966, President Lyndon B. Johnson signed an act to create the Model Secondary School for the Deaf (MSSD). Three years later, Robert H. Finch, the secretary of the U.S. Department of Health, Education, and Welfare, and Leonard M. Elstad, H-’52, the president of Gallaudet College at the time, signed an agreement authorizing the establishment and operation of MSSD on Gallaudet’s campus. In 1970, President Richard M. Nixon signed a bill that authorized the establishment of Kendall Demonstration Elementary School, which replaced the existing Kendall School. Today, the two schools are part of Gallaudet’s Laurent Clerc National Deaf Education Center, which has a federal mandate to serve the nation by developing and disseminating innovative curricula, materials, and teaching strategies to improve the quality of education for deaf students nationwide.

By another act of Congress, Gallaudet was granted university status in October 1986. Two years later, in March 1988, the Deaf President Now (DPN) movement led to the appointment of the University’s first deaf president, Dr. I. King Jordan, ’70 & H-’14, and the Board of Trustees’ first deaf chair, Philip W. Bravin, ’66 & H-’14. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people the world over.

Transitioning into the 21st Century

In the 1990s, a generous contribution from the W. K. Kellogg Foundation enabled the University to construct the Kellogg Conference Hotel at Gallaudet University, which has become a popular venue for meetings, seminars, receptions, and other events for both on- and off-campus groups. Since then, additional buildings have been constructed, including the technology-rich I. King Jordan Student Academic Center and, thanks to the generosity of James Lee Sorenson, chair of Sorenson Development, Inc., the James Lee Sorenson Language and Communication Center (SLCC). All subsequent new building projects and renovations have incorporated Deaf Space principles. More recently, there has been an emphasis on community, with the construction of several community hubs, and energy efficiency, including a geothermal field and the installation of solar panels and a microgrid.

University’s undergraduate students can now choose from 30 majors, leading to a Bachelor of Arts or Bachelor of Science degree. A small number of hearing undergraduate students — up to eight percent — are admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students. Offerings include certificate programs; master of arts, master of science, and master of public administration degrees; and research and clinical doctoral degrees and specialist degrees in a variety of fields.

The University provides an impressive array of student success and student support services. These include services through its General Education program, the Office of Academic Advising, the Office for Students with Disabilities, Student Success, and the Office for Career Success. Nearly all undergraduate students complete domestic and/or international internships that provide a wealth of experiential learning opportunities. Notable recent internship placements were at Merrill Lynch, the National Aeronautics and Space Administration, the National Institutes of Health, the Philadelphia Insurance Companies, and the World Bank.

Gallaudet also serves as a primary resource for educational and career opportunities for deaf people, as well as for visual language and visual learning, deaf history and culture, American Sign Language, and the impact of technology on the deaf community.

On January 1, 2016, Roberta J. Cordano became the first deaf woman to serve as president of Gallaudet. During her tenure, the University has begun to define its bilingual mission more intentionally. It has also focused on academic and research excellence, and has received multiple federal and corporate research grants in recent years. This past year, the university was reaccredited by the Middle States Commission on Higher Education.

Other ongoing initiatives include a strong focus on equity, diversity, and inclusion, with an all-encompassing anti-racism plan and a commitment to removing systemic racism in all its forms throughout the University and Clerc Center; an increase in innovation and entrepreneurship opportunities; improvements to the student experience, both in and out of the classroom; and a greater focus on internationalization.

In August 2020, the university created a Center for Black Deaf Studies, which has grown steadily to include robust programming, support services for Black Deaf students, and an in-house scholar-researcher. In August 2023, the university created a Center for Latine Deaf Studies, also known as Nuestra Casa (“Our House”), which will be led for the coming year by two Latine employees on loan from their home units.

Gallaudet is also working to develop a strong signing ecosystem while forging relationships with its neighboring communities, which have undergone a tremendous renaissance in recent years.

Work continues apace on the university’s ten-year strategic vision, known as The Gallaudet Promise. The university is now developing Phase 2 of this three-phase plan, with an eye to implementing it during Fiscal Year 2024. In addition, several transformations have taken place, principally in the academic, fiscal, and operational domains, and will continue for at least the next three years. These include the creation of a five-school structure for academic programs and the implementation of Workday, a cloud-based platform for financial and human capital management.

V. Institutional Name

Gallaudet has continued to evolve since 1864, when President Abraham Lincoln signed the legislation authorizing the establishment of a college for deaf and hard of hearing students in Washington, D.C. This section offers an institutional chronology of the University since its founding.

The **Columbia Institution for the Instruction of the Deaf and Dumb and Blind** was incorporated in 1857, with Edward Miner Gallaudet serving as the school’s president.

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

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

The **Columbia Institution for the Deaf and Dumb** became the corporate name of the greater institution in 1865, which included both the National Deaf-Mute College and the Primary Department.

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

**Gallaudet College** became the name of the college in 1894, and it remained so until 1986. This renaming honored the Rev. Thomas Hopkins Gallaudet, father of Edward Miner Gallaudet.

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

Gallaudet operated from 1952 to 1954 a segregated school, named Kendall School Division II for Negroes, for 24 Black Deaf students who were residents of the District of Columbia. Kendall School Division II was disbanded after the Supreme Court of the United States ruling in *Brown v. Board of Education of Topeka*, prohibiting school segregation nationwide. Its students attended Kendall School thereafter.

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

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

Kendall School became **Kendall Demonstration Elementary School (KDES)** in 1970 when President Richard M. Nixon signed Public Law 91-587.

Gallaudet College became **Gallaudet University** in 1986 when President Ronald Reagan signed Public Law 99-371, the Education of the Deaf Act.

Today, the **Laurent Clerc National Deaf Education Center** comprises KDES and MSSD. Its mission is to improve the quality of education provided to deaf and hard of hearing students across the United States.



Peikoff Alumni House (“Ole Jim”), built in 1881, was the central place for social events on campus until the early 1950s. It housed one of the first indoor swimming pools in the United States.



VI. Fast Facts

Location

800 Florida Avenue N.E., Washington, D.C. 20002

Website

http://www.gallaudet.edu

Founded

Gallaudet University, the world’s only university for deaf and hard of hearing students, was founded in 1864 by an Act of Congress. President Abraham Lincoln signed its charter on April 8, 1864. This day is known as Charter Day.

Programs

Deaf and hard of hearing undergraduate students can choose from 30 majors leading to a Bachelor of Arts or a Bachelor of Science degree. The University also admits a small number of hearing, degree-seeking undergraduate students – up to eight percent of the undergraduate student body. Undergraduate students have the option of designing their own majors, called “self-directed majors,” in which they select classes from a variety of departments at Gallaudet and/or take courses offered at any of the other institutions of higher learning that are members of the Consortium of Universities of the Washington Metropolitan Area.

Graduate programs, open to deaf, hard of hearing, and hearing students, include Master of Arts, Master of Science, Master of Social Work, and Master of Public Administration degrees; specialist degrees in education and psychology, certificates, Doctor of Philosophy (Ph.D.) degrees in a variety of fields involving professional service provision to deaf and hard of hearing people; the Doctorate in Psychology (Psy.D.) degree in school psychology, and the Doctor of Audiology (Au.D.) degree, a clinical doctorate. This year, a new Doctor of Education (Ed.D.) degree is being offered for the first time.

Gallaudet offers exemplary educational programs to deaf and hard of hearing students on all learning levels. The Kendall Demonstration Elementary School (KDES) serves infants and their parents, and offers kindergarten through Grade 8 instruction. The Model Secondary School for the Deaf (MSSD) offers programs for students in Grades 9-12. Both schools are part of the Laurent Clerc National Deaf Education Center, which has a federal mandate to develop innovative curriculum, materials, and teaching strategies and disseminate them to schools and programs nationwide.

Public Service

Every year, Gallaudet serves thousands of individuals through conferences, leadership institutes, professional studies and extension courses, American Sign Language (ASL) classes, ASL/English bilingual education, its ASL Connect online program, enrichment and youth programs, international programs, and its regional centers. The regional center locations are: East–Northern Essex Community College, MA; Midwest–Austin Community College, TX; South–Alabama Institute for Deaf and Blind, Talladega, AL; and West–Ohlone College, CA.

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

Technology

Gallaudet is a leader in the use of technology in its academic programs and services. During a typical academic year, approximately 99 percent of courses at the University include an online component, and virtually all students take at least one course using an online learning system. This level of technology integration is higher than the average for universities nationwide. Many courses make extensive use of video, including video recordings of classes. In Gallaudet’s case, this is consistent with the University’s bilingual mission.

Since Fall 2020, through the Connected Gallaudet initiative with Apple, all students have received either a MacBook Pro notebook computer or an Apple iPad Pro tablet, preloaded with a number of productivity applications. iPad Pro users also receive a Logitech keyboard and an Apple Pencil. For faculty and staff, a “backpack” program provides an Apple MacBook Pro, an Apple iPad Pro tablet, a Logitech keyboard, an Apple Pencil, a USB-C hub, and a stipend for purchasing a backpack or computer case. In 2022, both Gallaudet and Clerc Center were named Apple Distinguished Schools.

Students interested in technology careers can major in graphic art, art and media design, computer science, computer information systems, or data science. Students have access to several central computer laboratories, as well as a number of departmental computer labs. Nearly all classrooms are outfitted with computers, projectors, and other technologies.

Research

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

Research is a key component of Gallaudet’s mission and has a prominent role in the ten-year vision plan, The Gallaudet Promise: Excellence in Learning and Discovery. Faculty pursue a full range of research interests related to their own academic disciplines. Major grant support includes research, development, and training programs in visual language and learning, access to communication for deaf and hard of hearing people, genetics, and technology assessment.

A Chief Research Officer oversees all research units, centers, and programs, including the Center for Visual Language and Visual Learning (VL2), the Technology Access Program (TAP); the Artificial Intelligence, Accessibility, and Sign Language Center (AIASL); the Drs. John S. and Betty J. Schuchman Deaf Documentary Center (SDDC), the Deaf and Hard of Hearing Child Resilience Center (DHHCRC), and the Center for Deaf Health Equity (CDHE), and provides functional support to the Gallaudet University Institutional Review Board (IRB). The Office of Research provides a myriad of services, including support for research development, pre-award services, post-award services, and research compliance. The university offers many opportunities for undergraduate and graduate students to participate in faculty research and to conduct their own research projects.

Enrollment

For the fall semester of academic year 2022-2023, the institution reported the following enrollment totals:

University, Fall 2023	Enrollment
Undergraduate (degree/non-degree, full-time and part-time)	919
Graduate (degree/non-degree, full-time and part-time)	445
English Language Institute	11
University subtotal	1,375

Laurent Clerc National Deaf Education Center, Fall 2022	Enrollment
Kendall Demonstration Elementary School	92
Model Secondary School for the Deaf	160
Clerc Center subtotal	252

Total Fall Enrollment, Academic Year 2022–2023	Enrollment
University subtotal	1,375
Clerc Center subtotal	227
Total fall enrollment, Academic Year 2022–2023	1,627

In addition, on the Fall 2022 census date, there were 233 students enrolled in Professional Studies activities.

International students comprise 5.96% of the Fall 2022 degree-seeking student body.

Annual University Tuition, Room, and Board (Academic Year 2023–2024)

	Undergraduate	Graduate
U.S. student tuition¹	\$17,016	\$18,729
International student tuition (non-developing countries)¹	\$34,032	\$37,458
International student tuition (developing countries)¹	\$25,512	\$28,098
Room and board²	\$15,062	\$15,062

¹Does not include health service, student activities, and technology fees.  
²Room and board rates vary depending on the room and meal plan chosen. Carlin Hall and the 250-block meal plan were used in this calculation.

Additional fees are assessed for health service, student activities, and technology. For details of all charges, including those in the preceding table, refer to the Gallaudet University website.

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

Alumni

Gallaudet has nearly 23,000 alumni around the world. The Gallaudet University Alumni Association (GUAA), organized in 1889, has 53 chapters. According to a survey conducted by the university, 94% of the undergraduate student respondents who graduated between December 2019 and August 2020 are either employed or furthering their education. Of the survey respondents who graduated with graduate degrees during the same time frame, 99% are employed or furthering their education. Of the 2021 MSSD students who responded to a follow-up survey, 92% are in postsecondary education, in training programs, or employed within one year after graduation.

Fundraising

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

Employees

At the end of FY 2023, the University and Clerc Center together had 930 employees, 570 of whom are deaf or hard of hearing. A total of 221 employees are University faculty members or Clerc Center teachers.



Funding

Total revenues and other support for FY 2023 were approximately \$229.5 million.

Endowment

As of the end of FY 2023, the University’s endowment was approximately \$204.6 million, with investment earnings of \$17.5 million for the year.

Community Impact

Gallaudet is one of the largest business entities in the Northeast quadrant of Washington, D.C., with direct salaries, wages, and benefits totaling more than \$129.8 million during FY 2023. The University spent another \$93.9 million on goods and services and \$22.4 million on capital improvements.

VII. Accreditation

Gallaudet University is accredited by:  
**Middle States Commission on Higher Education (MSCHE)**  
1007 North Orange Street  
4th Floor, MB #166  
Wilmington, DE 19801  
Telephone: (267) 284-5011  
Website: [msche.org](https://msche.org)

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

- Many of the University’s programs are also accredited by professional accrediting bodies, including the:
- American Psychological Association (APA)
  - American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA/CAA)
  - Accreditation Council for Business Schools and Programs (ACBSP)
  - Council on Social Work Education (CSWE)

Programs that prepare graduates to be licensed professionals in schools are approved by the District of Columbia State Education Agency (SEA).

These same programs are part of Gallaudet’s Educator Preparation Program, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

- In addition, many programs are reviewed by the following specialized professional associations (SPAs) as part of CAEP’s re-accreditation process:
- Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
  - National Association of School Psychologists (NASP)
  - National Council for the Social Studies (NCSS)
  - National Council of Teachers of English (NCTE)
  - National Council of Teachers of Mathematics (NCTM)
  - National Science Teaching Association (NSTA)

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

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The university is creating a number of community hubs, places for students to congregate to study and socialize.

# 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 Congress. This document satisfies that requirement.

In addition, the EDA includes detailed requirements for reporting. In this section of the annual report, we quote the relevant reporting requirements from the EDA and cross-reference the relevant material in this document or in separate documents. Gallaudet also reports annual performance indicators per the requirement of the U.S. Department of Education, under the Government Performance and Results Act of 1993. That report, previously submitted to the Department of Education, is included in this section of the annual report.

## I. Education of the Deaf Act Reporting Requirements

The material below is quoted directly from section 4354 of the EDA, 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 for that text.

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

### From the EDA

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

1. “The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, or who left without completing a program of study, reported under each of the programs of the University (elementary, secondary, undergraduate, and graduate) ...”  
Refer to the next section of this chapter, Government Performance and Results Act Report. (Additional information is available in the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 76.)

2. “For the preceding academic year, and to the extent possible, the following data on individuals who are deaf and from minority backgrounds and who are students (at all educational levels) or employees:  
A. “The number of students enrolled full- and part-time.”

Refer to the next section of this chapter, Government Performance and Results Act Report. (Additional information is available in the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 76.)

- B. “The number of these students who completed or graduated from each of the educational programs.”  
Refer to the next section of this report, Government Performance and Results Act Report. (Additional information is available in the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 76.)

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

Refer to the next section of this report, Government Performance and Results Act Report. (Additional information is available in the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 76.)

- D. “The number of students needing and receiving support services (such as tutoring and counseling) at all educational levels.”  
Detailed information on these support services for Gallaudet and the Clerc Center is provided in the chapters entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 76 and “Laurent Clerc National Deaf Education Center” on page 172, respectively.

- E. “The number of recruitment activities by type and location for all educational levels.”  
Refer to the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 76.

- F. “Employment openings/vacancies and grade level/type of job and number of these individuals that applied and that were hired.”  
Refer to the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 76.

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

Detailed information is available on these strategies for the Clerc Center and is provided in the chapter, “Laurent Clerc National Deaf Education Center” on page 172.



3. “(A) summary of the annual audited financial statements and auditor’s report of the University, as required under section 4353 of this title. ...”
- Refer to our audited financial statements, submitted separately.
4. “For the preceding fiscal year, a statement showing the receipts of the University ... and from what Federal sources, and a statement showing the expenditures ... by function, activity, and administrative and academic unit.
- Refer to our audited financial statements, submitted separately.
5. “A statement showing the use of funds (both corpus and income) provided by the Federal Endowment Program under section 4357 of this title.”
- Refer to our audited financial statements, submitted separately.
6. “A statement showing how such Endowment Program funds are invested, what the gains or losses (both realized and unrealized) on such investments were for the most recent fiscal year, and what changes were made in investments during that year.”
- Refer to our audited financial statements, submitted separately.
7. “Such additional information as the Secretary may consider necessary.”

From the EDA on Research

- a. “Research priorities ...  
“Gallaudet University ... shall ... establish and disseminate priorities for [its] national mission with respect to deafness related research, development, and demonstration activities that reflect public input, through a process that includes consumers, constituent groups, and the heads of other federally funded programs. The priorities for the University shall include activities conducted as part of the University’s elementary and secondary education programs under section 4304 of this title.”
- Refer to the chapter, “Priority Two: Knowledge Creation and Discovery” on page 142.
- b. “Research reports...  
“The University ... shall each prepare and submit an annual research report, to the Secretary, the Committee on Education and Labor of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than January 10 of each year, that shall include:
1. “A summary of the public input received as part of the establishment and dissemination of priorities required by subsection (a) of this section, and the University’s ... response to the input.”
- Refer to the chapters “Priority Two: Knowledge Creation and Discovery” on page 142 and “Laurent Clerc National Deaf Education Center” on page 172.
2. “A summary description of the research undertaken by the University ..., the start and projected end dates for each research project, the projected cost and source or sources of funding for each project, and any products resulting from research completed in the prior fiscal year.”
- Refer to the chapter, “Priority Two: Knowledge Creation and Discovery” on page 142; this summary has been incorporated into the annual report.

JumpStart students visited many sites in Washington, D.C., including the U.S. Capitol, the Washington Monument, the Lincoln Memorial, and the Smithsonian museums.

II. Government Performance Results Act Report and Measures

EDA: Gallaudet University (OSERS)  
FY 2023 Program Performance Report  
Strategic Goal  
Direct Appropriation  
EDA, Title I, Part A and Section 207  
CFDA 84.910A: Gallaudet University Programs and Elementary and Secondary Education Programs  
84.910B: Gallaudet University Endowment Grant  
84.910D: Gallaudet University Construction Program

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 Kendall Demonstration Elementary School will optimize the number of students completing programs of study.

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

Year	Target	Actual (or date expected)	Status
2003	Not available	1,099	Historical actual
2004	Not available	1,120	Historical actual
2005	Not available	1,098	Historical actual
2006	Not available	1,174	Historical actual
2007	Not available	1,101	Historical actual
2008	1,180	973	Target not met
2009	1,020	927	Target not met
2010	1,020	1,002	Target not met but improved
2011	1,020	1,012	Target not met but improved
2012	1,020	1,029	Target exceeded
2013	1,020	1,045	Target exceeded
2014	1,020	1,006	Target not met
2015	1,020	951	Target not met
2016	1,020	959	Target not met but improved
2017	1,020	1,082	Target exceeded
2018	1,020	1,074	Target exceeded
2019	1,020	1,066	Target exceeded
2020	1,020	1,005	Target not met
2021	1,020	905	Target not met
2022	1,020	911	Target not met but improved
2023	1,020	852	Target not met
2024	1,020	823	Target not met

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

Frequency of Data Collection: Annual

Data Quality: Gallaudet University reported a total of 823 full-time, degree-seeking undergraduate students enrolled in the fall of 2023 (FY 2024), a decrease of 29 students from the previous year. The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University includes students who are deaf and hard of hearing, as well as hearing undergraduate students (HUGS) and hearing undergraduate students in the Bachelors of Interpretation program. This measure does not include part-time students or non-degree seeking undergraduate students. This measure is consistent with Integrated Postsecondary Education Data System (IPEDS) methodology in reporting only full-time, degree-seeking undergraduates. Data is collected on census date, the fifteenth calendar day from the first day of class in the fall of each year and does not include new students who enroll in the spring of the same academic year.



The table below reports disaggregated data on the number of full-time, degree-seeking undergraduate students enrolled in an on-campus based program or in an online program. If a student is in an online program and an on-campus based program, the student is counted in the on-campus count. Note that the online count does not account for those who are in an on-campus program and take all of their classes online. It only accounts for students who are enrolled in an online program.

Year	On-campus	Online	Total
2011	1,004	8	1,012
2012	1,025	4	1,029
2013	1,033	12	1,045
2014	997	9	1,006
2015	946	5	951
2016	951	8	959
2017	1,071	11	1,082
2018	1,066	8	1,074
2019	1,051	15	1,066
2020	999	6	1,005
2021	893	12	905
2022	882	29	911
2023	831	21	852
2024	791	32	823

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

**Explanation:** There are four primary influences on total enrollment: the availability and support for bilingual education in the pre-K-12 pipeline, the recruitment of new students, the persistence rate, and the graduation rate. In the fall of 2023 (FY 2024), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University decreased by 29 students (3.4%) compared to the previous year. This number did not meet our target of 1,020 by 197 students. Like other colleges and universities, Gallaudet’s undergraduate enrollment declined. This change in enrollment occurred because of several factors that contributed to the recruitment and retention of full-time undergraduate students. During FY 2023, 198 undergraduate students graduated and 82% (n = 162) of them were full-time undergraduate students from fall 2022. Gallaudet retained 85% of the remaining full-time undergraduate students from fall 2022, 4% higher than last year’s 81%. Part of this was attributed to Cohort 2022 fall-to-fall retention rate of 77%, which was also 4% higher than Cohort 2021 fall-to-fall retention rate. Some of these gains were attributed to the highest retention rate of JumpStart New Signers (JSNS). All but one student who participated in the JSNS program were retained, producing a retention rate of 95.8%. Much of this is due to the change in the program’s curriculum which was updated for 2022 in partnership with the Division of ASL & English Bilingualism, with a focus on providing a more ASL immersion type of active learning experience rather than a classroom based academic experience. Despite positive gains in retaining full-time undergraduate students, the number of returning students, new students and readmits (students who left Gallaudet and returned to continue their studies) did not compensate those who graduated or left Gallaudet. With our incoming students, the target number of new students Gallaudet anticipated to admit and enroll this fall was 250 new students. If Gallaudet had 250 new students in addition to those who returned and were readmitted, the number of full-time undergraduate students may have exceeded last year’s number. However, only 214 new students came and Gallaudet saw the highest melt rate in the last five years. Gallaudet notes that the higher melt rate is due to the waiver of deposits which demonstrated a higher level of commitment from students on their intent to enroll, the lack of financial aid, and challenges with affordability. 67% of last years admitted class came from families that earn less than \$84,000 a year and 52% are pell grant eligible putting affordability at the top of reasons students are unable to enroll.

To address the continued challenges of enrollment as well as achieve the enrollment goals, Gallaudet held enrollment sprint meetings, led by the Chief of Staff, throughout FY 2023 to address two areas: new student orientation (NSO) and onboarding. NSO was revamped and redesigned from 12 to 4 different NSO schedules. The schedules and experiences for students and parents were more streamlined with shared activities that allowed students to meet one another and learn more about Gallaudet. The general feedback from faculty, staff, students and parents were very positive. Onboarding was also revamped in the sense of who oversees the process and ensures that students complete the onboarding tasks each semester. A report was developed by the Office of Institutional Research for Academic Advisors to see which students had uncompleted tasks. The report allowed visibility for the Academic Advisors to reach out to students and provide them guidance on completing the tasks. The work that came from the sprint enrollment meetings applied to this fall’s incoming and returning students. Gallaudet noted that there were fewer students who did not complete their tasks prior to the deadline. This is considered a positive outcome of the enrollment sprint meetings since students who did not complete their tasks were dropped from their classes which created either a negative experience for students or a loss in enrollment. As a result of this work, the Chief of Staff continued the enrollment meetings in Fall 2023 with key leaders to address and mitigate the challenges, particularly related to factors that

contributed to the admissions melt. Changes as well as initiatives will be addressed and implemented throughout the year for fall 2024. Furthermore, as reported in the next measure, Charge Ahead Dual Enrollment was implemented starting this fall for dual enrollment which are designed for high school students to take Gallaudet classes. It is Gallaudet’s hope that these students will convert to full-time undergraduate students when they graduate from high school. Gallaudet is committed to finding ways to recruit and retain students despite the overall challenges of declining college enrollment that are not unique to just Gallaudet, but to higher education nationwide.

Fiscal Year	Full-time, degree-seeking undergraduate students	Part-time, degree-seeking undergraduate students or non-degree-seeking students	Full-time and part-time graduate students	Total Enrollment
2007	1,101	318	430	1,849
2008	973	277	383	1,633
2009	927	277	377	1,581
2010	1,002	460	408	1,870
2011	1,012	368	413	1,793
2012	1,029	274	410	1,713
2013	1,045	330	446	1,821
2014	1,006	278	469	1,753
2015	951	297	443	1,691
2016	959	267	444	1,670
2017	1,082	266	426	1,774
2018	1,074	250	437	1,761
2019	1,066	331	411	1,808
2020	1,005	311	406	1,722
2021	905	447	423	1,775
2022	911	396	412	1,719
2023	852	313	399	1,564
2024	823	387	437	1,647



International students at the Go Global Fair teach each other basic signs in the signed languages of their home countries.



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

Fiscal Year	Target	Actual (or date expected)	Status
2004	Not available	287	Historical actual
2005	Not available	311	Historical actual
2006	Not available	320	Historical actual
2007	Not available	318	Historical actual
2008	295	277	Target not met
2009	295	277	Target not met
2010	295	460	Target exceeded
2011	295	368	Target exceeded
2012	295	274	Target not met
2013	295	330	Target exceeded
2014	295	278	Target not met
2015	295	297	Target exceeded
2016	295	267	Target not met
2017	295	266	Target not met
2018	295	250	Target not met
2019	295	331	Target exceeded
2020	295	311	Target exceeded
2021	295	447	Target exceeded
2022	295	396	Target exceeded
2023	295	313	Target exceeded
2024	295	387	Target exceeded

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

**Frequency of Data Collection:** Annual

**Data Quality:** This measure includes 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 and all students not counted in IPEDS, including students enrolled in the English Language Institute and students enrolled in the Professional Studies program that grant continuing education credit and are not enrolled in a degree seeking program. This indicator also includes part-time, degree-seeking undergraduate students that were not counted in Measure 1.1 on full-time degree seeking undergraduate students. Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

The table below reports disaggregated data on the number of students in Measure 1.2 enrolled in an on-campus based program or in an online program. If a student is in an online program and an on-campus based program, the student is counted in the on-campus count. Note that the online count does not account for those who are in an on-campus program and take all of their classes online. It only accounts for students who are enrolled in an online program.

Year	On-campus	Online	Total
2011	366	2	368
2012	263	11	274
2013	320	10	330
2014	268	10	278
2015	289	8	297
2016	257	10	267
2017	249	18	267
2018	247	3	250
2019	328	3	331
2020	304	7	311
2021	441	6	447
2022	321	75	396
2023	262	51	313
2024	364	23	387

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

**Explanation:** The target of 295 was exceeded in Fall 2023 (FY 2024) by 92 students. Compared to Fall 2022, this was an increase of 74 students and these students were mostly undergraduate non-degree seeking and Professional Studies.

Charge Ahead Dual Enrollment (CADE) established partnerships with a few high schools during FY 2022. From these partnerships, 36 high school students are enrolled as non-degree seeking students to take classes from Gallaudet through dual enrollment. Gallaudet hopes that these students will eventually enroll as a degree-seeking student at Gallaudet.

Continuing Education continues to enroll at least 200 professional studies students, but this fall it enrolled 272 students, an increase of 39 students compared to last year. Two departments lie under the Continuing Education umbrella of courses: Center for Continuing Education and ASL Connect. CCE doubled its departmental enrollment year over year due to a partnership with Tri-County Association of the Deaf in The Villages, Florida which led to increased enrollments in PST-93, National Caregiving Certificate Course, as well as a partnership with Communication Services for the Deaf’s Social Venture Fund to launch an Entrepreneurship Certificate Program. ASL Connect’s enrollment grew due to the removal of course enrollment caps which allowed students greater flexibility in selecting their preferred courses and increased outreach efforts targeting former and inactive students to encourage them to rejoin and continue learning with ASL Connect. Gallaudet also recently hired the Director of CCE in August 2023. Gallaudet anticipates some growth in this area under the Director’s leadership in the coming years.

Enrollment for the English Language Institute program remained about the same compared to last year. Gallaudet notes that it is still impacted by several factors including the international rate, the political context of allowing the ease of travel to the U.S., and the program redesign. The first two factors related to affordability and traveling to the U.S. have the greatest impact on our international students’ ability to enroll at Gallaudet. A program change was made for students who were denied admissions to Gallaudet due to low ACT or who fall just below the threshold, they were referred to ELI instead of being outright rejected. Consequently, ELI saw an increase in U.S. students enrolling which made up for the loss in International students. ELI expects to see some additional increases among these students in the coming semesters.

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

Year	Target	Actual (or date expected)	Status
2003	Not available	617	Historical actual
2004	Not available	506	Historical actual
2005	Not available	451	Historical actual
2006	Not available	466	Historical actual
2007	Not available	430	Historical actual
2008	425	383	Target not met
2009	425	377	Target not met
2010	425	408	Target not met but improved
2011	425	413	Target not met but improved
2012	425	410	Target not met
2013	425	446	Target exceeded
2014	425	469	Target exceeded
2015	425	443	Target exceeded
2016	440	444	Target exceeded
2017	440	426	Target not met
2018	440	437	Target not met
2019	440	411	Target not met
2020	440	406	Target not met
2021	440	423	Target not met but improved
2022	440	412	Target not met
2023	440	399	Target not met
2024	440	437	Target not met but improved

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

**Frequency of Data Collection:** Annual

**Data Quality:** The number of students enrolled in graduate programs at Gallaudet University includes all full- and part-time students enrolled in degree-granting programs at the certificate, master’s, specialist, and doctoral levels. The Integrated Postsecondary Education Data System (IPEDS) defines a certificate as a formal award along with other degree awards conferred by an institution. The IPEDS definition of a degree is an award conferred as official recognition for the successful completion of a program of studies. Gallaudet University noted that IPEDS surveys often ask for enrollment figures that are “degree/certificate seeking.” Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.



The below table reports disaggregated data on the number of full- and part-time degree-seeking graduate students enrolled in an on-campus based program or an online program at the certificate, master’s, specialist, or doctoral level. If a student is in an online program and an on-campus based program, the student is counted in the on-campus count. Note that the online count does not account for those who are in an on-campus program and take all of their classes online. It only accounts for students who are enrolled in an online program.

Year	On-campus	Online	Total
2011	413	N/A	413
2012	382	28	410
2013	410	36	446
2014	437	32	469
2015	390	53	443
2016	390	54	444
2017	377	49	426
2018	336	101	437
2019	331	80	411
2020	326	80	406
2021	323	100	423
2022	323	89	412
2023	310	89	399
2024	383	54	437

**Target Context:** In FY 2008, the definition of graduate enrollment was changed to include only degree seeking enrollment. Non-degree seeking graduate enrollment is counted in Measure 1.2. Since Gallaudet University exceeded the target for this measure in Fall 2012 (FY 2013), Fall 2013 (FY 2014), and again in Fall 2014 (FY 2015), the Department increased the target to 440 graduate students for Fall 2015 (FY 2016) and subsequent years.

**Explanation:** The target of 440 was not met by 3 students, but the number improved compared to fall 2022 by 36 students.

With graduate students, there are four primary influences on total enrollment: the recruitment of new students, the persistence rate, the graduation rate, and the economy. From Fall 2022 to Fall 2023, 126 students graduated and 242 graduate students returned, producing a fall-to-fall return rate of 89%. The fall-to-fall return rate of graduate students was higher than the last two years by 3% to 4%. In addition, during AY 2022-2023, Gallaudet’s Graduate Admissions Office (GAO) collaborated with University Communications on a rebranding effort, modified admissions policies for increased transparency with the application and admissions process, and continued to use digital platforms and expanded travels for recruitment efforts. As a result of this, GAO brought in 170 new graduate students, which was an increase of 4 students compared to last fall and exceeded the number of graduate students who graduated during AY 2022-2023 (n = 126). Some of these increases came from the two new graduate programs: Master of Arts program in Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership and Certificate in Deaf-Centered Disability Inclusive Disaster Risk Reduction and Emergency Planning.

Graduate enrollment across all sectors declined 1.2% in fall 2022 and 2.2% in spring 2023 which signals that graduate enrollment is declining, yet Gallaudet saw an increase in graduate enrollment compared to last fall by 9.5%. To address the continued challenges of enrollment and achieve the enrollment goals of Fall 2024, GAO will update the application platform to improve the prospective student experience and expand recruitment efforts by increasing the number of classroom presentations and individualized campus visits for prospective students as well as traveling to a greater number of professional conferences and undergraduate institutions as compared to the prior admissions cycle. Gallaudet will also participate in the Centralized Application Service for Communication Science & Disorders (CSDCAS), which is expected to streamline the admissions process for the M.S. in Speech-Language Pathology and Au.D. in Audiology programs.



The traditional undergraduate class photo on the steps of Chapel Hall is one of the highlights of Commencement Week.

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

Year	Target	Actual (or date expected)	Status
2004	225	186	Target not met
2005	225	182	Target not met
2006	225	226	Target exceeded
2007	225	218	Target not met
2008	225	164	Target not met
2009	225	149	Target not met
2010	225	151	Target not met but improved
2011	225	140	Target not met
2012	165	165	Target met
2013	165	150	Target not met
2014	165	149	Target not met
2015	165	165	Target met
2016	165	166	Target exceeded
2017	165	166	Target exceeded
2018	165	174	Target exceeded
2019	165	160	Target not met
2020	165	161	Target not met but improved
2021	165	139	Target not met
2022	165	102	Target not met
2023	165	139	Target not met
2024	165	160	Target not met

**Source:** Gallaudet University, Laurent Clerc National Deaf Education Center PowerSchool student database; Annual Report

**Frequency of Data Collection:** Annual

**ata 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 the Clerc Center’s Monitoring, Evaluation, and Research 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 could effectively provide and evaluate programs as well as report statistically relevant data.

**Explanation:** MSSD serves all 50 states, the District of Columbia, and the U.S. territories. Gallaudet University states that a trend analysis over the past five years indicates that MSSD continues to receive a steady stream of inquiries and requests for applications, with the goal of ensuring a higher percentage of inquiries and applications to become enrollments.

The enrollment target for FY 2021 was not met. Due to the COVID-19 pandemic, in March 2020, the MSSD campus was physically closed and all students transitioned to remote learning. Remote learning continued when school opened for the 2020-2021 academic year. MSSD made the decision to pause new enrollments in anticipation of students returning to campus and limited housing availability should single occupancy (no roommates) be required for appropriate, safe physical distancing. During the summer of 2021, student housing was assessed in light of CDC guidance. Based on their recommendations, MSSD needed to reopen for on-campus learning in Fall 2021 with single occupancy dormitory rooms, effectively halving housing capacity. This restriction meant that with existing enrollment, the dormitory was at capacity. MSSD was, therefore, unable to enroll new students who needed housing in order to attend. The only new students admitted were 11 students who completed eighth grade at KDES and moved on to ninth grade at MSSD and nine students who enrolled as commuters.

The lower Fall 2022 enrollment was due to the decision to suspend enrollment for the 2020-2021 and 2021-2022 academic years. Two classes of seniors completed the program during that time. Despite enrollment of the largest number of new students (77) in several years, total enrollment reached 139 for Fall 2022.

MSSD approached, but did not meet, the target for Fall 2023. One factor is dormitory capacity. The residence hall was built with an assumed capacity of two students per room. Due to an increase in enrollment of transgender students who request single room assignments, that capacity has been reduced. As of Fall 2023, four rooms originally designated double occupancy had to be single occupancy. Additionally, one room per wing is held for the continued need for COVID isolation, reducing capacity by two additional beds. These capacity reductions mean that the maximum number of students that can be housed at MSSD is 154. MSSD currently has a waiting list for boys and is two under capacity for female students. Those numbers will likely fluctuate from year to year depending on the number of students needing single occupancy rooms, the number of students living close enough to commute, and the gender balance of students applying.



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

Year	Target	Actual (or date expected)	Status
2004	140	145	Target exceeded
2005	140	142	Target exceeded
2006	140	141	Target exceeded
2007	140	128	Target not met
2008	140	127	Target not met
2009	140	120	Target not met
2010	140	105	Target not met
2011	140	99	Target not met
2012	115	97	Target not met
2013	115	94	Target not met
2014	115	92	Target not met
2015	115	87	Target not met
2016	115	106	Target not met but improved
2017	115	111	Target not met but improved
2018	115	103	Target not met
2019	115	111	Target not met
2020	115	111	Target not met
2021	115	95	Target not met
2022	115	87	Target not met
2023	115	88	Target not met
2024	115	92	Target not met

**Source:** Gallaudet University, Laurent Clerc National Deaf Education Center PowerSchool student database; Annual Report

**Frequency of Data Collection:** Annual

**Data Quality:** On September 15 of each school year, census data is collected on the number of students enrolled at Kendall Demonstration Elementary School (KDES). Gallaudet University states that this number is reviewed by the Clerc Center’s Monitoring, Evaluation, and Research team as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

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

**Explanation:** KKDES 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 educational agencies (LEAs) 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 KDES students are parentally placed.

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

The enrollment target for FY 2021 was not met. Due to the COVID-19 pandemic, in March 2020 the KDES campus was physically closed and all students transitioned to remote learning. Remote learning continued when school opened for the 2020-2021 academic year.

During the summer of 2021, building and bus capacity was assessed in light of CDC COVID-19 guidelines. Based on this review, it was determined that KDES was at classroom capacity from kindergarten through eighth grade and no new students could be enrolled in those grades. New students could be enrolled only in Early Childhood Education program classes, which still had classroom capacity.

The current low enrollment is due to the decision to suspend enrollment due to classroom capacity for the 2020-2021 and 2021-2022 academic years. Two classes of eighth graders completed the program during that time. KDES did not meet the target for Fall 2023. KDES accepts students on a rolling admissions basis and anticipates being at or above target by the end of October 2023 based on applications in process or pending review. KDES expects enrollment to increase due to recent changes made in the structure of the ECE program for Fall 2023 and the partnerships with other programs that allow parents more flexibility with placement and services for their child.

**Measure 1.6 of 12:** The percentage of first-time, full-time degree seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and who are enrolled in the current year. *(Desired direction: increase)*

Year	Target	Actual (or date expected)	Status
2003	Not available	60	Historical actual
2004	Not available	70	Historical actual
2005	Not available	75	Historical actual
2006	Not available	64	Historical actual
2007	Not available	54	Historical actual
2008	75	60	Target not met but improved
2009	70	75	Target exceeded
2010	70	73	Target exceeded
2011	70	70	Target met
2012	72	77	Target exceeded
2013	73	69	Target not met
2014	74	67	Target not met
2015	75	67	Target not met
2016	75	80	Target exceeded
2017	75	63	Target not met
2018	75	72	Target not met but improved
2019	75	75	Target met
2020	75	74	Target not met
2021	75	80	Target exceeded
2022	75	73	Target not met
2023	75	77	Target exceeded

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

**Frequency of Data Collection:** Annual

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

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

Gallaudet University noted that, in comparison, the National Center for Educational Statistics data indicates that 4-year public colleges and universities with open admissions have an average persistence rate of 59%, and 4-year private nonprofit colleges and universities with open admissions have an average persistence rate of 64% (Undergraduate Retention and Graduation Rates: updated May 2022). Gallaudet University noted that data from the National Student Clearinghouse Research Center indicated that the retention rate of first-time freshmen in fall 2021 was 67.2% (National Student Clearinghouse Research Center, 2023). Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments) and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents’ household income; or young adults’ race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more “socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school” (Lipscomb, Lacoe, Liu & Haimson, 2018). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

**Explanation:** This measure was designated as a long-term measure. Gallaudet University’s first-year persistence rate for FY 2023 was 77% and exceeded the target of 75%. Gallaudet notes that the retention rate is the third highest retention rate in 10 years. Gallaudet continued its focus on the student experience utilizing Navigate. Navigate is an early alert system providing a coordinated care network including mobile nudging and an interactive checklist of important notifications (i.e., registering for classes and financial holds). Academic Advisors have and continue to reach out to students who were flagged in Navigate as needing additional support, have not registered for classes, or have left Gallaudet. In addition to utilizing Navigate, Gallaudet developed campaigns where students received outreach messages to students who earned 50+ or 100+ credits and were undeclared to meet with advisors and declare a major. The Dean of Academic Success and Career also met with students who had financial holds and connected them with resources to help them resolve their financial holds in order to register for classes. In addition, an Academic Suspension Council was established for the summer semester to address students’ academic suspension appeals for students who were placed on academic suspension at the end of Spring semester and wished to



return in the fall. Appeals were addressed and resolved earlier than previous years and students were able to register for the fall semester. Also, as mentioned in Measure 1.1, the JumpStart New Signers (JSNS) program was revised two summers ago for new signers in Cohort 2022 and this group of students had the highest retention rate at 96%. If the retention of JSNS remained about the same at around 78%, the 77% retention rate would have dropped to about 74%. Additionally, onboarding was revamped in the sense of who oversees the process and ensures that students complete the onboarding tasks each semester. A report was developed by the Office of Institutional Research for Academic Advisors to see which students had uncompleted tasks. The report allowed visibility for the Academic Advisors to reach out to students and provide them guidance on completing the tasks. As a result of this work, the number of students who did not complete their tasks and had their classes dropped were fewer than previous years. For FY 2024, these efforts will continue and a Student Success and Retention Strategies Committee was established to replace the former Student Success Council in reviewing retention indicators and discuss potential changes to correct issues that negatively impact retention.

**Measure 1.7 of 12:** 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	81	Target exceeded
2013	77	83	Target exceeded
2014	77	79	Target exceeded
2015	80	84	Target exceeded
2016	80	84	Target exceeded
2017	80	81	Target exceeded
2018	80	81	Target exceeded
2019	85	85	Target met
2020	85	91	Target exceeded
2021	85	78	Target not met
2022	85	87	Target exceeded
2023	85	88	Target exceeded

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

**Frequency of Data Collection:** Annual

**Data Quality:** Gallaudet University calculates 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. Specifically, the persistence rate is calculated as the number of enrolled master’s degree students who return the next fall, divided by the number who were enrolled in the previous fall, after subtracting the number of students who graduated from the denominator. This method of calculating the graduate persistence rate is comparable to the method of calculating the undergraduate persistence rate.

**Target Context:** Based on historical data, the Department set the target for the graduate student persistence rate at 77% for FY 2012, FY 2013, and FY 2014. This target was increased by the Department to 80% for FY 2015 and subsequent years, as Gallaudet University exceeded the target each year from FY 2012 to FY 2014. This target was again increased by the Department in FY 2019 and remains at 85%.

**Explanation:** This measure was designated as a long-term measure. In FY 2023, Gallaudet University met its graduate persistence target of 85% by 3%. Gallaudet consistently met or exceeded the target for this measure from FY 2012 to FY 2020. For FY 2021, Gallaudet did not meet this target since a higher than usual number of graduate students took a leave of absence or withdrew from their program in the 2020-2021 academic year, with most giving reasons related to the pandemic (e.g., new COVID-related caregiver responsibilities) or returning to the workforce. Partly in response, Gallaudet implemented the Graduate Student Resource Center (GSRC) in August 2021 which serves as a one-stop center for graduate students to access resources that they need to succeed in their programs, including academic support, career and professional development, community building and belonging, and well-being and personal development. Partly due to the new GSRC, the retention of graduate students improved and exceeded the GPRA target in FY 2022 and FY 2023.

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

Year	Target	Actual (or date expected)	Status
2004	Not available	11	Historical actual
2005	Not available	6	Historical actual
2006	Not available	5	Historical actual
2007	Not available	2	Historical actual
2008	Set baseline	13	Baseline
2009	13	3	Target exceeded
2010	6	3	Target exceeded
2011	60	3	Target exceeded
2012	6	1	Target exceeded
2013	6	1	Target exceeded
2014	6	4	Target exceeded
2015	6	6	Target met
2016	6	3	Target exceeded
2017	4	3	Target exceeded
2018	4	6	Target not met
2019	4	3	Target exceeded
2020	4	3	Target exceeded
2021	4	3	Target exceeded
2022	4	2	Target exceeded
2023	4	2	Target exceeded

**Source:** Gallaudet University, Laurent Clerc National Deaf Education Center’s Admissions Office, Laurent Clerc National Deaf Education Center’s National Programs and Outreach

**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 Front 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 FY 2008, with an average of a 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 a 6% dropout rate was determined to be an ambitious yet achievable goal. Given that MSSD achieved the dropout rate of 1% for 2012 and 2013 and 4% for 2014, this target was reduced to 4% beginning in 2017.

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

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

# of withdrawals - (# of transfers - # of other exclusions)

Dropout Rate = 

September 15 enrollment - (# of transfers - # 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:
- 8. Incomplete graduation requirements—The student completed all course requirements for graduation but did not meet other graduation requirements.
  - 9. Declared dropout—The student declared him- or herself to be dropping out of school.
  - 10. Re-enrollment—The student dropped out during the previous school year but re-enrolled by September 15 of the current school year.
  - 11. Multiple events—A student who dropped out multiple times during a school year is reported as a dropout only once for a single school year.

The Clerc Center has met the target for this measure each year from FY 2009 to FY 2017. The target was not met for FY 2018 due to an increase of withdrawals and increased challenges getting information from schools/families verifying where a student has enrolled after leaving MSSD. The target was met for FY 2019 to FY 2023.

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

Year	Target	Actual (or date expected)	Status
2009	Not available	94	Historical actual
2010	Set baseline	94	Baseline
2011	94	95	Target exceeded
2012	95	95	Target met
2013	95	95	Target met
2014	95	96	Target exceeded
2015	95	95	Target met
2016	95	93	Target not met
2017	95	95	Target met
2018	95	96	Target exceeded
2019	95	94	Target not met
2020	95	Data not available due to COVID-19 suspension of on-campus learning	--
2021	95	Data not available due to remote learning attendance tracking procedures	--
2022	95	92	Target not met
2023	95	96	Target exceeded

**Source:** Gallaudet University, Laurent Clerc National Deaf Education Center PowerSchool student database on daily attendance data, Laurent Clerc National Deaf Education Center’s National Programs and Outreach

**Frequency of Data Collection:** Annual

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

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

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

Average daily attendance rate =

Aggregate attendance of K-8 enrolled students

Aggregate membership of K-8 students

The Clerc Center has met this measure each year from FY 2011 to FY 2015; from FY 2017 to FY 2018; and FY2023. The target was not met for FY 2019-FY 2022 due to COVID closures. KDES conducted remote learning for the 2020-2021 academic year. Traditional daily attendance was not reported for the academic year; attendance was documented by the number of sessions each student missed each day. Therefore, the attendance rate for FY 2021 could not be computed.

In FY 2023, attendance returned to pre-COVID-19 levels and the target was exceeded.

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

Year	Target	Actual (or date expected)	Status
2003	Not available	29	Historical actual
2004	Not available	26	Historical actual
2005	Not available	28	Historical actual
2006	Not available	32	Historical actual
2007	31	25	Target not met
2008	32	28	Target not met but improved
2009	32	39	Target exceeded
2010	32	35	Target exceeded
2011	32	41	Target exceeded
2012	32	33	Target exceeded
2013	35	47	Target exceeded
2014	39	46	Target exceeded
2015	40	46	Target exceeded
2016	42	43	Target exceeded
2017	45	53	Target exceeded
2018	45	47	Target exceeded
2019	50	51	Target exceeded
2020	50	44	Target not met
2021	50	58	Target exceeded
2022	50	44	Target not met
2023	50	47	Target not met but improved

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

**Frequency of Data Collection:** Annual

**Data Quality:** This measure is consistent with the standard Integrated Postsecondary Education Data System (IPEDS) methodology that uses a six-year cohort graduation rate, based on the same entering cohort as the IPEDS first-year persistence indicator; that is, the percentage of all incoming first-time, full-time freshmen students in one semester who have graduated by the end of six years after entry. Using the IPEDS methodology of calculating this graduation rate allows for comparisons with other colleges and universities. Gallaudet University reported the FY 2022 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 2016-2017 academic year).

**Target Context:** Gallaudet University’s 2010-2015 Strategic Plan identified a goal for improving the graduation rate of its undergraduate students to 50% by FY 2015. In order to get closer to meeting this goal, the targets for FY 2013 through FY 2016 were incrementally raised from 32% to 35%, 39%, 40%, and 42%, respectively. The targets were raised again in FY 2017 and subsequent year to 45% until FY 2019 where the target was raised to 50%.



Comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges and private nonprofit colleges have a six-year graduation rate of 63% and 68% respectively (Undergraduate Retention and Graduation Rates: updated May 2022). Gallaudet University noted that data from the National Student Clearinghouse Research Center indicated that the six-year graduation rate of first-time freshmen in fall 2016 was 62.3% (National Student Clearinghouse Research Center, 2022). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University. Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments) and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents’ household income; or young adults’ race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more “socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school” (Lipscomb, Lacoe, Liu & Haimson, 2018).

**Explanation:** This is a long-term measure. Gallaudet University’s six-year graduation rate of first-time, full-time degree seeking undergraduate students did not meet the target by 3%, but it improved compared to the previous year. The six-year graduation rate correlates with the retention to year 2. In other words, the lower the retention rate to year 2 is, the lower the six-year graduation rate will be. Cohort 2016 had a retention rate to year 2 of 63% whereas Cohort 2017 had a higher retention rate to year 2 of 72%, which partly explains the improvement in FY 2023 (Cohort 2017) six-year graduation rate compared to FY 2022 (Cohort 2016). In addition, about 4% of the students were still enrolled. If these students graduated within six years, the six-year graduation rate would have been 51% and met the target. Gallaudet also notes that in spite of improvement in six-year graduation rate, a higher percentage of students from Cohort 2017 left the university between year 2 to year 7 compared to Cohort 2016.

Gallaudet continues to focus on implementing action plans of Gallaudet’s strategic plan to increase the six-year undergraduate rate to 50%. Some of these action plans correspond to the plans tied to improving the persistence rate of students beyond year 2 through the newly established Student Success and Retention Strategies committee. Areas that will be addressed include maximizing Gallaudet’s early alert system, increasing Gallaudet’s focus on the retention of students of color, increasing the number of students declaring their major before their third year, and intentionally promoting both academic and career pathways as part of the new General Education engagement requirements along with strong co-curricular support to strengthen graduation and post-graduation outcomes.

**Measure 1.11 of 12:** 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	72	Target not met
2013	74	75	Target exceeded
2014	74	81	Target exceeded
2015	74	83	Target exceeded
2016	74	76	Target exceeded
2017	74	81	Target exceeded
2018	74	81	Target exceeded
2019	74	77	Target exceeded
2020	74	84	Target exceeded
2021	74	80	Target exceeded
2022	74	81	Target exceeded
2023	77	80	Target exceeded

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

**Frequency of Data Collection:** Annual

**Data Quality:** Gallaudet University calculates 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.

**Target Context:** Based on historical data, the Department set the target at 74% for FY 2012 and subsequent years until FY 2023. In FY 2023, the Department set the target at 77%.

**Explanation:** This measure was designated as a long-term measure. In FY 2023, Gallaudet University exceeded its graduate student graduation target of 77% by 3%. Gallaudet University has consistently exceeded the target for this measure since FY 2013.

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

Year	Target	Actual (or date expected)	Status
2014	Set baseline	72	Baseline
2015	65	73	Target exceeded
2016	65	79	Target exceeded
2017	65	89	Target exceeded
2018	65	69	Target exceeded
2019	65	77	Target exceeded
2020	65	66	Target exceeded
2021	65	77	Target exceeded
2022	65	73	Target exceeded
2023	65	73	Target exceeded

**Source:** Gallaudet University, Laurent Clerc National Deaf Education Center’s National Programs and Outreach

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

The following formula shows how the four-year ACGR would be calculated for the cohort entering the ninth grade for the first time in school year 2010-2011 and graduating by the end of school year 2013-2014:

Number of cohort members who earned a regular high school diploma  
by the end of school year 2013-2014

Number of first-time 9th graders in fall 2010 (starting cohort),  
plus students who transferred in,  
minus students who transferred out,  
emigrated, or died during school years  
2010-2011, 2011-2012, 2012-2013 and 2013-2014

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

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

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

**Target Context:** The new measure is a four-year ACGR based on first-time ninth grade cohorts. It uses the data definitions approved by the Department and is consistent with how states are now uniformly reporting graduation rates as required by the Every Student Succeeds Act. It replaces the two-year cumulative senior graduation rate (a cohort of seniors who completed their fourth year of high school and graduates and seniors from the same group who returned for a fifth year of school before graduating).

In 2014, the National Center for Education Statistics (NCES) reported that national graduation rates for students with disabilities in 2010-2011 and 2011-2012 were 59% and 61%, respectively. At that time in 2014, the most recent data available was from 2011-2012. The Clerc Center proposed using the 61% as a reference point in setting an appropriate target for its students. The target for 2015 and subsequent years was set at 65% and will be adjusted accordingly as new data on the national graduation rate of students with disabilities from NCES becomes available.

**Explanation:** This measure will allow for direct comparison with the national graduation rates of students with disabilities as reported by the Institute of Education Sciences’ National Center for Education Statistics. The target has been met each year from FY 2015 through FY 2023.



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’s and KDES’s innovative strategies/curricula or modifying their strategies as a result of MSSD’s and KDES’s leadership. *(Desired direction: increase)*

Year	Target	Actual (or date expected)	Status
2004	50	91	Target exceeded
2005	55	56	Target exceeded
2006	55	84	Target exceeded
2007	55	89	Target exceeded
2008	55	54	Target not met
2009	55	43	Target not met
2010	55	34	Target not met
2011	55	31	Target not met
2012	55	181	Target exceeded
2013	55	113	Target exceeded
2014	120	187	Target exceeded
2015	120	77	Target not met
2016	120	360	Target exceeded
2017	140	99	Target not met
2018	140	215	Target exceeded
2019	140	57	Target not met
2020	140	84	Target not met but improved
2021	140	164	Target exceeded
2022	140	72	Target not met b/c the program is being revised
2023	140	105	Target not met

**Source:** Gallaudet University, Laurent Clerc National Deaf Education Center’s National Programs and Outreac.

**Frequency of Data Collection:** Annual

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

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

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

Although the Clerc Center revised service delivery plans to work remotely with schools from March through September 2020, many schools and programs were understandably unable to keep plans for training/workshops, and many conferences and collaborations were postponed until schools and programs are better able to participate.

In order to meet nationwide demand from programs serving deaf and hard of hearing students, the Clerc Center greatly expanded virtual offerings, including workshops and training, during the 2021-2022 academic year. This allowed a greater number of programs to be served compared to pre-pandemic times.

In FY 2022, the Clerc Center concentrated national service efforts on moving all online resources to a new platform that will include much greater ability to support interactive support. This move has significantly affected accessibility to existing resources. As an example, a general education course usually popular with new users was on the previous platform. That course has been suspended until it is operational on the new system. This has reduced the overall number of individuals and programs able to access that course. The organizations represented by individuals completing this course would normally be counted in this measure. Additionally, stakeholder organizations have been focusing on targeted training. For instance, we had 128 individuals register for a single workshop; however, all 128 registered through the same organization. The reach of that training, therefore, was more extensive than the single count.

In FY 2023, the Clerc Center continued efforts to build its national online learning community, which will influence the design of the next metric for this area of work. Additionally, state and school partnerships have focused efforts on true school transformation, which means the Clerc Center is serving a smaller number of programs but with higher and more lasting impact.

All of these programmatic changes, done with the intent of increasing both reach and impact, will be considered in the design of the next evolution of this indicator.

Objective 3 of 4:

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

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

Year	Target	Actual (or date expected)	Status
2003	Not available	73	Historical actual
2004	80	69	Target not met
2005	81	84	Target exceeded
2006	82	73	Target not met
2007	82	70	Target not met
2008	82	80	Target not met but improved
2009	82	83	Target exceeded
2010	82	72	Target not met
2011	75	50	Target not met
2012	50	63	Target exceeded
2013	50	59	Target exceeded
2014	50	77	Target exceeded
2015	53	67	Target exceeded
2016	53	70	Target exceeded
2017	53	76	Target exceeded
2018	53	70	Target exceeded
2019	55	64	Target exceeded
2020	55	67	Target exceeded
2021	55	54	Target not met, but exceeds national percentage of employment among people with a disability
2022	55	77	Target exceeded

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

**Frequency of Data Collection:** Annual

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

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University began in the 2011-2012 academic year to collect new addresses immediately after graduation and to send out a Web-based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse’s Student Tracker service on alumni attendance at other universities. The additional information impacted the distribution of alumni between this category and 3.2.



**Target Context:** In FY 2011, the target for this measure was revised to 75% to reflect changes made in Measure 3.2 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or who were identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker’s information on enrolled students at other colleges and universities. The target was increased to 53% for FY 2015 to FY 2018 and increased to 55% for FY 2019 and forward.

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

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2021 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	117
Education	30
Neither	4
Total Respondents	151
Unknown/not responded	54
Total Graduates	205

It is important to note that some bachelors-level graduates who were employed during their first year after graduation were also pursuing additional education that matched the qualifications for Measure 3.2, but they are counted only in this category of employment.

The percentage of Gallaudet University’s undergraduate students who graduated in 2021 and who are employed during their first year after graduation increased 23 percentage points from the previous year. Part of this increase is due to the new leadership in the Office of Career Success and moving beyond the impact of the pandemic. While Gallaudet met the target, Gallaudet also notes that the percentage of deaf graduates who are employed exceeded the 2021 national data of people, aged 16 to 64 years, with a disability who are employed (31%). To continue exceeding the national average as well as continue meeting this target, the Office of Career Success will continue its work in the career ecosystem of 1) career success partners network, 2) experiential learning and internship success, and 3) employer and alumni engagement council.

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

Year	Target	Actual (or date expected)	Status
2003	Not available	38	Historical Actual
2004	40	36	Target not met
2005	41	36	Target not met
2006	41	13	Target not met
2007	37	14	Target not met but improved
2008	37	12	Target not met
2009	38	7	Target not met
2010	38	18	Target not met but improved
2011	45	45	Target exceeded
2012	45	35	Target not met
2013	45	38	Target not met but improved
2014	45	19	Target not met
2015	45	27	Target not met but improved
2016	45	26	Target not met
2017	45	19	Target not met
2018	45	26	Target not met
2019	43	33	Target not met but improved
2020	43	26	Target not met
2021	43	40	Target not met but improved
2022	43	20	Target not met

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

**Frequency of Data Collection:** Annual

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

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University began in the 2011-2012 academic year to collect new addresses immediately after graduation and to send out a Web-based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse’s Student Tracker service on alumni attendance at other universities. The additional information likely impacted the distribution of alumni between this category and 3.1.

**Target Context.** In 2011, the target for this measure was revised to 45% 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 identified in the Student Tracker service. The target was revised in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker’s information on enrolled students at other colleges and universities. The target was revised again in FY 2019 to 43% due to the change in the target in Measure 3.1.

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

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2021 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	117
Education	30
Neither	4
Total Respondents	151
Unknown/not responded	54
Total Graduates	205

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

The percentage of Gallaudet University’s undergraduate students who graduated in 2021 and who are in advanced education or training during their first year after graduation decreased 20 percentage points compared to the previous year. Gallaudet University states that this decrease is due to the increase of graduates who are employed during their first year after graduation. As mentioned in Measure 3.1, to continue exceeding the national average of employment among people aged 16 to 64 years with a disability as well as continue meeting this target, the Office of Career Success will continue its work in the career ecosystem of 1) career success partners network, 2) experiential learning and internship success, and 3) employer and alumni engagement council.





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

Year	Target	Actual (or date expected)	Status
2003	Not available	11	Historical actual
2004	Not available	15	Historical actual
2005	Not available	11	Historical actual
2006	Set Baseline	15	Baseline
2007	10	16	Target not met
2008	10	8	Target exceeded
2009	10	10	Target met
2010	10	10	Target met
2011	10	5	Target exceeded
2012	5	2	Target exceeded
2013	5	3	Target exceeded
2014	5	4	Target exceeded
2015	2	7	Target not met
2016	2	6	Target not met
2017	2	5	Target not met
2018	2	4	Target not met
2019	2	4	Target not met
2020	2	7	Target not met
2021	2	6	Target not met
2022	2	3	Target not met but improved

**Source:** Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates)  
**Frequency of Data Collection:** Annual

**Data Quality:** The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The rate reported in this indicator is defined as those who are not employed (both those seeking work and those not seeking work) nor in advanced education or training, divided by the total respondents to this survey.

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a Web-based survey with electronic reminders, in addition to the mailed survey. In the 2011-2012 and 2012-2013 academic years, the University also sought information about its recent alumni through the National Clearinghouse’s Student Tracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between 3.1 and 3.2. Measure 3.3 is the remaining percentage of alumni looking for work, are not employed, are not pursuing employment or additional education, or unknown.

**Target Context:** In 2012, the target for this measure was 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 identified in the Student Tracker service. The target was revised downward to 2% for FY 2015 and subsequent years.

**Explanation:** Gallaudet University reports each alumnus in only one category - either employed, pursuing additional education, or neither employed (including those seeking employment or not seeking employment) nor pursuing additional education.

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2021 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	117
Education	30
Neither	4
Total Respondents	151
Unknown/not responded	54
Total Graduates	205

The percentage of Gallaudet University undergraduate students who graduated in 2021 and who are not employed nor in advanced education or training during their first year after graduation decreased by 3 percentage points compared to the previous year. Gallaudet is addressing this target through the Office of Career Success’ work in the career ecosystem of 1) career success partners network, 2) experiential learning and internship success, and 3) employer and alumni engagement council.

**Measure 3.4 of 5:** The percentage of Model Secondary School for the Deaf graduates who are not in jobs or postsecondary (advanced education or training) programs within one year of graduation. *(Desired direction: decrease)*

Year	Target	Actual (or date expected)	Status
2007	Not available	0	Historical actual
2008	Set baseline	7	Baseline
2009	7	0	Target exceeded
2010	7	7	Target met
2011	0	7	Target not met
2012	0	7	Target not met
2013	0	24	Target not met
2014	25	7	Target exceeded
2015	25	17	Target exceeded
2016	25	21	Target exceeded
2017	25	11	Target exceeded
2018	25	19	Target exceeded
2019	25	3	Target exceeded
2020	25	8	Target exceeded
2021	25	8	Target exceeded
2022	25	20	Target exceeded

**Source:** Gallaudet University, Laurent Clerc National Deaf Education Center’s Office of Program Monitoring and Evaluation survey on graduates’ status

**Frequency of Data Collection:** Annual

**Data Quality:** Since FY 2008, the Clerc Center has been conducting a one-year follow-up survey during the following summer of each MSSD graduating class on the percentages of graduates in postsecondary education, employment, or doing neither. Starting in FY 2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of contacting each graduate or graduate’s family directly or getting results from a query to the National Student Clearinghouse’s Student Tracker service, the Clerc Center was able to get one-year follow-up data on 61% of the 2022 graduating class.

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

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

This data is comparable to data provided by the Office of Special Education Programs (OSEP) in its Part B State Performance Plan/Annual Performance Reports: 2013 Indicator Analyses for 2009, 2010, and 2011. Using the OSEP measure as a reference point, the target for this measure was set at 25% for 2014 and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly.

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

Survey Respondents	
Employed or in higher education one year after graduation	16
Doing neither one year after graduation	4
Total Respondents	20
Unknown/not responded	13
Total Clerc Center 2021 Graduates	33



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

Year	Target	Actual (or date expected)	Status
2013	100	76	Target Not Met
2014	75	93	Target Exceeded
2015	75	83	Target Exceeded
2016	75	79	Target Exceeded
2017	75	89	Target Exceeded
2018	75	81	Target Exceeded
2019	75	97	Target Exceeded
2020	75	92	Target Exceeded
2021	75	92	Target Exceeded
2022	75	80	Target Exceeded

**Source:** Gallaudet University, Laurent Clerc National Deaf Education Center’s National Programs and Outreach survey on graduates’ status.

**Frequency of Data Collection:** Annual

**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 of graduation. To address the previous low response rates, the Clerc Center revised its data collection methods in FY 2014 and achieved a higher response rate than that of previous years. For this new measure, the data on the outcomes of MSSD graduates will be collected each year through both a one-year graduate follow-up contact with the graduate or the graduate’s family and results from a query to the National Student Clearinghouse’s Student Tracker service. These results will include graduates enrolled at colleges and universities and/or competitively employed.

In FY 2023, the Clerc Center was able to get one-year follow-up data on 61% of the 2022 graduating class.

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

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

**Explanation:** This measure combines and replaces the two previous measures—“the percentage of MSSD graduates who are in jobs within one year after graduation” and “the percentage of MSSD graduates who are in advanced education or training programs within one year after graduation.” An aggregated indicator is a better measure of outcomes, as students who graduate from high school are often engaged in competitive employment and enrolled in a postsecondary program at the same time. This is also more consistent with the indicator used by the Department’s OSEP on the outcomes of students with disabilities one year after graduating from high school.

The raw data on the number of 2022 high school graduates who responded to the survey and/or were identified from the Student Tracker service are as follows:

Survey Respondents	
Employed or in higher education one year after graduation	16
Doing neither one year after graduation	4
Total Respondents	20
Unknown/not responded	13
Total Clerc Center 2021 Graduates	33

**Objective 4 of 4:**

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

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

Year	Target	Actual (or date expected)	Status
2003	Not available	227,487	Historical actual
2004	Not available	227,453	Historical actual
2005	Not available	219,897	Historical actual
2006	Not available	230,214	Historical actual
2007	Set Baseline	245,356	Baseline
2008	245,356	227,940	Target exceeded
2009	245,356	264,523	Target not met
2010	237,969	257,875	Target not met but improved
2011	243,204	252,501	Target not met but improved
2012	248,554	241,894	Target exceeded
2013	253,277	232,117	Target exceeded
2014	258,343	222,140	Target exceeded
2015	263,768	238,197	Target exceeded
2016	269,307	223,219	Target exceeded
2017	269,307	228,727	Target exceeded
2018	269,307	237,222	Target exceeded
2019	269,307	248,903	Target exceeded
2020	269,307	248,923	Target exceeded
2021	269,307	258,294	Target exceeded
2022	269,307	253,026	Target exceeded
2023	286,063	JANUARY 2024	JANUARY 2024

**Source:** Gallaudet University, Office of the Chief Financial Officer

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2021 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2016 to FY 2021. The Federal cost per graduate includes graduates who receive bachelor, master’s, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

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

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

**2013: 1.9% | 2014: 2.0% | 2015: 2.0%**

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

**2015: 2.1% | 2016: 2.1%**

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

**Explanation:** This measure is calculated by adding the Federal appropriations allocated to the university for the current year and the five preceding years, which is then averaged. The average is then divided by the number of graduates in the current year, both undergraduate and graduate students. Federal students’ financial aid, vocational rehabilitation payments, other Federal support for students, Federal grants and contracts, the Federal Endowment Grant Program, tuition payments, and other private funds received by the university are not included in this calculation.



Gallaudet University reported that the average six-year educational expenses and the average six-year Federal appropriations have increased by 2.57% and 2.94% from FY 2020, respectively; while the number of students graduating decreased by 0.80%. The average six-year federal appropriations per graduate increased by 3.76%; the average six-year educational expenses per graduate increased by 3.39%; and, as stated previously, the number of students that graduated decreased by 0.80%.

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

Year	Target	Actual (or date expected)	Status
2003	Not available	271,735	Historical actual
2004	Not available	272,294	Historical actual
2005	Not available	263,088	Historical actual
2006	Not available	273,068	Historical actual
2007	Set Baseline	292,279	Baseline
2008	292,279	272,094	Target exceeded
2009	292,279	313,142	Target not met
2010	284,066	301,652	Target not met but improved
2011	290,315	291,548	Target not met but improved
2012	296,702	276,785	Target exceeded
2013	302,339	263,927	Target exceeded
2014	308,386	250,882	Target exceeded
2015	314,862	270,652	Target exceeded
2016	321,474	256,199	Target exceeded
2017	321,474	266,033	Target exceeded
2018	321,474	277,524	Target exceeded
2019	321,474	289,506	Target exceeded
2020	321,474	288,211	Target exceeded
2021	321,474	297,987	Target exceeded
2022	321,474	295,362	Target exceeded
2023	341,476	JANUARY 2024	JANUARY 2024

**Source:** Gallaudet University, Office of the Chief Financial Officer

**Frequency of Data Collection:** Annual

**Data Quality:** The FY 2022 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2017 to FY 2022. The total educational cost per graduate includes graduates who receive bachelor, master’s, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

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

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

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

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

2015: 2.1% | 2016: 2.1%

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

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

Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 3.62% and 2.41% from FY 2021, respectively; while the number of students graduating increased by 4.55%. The average 6-year federal appropriations per graduate decreased by 2.04%; the average 6-year educational expenses per graduate decreased by 0.88%; and, as stated previously, the number of students that graduated increased by 4.55%.



Necessity of Now is a \$23 million campaign to build the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children, and to support university’s Center for Black Deaf Studies, the first of its kind in the world to preserve and advance Black Deaf history and culture, including Black American Sign Language.





# The Gallaudet Promise: Excellence in Learning and Discovery, Our 10-Year Vision

Gallaudet University and its communities are in a continual state of “becoming” or transforming. Through this transformation, the University positively impacts local communities, the nation, and the world for deaf people across the spectrum of identities. To fully “become,” Gallaudet must understand and reckon with its history, recognize the current context within which it exists, and envision a future where the world recognizes and values the contributions of deaf, hard of hearing, deaf-disabled, and deafblind people of all backgrounds and identities.

President Cordano, in office since January 1, 2016, leads The Gallaudet Promise, the university’s 10-year vision.

## The Gallaudet Promise

Since President Cordano’s arrival in 2016, Gallaudet has committed to a path of transformation that reflects the University communities’ input, ideas, and urgencies. Through this work, the vision for The Gallaudet Promise emerged, creating a road map for how we will create a more sustainable and vibrant life experience for deaf, hard of hearing, deaf-disabled, and deafblind people, and all of humanity. Preparing for and answering the five grand challenges sets Gallaudet on the path of transformation for the university and global community. The Short Term Strategic Plan, 2017-2020, provided the bridge to The Gallaudet Promise and a longer-term strategic vision.

Gallaudet’s current transformation is a commitment to address five grand challenges:

1. Demonstrating the benefits of an ASL/English education
2. Expanding the impact of Gallaudet’s creative edge
3. Realizing the value of Deaf people across the spectrum of identities
4. Creating pathways to success for Gallaudet students and graduates
5. Cultivating opportunities in both ASL and English-based economies

These grand challenges are central to Gallaudet’s 10-year vision, *The Gallaudet Promise, Excellence in Learning and Discovery*. They compel us to act. To address the grand challenges and achieve The Gallaudet Promise, the University will engage in initiatives within our identified priority areas:

1. Extraordinary Learning and Academic Excellence Across the Lifespan
2. Knowledge Creation and Discovery
3. Signing Ecosystems and Career Success

Central to transforming Gallaudet and achieving the Gallaudet Promise, our grand challenges and our priorities, are three imperatives or core values that must be integrated into all of the strategic work and, indeed, all aspects of the University:

1. Our Bilingual Mission
2. Our Commitment to Belonging and Equity
3. Our Belief in Innovation for Impact



As we move forward to achieve The Gallaudet Promise, we bring forward the lessons learned in this recent and unprecedented time in history:

- An overnight shift to online learning set the foundation for expanded remote programming and expanded visually-based materials for on-campus learning during the COVID-19 pandemic
- A national platform to support educators, families, and students in birth - 12th grade programs
- The urgent call to action to dismantle systemic and structural inequities which paved the way for a transformation of human resources and a university-wide anti-racism plan
- The reminder that trauma can pave the way for growth and change, and that Gallaudet has a role in that change

Achieving the The Gallaudet Promise is aspirational. For the first phase, Gallaudet has chosen to focus the University’s actions in five critical areas:

1. Transformational Accelerators,
2. Anti-Racism,
3. Bilingual Mission,
4. Academic Reimaging, and
5. Creativity Way, including the Louise B. Miller memorial project.

The above work comprises Phase One Strategic Plan which continued through FY 2023 consistent with Gallaudet’s Middle States Commission on Higher Education (MSCHE) accreditation self-study process. The work in each area of the strategic plan aligns with the Challenges, Imperatives and Priorities in The Gallaudet Promise and emphasizes high-impact, cross-division collaborations.



The work in the Phase One Strategic Plan is fundamental to Gallaudet’s impact and transformation and will lead into the Phase Two Strategic Plan, set to begin in FY 2024.

(Note: The Clerc Center strategic priorities incorporated into this plan and reflected in their division strategic plan must be based on public input as mandated by the Education of the Deaf Act).

An initial set of Key Performance Indicators (KPIs) to measure progress on The Gallaudet Promise Priorities One and Two were established in FY 2022. Additional KPIs are in development for Priority Three and the Imperatives. This work continued through FY 2023.

Shared Community Values

The Gallaudet Promise, as our vision and the related work in the Phase One Strategic Plan are set upon a foundation of our shared community values. The values composed through community dialogues and review reflect how we learn, work, engage, and grow together everyday as a community. We are working with University Communications on a community roll-out for these values. They are committed to sharing our values in a way that resonates and reflects our community and shows people how they are foundational for all that we do. Over time we will also show people how they connect to The Gallaudet Promise.

Gallaudet is our space where the Deaf experience and sign language vibrancy and vitality thrive. By acting together for the greater good of our students and our community, we create a better world.

Our values reflect our human connection to each other. Values make a difference when each of us actively applies them as we learn, work, and engage with each other.

- 1. **The Deaf Experience and Intersectionality:** Honor the Deaf experience across the spectrum of identities and intersectionalities.
- 2. **Being Bilingual:** Embrace and promote bilingual communication and sign language vibrancy as the essence of our connection as a community.
- 3. **Belonging:** Create a campus that leverages the rich diversity of identities, cultures, linguistic backgrounds, languages, and life experiences leading to equitable opportunities, full access, and a deep sense of belonging for all.
- 4. **Lifelong Learning and Adaptability:** Foster curiosity and adaptability about new and differing perspectives as the foundation for learning, research, discovery, and individual and community growth.
- 5. **Trust and Respect:** Act with personal and professional integrity to create a culture that reflects respect for ourselves, our campus, our community, and our planet.

I. Phase One Strategic Plan

The Phase One Strategic Plan is shared in full below, along with major actions that took place in FY 2023. The remaining content of this Annual Report of Achievements is framed by the Imperatives and Priorities of this plan.

Area One: Transformational Accelerators

Goal:

Gallaudet will redesign its on-campus and online infrastructure to rebuild the Clerc Center and campus experiences to be more agile and innovative in response to planned and unplanned influences.

Measures of Progress:

- 1A. Implement the initial phases of Connected Gallaudet by Summer 2022.
- 1B. Pilot the design lab within select university academic programs by Spring 2023.
- 2. Implement Phase One of the Human Resources Transformation redesign plan by the start of FY 2022.
- 3. Complete Operational Transformation Phase One by the start of FY 2023.
- 4. Complete Operations Operating Model Redesign by FY 2024.
- 5. Create mechanisms to address identified needs for in-the-moment campus-wide video production by Summer 2022.
- 6. Define programming and establish an online platform to disseminate research, lectures, films, and other content produced by the Center for Black Deaf Studies by the end of FY 2022.
- 7A. Fully build and design the Clerc Center’s national learning platform by December 2021.
- 7B. Design launch a marketing plan for the Clerc Center’s national learning platform by Spring 2022.
- 7C. Implement Phase One of initial engagement with teacher and leadership cohorts and a targeted launch to “super-users” and individuals that could contribute content to grow the national learning platform’s resources by Fall 2022.
- 7D. Design and implement Phase Two of the expansion and marketing plan for the Clerc Center’s national learning platform through 2023.
- 8A. Complete the revision of the website for the University and the Clerc Center by the end of FY 2022.
- 8B. Complete the Gallaudet and Clerc Center intranet by the end of FY 2022.

FY 2023 Major Action

- Completed Phase One of the Operational Transformation.

Area Two: Anti-Racism

Goal:

Gallaudet will enact key foundational elements to address the long-standing systemic barriers to belonging and equity throughout the University and Clerc Center.

Measures of Progress:

- 1. Operationalize recommendations from the Public Safety Assessment by December 2021.
- 2A. Establish the University-wide Social Justice and Racial Equity Collaborative (SJREC) by Fall 2021.
- 2B. Have the University-wide Social Justice and Racial Equity Collaborative (SJREC) charter in place by Winter 2022.
- 3A. Complete Year 1 of the Clerc Center Equity Plan by Fall 2021.
- 3B. Develop and implement Clerc Center Equity Plan Year 2 by Spring 2022.
- 3C. Draft Clerc Center Equity Plan Year 3 initiatives by Fall 2022.
- 3D. Complete Clerc Center Equity Plan Year 3 initiatives by Fall 2023.
- 4. Construct and make public a University-wide Anti-Racism policy with calls to action and sanctions by the end of FY 2021.
- 5. Establish a system to provide regular progress updates on the University’s Anti-Racism plan that includes 1) building an engagement and accountability database, 2) development of annual division racial and social justice progress reports, and 3) dissemination of a comprehensive racial and social justice progress report from the SJREC to the Gallaudet community in September 2022 and September 2023.

FY 2023 Major Actions

- Continued implementation and updating Gallaudet’s revised anti-racism plan.
- Administered the Intercultural Development Inventory to members of identified divisions.
- Launched the DEDI website, providing updates on anti-oppression efforts.

Area Three: Bilingual Mission

Goal:

Gallaudet will establish the foundation for its bilingual framework for teaching and learning across the lifespan, working, and interacting on-campus and virtually.

Measures of Progress:

- 1. Implement Phase One of Language Planning for faculty, staff and students including creating a first year semester plan for students, language plans for emerging signers, and developing ASL plans for staff by the end of FY 2022.
- 2. Complete ASL Development Program infrastructure and infuse into the Faculty Handbook, Administration & Operation Manual and Human Resources hiring procedures by the end of FY 2022.
- 3A. Operationalize the Bilingual Evaluation, Test and Assessment Center (BETA Center) by the end of FY 2022.
- 3B. Expand BETA Center programming throughout FY 2023.
- 4A. Develop a plan to further Language Vitality and Vibrancy (campus & remote) in FY 2022.
- 4B. Begin implementation of Language Vitality and Vibrancy plan in FY 2023.

FY 2023 Major Actions

- Established a process to measure sign language competency of graduate students
- Shifted coordination of the Emerging Signers Program to the Chief Bilingual Officer Division in collaboration with the General Education Program
- Offered ASL classes to the staff through the CBO Division
- Established the infrastructure for the ASL Development Program

Area Four: Academic Reimagining

Goal:

Gallaudet will establish the vision, infrastructure, and strategy to transform long-term enrollment across the lifespan.

Measures of Progress:

- 1. Complete restructuring of the University Division of Academic Affairs as follows:
  - A five schools by fall 2021
  - B. Career Center by end of FY 2023
  - C. Graduate Admissions by the end of FY 2022.
- 2. Complete the University Research restructuring by Spring 2023.
- 3A. Select a new Learning Management System that aligns with bilingual learning by the end of FY 2023.
- 3B. Begin migration to a selected Learning Management System that aligns with bilingual learning by the end of FY 2024.
- 4A. Redesign and align the Gallaudet University Regional Centers (GURC) with Regional Early Acquisition of Language (REAL), beginning with establishing Alabama Institute for Deaf and Blind as the GURC South site, along with multi-year budget and expansion plans set by the end of FY 2021.
- 4B. Hire a new Gallaudet University Regional Center (GURC) Director in the Midwest by the end of FY 2022.
- 4C. Develop multi-year budget and expansion plans by the end of FY 2022.
- 5A. Create the University enrollment strategy plan that includes an enrollment task force, a marketing plan, and an enrollment goal by the end of FY 2022.
- 5B. Implement the University enrollment strategy plan by the end of FY 2023.
- 6. Complete actions in accordance with set timelines as defined in the KDES/MSSD CEASD/MSA accreditation plan.



- 7A. Complete renovation charter, identify stakeholder group, and contract an architect for the library renovation by summer 2021.
- 7B Complete pre-construction design and permitting for the library by the end of FY 2023.
- 8A. Define the holistic student experience by the end of FY 2022.
- 8B. Design a framework to strengthen the holistic student experience on-campus and virtually by the end of FY 2023.
- 8C. Implement the holistic student experience framework by the end of FY 2024.
- 9. MSCHS Self-Study Report (SSR) submitted by Fall 2022.

**FY 2023 Major Actions**

- Reaffirmed the University's accreditation through the Middle States Commission on Higher Education
- Began development of the Center for Black Deaf Studies online platform
- Implemented the Office for Career Success two-year strategic plan
- Launched the online Career Library
- Completed restructuring of the five academic schools

**Area Five: Creativity Way, including the Louise B. Miller Memorial Project**

**Goal:**

Gallaudet will complete the Louise B. Miller Memorial as the lead project of Creativity Way's "front porch" as well as the academic and construction planning for the next phase of Creativity Way development.

**Measures of Progress:**

1. Develop related plans, documents, and materials that define and communicate a Capital Campaign by Spring 2022.
2. Complete \$23 million fundraising campaign for the Louise B. Miller Pathways and Gardens by the end of FY 2023.
- 3A. Complete initial academic programming for the Creativity Way Alley by FY 2023.
- 3B. Complete pre-construction design and permitting for the Creativity Way Alley and A&T lots by Summer 2022.
4. Commence the initial phase of the Louise B. Miller Pathways and Gardens construction, with completion anticipated in FY 2023.

**FY 2023 Major Actions**

- Held a public graduation ceremony for the 24 Black Deaf students who attended Kendall School Division II from 1952 to 1954.
- Completed the design plans for the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children.
- Continued fundraising efforts toward the \$23 million goal for the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children

Gallaudet offers doctoral degrees in several disciplines, including clinical psychology, critical studies in the education of deaf learners; educational neuroscience; hearing, speech, and language sciences; and linguistics.



Gallaudet promotes a bilingual way of being.







# Imperative One: Bilingual Mission

Gallaudet’s bilingualism is defined as visuo-centric and requires both American Sign Language (ASL) and written English. Neither language alone is sufficient for all linguistic functions of life, work, and learning that the university requires. The fluent and vibrant use of ASL and written English is central to the direct teaching and learning, communication, and community building that is necessary for academic excellence and supporting deaf, hard of hearing, deaf-disabled, and deafblind people to flourish.

Students respond to a witty statement by a classmate during a Zoom class.

## I. Office of the Chief Bilingual Officer

Since its founding in 1864, Gallaudet University has offered a unique, bilingual learning environment. In 2007, the University’s Board of Trustees adopted a new mission statement which committed the University to becoming more intentional about leveraging the advantages of providing bilingual education for deaf and hard of hearing students. In the transformation from “default bilingualism” to a model of “intentional and inclusive bilingualism,” Gallaudet has undertaken a number of steps to implement this mission. Those steps include 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, former Provost Carol J. Erting established the Center for Bilingual Teaching and Learning (CBTL) in August 2014. This center brought together work previously coordinated by the Office of Bilingual Teaching and Learning (OBTL) and the Gallaudet Scholarship on Teaching and Learning Initiative (GSTLI). In doing so, it unified resources for and research about bilingual teaching and learning.

The original responsibility of CBTL was to support faculty and staff in developing capacity to engage in best practices in bilingual teaching and learning. However, the need to support other stakeholders such as students, alumni, and friends expanded, and President Cordano appointed Dr. Laurene E. Simms as Interim Chief Bilingual Officer (CBO) in January 2020. Dr. Simms then became the permanent CBO after a nationwide search in March 2023.

### Mission

As university experiences evolve, Gallaudet University is more dedicated than ever to delivering a top-notch bilingual education in a successful, nurturing environment where our deaf, hard of hearing, deafblind, and deaf-disabled stakeholders can thrive openly in ASL and English.

### Vision

Members of the Gallaudet community will have the ability to address and resolve complex problems, to contribute to professional and social networks, to understand the importance of physical and emotional wellness, and finally, to learn for the rest of their lives and careers through the lens of ASL and English bilingualism, diversity, equity, and inclusion.

### Bilingual Evaluation, Test, and Assessment Center

The office of the Chief Bilingual Officer is in the process of developing the Bilingual Evaluation, Test and Assessment (BETA) Center. The mission of the BETA Center is to provide reliable and valid language measurements through bilingual communications.

Products and services from the BETA Center will promote the professional development of bilingual communications and language usage among Gallaudet faculty, students, and friends. These existing testing systems will be housed in the BETA Center: Classroom Discourse Observation (CDO), Teaching and Learning Support (TLS), American Sign Language Proficiency Interview (ASLPI), and American Sign Language Placement Test (ASLPT).

#### Classroom Discourse Observation (CDO)

CDO is a summative assessment which identifies the ASL discourse and language, bilingual teaching approaches, and visual interactions between faculty and students.

CDO now includes both online screen recording of the faculty via Zoom and on-site, a hybrid tool. A new rubric has been developed to note students’ comprehension of the faculty and the faculty’s comprehension of the students.

During Academic Year 2022-2023, 13 faculty members participated in the CDO process, a nearly two-fold increase from the previous year.

#### Teaching and Language Assessment (TLA)

TLA uses formative assessment that consists of feedback intended to foster development and improvement within an ongoing activity (teaching).

During Academic Year 2022-2023, a total of 49 faculty members participated in the TLA process, compared to 43 in the previous year.

#### American Sign Language Proficiency Interview

ASLPI, a holistic language evaluation used to determine global ASL proficiency, has recently transferred from Academic Affairs to the Office of the CBO. The basic precept in this type of evaluation is to discover through a face-to-face interview what an individual can do with the target language at a given point in time. The ASLPI is a 20-25 minute video-recorded interactive dialogue between the examinee and the interviewer. The interview is rated by a team of evaluators and examinees are awarded an overall proficiency level on a 0-5 rating scale. Language proficiency evaluation was originally developed by the Foreign Service Institute (FSI) of the U.S. Department of State, and has been used by the government for decades. Adaptations to the language proficiency evaluation were made with respect to ASL, and the ASLPI was born. The ASLPI is utilized by agencies, schools, universities, programs and employers nationwide.

A new platform for ASLPI rating is underway and protocols will be reviewed for further development and changes.



American Sign Language Placement Test

Gallaudet’s mission strives to develop a bilingual work environment utilizing ASL. A tool to achieve this goal is the American Sign Language Placement Test (ASLPT), which is used to determine the appropriate placement for new undergraduate students in one of three or four credit-bearing courses: (1) ASL 111-American Sign Language I and II; (2) ASL 112-American Sign Language III and IV; or (3) ASL 125-American Sign Language. Currently, this testing is housed and conducted through the administrative unit of Academic Affairs.

ASLPT videos have been filmed, edited, and uploaded into storage since 2014. Currently, a total of 673 videos are being revisited, reidentified with an accurate description, and reorganized within the video storage. While the CBO team is also building a new testing platform, the ASLPT project leader will work closely with two graduate assistants to reorganize and tag all videos on Blackboard to ensure that the test is consistent and current with the data collected in 2018.

ASL Development Program (ASLDP)

The ASL Development Program (ASLDP) is designed to provide robust opportunities for Gallaudet faculty to improve ASL skills necessary for teaching and learning and for staff to communicate with the campus community. The five components of ASLDP include New Emerging faculty signers’ language development plans; ASL Gatherings; Individual ASL Support; ASL Immersion Day; and Staff ASL courses. Faculty ASL courses (FASL) and Staff ASL courses (SASL) were added in the Fall of 2021 as new components of ASLDP.

During Academic Year 2022-2023, there were three new and emerging faculty signers. All had the opportunity to meet with the ASLDP manager and update their ASL development plans, and discuss plans to maintain ASL skills during Academic Year 2022-2023.

For the ASL Gatherings, 10-12 faculty and staff had the opportunity to participate and practice ASL skills in an interactive setting three times per week. These hour-long sessions focus on ASL and linguistic topics to increase a better knowledge and apply ASL skills.

Individual ASL Support is designed to provide discipline-specific support to individual faculty members on improving their ASL development for classroom instruction and interaction. In Fall 2022 and Spring 2023, 11 Deaf ASL specialists were assigned to work with 11 faculty members for one to two hours per week for a total of 30 weeks.

ASL Immersion Day activities are created and planned as an opportunity for faculty and staff to participate and experience an immersive and interactive environment with Deaf ASL facilitators. Twenty-one (21) faculty and staff participated in this all-day event on May 10, 2022.

- Faculty ASL (FASL) courses were implemented and held virtually with four deaf ASL instructors during Academic Year 2022-2023. A total of 8 faculty members participated in three levels (beginning, intermediate and advanced) of FASL courses.
- Staff ASL (SASL) 101-103 courses were offered to 30 campus staff with one full-time ASL instructor teaching face-to-face in Fall and Spring. Three sections of SASL 101 were offered in Summer 2023, with a total of 10 staff participating.

Bilingual Approach Seminar: Levels 1 and 2

A series of critical pedagogy modules is available for professional development in bilingual instruction. Critical pedagogy, as defined by Wink (2000), is a process whereby professionals “name” their beliefs, “reflect” critically upon them, and then take “action.” Professionals will “act” to implement effective practices of ASL and English bilingual instruction that will enhance the achievement of students in all academic classes. The bilingual pedagogy is discussed and taught at two levels of the Bilingual Approach Seminar (BAS), as follows:

- Level 1: Introduction to ASL and English Bilingualism
- Level 2: Application of ASL and English Bilingualism in a classroom

Click here for ASL version: <https://youtu.be/4u4sWwzLuhc>

Wink, J. (2000). *Critical pedagogy: Notes from the real world*. Upper Saddle River, NJ: Pearson.

Bilingual Policies Relevant to Language Access and Development

In continuing the analysis of policies and procedures at Gallaudet with a bilingual lens, all relevant University-wide handbooks have been reviewed. The Student Handbook is undergoing a second round of reviews, including implementing a bilingual format, and so is the Administration & Operations manual. The Faculty handbook is awaiting review and a vote on a substantive proposal to the Faculty Senate.

Heritage Sign Languages Center

The Heritage Sign Languages Center (HSLC) was established at Gallaudet University on March 17, 2022, operating under the Office of the Chief Bilingual Officer. HSLC is dedicated to offering a range of multicultural family services, educational programs, and community initiatives tailored to benefit individuals who are deaf, deafblind, deafdisabled, and hard of hearing across all age groups from all walks of life. In order to achieve excellence in early hearing detection and intervention services, HSLC is at the forefront, blazing a trail along with Black, Indigenous, and People of Color Deaf professionals and allies who view the world through a multicultural and restorative justice lens.

Family Language Connector Program (FLCP): Under the umbrella of HSLC, the Family Language Connector Program (FLCP) plays a pivotal role in promoting meaningful connections between deaf children and their families. FLCP achieves this through a combination of virtual and in-person family sign language services facilitated by connectors who possess cultural competency, empathy, professionalism, and fluency in heritage sign languages: American Sign Language (ASL), Mexican Sign Language

(LSM), and Black American Sign Language (BASL). These connectors form the cornerstone of our mission by forging trust-based relationships with diverse families and providing unwavering support throughout their unique language-learning journey. Since 2020, FLCP has served over 320 families.

Commitment to Family Support: FLCP is dedicated to enriching family dynamics and enhancing family functioning by providing cutting-edge knowledge and supportive services. We firmly believe that a strong family unit is the bedrock of a thriving Deaf and Hard of Hearing community.

Collaboration: HSLC offers numerous opportunities for families to participate in a wide array of family activities and multicultural deaf events. These events serve as platforms for families to build meaningful relationships and network with other families, members of the Deaf community, and professionals.

Learning: At HSLC, we employ an evidence-based curriculum that offers family-friendly units and lessons supplemented by conferences, workshops, and webinars. Our commitment to continuous learning ensures that families are equipped with the tools they need to navigate the challenges and opportunities presented by the deaf, deafblind, deafdisabled, and hard of hearing experiences.

Mentoring: We recognize the importance of individualized support, which is why HSLC provides one-on-one mentoring sessions celebrating the richness of multicultural heritage sign languages. These sessions empower both children and families to learn and grow, fostering a deeper connection to their cultural and linguistic roots.

Services: HSLC extends its reach through virtual American Sign Language (ASL) sessions for families, which are accessible online and facilitated by our connectors. This convenient and innovative approach ensures that families can access valuable language resources from the comfort of their homes.

The Heritage Sign Languages Center (HSLC) stands as a beacon of support, education, and community for deaf, deafblind, deaf-disabled, and hard of hearing individuals of all ages and diverse backgrounds. Our commitment to family connections, cultural preservation, and linguistic enrichment is the cornerstone of our mission, driving us to empower individuals and families within our diverse community.

II. Andrew W. Mellon Foundation Grant

In 2020, Gallaudet University, through the Office of the Chief Bilingual Officer (CBO),received a grant of \$800,000 from the Andrew W. Mellon Foundation to fund the Visual Teaching and Learning Project (VCTL). The purpose of VCTL is to develop innovative approaches to faculty development that are visually-centered, grounded in American Sign Language and English bilingualism, culturally responsive, and trauma-informed. These approaches include video clips of exemplary teaching, redesigned courses, Interactive Theatre, and faculty mentoring for trauma-informed practices.

Since Gallaudet is home to the NSF-funded Visual Language and Visual Learning (VL2) laboratories, VCTL has also been able to forge connections to link VL2’s ground-breaking research to classroom pedagogy in higher education.

- Key accomplishments of the Visual-Centric Teaching and Learning project for FY 2023 include:
- Google Drive-based collection of 186 resources, plus 13 interactive syllab,i on ASL and English bilingual teaching, culturally responsive pedagogy, and trauma-informed education, along with readings on teacher-leadership in higher education
  - Library of 25 videos of exemplary practices of visually-centric, ASL and English bilingual, culturally responsive and trauma-informed teaching in higher education
  - Online asynchronous faculty development in ASL and English bilingual teaching through Bilingual Approaches Strategies (BAS I and BAS II)
  - Faculty mentoring in trauma-informed support for students
  - Videos of trauma-informed support for higher education faculty
  - Symposium in March 2023 that showcased VCTL’s accomplishments, as well as VCTL and VL2 intersections with 108 participants

A permanent website with the above resources has been published at <https://www.gallaudetvctl.com/>



Professor Alicia Wooten reaches biology and public health. She was also a leader in the university’s COVID-19 response.



### III. Communication Access: Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) supports comprehensive information access through exemplary interpreting services that support communication between Deaf, DeafBlind, hard of hearing, and hearing individuals both on campus and at off-campus Gallaudet-related events.

#### Services Provided

##### GIS Primary Services

- ASL-to-English and English-to-ASL interpreting
- Deafblind interpreting (tactile, Pro-Tactile, close vision, low vision)
- Captioning: Communication Access Real-Time Translation (CART) for academic courses

##### GIS Services

- Communication access services to students, faculty, and staff for the purpose of excellence in education, employment, and administration.
- Captioning service made available to students in academic settings depending on their communication needs.
- Comprehensive after-hours emergency response program for on-campus emergencies.
- Interpreter coordination and liaison activities supporting large and/or complex university interpreting requests.
- Results! Mentoring Program, providing mentoring, training, consultation, and supervision to GIS staff, intern interpreting students and GIS freelance interpreters with special focus on historically underrepresented groups in the profession.
- Professional development: GIS offers workshops on a variety of topics related to interpreting. GIS processes continuing education units offered by the Registry of Interpreters for the Deaf, for training events related to the interpreting field for the entire Gallaudet campus.

#### Service Provider Staffing

GIS employs 34 permanent staff employees, including the GIS Director, five Senior Interpreting Administrators who supervise 23 staff interpreters (six deaf interpreters and 17 hearing interpreters), and one Scheduling Manager who supervises two staff schedulers and one scheduling contractor. The Associate Director oversees the interpreting and operations unit including billing and payroll processes. Departmental operations and GIS leadership are supported by one administrative assistant. Approximately 115 additional part-time, long-term temporary interpreters work on a freelance, hourly basis for GIS. Additionally, GIS negotiates contracts with local and out-of-state agencies in order to secure additional interpreting support for internships, externships, special events and during high volume periods.

#### Service Requests

Content, setting, size, and scope of interpreting requests vary widely across administrative, operational, and educational areas and include:

- College classrooms from college preparation through the doctoral level
- Birth-12th grade school events and classrooms
- Student activities
- Student internships
- Campus administrative and operational activities
- Campus visits
- Legal and law enforcement
- Medical/mental health
- Large conferences and international events
- Employment processes
- Campus-wide presentations and dissertation defenses
- Government relations

#### Service Programs

##### Emerging Signer Program

GIS provides specific support and training to interpreters working with students who are in the process of learning ASL. The Emerging Signers Program has been a collaborative effort with the Office of Student Success to support student access in the classroom, and has now been expanded to include support and leadership from the Office of the Chief Bilingual Officer. This unit has a high level of interaction with students regarding their communication needs. Students set goals and are encouraged to develop ASL skills through immediate or gradual immersion experiences when possible, without compromising access to classroom communication. GIS modifies how interpreting services are provided to support their ASL acquisition and trains interpreters in this unique approach.

##### Results! Mentoring Program

GIS administers the Results! Mentoring Program, a nationally recognized program that provides structured support to interpreting students and professional working interpreters who desire skills-refinement or specialization, as well as training in mentoring techniques and processes. The mentoring program supports cutting-edge, ongoing professional development of staff interpreters and the development of a pipeline to the profession for senior interns and graduates of the Gallaudet Department of Interpretation and Translation.

##### Emergency Response Program

GIS provides emergency communication support to faculty, staff, and students, both at Gallaudet and at the Clerc Center’s Model Secondary School for the Deaf and Kendall Demonstration Elementary School. GIS works closely with the Department of Public Safety (DPS), Residence Life and Housing staff, and external emergency support personnel in assessing, determining, and providing communication support. This model program is staffed with interpreters who are nationally certified, many holding additional specialty certifications for interpreting in legal situations. Additionally, interpreters have specialized training in interpreting for law enforcement, medical, and other emergency situations.

##### Event Coordination and Department Liaison Support

GIS staff interpreters and schedulers provide interpreter coordination and department liaison services to foster cost-effective, high-quality and coordinated interpreter service coverage for the campus for unique, complex and/or high-volume requests such as the career fair, where students engage through interpreted interactions with a large number of potential employers.

#### Service Quality Assurance

Interpreters who apply to work for GIS must be nationally certified and have at least three years of professional experience. GIS staff developed a robust in-house, research-based screening system for screening staff and freelance interpreters to ensure that their skills meet campus needs. GIS screening committee evaluates the interpreting, ethical, and professional skills of interpreters. GIS staff and leadership are currently recalibrating the screening to ensure it aligns with current unit and campus priorities and supports a pipeline to GIS and Gallaudet.

#### Service Hours Data

The following graphs and tables provide the number of hours of direct student services, including interpreting for all direct services such as classroom, internships, externships, student teaching, and consortium courses, as well as for other services provided for students. For the Clerc Center, this includes the Parent-Infant Program and Emerging Signers Program.

##### Courses Supported by Semester and Service

Service	Fall 2017	Spring 2018	Total AY 2018	Fall 2018	Spring 2019	Total AY 2019	Fall 2019	Spring 2020	Total AY 2020	Fall 2020	Spring 2021	Total AY 2021	Fall 2021	Spring 2022	Total AY 2022	Fall 2022	Spring 2023	Total AY 2023
Captioning	45	36	81	17	8	25	55	20	75	53	29	82	40	19	59	25	15	40
ASL-English	56	53	109	97	78	175	51	37	88	109	102	211	31	42	73	81	72	153
IntraLingual	-	-	-	-	-	-	35	5	40	22	21	43	12	1	13	4	11	15
DeafBlind	55	61	116	69	62	131	61	18	79	58	59	117	33	49	82	40	36	76
Total	156	150	306	183	148	331	202	80	282	242	211	443	116	111	227	150	134	284

##### Direct Student Services Hours Provided by Fiscal Year and Area

Area	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
President	-	13	67	32	1,263	803	78
Administration and Finance	7	6	7	3	2	-	33
Academic Affairs	42,508	42,719	49,389	3,4397	32,680	33,227	33,027
Clerc Center	6,722	7,683	8,785	5,486	5,984	5,243	7,192
Total	49,237	50,421	58,248	39,918	39,929	39,273	40,330

##### Hours of Direct Total Services Provided University-Wide by Fiscal Year and Type

Type	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Student	49,238	50,421	58,248	39,918	39,929	39,273	40,330
Student-Related	4,083	3,047	4,867	3,176	4,339	4,498	2,995
Other	22,538	25,916	24,712	14,426	24,094	52,880	37,993
Total	75,859	79,383	87,827	57,520	68,362	96,651	81,318

##### Percent of Student Services (Direct and Related) Provided University-Wide

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Percent of student services	65%	64%	66%	75%	65%	45%	53%



JumpStart is a four-week immersion program for new and emerging signers held each summer before the start of the Fall semester. In addition to learning ASL, students participate in Personal Discovery, a suite of team-building and problem-solving activities such as Hand Knots, which requires agility, patience, creative thinking, and cooperation.

# Imperative Two: Equity and Belonging

Inclusivity for all: The Gallaudet community extends well beyond its schools and campus. Gallaudet strives to be a community where people feel they belong and contribute to the world as their authentic selves. Gallaudet is taking actions to eradicate racism, audism, and other -isms through systems transformation and individual change so that the University and Clerc Center are places where all people feel safe and valued, and so that all members have fair and just access and opportunities for growth, success, and academic and/or professional fulfillment.

## I. Division of Equity, Diversity, and Inclusive Excellence (DEDI)

### Equity and Belonging: Highlights, 2022-2023

1. Community Conversations on May 4, 2023 – DEDI held an open forum where the Division provided an update on the work they had been doing. There were approximately 40 people in attendance. The second half of the forum was devoted to allowing participants to write questions and comments to various prompts provided by DEDI. The themes used to frame discussions included: Belongingness and Awareness; Communication; Power and Culture Dynamics and Culture and Language Oppression; and Systematic Restructuring.
2. Belonging and Equity in Action Summit (BEIA) – The Division partnered with Institutional Advancement to organize the inaugural BEIA Summit. This Summit brought together EDI thought leaders from government, education, and business. By design, there were an equal number of signing and non-signing people in attendance. Visa made a three-year pledge commitment to the Necessary of Now Campaign. There were several presentations by Gallaudet community members and we have set a goal to create a tool or toolkit over the next four years. The aim of the tool/toolkit is to help us measure belonging.
3. The DEDI Project Manager served as a facilitator and trainer for 150+ staff and teachers on the presentation topic titled “Transformative Approaches to Leadership at the Eagles Nest: 13 Guiding Principles” at California School for the Deaf, Fremont in November 2022. He also was invited to the Youth Empowerment Summit (Y.E.S.) as a guest speaker to engage with youth on the topic titled “You are the Future Leaders” at the National Black Deaf Advocates (NBDA) biennial conference in Birmingham, Alabama in August 2023.
4. Inclusive Excellence Ambassadors (IEA) program for faculty and staff – The program was re-implemented in Spring 2022 for faculty and staff who have a passion for social justice and community engagement. The purpose of the IEA program is to provide faculty and staff professional-level support and antiracism and diversity education and training. In the Fall of 2022, 18 faculty and staff attended nine training sessions and intergroup discussions. In the Spring of 2023, 15 faculty and staff joined the program.
5. The Inclusive Excellence Student Ambassadors (IESA) program was implemented in Spring 2022 for students who have a passion for social justice and community engagement. The purpose is to provide students professional-level support and antiracism and diversity education and training. In the Fall of 2022, 13 students completed the program. In the Spring of 2023, 13 students completed the program.
6. Over the summer of 2023, the above programs (IEA and IESA) were revamped along with other programs within DEDI to become part of a new Inclusive, Diversity, Equity and Accessibility (IDEA) certification to launch in Fall 2023.
7. Unpacking Bias and Anti-Oppression training for students – Six students completed three sessions in Fall 2022, while three participants finished the program in Spring 2023. DEDI also collaborated with the Graduate School GLIDE program to train graduate students. Two of those students participated in the Fall of 2022, and seven graduate students completed the three sessions in Spring 2023. DEDI is shifting its strategy on this program and revising its curriculum.
8. Unit Assessments – The Division continues to rely on Unit Assessments to determine the needs of other divisions requesting training. During FY 2023, we provided four programs with Unit Assessments, which includes programs at the Clerc Center. Based on the feedback received from the unit assessments, we are developing focused trainings.
9. Bison Circle – Due to low participation in Bison Circle: Affinity Groups, DEDI decided to put the program on hold in the Fall of 2022 to revamp this program. In the Spring of 2023, the Manager of Communications and Community Engagement decided that one way to use Bison Circles was to provide space in response to a current event. On April 5, 2023, DEDI hosted a Bison Circle in response to the fire at an immigration detention center in Ciudad Juárez, Chihuahua, Mexico. The fire killed 40 people and injured others. During the summer of 2023, DEDI decided that Bison Circles will be used as needed, for current events and by request.
10. Allyship to Accountability: White People Confronting Oppression – Throughout the year, the DEDI Manager of Communications and Community Engagement researched and participated in professional development opportunities on the establishment of White accountability groups, to determine how to establish such a group here at Gallaudet. This group will begin in the Fall of 2023. Its purpose is for White people to come together and discuss the characteristics of Whiteness and White supremacy. The goal is to increase understanding and accountability, and for participants to develop allyship skills.
11. The DEDI Manager of Communications and Community Engagement served as a guest speaker for five classes throughout the year on LGBTQ+ topics. He also served on a two-hour Sex Awareness panel hosted by the Health and Wellness programs in March 2023. In addition, he trained the staff of the Office of Graduate Admissions on how to work with LGBTQ+ applicants, particularly transgender and nonbinary students.
12. Agboola Dinner, April 6, 2023 – DEDI sponsored and participated in the traditional Agboola Dinner, in honor of the late Dr. Isaac O. Agboola, who used to host community dinners to discuss controversial topics. This dinner discussed an incident at Stanford Law School involving an ultra-conservative lawyer serving as a guest speaker. Many of the school’s students were marginalized people of color, or members of the LGBTQ+ community who verbally protested his presence. Participants of the dinner read an article about the incident, plus two opposite opinion pieces to get a sense for both sides of the issue. Thirteen participants – a diverse mix of students, staff, faculty, and administrators – attended the dinner, hosted at Mozzarella. This event was in collaboration with the Center for Democracy in Deaf America (CDDA).



13. DEDI provided a three-hour diversity training program to six students in the Educational Neuroscience program, on May 23, 2023. This will become an annual program for PEN students.
14. On July 26, 2023, Gallaudet sent out an update on HR and EOP changes. Title IX is now under Equal Opportunity Programs (EOP), which will centralize all discrimination and harassment cases. Reasonable Accommodations for Employees was transferred to HR. Interview Committee Selection and Oversight was also transferred to HR, in collaboration with DEDI.
15. All current DEDI staff members participated in the IDI Qualifying Seminar and earned certifications to become Qualified Administrators to provide services associated with the Intercultural Development Inventory (IDI).
16. DEDI collaborated with the Office of Undergraduate Admissions and facilitated the distribution of the Intercultural Development Inventory (IDI) to all staff members. Remarkably, 100% of the department’s personnel completed the IDI assessment. Moving forward, the plan is to implement various training programs during Academic Year 2023-2024. These initiatives aim to enhance intercultural competency, elevate cultural awareness, and foster heightened sensitivity in engaging with and recruiting prospective students.

II. Recruitment of a Diverse Student Body

The Office of Undergraduate Admissions works to recruit and enroll a diverse and academically talented group of students. To accomplish this goal, admissions counselors made a concerted effort to target and visit schools with large, diverse student populations, and developed recruitment initiatives to attract prospective students with diverse backgrounds and communication styles.

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

Gallaudet has continued its recruiting efforts by focusing on a variety of schools, including residential schools for the deaf, mainstream schools, and two-year college programs attended by deaf and hard of hearing students. School visit sites were determined based on criteria that include the number of applications received, the number of current prospects and inquiries, participation in the University’s Academic Bowl program, school location, diversity considerations, recommendations, and new leads. Marketing efforts have included focusing on financial aid, scholarships, and intensive summer programs designed to transition students into college, such as JumpStart: ASL and the STAMP Summer Bridge Program.

Gallaudet has maintained interest in our programs not only by visiting schools, but by hosting four Open Houses, with a total of 264 deaf, hard of hearing, and hearing attendees. Our Maguire Welcome Center also collaborated with key campus stakeholders such as the Athletic Department to offer Free Trip experiences for prospects. This year, 20 of the 37 (54%) prospects who came with a parent or guardian on a free trip were students of color, and of these 37 prospects, 17 (46%) enrolled.

Upon acceptance, in an effort to recruit academically talented students from diverse backgrounds, scholarships and merit awards were structured to recognize talents and abilities across a number of dimensions. Gallaudet awarded a total of 141 merit scholarships to students, including 11 who did not disclose their ethnicity. Of the 130 merit scholarships awarded to students with known ethnicity, 61 (47%) went to students of color. Of the total number of domestic students who enrolled in Fall 2023, 56% were students of color.

Percent New U.S. Degree-Seeking Students of Color (SOC)<sup>1</sup> Undergraduates, Fall 2019–Fall 2023

	2019	2020	2021	2022	2023
% New SOC Enrollment	51%	47%	54%	43%	50%

	Count
American Indian/Alaska Native	1
Asian	6
Black/African American	35
Hispanic of any race	63
Native Hawaiian/Other Pacific Islander	1
Non-Resident Alien (IPEDS)	6
Race and ethnicity unknown	15
White	85
Two or more	2
Grand Total	214

<sup>1</sup>08 SOC/193 domestic students = 56%

Recruitment Visits by Location Trend\*

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Schools for the Deaf	78	60	77	50	47
Mainstream/Public schools – Deaf/Hard of Hearing prospects	161	155	42	47	23
Public Schools – Hearing (BAI/HUG prospects)	14	18	3	1	14
Postsecondary programs – Deaf/Hard of Hearing prospects	18	6	4	0	2
Postsecondary programs – Hearing (BAI/HUG prospects)	9	7	7	1	2
Conventions/Conferences/Fairs	37	17	9	11	11
High School/Vocational Rehabilitation Counselor meetings	9	11	4	3	0
Parent events	8	5	0	2	0
Athletic events	9	4	0	0	5
Open Houses	4	4	10	10	7
Camps	8	2	1	1	2
Community Relations/Alumni/Youth	4	8	6	6	8
Home Visits	14	15	0	0	0
Webinars	-	-	21	5	4
Total	373	312	186	137	123

\*Fiscal Year 2021 events were all done virtually



Our many graduate programs attract a diverse community of scholars. Programs are offered face-to-face, and increasingly in hybrid and online formats.



# Imperative Three: Innovation for Impact

In ways that reflect the experience of deaf people across the spectrum of identities, further a campus-wide belief and practice that promotes thinking, doing, and engaging in new ways that create or add value for Gallaudet, deaf people, and ultimately humanity. Create an environment where courageous change, a willingness to experiment, and the agility to bring forth new ideas are valued and promoted.

The Gallaudet University Debate Team is one of the programs of the Center for Democracy in Deaf America. Here, Trent Mora and Lexi Hill debated with midshipmen from the United States Military Academy whether deaf people should be allowed to serve in the military.

## I. Gallaudet Innovation and Entrepreneurship Institute

The Gallaudet Innovation and Entrepreneurship Institute (GIEI) continued its work during Fiscal Year 2023, maintaining a bichronous model initially, with an evolving in-person schedule to significantly support entrepreneurship and innovation in the deaf community. With a newly-hired leadership team, strategic planning was implemented to align with The Gallaudet Promise.

### Training

GIEI conducted 136 training sessions, providing essential knowledge and skills for individuals and organizations looking to work with the deaf community. These sessions were delivered by expert trainers and covered a broad range of topics related to entrepreneurship and innovation. GIEI delivered a total of 204 hours of training during the fiscal year, reaching 3,667 people.

### Mentoring

As part of GIEI’s Mentorship Program, a diverse pool of deaf entrepreneurs corresponding to the five schools within the Division of Academic Affairs provided 1:1 mentoring sessions with students and alumni. This included Ericka B. Olujie for the School of Language, Education, and Culture; Dr. E. Lynn Jacobowitz for the School of Human Services and Sciences; Daniel Katz-Hernandez for the School of Arts and Humanities; Alex Matsche for the School of Science, Technology, Accessibility, Mathematics, and Public Health; and Sachiko Flores for the School of Civic Leadership, Business, and Social Change.

U.S. Small Business Association (SBA) funds allowed GIEI to add additional mentors for students and alumni. GIEI also provided a diverse pool of deaf entrepreneurs, bringing their representation and experience to the table, including Jane Jonas, **Eyeth Studios**; Travis Zornoza, **TZORNOZA, LLC**; Alex Jones, **Alex Jones Coaching**; Melody Stein, **Yantern** and **MxT 2510**; and Sean Maiwald, **VASLA**.

A total of 110 mentoring sessions were conducted, providing 112 hours of tailored guidance to individuals and startups.

### GIEI website

The website was updated for accessibility compliance, and to add new features. The Office of University Communications is helping GIEI develop a comprehensive platform to improve user experience.

### Networking and Pipeline

- GIEI hosted and attended multiple key events and programs during FY 2023.
- “From sleeping in a car to owning a company” Interview with Justin Buckhold, founder of Linguabee, in collaboration with the Office for Career Success
  - Second Annual Social Justice Debate and Dialogue with Howard University (co-sponsored with the Center for Black Deaf Studies)
  - GU Deaf Owned Biz: Need Interns?! (co-sponsored with the Office for Career Success)
  - DC Mayor’s Office of Deaf, DeafBlind, and Hard of Hearing’s ASL Jubilee
  - Flipping the Narrative with 2GI - Celebrating Disabled Entrepreneurs fundraiser event. Guests and partners included:
    - Rep. Gerald Connolly (Virginia)
    - Rep. Eleanor Holmes Norton (District of Columbia)
    - Rep. Jamie Raskin (Maryland)
    - Judith Heumann, senior advisor and international disability rights advocate (deceased)
    - Silicon Valley Bank
    - The Motley Fool
    - Virginia Venture Partners
  - Convening – Small Business Administrators Week: GIEI Director Russell Stein participated as a panelist on the topic “*Why didn’t anyone tell me? Things I wish I had known about building a successful business.*” Entrepreneurs with disabilities shared their experiences building and growing their businesses, the challenges they experienced, and successful strategies.
  - GIEI received a \$25,000 endowment from Jarrod Musano, Chief Executive Officer of Convo Communications.
  - GIEI created its first-ever demo deck regarding its program, services, and resources.
  - Deaf Employment Summit – Rochester Institute of Technology (RIT) - Lorenzo Lewis of GIEI connected with key people: Anthony Testa, Director of Commercialization Training Program, and Richard DeMartino, Endowed Chair of the RIT Simone Center for Innovation Entrepreneurship for a potential partnership for accelerator program materials.
  - GIEI collaborated with local deaf-owned businesses, including Mozzarella, Streetcar 82 Brewing Company, Sisters in Style, and Crepe Crazy to offer discounts or coupons for parents and new students during New Student Orientation.

### International Connections

- GIEI had the honor to connect with:
- An international visiting scholar from Indonesia, Putri Santoso, who is a co-founder of a Deaf shop, Koptul.id, which is staffed entirely by Deaf people from Indonesia. As part of the Young Southeast Asian Leaders Initiative (YSEALI), Putri researched challenges and opportunities to create social equality and bring more inclusive employment opportunities for the Indonesian Deaf community in the business industry.
  - Roberto de Jesús Landaverde Villacorta, hailing from El Salvador, visited Streetcar 82 Brewing Company. Roberto shared with former business pitch contestants and current Streetcar 82 staff Mark Burke and Daniella Reyna his story of running an academy, Enseñas, which teaches sign language and raises awareness of the rights of people with disabilities.
  - The Mandela Washington Fellowship had seven visitors from Zimbabwe, Nigeria, Ghana, and Ethiopia. This is a program of young African leaders, ages 25 to 35. The fellows participated in a six-week leadership institute, studying business, civic engagement, or public management.



Accelerator Program

GIEI has successfully modeled its program after 2Gether’s Accelerator program by using the materials from the program but revamping them to cater to the needs of deaf entrepreneurs or aspiring entrepreneurs. The results have been positive. Below is a summary of the components from the Accelerator Program sessions:

The CEO Roundtable brings Deaf entrepreneurs together to share business experiences and insights while fostering networking and growth discussions. In the Customer Machine training, entrepreneurs learn to create customer-centric funnels and establish long-lasting customer relationships. The Go-to-Marketing training focuses on targeting markets and effective communication, while Offer Testing and Cold Emails training enhances business viability and email outreach skills. Pitch Perfect summarizes business plans and projections into brief presentations to secure funding.

BisonTank Competitions

**Alumni BisonTank 2022** began with a six-week accelerator program prior to the competition. GIEI used materials from 2Gether (2GI) and restructured it to be deaf-friendly without compromising the content. The six-week training was followed by multiple sessions with Sean Maiwald of VASLA to help perfect the contestants’ business pitches. The winners won a total of \$10,000 in seed money in addition to post-competition mentorship sessions for successful transition.

- First place:** Abiola Haroun, AFROTiKÁ, \$5,000
- Second place:** Frank Allnutt, Allnuttville Smoke Shack, \$3,000
- Third place:** Jacqueline Wunderlich, Signs of Communication, \$2,000

**BisonTank 2023**, sponsored by Convo Communications, took place in person. The judges were virtual with Abiola Haroun, AFROTiKÁ (first place winner of the Alumni Bison Tank competition) as emcee and GIEI Coordinator Lorenzo Lewis co-facilitating on campus. There were 14 registered competitors for six teams of students participating in this competition. The winners below won seed money in addition to post-competition mentorship sessions to ensure a successful transition.

- First place:** Aanuoluwapo Omoleye, Ablebooks Africa \$5,000
- Second place:** Sehuam Bakri, Auraverse, \$3,000
- Third place:** Nhan Tran, Keith Delk, SignMates, \$2,000
- Audience Favorite:** Devananda Vani, Preetham, \$1,000

Keeping to the goal of the **Deaf Ecosystem**, GIEI hired multiple deaf-owned businesses, such as Caption Anywhere, Sweet Treats by Jamar, Crepe Crazy, and Streetcar 82 Brewing Company, promoting diverse and inclusive collaboration for BisonTank events.

**New BisonTank sponsorships:** Caption Anywhere and Interpreter-Now

Entrepreneurship courses

Two courses are provided by Gallaudet with GIEI overseeing the instructions, syllabus, and curriculum. Foundations of Entrepreneurship and Social Enterprise were attended by 24 students. The courses focused on the fundamental foundation and the differences between entrepreneurship and social entrepreneurship and were taught by Hollie Fallstone (Business program) and Russell Stein (GIEI). As part of the Social Entrepreneurship course, MxT 2510 co-founders Melody Stein and Taysia Stein covered sustainable clothing, social economy, and global impact. Sachiko Flores, one of our mentors, taught a Social Entrepreneurship course in the fall of 2022. Russell Stein and Lorenzo Lewis co-taught BUS 290, Foundations of Entrepreneurship, in the spring of 2023.

BisonTalk Series

The BisonTalk Series consisted of bichronous workshops provided by deaf entrepreneurs to students and alumni, and covered the following topics:

1. From Idea to Reality: A Roadmap by Russell Stein, Interim GIEI Director
2. Habits of a Successful Business by Ritchie Bryant of FCBU
3. How to Perfect your Pitch by Sean Maiwald of VASLA, a previous BisonTank competitor
4. Overcoming Imposter Syndrome by Anne Sjöroos of Ursa Minor in Finland
5. Business Expense: What is it? by Travis Zornoza of TZornoza Accounting LLC
6. Marketing Unwrapped: What is the Secret? by Michelle Lapides of Dozanu Innovations
7. Unlocking the Doors to NFTS by Brandon Hill of SmartASL
8. How to Get Funding: The Dos and Don’ts of Raising Capital by Rosa Lee Timm of Communication Service for the Deaf Social Venture Fund (CSDSVF)
9. Serial Entrepreneur by Melody Stein of MxT2510
10. Lone Entrepreneur Syndrome: Multiple Hats by Ericka Baylor of Erry B Shop
11. What can I do with Cryptocurrency besides trading it by Dina Rae Padden of Gather & Trade
12. Financial Health (Money Management, Credit, Small Business, and Entrepreneurship, and Home Ownership) by Brian Atkins of Chase Bank

Youth Programs

GIEI participated in and supported two youth camps during the summer of 2023 to expose the younger generation to entrepreneurship, with DeafBiz Camp for high school students and Got Skills? Camp for middle schoolers.

II. Center for Democracy in Deaf America

The Center for Democracy in Deaf America (CDDA) – a nonpartisan, nonprofit student organization – launched at Gallaudet University in the fall of 2020. CDDA is committed to developing healthy democratic skills and habits of deaf individuals by fostering disagreement, debate, and civic engagement through American Sign Language and English. CDDA aims to develop a deaf America in which deaf and hard of hearing people will have the knowledge, skills, values, access, and motivation to:

- Engage in critical self-reflection,
- Work to make a positive difference in communities and American democracy,
- Network with individuals and associations inside and outside the deaf community,
- Hold each other accountable to create inclusive environments where everyone can participate in difficult conversations,
- Critique and persuasively articulate complex opinions, values, issues, and beliefs,
- Respect and appreciate differences,
- Practice active listening to diverse experiences, perspectives, and beliefs.

CDDA is also committed to the following values:

- democracy
- bravery
- solidarity
- integrity
- equity
- responsibility

In alignment with The Gallaudet Promise’s central value of innovation for impact where Gallaudet is seen and heard and prepares our students to be adaptable, CDDA hosted and attended the following events during Academic Year 2022-2023.

“Gallaudet Votes” Voter Registration Drive ASL Booths

September 20, September 28, and October 6, 2022

This booth educated students about how to register to vote in ASL and provided them the resources to register immediately. These three booths, in conjunction with an ASL voter registration guide, led Gallaudet to receive the 2022 Students Learn Students Vote (SLSV) Coalition Award for Contributing to an Equitable Democracy. In addition, CDDA Ambassador for Civic Engagement Romel Thurman, ’23, was recognized as an honoree on the 2023 ALL IN Student Voting Honor Roll for his work. **Gallaudet receives award from Students Learn Students Vote Coalition | University Communications**

Third Annual Stories and Speeches in Sign

September 29, 2022

The Gallaudet debate program attempted to convince audience members, through four-minute signed speeches, to agree with them on controversial topics varying from legalized human euthanasia, the abolishment of safe spaces, and legalization of psychedelic drugs.

Dialogue on Democracy and Elections at Vanderbilt University

October 13-16, 2022

Gallaudet’s debate team participated in the first Dialogue on Democracy in Elections, held at Vanderbilt University, and placed in the top four with their proposal of an age cap for those running for office at the federal level.

The St. Ignatius Dialogues and Jesuit Cup Debates at Loyola Marymount University

October 27-30, 2022

Gallaudet’s debate team sent debaters Thalia Guettler and Trent Mora to compete at the St. Ignatius Dialogues and Jesuit Cup in Los Angeles, California. This tournament, including public service learning and civic debate, focused on healing justice. Guettler placed third as an individual speaker with her team advancing to the finals, while Mora’s team won the Jesuit Cup.

Election Night Viewing Party

November 8, 2022

Students and staff gathered to watch democracy in action. Viewing the election together sparked engaging dialogues about the importance of participation in the progress of our nation and healthy democracy.

Second Annual Social Justice Debate and Dialogues with Howard University

February 2, 2023

In partnership with Howard University’s debate team, students from both schools engaged in debate with one another regarding whether worker cooperatives should become the predominant model for the United States economy in preparation for the national Social Justice Debate tournament. Audience members also engaged in thoughtful discussion and dialogue on the topic.



Social Justice Debates National Championships at Morehouse College

February 10-12, 2023

Gallaudet’s debate team participated in the national social justice debates at Morehouse College in Atlanta, Georgia, debating whether worker cooperatives should become the predominant model for the United States economy. Gallaudet’s team of three advanced to the semifinal round and debater Lorelei Becktel received both the top novice speaker award and the second place speaker award in the open division. **Debate team makes top four at Social Justice Debates national championship | University Communications**

British Parliamentary Novice National Debate Championship at the University of Rochester

February 17-19, 2023

Gallaudet’s debate team participated in the British Parliamentary Novice National championship tournament in Rochester, New York, covering a multitude of debate topics. Debaters Lexi Hill and Lorelei Becktel were finalists. **Debate team takes fourth place in BP Novice competition in Rochester | Academic Affairs | Gallaudet University**

Education Advocacy Summit

February 21-22, 2023

In collaboration with the National Association of the Deaf, Conference of Educational Administrators of Schools and Programs for the Deaf, and Gallaudet’s Deaf Studies and Government programs, CDDA facilitated a number of workshops in the areas of advocacy and leadership for high school-aged youth.

The First Annual Gallaudet Distinguished Debate: “Should Interpreter Appreciation Day be Abolished?”

March 7, 2023

This event, comprised of a debate between CDDA Executive Director and Gallaudet Debate’s head coach, Dr. Brendan Stern, and CDDA interpreter liaison Adam Bartley, and a following panel, focused on the topic of whether Interpreter Appreciation Day should be abolished. It engaged community members in asking questions, sharing opinions, critical thinking, and active listening.

Agboola Dinner

April 6, 2023

To honor the late Dr. Isaac Agboola’s legacy of welcoming difficult conversations, the Center for Democracy in Deaf America invited a diverse group of students, staff, and faculty to a dinner where everyone participated in a difficult conversation regarding a controversial issue. The goal was to foster deeper understandings, a sense of belonging, and meaningful connections across racial, ethnic, generational, ideological, disciplinary, and linguistic differences.

The “Deaf People in the Military Debate” with the United States Naval Academy

April 20, 2023

Gallaudet University’s debate team partnered with the United States Naval Academy’s debate team for a historic, first of its kind bilingual mixed teams debate, where deaf and hearing debaters from each team competed together. The event was held on Gallaudet’s campus in Washington D.C. and livestreamed online to debate whether the service of deaf individuals in the United States military would benefit the nation, and also featured remarks from two members of Congress. **Gallaudet, U.S. Naval Academy debate the issue of deaf people serving in the military | Academic Affairs**

Gallaudet Youth Debate Bowl Finals

April 20-21, 2023

Youth Debate Finals, the cumulating event for Gallaudet’s Youth Debate program, brought four deaf and hard of hearing middle and high school youth to the nation’s Capital to witness a historic intercollegiate debate, learn key debate skills, and engage in competitive debate on two separate topics. **Youth Debate Bowl | Gallaudet University**

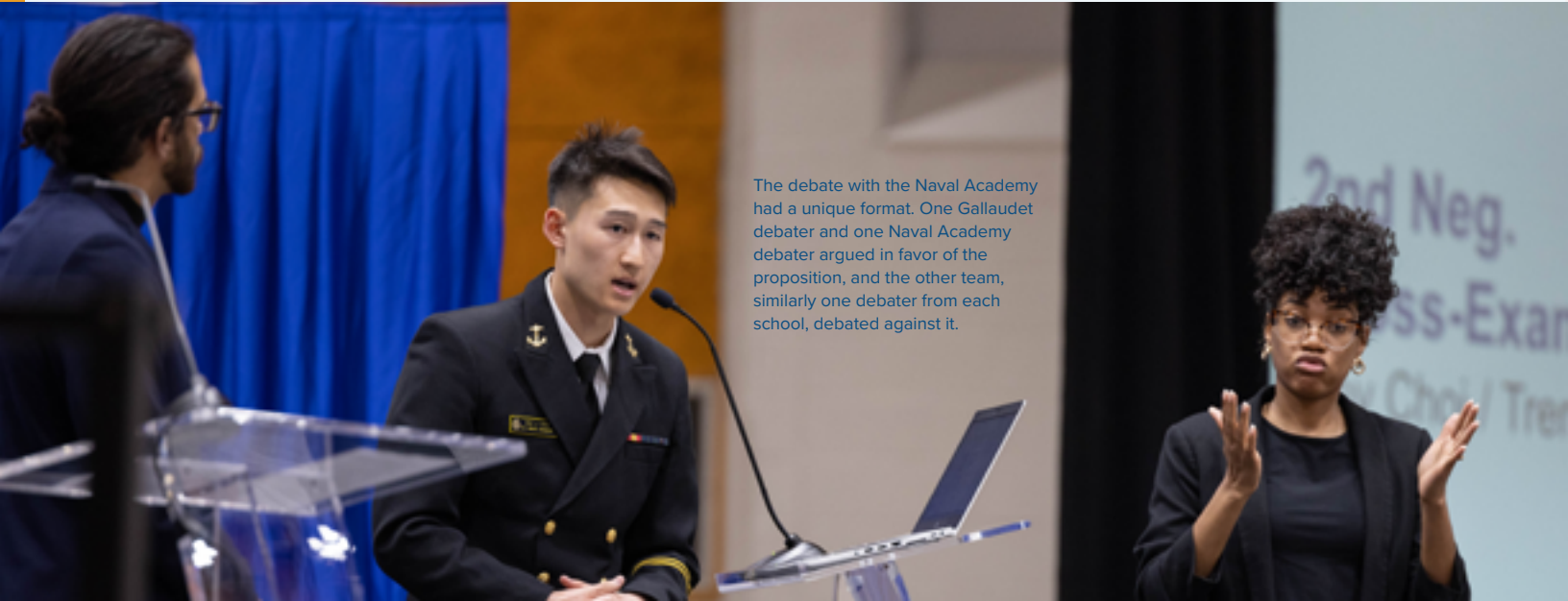
III. Gallaudet in Nigeria-Africa

Gallaudet in Nigeria-Africa (GAIN) continues to focus on the implementation of the USAID-sponsored, Gallaudet-led, Strengthening Deaf Education, Empowerment and Employment (Deaf-E3) \$2,065,000 activity. This activity lays GAIN’s foundation for extraordinary learning and academic excellence across the lifespan in Nigeria by teaching the best practices in bilingual education and promoting deaf leadership and capacity-building.

Dr. Khadijat K. Rashid, Provost, serves as GAIN and Deaf-E3 Executive Director. Amanda Mueller, GAIN manager and Deaf-E3 project director, oversees day-to-day operations.

During Fiscal Year 2023, GAIN Deaf-E3 activities included:

- Global Impact: Enhancing USAID’s understanding and ability to work with the Deaf community and provide access through webinars developed for USAID Nigeria and shared with USAID’s global network:
  - DeafSpace <https://www.youtube.com/watch?v=KZtyt4rmmOO>
  - Pan African Efforts <https://www.youtube.com/watch?v=QdNTLDWYAus>
  - Brain and Language Lab <https://www.youtube.com/watch?v=swSKHXV06J0>
  - Sign Language Linguistics <https://www.youtube.com/watch?v=Ly63KV3-QP0>
- Conducted biweekly training via Zoom and hosted a Multilingual-Multimodal Pedagogies (MMP) symposium in Abuja, Nigeria, providing tools and training on bilingual (multimodal) pedagogies. The 44 deaf educators represent all levels of education – primary, secondary, and tertiary –and all six Nigerian geopolitical zones with a focus on gender equity.
- Disseminated an Education in Nigeria Summative Report. The purpose of this report is to illustrate what is taking place around the country in classrooms with deaf, hard of hearing, and deafblind students. It also provides insights into the current state of Nigeria’s deaf education system. The goal of the information herein is to inform a wide range of stakeholders about what is happening in the educational system and to advocate for meaningful changes toward improvements in deaf education. These changes can be made in the classroom and schoolwide, in a special education curriculum, and in policies, practices, and future decisions impacting deaf education in Nigeria. Report link: <https://gu.live/QXtEh>
- Disseminated an Interpreting in Nigeria Summative Report. The purpose of this report is to illuminate the status of interpreting in Nigeria with the aim of sharing recommendations for best practices in the Nigerian interpreting system, promoting a harmonious and cordial working relationship between Deaf, Hard of Hearing, and DeafBlind (D/HH/DB) clients and hearing interpreters, as well as deaf interpreters. Report link: <https://gu.live/Rmqnj>
- Deaf-E3 team members participated and presented at the Nigeria Learn to Read: National Summit in Nigeria June 5-11, 2023 to support the inclusion of deaf, hard of hearing, and deafblind learners in program design and educate attendees on MMP strategies. The presentation brought a deaf, hard of hearing, and deafblind framing to the review of the Nigerian national policy on early early grade reading assessment and provided input and resources on how to incorporate bilingual strategies in inclusive education. Deaf-E3 provided government officials with a comprehensive report that gave recognition to the crucial role of sign language in the assessment of deaf children.
- Signed Memorandum of Agreement with Wesley University (WU), Ondo, Nigeria to bolster their new area of study approved from the Nigerian National Universities Commission (NUC) list – Special Education – which WU will petition to change to Deaf Education.
- Presentations
  - June 2023 – Presented at the Learn to Read: National Summit in Nigeria to support the inclusion of D/HH/DB learners in program design and educate attendees on MMP strategies. The presentation provided framing on inclusive bilingual education for deaf, hard of hearing, and deafblind learners and language needs and assessments of deaf learners. Reviewed Nigeria’s national policy on early Early Grade Reading Assessment and how to incorporate bilingual strategies in inclusive education. After the Summit, a comprehensive report was created which gave recognition to the crucial role of sign language for assessment of deaf children.
  - July 2023 – Presented at the World Congress of the World Federation of the Deaf
    - Deaf-E3 Multilingual-Multimodal Pedagogies: Promoting Bilingual Deaf Education
    - Deaf-E3 Interpreting: Promoting Deaf-Centric Leadership and Practices
  - August 2023
    - Presented in Abuja, Nigeria to USAID Nigeria and its partners on bilingual strategies and what inclusion means for deaf learners.
    - Presented at the USAID Symposium in Washington, D.C. for incoming Nigeria Mission Director on Gallaudet University, Deaf Education: inclusion and equity.
    - Presented at the USAID Education Partners roundtable in Abuja, Nigeria on bilingual inclusive education and how the USAID project teams for Learn to Read focused on students in school, and Opportunities to Learn focused on students not in school, can incorporate bilingual strategies and deaf students’ needs as well as hiring deaf people for their project.
- Hosted the second Multilingual-Multimodal Pedagogies symposium in Abuja, Nigeria, providing tools and training on bilingual (multimodal) pedagogies and Language Planning Policy. The 44 deaf educators represent all levels of education– primary, secondary, and tertiary – and all six Nigerian geopolitical zones with a focus on gender equity. Nigeria Ministry of Education representatives also attended.





**GAIN began in Nigeria for Africa and in 2023 GAIN expanded collaborations in Africa**

- Collaborated with eKitabu, a Rwanda and U.S.-based organization in its second selection phase for the USAID Strengthening Pathways to Language, Literacy, and Learning for Deaf Learners (SPLD). If eKitabu is selected, it will contract with Gallaudet as a Subject Matter Expert (SME). SME areas of focus include family language planning programs and learning opportunities for families and community members; teacher training on family language planning, bilingual pedagogy, Deaf mentors, and curriculum for teaching and early interventionist education programs; monitoring evaluation and learning assessment indicators for family and language planning as well capacity building of deaf Rwandans.
- Partnered with the Botswana Association of the Deaf to meet with the Botswana Ministry for State Presidency – Permanent Secretary, Ministry of Basic Education Skills and Development Department of Special Support Services, the US Embassy in Botswana, and Botswana Education Institutes with Special Education towards the advancement of curriculum and bilingual deaf education curriculum and practices, deaf teachers and mentors, Botswana Sign Language, and opening pathways for Deaf Batswana to attend Gallaudet and obtain gainful employment upon graduation.
- Engaged with deaf Africans, families of deaf children, and other stakeholders in deaf-related fields to connect them with Gallaudet experts and resources, as well as in-country deaf leaders, organizations, schools, and resources, and introduce them to each other to strengthen advocacy and capacity building of deaf needs in Nigeria.
- Global Recruiting: Worked closely with the Gallaudet University Office of Undergraduate Admissions and Office of International Affairs on global recruitment opportunities and furthering Gallaudet’s international mission in a unified way across different countries and educational systems including:
- Engaged Nigerian stakeholders to register Gallaudet University as an official Higher Education Institution (HEI) in Nigeria, allowing students to receive sponsorships to attend Gallaudet.
- Developed relevant talking points for Gallaudet presentations at the EducationUSA conference in South Africa.
- Supported with access and partnerships in the United Arab Emirates and India.

Lorenzo Lewis from the Gallaudet Innovation and Entrepreneurship Institute (GIEI) explains to high school students in the Youth Programs DeafBiz Summer Camp how to create business plans and launch their own businesses.



Gallaudet in Nigeria-Africa (GAIN) is one of several international cooperative agreements. Its goal is to promote extraordinary learning and academic excellence across the lifespan in Nigeria.







A milestone achieved, a lifetime of opportunities ahead!

# Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan

Direct learning and student experience through sign languages, informally and formally, throughout the lifespan to cultivate rigorous academic communities, a love of learning, innovative thinking and inquiry, and the 21st century skills necessary for learners to flourish as leaders, innovators, and change-makers in a diverse global society. Woven throughout the student experience from birth through all phases of life and reflects interdisciplinary learning, the unique experience of deaf people across the spectrum of identities, and is embedded in all aspects of school and campus life.

## I. Enrollment

Fall 2022 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate Degree-seeking	852	58	910	
Freshmen	275	2	277	
Sophomores	168	3	171	
Juniors	198	7	205	
Seniors	205	46	251	
Second degree	6	0	6	
Undergraduate Non-Degree-seeking	0	4	4	
Total Undergraduate	852	62	914	59%
Graduate Degree-seeking	257	142	399	
Graduate Non-Degree-seeking	0	9	9	
Total Graduate	257	151	408	26%
English Language Institute	9	0	9	1%
Total Undergraduate, Graduate, and ELI	1,118	213	1,331	
Kendall Demonstration Elementary School	88	0	88	
Model Secondary School for the Deaf	139	0	139	
Total Clerc Center	227	0	227	15%
Total Undergraduate, Graduate, ELI, and Clerc Center	1,345	213	1,558	100%
Professional Studies <sup>1</sup>	0	233	233	

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

End-of-Year University Enrollment with Dual Enrollment

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Undergraduates	1,245	1,179	1,111	1,073	975
Graduates	489	492	501	491	488
English Language Institute	43	45	19	21	10
Professional Studies	1,014	894	941	892	982
Total University	2,791	2,610	2,572	2,477	2,455
Distinct Headcount Enrollment	2,681	2,504	2,480	2,413	2,358
Enrolled In More Than One Category	110	106	92	64	97

Online and Hybrid Courses Enrollment Trend

	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Course Enrollment <sup>1</sup>	2,584	3,040	3,738	4,340	3,806
Enrolled Count <sup>2</sup>	1,812	1,972	2,441	2,628	2,259
Distinct Students <sup>3</sup>	1,410	1,519	1,664	1,775	1,581

Note: Cut-off date for AY 2022-2023 is September 6, 2023.  
<sup>1</sup>Course enrollment is the total count of online or hybrid courses Gallaudet students took in an academic year (e.g., a student taking two online or hybrid courses in both fall and spring semesters will have a count of 4).  
<sup>2</sup>Enrolled count is the total headcount of students per semester who took any online or hybrid courses in an academic year (e.g., a student taking two online or hybrid courses in both fall and spring semesters will have a count of 2).  
<sup>3</sup>Distinct students is the number of unique students who took any online or hybrid courses in an academic year (e.g., a student taking two online or hybrid courses in both fall and spring semesters will have a count of 1).



Fall Census University and Clerc Center Enrollment Trend

	2018	2019	2020	2021	2022
Undergraduate Degree-seeking	1,112	1,058	1,004	998	910
Undergraduate Non Degree-seeking	26	17	15	14	4
Total Undergraduate	1,138	1,075	1,019	1,012	914
Graduate Degree-seeking	411	406	423	412	399
Graduate Non Degree-seeking	8	4	9	9	9
Total Graduate	419	410	432	421	408
English Language Institute	32	38	18	16	9
Total Undergraduate, Graduate, and ELI	1,589	1,523	1,469	1,449	1,331
Kendall Demonstration Elementary School	111	111	95	87	88
Model Secondary School for the Deaf	160	161	139	102	139
Total Clerc Center	271	272	234	189	227
Total Undergraduate, Graduate, ELI, and Clerc Center	1,860	1,795	1,703	1,638	1,558
Professional Studies <sup>1</sup>	219	199	306	270	233

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

Fall 2022 Degree-Seeking Diversity by Career Level

	Undergraduate	Graduate	Total
Race/Ethnicity			
International/Non-Resident Alien	53	25	78
American Indian/Alaska Native	6	2	8
Asian	46	23	69
Black/African American	159	45	204
Hispanic of any race	198	46	244
Native Hawaiian/Other Pacific Islander	8	0	8
Two or more	19	10	29
White	381	225	606
Race and ethnicity unknown	40	23	63
Gender			
Male	435	106	541
Female	475	292	767
Unknown	0	1	1
Hearing Status			
Deaf/Hard of Hearing	827	193	1,020
Hearing	83	193	276
Unknown	0	13	13
Academic Load			
Full-time	852	257	1,109
Part-time	58	142	200
Total for each category	910	399	1,309

Fall Degree-Seeking Diversity Trend

	2018	2019	2020	2021	2022
Race/Ethnicity					
International/Non-Resident Alien	67	67	76	72	78
American Indian/Alaska Native	9	9	10	10	8
Asian	64	72	70	75	69
Black/African American	209	219	201	204	204
Hispanic of any race	186	199	229	255	244
Native Hawaiian/Other Pacific Islander	6	9	11	11	8
Two or more	57	51	56	41	29
White	800	731	682	668	606
Race and ethnicity unknown	125	107	92	74	63
Gender					
Male	621	583	551	558	541
Female	892	876	866	845	767
Unknown	10	5	10	7	1
Hearing Status					
Deaf/Hard of Hearing	1,176	1,138	1,107	1,081	1,020
Hearing	345	322	314	312	276
Unknown	2	4	6	17	13
Academic Load					
Full-time	1,341	1,272	1,161	1,150	1,109
Part-time	182	192	266	260	200
Total for each category	1,523	1,464	1,427	1,410	1,309

Fall 2022 Undergraduate Degree-Seeking Diversity by Class Year

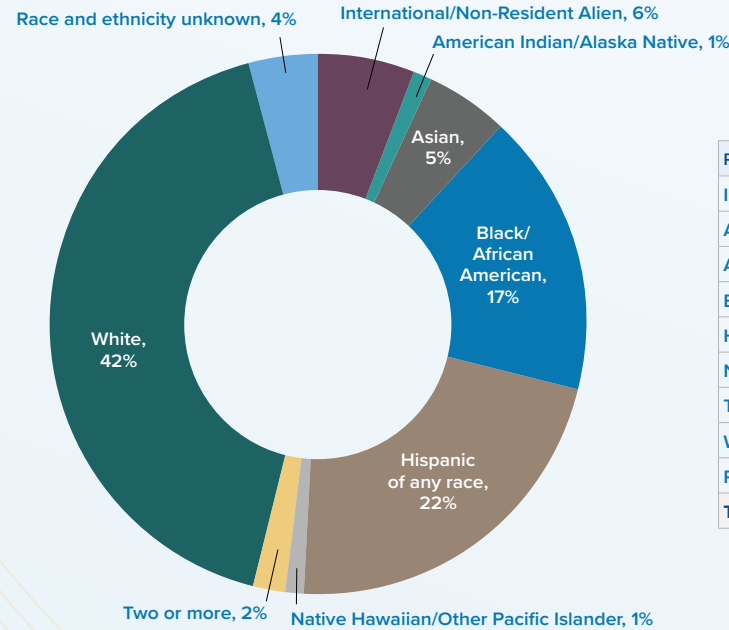
	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Race/Ethnicity						
International/Non-Resident Alien	10	9	12	21	1	53
American Indian/Alaska Native	4	1	1	0	0	6
Asian	9	11	12	13	1	46
Black/African American	57	26	39	37	0	159
Hispanic of any race	70	34	45	47	2	198
Native Hawaiian/Other Pacific Islander	3	1	3	1	0	8
Two or more	1	6	3	8	1	19
White	109	74	83	114	1	381
Race and ethnicity unknown	14	9	7	10	0	40
Gender						
Male	137	84	98	114	2	435
Female	140	87	107	137	4	475
Hearing Status						
Deaf/Hard of Hearing	262	165	185	209	6	827
Hearing	15	6	20	42	0	83
Hearing Undergraduate (HUG)	13	4	14	29	0	60
Non-HUG	2	2	6	13	0	23
Academic Load						
Full-time	275	168	198	205	6	852
Part-time	2	3	7	46	0	58
Total for each category	277	171	205	251	6	910



Fall Undergraduate Degree-Seeking Diversity Trend

	2018	2019	2020	2021	2022
Race/Ethnicity					
International/Non-Resident Alien	46	48	54	53	53
American Indian/Alaska Native	8	9	7	10	6
Asian	48	52	49	51	46
Black/African American	174	181	165	161	159
Hispanic of any race	138	155	177	204	198
Native Hawaiian/Other Pacific Islander	6	9	10	11	8
Two or more	41	33	31	24	19
White	564	501	455	434	381
Race and ethnicity unknown	87	70	56	50	40
Gender					
Male	508	482	453	456	435
Female	604	576	551	542	475
Hearing Status					
Deaf/Hard of Hearing	985	944	894	900	827
Hearing	127	114	110	98	83
Academic Load					
Full-time	1,066	1,005	905	911	852
Part-time	46	53	99	87	58
Total for each category	1,112	1,058	1,004	998	910

Fall 2022 Degree-Seeking Undergraduate Students by Race and Ethnicity



Race and Ethnicity	Undergraduate
International/Non-Resident Alien	53
American Indian/Alaska Native	6
Asian	46
Black/African American	159
Hispanic of any race	198
Native Hawaiian/Other Pacific Islander	8
Two or more	19
White	381
Race and ethnicity unknown	40
Total	910

Fall Degree-Seeking Hearing Undergraduate Trend

	2018	%	2019	%	2020	%	2021	%	2022	%
Total Degree-seeking Undergraduate Enrollment	1,112		1,058		1,004		998		910	
Hearing Undergraduate (HUG)	78		76		69		66		60	
Online Degree Completion Program (ODCP) <sup>1</sup>	9		4		6		13		13	
Non-ODCP	69		72		63		53		47	
Bachelor of Arts in Interpretation (BAI) <sup>2</sup>	49		38		41		32		23	
Total Hearing Enrollment	127	11%	114	11%	110	11%	98	10%	83	9%
Total HUG Enrollment <sup>3</sup>	78	7%	76	7%	69	7%	66	7%	60	7%

<sup>1</sup>Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) enrollment prior to Fall 2018.  
<sup>2</sup>Bachelor of Arts in Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelor of Arts in Interpretation (BAI); therefore the counts may not add up to the total hearing students count.  
<sup>3</sup>The Hearing Undergraduate (HUG) enrollment percentage cap is 8%, and the HUG Enrollment percentage is the percentage used to compare against the cap percentage.

Fall 2022 Graduate Degree-Seeking Diversity by Degree Level

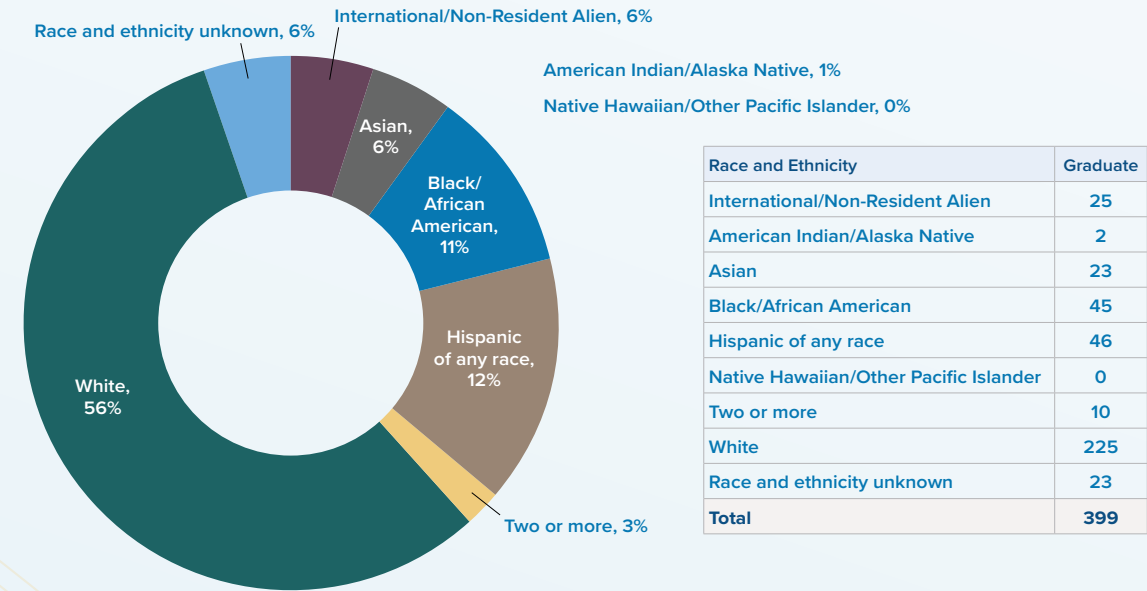
	Certificates	Master's	Specialists	Doctorates	Total
Race/Ethnicity					
International/Non-Resident Alien	0	17	0	8	25
American Indian/Alaska Native	0	2	0	0	2
Asian	0	15	1	7	23
Black/African American	3	27	2	13	45
Hispanic of any race	2	30	0	14	46
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	0	8	0	2	10
White	5	136	5	79	225
Race and ethnicity unknown	0	15	0	8	23
Gender					
Male	0	73	4	29	106
Female	10	177	4	101	292
Unknown	0	0	0	1	1
Hearing Status					
Deaf/Hard of Hearing	4	144	7	38	193
Hearing	4	99	0	90	193
Unknown	2	7	1	3	13
Academic Load					
Full-time	1	186	0	70	257
Part-time	9	64	8	61	142
Total for each category	10	250	8	131	399



Fall Graduate Degree-Seeking Diversity Trend

	2018	2019	2020	2021	2022
Race/Ethnicity					
International/Non-Resident Alien	21	19	22	19	25
American Indian/Alaska Native	1	0	3	0	2
Asian	16	20	21	24	23
Black/African American	35	38	36	43	45
Hispanic of any race	48	44	52	51	46
Native Hawaiian/Other Pacific Islander	0	0	1	0	0
Two or more	16	18	25	17	10
White	236	230	227	234	225
Race and ethnicity unknown	38	37	36	24	23
Gender					
Male	113	101	98	102	106
Female	288	300	315	303	292
Unknown	10	5	10	7	1
Hearing Status					
Deaf/Hard of Hearing	191	194	213	181	193
Hearing	218	208	204	214	193
Unknown	2	4	6	17	13
Academic Load					
Full-time	275	267	256	239	257
Part-time	136	139	167	173	142
Total for each category	411	406	423	412	399

Fall 2022 Degree-Seeking Graduate Students by Race and Ethnicity



Fall 2022 U.S. Degree-Seeking Students by State/Territory

	Undergraduate	Graduate	Total
Alabama	7	6	13
Alaska	3	0	3
Arizona	14	5	19
Arkansas	1	1	2
California	131	52	183
Colorado	17	4	21
Connecticut	6	3	9
Delaware	4	1	5
District of Columbia	35	56	91
Florida	41	9	50
Georgia	23	12	35
Guam	0	0	0
Hawaii	6	2	8
Idaho	4	0	4
Illinois	22	8	30
Indiana	26	9	35
Iowa	1	1	2
Kansas	4	1	5
Kentucky	13	4	17
Louisiana	10	2	12
Maine	1	0	1
Maryland	102	49	151
Massachusetts	26	6	32
Michigan	16	3	19
Minnesota	18	8	26
Mississippi	6	0	6
Missouri	7	5	12
Montana	2	0	2
Nebraska	2	1	3
Nevada	4	3	7
New Hampshire	2	2	4
New Jersey	26	7	33
New Mexico	8	1	9
New York	59	22	81
North Carolina	9	5	14
North Dakota	0	0	0
Ohio	13	5	18
Oklahoma	3	3	6
Oregon	4	3	7
Pennsylvania	21	7	28
Puerto Rico	1	3	4
Rhode Island	2	2	4
South Carolina	8	0	8
South Dakota	3	0	3
Tennessee	8	4	12
Texas	70	18	88
Utah	9	9	18
Vermont	0	0	0
Virginia	31	21	52
Virgin Islands	0	0	0
Washington	19	4	23
West Virginia	5	0	5
Wisconsin	4	3	7
Wyoming	0	1	1
Other¹	0	3	3
Total	857	374	1,231

¹Includes students who are U.S. citizens with home address in another country.

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

	2018	2019	2020	2021	2022
Alabama	10	11	12	12	13
Alaska	1	2	4	2	3
Arizona	28	20	21	18	19
Arkansas	3	3	4	4	2
California	181	190	188	195	183
Colorado	25	21	18	15	21
Connecticut	8	10	9	8	9
Delaware	11	8	7	7	5
District of Columbia	71	76	71	99	91
Florida	85	76	57	52	50
Georgia	41	42	41	36	35
Guam	0	0	0	0	0
Hawaii	5	4	7	9	8
Idaho	2	3	1	2	4
Illinois	35	32	37	39	30
Indiana	35	37	37	36	35
Iowa	4	4	0	2	2
Kansas	12	11	7	9	5
Kentucky	18	16	13	14	17
Louisiana	12	10	9	9	12
Maine	3	1	1	1	1
Maryland	176	173	166	163	151
Massachusetts	31	28	31	28	32
Michigan	28	23	28	22	19
Minnesota	30	27	20	20	26
Mississippi	13	8	6	7	6
Missouri	13	12	9	10	12
Montana	3	3	2	2	2
Nebraska	6	8	6	4	3
Nevada	9	5	7	7	7
New Hampshire	5	3	5	4	4
New Jersey	43	41	35	33	33
New Mexico	13	14	9	8	9
New York	94	97	93	85	81
North Carolina	34	29	31	22	14
North Dakota	1	0	0	1	0
Ohio	29	38	35	34	18
Oklahoma	3	4	4	8	6
Oregon	7	7	12	8	7
Pennsylvania	50	46	40	36	28
Puerto Rico	1	1	4	4	4
Rhode Island	3	4	4	1	4
South Carolina	12	10	16	17	8
South Dakota	1	0	1	2	3
Tennessee	10	12	15	17	12
Texas	117	102	106	101	88
Utah	9	7	9	12	18
Vermont	4	5	3	3	0
Virginia	81	68	68	69	52
Virgin Islands	0	0	0	0	0
Washington	24	25	27	28	23
West Virginia	0	2	3	4	5
Wisconsin	16	15	9	8	7
Wyoming	0	0	0	0	1
Other¹	0	3	3	1	3
Total	1,456	1,397	1,351	1,338	1,231

¹Includes students who are U.S. citizens with home address in another country.



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

	2018	2019	2020	2021	2022
Alabama	9	8	10	5	7
Alaska	1	2	4	2	3
Arizona	21	14	18	16	14
Arkansas	3	3	2	1	1
California	150	150	138	147	131
Colorado	16	15	13	14	17
Connecticut	4	7	8	6	6
Delaware	9	5	6	5	4
District of Columbia	26	38	28	36	35
Florida	63	54	39	40	41
Georgia	34	34	33	29	23
Guam	0	0	0	0	0
Hawaii	5	4	5	7	6
Idaho	0	3	1	2	4
Illinois	23	26	30	30	22
Indiana	28	31	30	28	26
Iowa	2	2	0	1	1
Kansas	10	8	5	7	4
Kentucky	17	14	9	9	13
Louisiana	10	8	7	7	10
Maine	2	0	1	1	1
Maryland	125	122	115	109	102
Massachusetts	21	19	21	21	26
Michigan	20	18	21	18	16
Minnesota	24	22	14	16	18
Mississippi	11	6	5	6	6
Missouri	8	8	6	7	7
Montana	3	3	2	2	2
Nebraska	5	6	5	3	2
Nevada	4	3	5	5	4
New Hampshire	2	2	2	2	2
New Jersey	34	30	27	29	26
New Mexico	7	8	4	7	8
New York	71	67	62	57	59
North Carolina	25	19	18	16	9
North Dakota	1	0	0	0	0
Ohio	27	32	27	24	13
Oklahoma	3	3	2	3	3
Oregon	5	5	8	5	4
Pennsylvania	32	31	27	26	21
Puerto Rico	0	0	0	0	1
Rhode Island	2	3	3	1	2
South Carolina	8	7	11	13	8
South Dakota	1	0	1	1	3
Tennessee	7	8	12	13	8
Texas	96	85	88	88	70
Utah	7	4	7	8	9
Vermont	1	1	0	1	0
Virginia	55	41	39	39	31
Virgin Islands	0	0	0	0	0
Washington	18	20	21	23	19
West Virginia	0	1	2	4	5
Wisconsin	10	9	6	5	4
Wyoming	0	0	0	0	0
Other¹	0	1	2	0	0
Total	1,066	1,010	950	945	857

¹Includes students who are U.S. citizens with home address in another country.

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

	2018	2019	2020	2021	2022
Alabama	1	3	2	7	6
Alaska	0	0	0	0	0
Arizona	7	6	3	2	5
Arkansas	0	0	2	3	1
California	31	40	50	48	52
Colorado	9	6	5	1	4
Connecticut	4	3	1	2	3
Delaware	2	3	1	2	1
District of Columbia	45	38	43	63	56
Florida	22	22	18	12	9
Georgia	7	8	8	7	12
Guam	0	0	0	0	0
Hawaii	0	0	2	2	2
Idaho	2	0	0	0	0
Illinois	12	6	7	9	8
Indiana	7	6	7	8	9
Iowa	2	2	0	1	1
Kansas	2	3	2	2	1
Kentucky	1	2	4	5	4
Louisiana	2	2	2	2	2
Maine	1	1	0	0	0
Maryland	51	51	51	54	49
Massachusetts	10	9	10	7	6
Michigan	8	5	7	4	3
Minnesota	6	5	6	4	8
Mississippi	2	2	1	1	0
Missouri	5	4	3	3	5
Montana	0	0	0	0	0
Nebraska	1	2	1	1	1
Nevada	5	2	2	2	3
New Hampshire	3	1	3	2	2
New Jersey	9	11	8	4	7
New Mexico	6	6	5	1	1
New York	23	30	31	28	22
North Carolina	9	10	13	6	5
North Dakota	0	0	0	1	0
Ohio	2	6	8	10	5
Oklahoma	0	1	2	5	3
Oregon	2	2	4	3	3
Pennsylvania	18	15	13	10	7
Puerto Rico	1	1	4	4	3
Rhode Island	1	1	1	0	2
South Carolina	4	3	5	4	0
South Dakota	0	0	0	1	0
Tennessee	3	4	3	4	4
Texas	21	17	18	13	18
Utah	2	3	2	4	9
Vermont	3	4	3	2	0
Virginia	26	27	29	30	21
Virgin Islands	0	0	0	0	0
Washington	6	5	6	5	4
West Virginia	0	1	1	0	0
Wisconsin	6	6	3	3	3
Wyoming	0	0	0	0	1
Other¹	0	2	1	1	3
Total	390	387	401	393	374

¹Includes students who are U.S. citizens with home address in another country.

Fall 2022 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Bahamas	1	0	1
Belize	1	0	1
Botswana	1	1	2
Cameroon	0	1	1
Canada	11	4	15
China	1	3	4
Denmark	2	0	2
Gabon	1	2	3
Ghana	0	1	1
India	1	0	1
Indonesia	0	1	1
Iran	1	1	2
Iraq	0	1	1
Japan	0	2	2
Kenya	0	1	1
Mexico	2	0	2
Morocco	0	1	1
Nigeria	7	2	9
Oman	12	0	12
Pakistan	1	0	1
Philippines	1	2	3
Saudi Arabia	8	0	8
Spain	1	0	1
Sri Lanka	0	1	1
Turkey	1	1	2
Vietnam	0	0	0
Total	53	25	78



Job and Internship fairs are held twice yearly, and bring students together with prospective employers in the public and private sectors.



Fall International Undergraduate Degree-Seeking Enrollment by Country Trend

	2018	2019	2020	2021	2022
Bahamas	0	0	0	0	1
Belize	0	0	0	1	1
Botswana	2	2	2	2	1
Brazil	1	1	1	0	0
Cameroon	0	0	0	0	0
Canada	16	11	9	12	11
Cayman Islands	1	1	1	0	0
China	5	4	4	1	1
Denmark	1	1	0	2	2
Gabon	0	2	1	1	1
Hong Kong	1	0	0	0	0
India	1	1	1	1	1
Iran (Islamic Republic Of)	0	0	0	1	1
Jordan	1	0	0	0	0
Kenya	0	0	1	0	0
Kuwait	1	1	1	1	0
Mexico	0	1	2	2	2
Mongolia	1	0	0	0	0
Nigeria	3	2	6	6	7
Oman	0	8	14	13	12
Pakistan	1	0	0	0	1
Philippines	1	1	1	1	1
Russian Federation	0	0	0	0	0
Saint Kitts and Nevis	1	1	1	0	0
Saudi Arabia	8	9	6	6	8
Spain	0	0	0	1	1
Sri Lanka	0	0	0	0	0
Taiwan	0	1	1	0	0
Turkey	0	1	1	1	1
United Arab Emirates	0	0	0	0	0
United Kingdom	1	0	0	0	0
Vietnam	0	0	1	1	0
Total	46	48	54	53	53

Fall International Graduate Student Degree-Seeking Enrollment by Country Trend

	2018	2019	2020	2021	2022
Botswana	0	0	0	0	1
Cameroon	0	0	0	0	1
Canada	3	2	3	1	4
China	1	3	5	2	3
Columbia	0	1	1	1	0
Ethiopia	1	0	0	0	0
Gabon	0	1	3	3	2
Ghana	0	0	0	1	1
Greece	1	0	1	0	0
Hong Kong	1	0	0	0	0
India	1	0	0	0	0
Indonesia	0	0	0	1	1
Iran (Islamic Republic Of)	2	1	2	2	1
Iraq	1	1	1	1	1
Italy	1	1	0	0	0
Japan	2	2	2	1	2
Kenya	0	0	0	0	1
Mexico	0	0	0	1	0
Morocco	0	0	0	1	1
Nigeria	1	2	2	1	2
Pakistan	0	0	1	0	0
Panama	1	0	0	0	0
Philippines	1	1	1	1	2
Russian Federation	1	1	0	0	0
Saudi Arabia	2	2	0	1	0
Sri Lanka	1	1	0	0	1
Turkey	0	0	0	1	1
Total	21	19	22	19	25

They may have graduated 50 years ago, but members of the Class of 1973 are still young at heart!



Students congregate in the Hanson Plaza dining hall, one of several eateries on campus.





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

Alabama	243
Alaska	35
Arizona	345
Arkansas	185
California	2,212
Colorado	311
Connecticut	414
Delaware	100
District of Columbia	610
Florida	876
Georgia	456
Guam	6
Hawaii	111
Idaho	95
Illinois	1,096
Indiana	566
Iowa	323
Kansas	333
Kentucky	285
Louisiana	283
Maine	117
Maryland	1,963
Massachusetts	622
Michigan	500
Minnesota	652
Mississippi	99
Missouri	431
Montana	91
Nebraska	214
Nevada	54
New Hampshire	101
New Jersey	693
New Mexico	163
New York	1,745
North Carolina	568
North Dakota	114
Ohio	778
Oklahoma	138
Oregon	236
Pennsylvania	1,159
Puerto Rico	35
Rhode Island	90
South Carolina	224
South Dakota	140
Tennessee	256
Texas	1,098
Utah	155
Vermont	66
Virgin Islands	6
Virginia	1,098
Washington	483
West Virginia	164
Wisconsin	487
Wyoming	24
Total	23,649

<sup>1</sup>Includes enrollment thorough Fall 2023.

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

Argentina	4
Australia	19
Austria	2
Bahamas	4
Bangladesh	1
Barbados	2
Belgium	13
Benin	1
Bermuda	1
Bolivia	1
Botswana	12
Brazil	21
Bulgaria	2
Burkina Faso	1
Cameroon	6
Canada	888
Cayman Island	1
Cezech Republic	1
Chile	3
China	86
Colombia	3
Costa Rica	6
Cote D'Ivoire	1
Croatia	2
Cyprus	1
Czech Republic	1
Denmark	13
Egypt	1
El Salvador	2
Eritrea	1
Ethiopia	7
Fiji	1
Finland	7
France	10
Gabon	6
Gambia	1
Germany	17
Ghana	19
Greece	5
Guatemala	3
Guyana	2
Haiti	1
Honduras	1
Hong Kong	4
Hungary	2
Iceland	4
India	65
Indonesia	4
Iran	4
Iraq	1

Ireland	15
Israel	16
Italy	12
Jamaica	6
Japan	65
Jordan	5
Kenya	11
Korea, Republic of	19
Kuwait	3
Lebanon	3
Liberia	1
Malaysia	19
Mali	1
Mexico	14
Mongolia	3
Morocco	1
Nepal	1
Netherlands	14
New Zealand	4
Nigeria	82
Norway	15
Oman	1
Pakistan	6
Panama	2
Paraguay	2
Peru	3
Philippines	24
Poland	1
Portugal	1
Russian Federation	3
Rwanda	1
Saint Kitts and Nevis	1
Samoa	1
Saudi Arabia	37
Sierra Leone	2
Singapore	21
Slovakia	2
Slovenia	1
South Africa	19
Spain	10
Sri Lanka	7
Sudan	1
Sweden	44
Switzerland	5
Taiwan, Province of China	21
Tanzania	1
Thailand	10
Trinidad and Tobago	3
Turkey	2
Uganda	4
United Arab Emirates	9

United Kingdom	24
Uzbekistan	1
Venezuela	4
Vietnam	3
Yugoslavia	1
Zambia	2
Zimbabwe	1
Total	1,855
Countries	108

<sup>1</sup>Includes enrollment thorough Fall 2023.



Fall 2022 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Race/Ethnicity			
International/Non-Resident Alien	53	13	8
American Indian/Alaska Native	4	4	2
Asian	20	9	6
Black/African American	106	55	38
Hispanic of any race	127	72	47
Native Hawaiian/Other Pacific Islander	2	2	1
Two or more	1	0	0
White	201	127	101
Race and ethnicity unknown	39	21	15
Gender			
Male	220	140	105
Female	333	163	113
Hearing Status			
Deaf/Hard of Hearing	437	276	199
Hearing	115	27	19
Unknown	1	0	0
Application Type			
First-time Freshmen	380	225	161
Transfers	158	77	56
Second Degree	15	1	1
Total for each category	553	303	218

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

	2018	2019	2020	2021	2022
Applied	748	675	619	632	553
Admitted	416	403	375	367	303
Enrolled	302	263	231	228	218
Enrollment Yield	73%	65%	62%	62%	72%

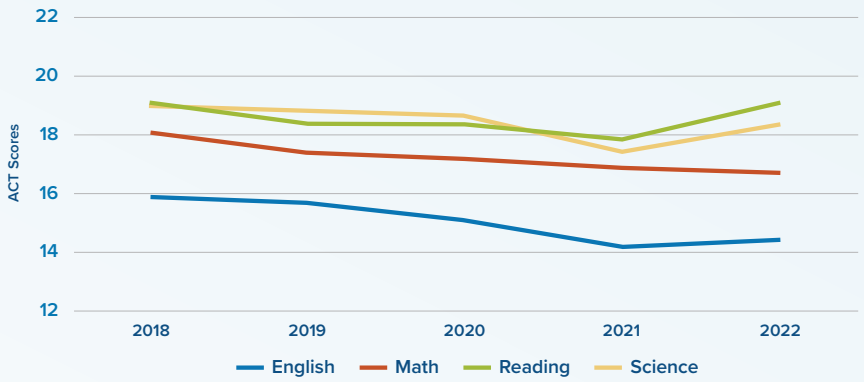
Fall New Undergraduate Degree-Seeking Diversity Trend

	2018	2019	2020	2021	2022
Race/Ethnicity					
International/Non-Resident Alien	7	9	8	7	8
American Indian/Alaska Native	3	3	2	3	2
Asian	11	13	15	14	6
Black/African American	53	54	32	35	38
Hispanic of any race	70	55	51	65	47
Native Hawaiian/Other Pacific Islander	1	2	3	2	1
Two or more	2	8	6	4	0
White	141	104	107	78	101
Race and ethnicity unknown	14	15	7	20	15
Gender					
Male	142	116	99	98	105
Female	160	147	132	130	113
Hearing Status					
Deaf/Hard of Hearing	254	234	186	206	199
Hearing	48	29	45	22	19
Application Type					
First-time Freshmen	201	183	152	152	161
Transfers	100	74	79	74	56
Second Degree	1	6	0	2	1
Total for each category	302	263	231	228	218

Fall New Undergraduate Degree-Seeking Average ACT Trend

	2018	2019	2020	2021	2022
English	15.9	15.7	15.0	14.2	14.4
Mathematics	18.1	17.4	17.2	16.9	16.8
Reading	19.1	18.4	18.4	17.9	19.1
Science <sup>1</sup>	19.0	18.9	18.6	17.4	18.4

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



Fall New Degree-Seeking Hearing Undergraduate Trend

	2018	%	2019	%	2020	%	2021	%	2022	%
Total Degree-Seeking New Undergraduate Enrollment	302		263		231		228		218	
Hearing Undergraduate (HUG)	35		25		25		15		15	
Online Degree Completion Program (ODCP) <sup>1</sup>	6		0		4		7		3	
Non-ODCP	29		25		21		8		12	
Bachelor of Arts in Interpretation (BAI) <sup>2</sup>	13		4		20		7		4	
Total New Hearing Enrollment	48	16%	29	11%	45	19%	22	10%	19	9%
Total New HUG Enrollment <sup>3</sup>	41	14%	25	10%	25	11%	15	7%	15	7%

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

<sup>2</sup>Bachelor of Arts in Interpretation (BAI) students are not counted in the Hearing Undergraduate (HUG) enrollment.

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



Fall 2022 New-to-Program Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Certificates	31	26	15
ASL/Deaf Studies	9	6	1
ASL/English Bilingual Early Childhood Education	0	0	0
Certificate Disaster and Emerg Planning	4	4	0
Certificate in Sexuality and Gender Studies	3	3	3
Deaf and Hard of Hearing Infants, Toddlers, and Families	15	13	11
Deaf Students with Disabilities	0	0	0
Master's	336	230	140
Accessible Human-Centered Computing	10	6	6
Counseling	17	14	12
Clinical Mental Health Counseling	17	14	12
School Counseling	0	0	0
Deaf Studies	14	8	6
Education	28	18	9
Deaf Education Advanced Studies	28	18	9
Deaf Education Special Programs	0	0	0
Education - Teachers Preparation Program	15	3	0
Deaf Education	9	1	0
Early Childhood and Deaf Education	3	1	0
Elementary Education and Deaf Education	1	1	0
Secondary Education and Deaf Education	2	0	0
International Development	15	13	6
Interpretation and Translation	25	13	6
Interpreting Practice/Research	23	12	6
Interpreting Research	2	1	0
Linguistics	12	12	8
Public Administration	36	26	17
Sign Language Education	59	32	26
Social Work	51	41	27
Speech-Language Pathology	54	44	17
Specialists	6	4	4
Deaf Education	6	4	4
Doctorates	116	55	32
Audiology, Au.D.	41	23	8
Clinical Psychology	22	7	6
Critical Studies in the Education of Deaf Learners	21	5	5
Educational Neuroscience	7	4	4
Hearing, Speech, and Language Sciences	1	1	1
Linguistics	5	2	1
School Psychology, Psy.D.	15	10	5
Translation and Interpretation Studies	4	3	2
Total Program Enrollment¹	489	315	191
Headcount	442	300	189

¹Dual program enrollments are included.

Fall 2022 New-to-Graduate Career Degree-Seeking Diversity by Applied, Admitted, and Enrolled

	Applied¹	Admitted¹	Enrolled
Race/Ethnicity			
International/Non-Resident Alien	0	0	0
American Indian/Alaska Native	2	2	2
Asian	30	24	15
Black/African American	48	29	19
Hispanic of any race	49	36	22
Native Hawaiian/Other Pacific Islander	0	0	0
Two or more	6	6	6
White	224	145	88
Race and ethnicity unknown	75	34	14
Gender			
Male	120	70	42
Female	314	206	124
Hearing Status			
Deaf/Hard of Hearing	220	144	99
Hearing	211	130	67
Unknown	3	2	0
Total for each category	434	276	166

¹Applied Count and Admitted Count are not distinct counts.

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

	2018	2019	2020	2021	2022
Applied	502	467	483	504	434
Admitted	249	232	288	275	276
Enrolled	156	151	172	154	166
Enrollment Yield	63%	65%	60%	56%	60%

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

	2018	2019	2020	2021	2022
Race/Ethnicity					
International/Non-Resident Alien	10	8	8	6	0
American Indian/Alaska Native	0	0	3	0	2
Asian	6	9	10	7	15
Black/African American	17	14	12	19	19
Hispanic of any race	18	14	24	18	22
Native Hawaiian/Other Pacific Islander	0	0	1	0	0
Two or more	8	8	11	2	6
White	92	82	93	95	88
Race and ethnicity unknown	5	16	10	7	14
Gender					
Male	42	30	35	41	42
Female	109	117	130	113	124
Unknown	5	4	7	0	N/A
Hearing Status					
Deaf/Hard of Hearing	88	81	102	67	99
Hearing	67	68	66	76	67
Unknown	1	2	4	11	0
Total for each category	156	151	172	154	166



## II. Academic Enrollment Trends

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Major

	2018	2019	2020	2021	2022
Accounting	17	15	14	19	13
American Sign Language	10	10	8	6	4
Art and Media Design	30	39	34	22	19
Biology, B.A.	3	5	3	3	3
Biology, B.S.	15	15	20	21	20
Business Administration	42	30	26	21	29
Chemistry, B.A.	0	0	0	0	0
Chemistry, B.S.	7	5	8	4	5
Communication Studies	36	37	26	31	24
Deaf Studies	30	22	23	40	48
Deaf Studies	14	12	9	9	17
Deaf Studies – ODCP	16	10	14	31	31
Education	18	18	18	12	7
English	17	22	23	15	15
Government	25	26	18	12	12
History	12	14	19	19	12
Information Technology	27	35	31	29	29
International Studies	20	18	15	18	8
Interpretation	52	43	47	35	26
Mathematics, B.A.	4	6	10	12	8
Mathematics, B.S.	8	9	6	6	8
Philosophy	2	1	4	2	1
Physical Education and Recreation	39	34	49	48	43
Psychology	39	42	50	48	37
Psychology	37	39	46	37	37
Psychology - ODCP	2	3	4	11	0
Public Health	1	5	7	10	10
Risk Management and Insurance	17	16	16	18	18
Self-Directed Major	1	1	3	5	6
Social Work	54	52	53	54	37
Sociology	5	5	9	7	9
Spanish	7	5	8	7	5
Theatre Arts	9	6	5	4	5
Total Plan Enrollment¹	547	536	553	528	461

¹This is not a headcount; dual degree enrollments are included, but students who have not yet declared a major are not. Declared majors are as of the census date.

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Minor

	2018	2019	2020	2021	2022
Accounting	0	0	0	0	0
American Sign Language	5	1	3	2	1
Art	11	11	3	2	3
Athletic Coaching	14	12	22	20	19
Biology	3	5	4	4	8
Business Administration	3	3	4	3	0
Chemistry	4	1	4	4	3
Communication Studies	1	3	6	4	0
Dance	5	3	2	2	2
Data Science	N/A	N/A	N/A	0	4
Deaf Studies	13	5	2	5	3
Education	4	5	6	12	13
English	8	8	8	5	4
Family and Child Studies	25	20	24	24	14
Government	1	4	3	3	1
History	1	0	0	0	0
Information Technology	2	1	4	3	3
Linguistics	15	9	3	4	4
Mathematics	0	2	4	3	3
Philosophy	0	0	0	0	1
Psychology	8	14	6	8	8
Public Health	3	3	5	3	2
Recreation and Sports Programming	2	1	1	1	1
Risk Management and Insurance	2	2	2	0	1
Sociology	1	0	1	3	1
Sports Management	N/A	N/A	N/A	0	2
Spanish	8	9	6	3	2
Theatre Arts	2	4	3	3	1
Total Plan Enrollment¹	141	126	126	121	104

¹This is not a headcount; dual degree enrollments are included. Declared minors are as of the census date.

Fall Hearing Undergraduate (HUG) Enrollment Trend by Declared Major

	2018	2019	2020	2021	2022
American Sign Language	1	0	0	0	0
Art and Media Design	0	1	1	0	0
Biology, B.A.	0	1	1	0	0
Biology, B.S.	0	2	3	3	3
Business Administration	0	0	0	0	1
Chemistry, B.S.	0	1	1	0	0
Communication Studies	3	3	0	0	1
Deaf Studies	13	10	7	11	15
Deaf Studies	5	7	3	2	6
Deaf Studies - ODCP	8	3	4	9	9
Education	3	4	1	0	0
English	0	0	1	0	1
Government	0	1	1	0	1
History	0	1	2	1	0
Information Technology	0	1	1	1	1
International Studies	4	2	1	2	3
Interpretation	0	0	0	0	0
Mathematics	0	0	0	0	0
Philosophy	1	0	1	0	0
Physical Education and Recreation	0	0	0	0	0
Psychology	4	6	8	7	7
Psychology	3	5	6	3	0
Psychology - ODCP	1	1	2	4	0
Public Health	0	0	0	1	2
Self-Directed major	0	0	2	1	1
Social Work	1	2	2	1	1
Sociology	1	1	1	1	1
Spanish	1	0	1	1	1
Theatre Arts	0	0	0	1	0
Undeclared	47	40	35	36	23
Total Majors Declared¹	79	76	70	67	62
Total Headcount²	78	76	69	66	60

¹Dual program enrollments are included. Declared majors and minors as of census. Total Majors Declared could exceed headcount because some students have dual majors.

²Headcount includes students who have not yet declared a major.



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

	2018	2019	2020	2021	2022
Certificates					
ASL/Deaf Studies	3	2	4	5	4
ASL/English Bilingual Early Childhood Education	0	0	1	0	0
Certificate in Sexuality and Gender Studies	N/A	N/A	N/A	0	2
Deaf and Hard of Hearing Infants, Toddlers, and Families	3	7	2	11	8
Deaf Students with Disabilities	6	2	1	0	0
Certificates Total	12	11	8	16	14
Master's					
Accessible Human-Centered Computing	N/A	N/A	N/A	N/A	6
Counseling	27	16	6	3	11
Clinical Mental Health Counseling	15	9	4	2	11
School Counseling	12	7	2	1	0
Deaf Studies	3	17	22	21	14
Education	37	29	36	8	9
Deaf Education Advanced Studies	8	4	8	8	9
Deaf Education Special Programs	7	2	0	0	0
Education - Teachers Preparation Program	22	23	28	22	14
Deaf Education	6	9	11	6	4
Early Childhood and Deaf Education	5	5	5	1	1
Elementary Education and Deaf Education	9	7	10	12	8
Secondary Education and Deaf Education	2	2	2	3	1
International Development	19	17	17	17	16
Interpretation and Translation	24	23	26	25	21
Interpreting Practice/Research	22	22	26	22	18
Interpreting Research	2	1	0	3	3
Linguistics	19	17	19	22	16
Public Administration	37	29	32	20	29
Sign Language Education	30	36	59	46	36
Social Work	34	32	36	36	46
Speech-Language Pathology	32	29	25	32	40
Master's Total	264	246	278	252	258
Specialists					
Deaf Education	4	5	7	11	8
School Psychology	15	18	13	9	N/A
Specialists Total	19	23	20	20	8
Doctorates					
Audiology, Au.D.	37	44	46	40	32
Audiology, Ph.D.	1	0	0	0	0
Clinical Psychology	34	36	32	30	27
Critical Studies in the Education of Deaf Learners	9	8	5	10	17
Deaf Education	0	0	0	0	0
Educational Neuroscience	8	5	6	6	8
Hearing, Speech, and Language Sciences	6	10	8	10	9
Interpretation and Translation	24	22	22	19	14
Interpretation	24	22	19	16	10
Translation and Interpretation Studies	0	0	3	3	4
Linguistics	10	13	12	14	11
School Psychology, Psy.D.	0	0	0	10	13
Doctorates Total	129	138	131	139	131
Total Program Enrollment¹	418	418	437	427	411
Total Headcount	411	406	423	412	399

¹Dual program enrollments are included.

III. Persistence and Graduation Data

Undergraduate Degree-Seeking Fall 2022 to Fall 2023 Attrition/Persistence by Diversity

	Fall 2022	Graduated	Academically Dismissed	Withdrew	Returned Fall 2023¹
Race/Ethnicity					
International/Non-Resident Alien	53	19	0	6	28
American Indian/Alaska Native	6	0	0	2	4
Asian	46	10	1	3	32
Black/African American	159	30	9	12	108
Hispanic of any race	198	42	10	19	127
Native Hawaiian/Other Pacific Islander	8	1	2	1	4
Two or more	19	3	0	4	12
White	381	87	13	27	254
Race and ethnicity unknown	40	6	1	2	31
Gender					
Male	435	82	24	36	293
Female	475	116	12	40	307
Hearing Status					
Deaf/Hard of Hearing	827	171	36	72	548
Hearing	83	27	0	4	52
Hearing Undergraduate (HUG)	60	20	0	3	37
Non-HUG	23	7	0	1	15
Class					
Freshmen	277	0	29	33	215
Sophomores	171	0	4	21	146
Juniors	205	20	3	15	167
Seniors	251	176	0	7	68
Second Degree	6	2	0	0	4
Academic Load					
Full-time	852	162	34	69	587
Part-time	58	36	2	7	13
Total for each category	910	198	36	76	600

¹Counts are based on undergraduate degree-seeking students returning as undergraduate degree-seeking students.



Social interaction is an integral part of student life.



Graduate Degree-Seeking Fall 2022 to Fall 2023 Attrition/Persistence by Diversity

	Fall 2022 Enrollment	Graduated	Withdrew	Returned Fall 2023
Race/Ethnicity				
International/Non-Resident Alien	25	11	1	13
American Indian/Alaska Native	2	1	0	1
Asian	23	6	2	15
Black/African American	45	13	5	27
Hispanic of any race	46	11	3	32
Native Hawaiian/Other Pacific Islander	0	0	0	0
Two or more	10	3	1	6
White	225	76	16	133
Race and ethnicity unknown	23	5	1	17
Gender				
Male	106	32	8	66
Female	292	94	21	177
Unknown	1	0	0	1
Hearing Status				
Deaf/Hard of Hearing	193	60	14	119
Hearing	193	61	11	121
Unknown	13	5	4	4
Degree				
Certificates	10	9	1	0
Master's	250	102	17	131
Specialists	8	0	2	6
Doctorates	131	15	9	107
Academic Load				
Full-time	257	78	15	164
Part-time	142	48	14	80
Total for each category	399	126	29	244

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

Group in the Cohort	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022
# in Cohort	201	183	151	151	161
Male	100	83	69	67	83
Female	101	100	82	84	78
Students of Color <sup>1</sup>	93	94	76	81	70
White	93	77	64	51	72
Deaf/Hard of Hearing	191	174	140	149	156
Hearing	10	9	11	2	5
Hearing Undergraduate (HUG)	9	9	6	2	5
Non-HUG	1	0	5	0	0
% Retained to Year 2	75%	74%	80%	73%	77%
Male	75%	72%	80%	64%	76%
Female	74%	76%	80%	80%	78%
Students of Color <sup>1</sup>	73%	76%	72%	69%	74%
White	76%	71%	88%	80%	79%
Deaf/Hard of Hearing	73%	74%	79%	72%	76%
Hearing	100%	89%	91%	100%	100%
Hearing Undergraduate (HUG)	100%	89%	100%	100%	100%
Non-HUG	100%	N/A	80%	N/A	N/A
% Retained to Year 3	57%	73%	67%	62%	
Male	57%	73%	71%	58%	
Female	56%	72%	63%	65%	
Students of Color <sup>1</sup>	52%	70%	63%	59%	
White	60%	73%	70%	71%	
Deaf/Hard of Hearing	57%	71%	65%	62%	
Hearing	60%	100%	91%	100%	
Hearing Undergraduate (HUG)	67%	100%	100%	100%	
Non-HUG	0%	N/A	80%	N/A	
% Retained to Year 4	54%	61%	64%		
Male	55%	61%	68%		
Female	52%	60%	60%		
Students of Color <sup>1</sup>	47%	59%	58%		
White	57%	61%	69%		
Deaf/Hard of Hearing	54%	60%	63%		
Hearing	50%	78%	73%		
Hearing Undergraduate (HUG)	56%	78%	67%		
Non-HUG	0%	N/A	80%		
% Retained to Year 5	35%	38%			
Male	43%	47%			
Female	27%	32%			
Students of Color <sup>1</sup>	35%	41%			
White	35%	34%			
Deaf/Hard of Hearing	36%	39%			
Hearing	20%	33%			
Hearing Undergraduate (HUG)	22%	33%			
Non-HUG	0%	N/A			
% Retained to Year 6	12%				
Male	15%				
Female	10%				
Students of Color <sup>1</sup>	15%				
White	10%				
Deaf/Hard of Hearing	13%				
Hearing	10%				
Hearing Undergraduate (HUG)	11%				
Non-HUG	0%				

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

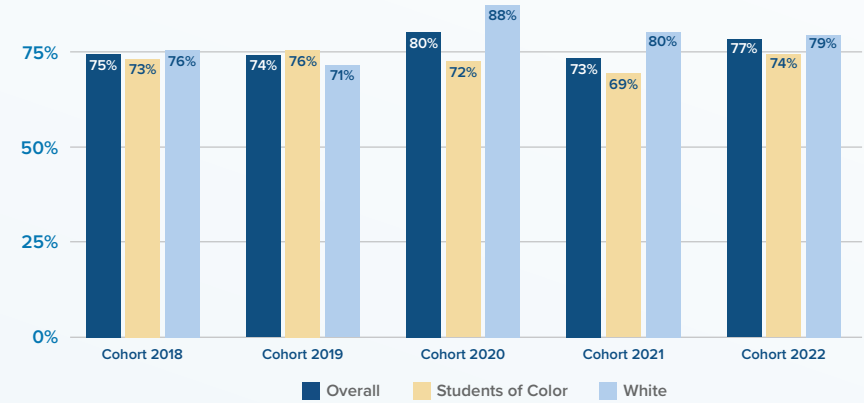


Commencement is both the culmination of an educational journey and the beginning of a new journey



Persistence to Year 2 of Full-Time, First-Time Freshmen by Demographics

	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022
Overall	75%	74%	80%	73%	77%
Students of Color	73%	76%	72%	69%	74%
White	76%	71%	88%	80%	79%



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

Group in the Cohort	Cohort 2015		Cohort 2016		Cohort 2017		Cohort 2018		Cohort 2019	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	99	17%	124	7%	99	10%	100	11%	83	12%
Female	79	25%	121	26%	148	22%	101	30%	100	29%
Race/Ethnicity										
International/Non-Resident Alien	12	17%	17	12%	7	43%	5	40%	4	50%
Male	8	25%	14	14%	2	0%	2	50%	1	0%
Female	4	0%	3	0%	5	60%	3	33%	3	67%
American Indian/Alaska Native	3	0%	1	0%	4	0%	3	33%	2	50%
Male	1	0%	1	0%	2	0%	1	0%	1	0%
Female	2	0%	0	N/A	2	0%	2	50%	1	100%
Asian	3	67%	12	33%	9	33%	4	50%	12	33%
Male	1	0%	6	0%	2	50%	1	0%	9	22%
Female	2	100%	6	67%	7	29%	3	67%	3	67%
Black/African American	28	4%	47	2%	45	7%	40	5%	40	8%
Male	18	0%	31	3%	21	0%	21	0%	24	4%
Female	10	10%	16	0%	24	13%	19	11%	16	13%
Hispanic of any race	11	36%	15	7%	14	7%	44	18%	36	19%
Male	6	33%	7	0%	7	0%	19	11%	13	8%
Female	5	40%	8	13%	7	14%	25	24%	23	26%
Native Hawaiian or Other Pacific Islander	0	N/A	4	50%	2	0%	1	0%	0	N/A
Male	0	N/A	1	0%	1	0%	0	N/A	0	N/A
Female	0	N/A	3	67%	1	0%	1	0%	0	N/A
Two or More	15	33%	4	25%	14	21%	1	0%	4	25%
Male	9	33%	1	0%	8	25%	0	N/A	0	N/A
Female	6	33%	3	33%	6	17%	1	0%	4	25%
White	91	24%	124	21%	122	21%	93	24%	77	26%
Male	48	21%	52	10%	43	16%	50	14%	33	18%
Female	43	28%	72	29%	79	24%	43	35%	44	32%
Unknown	15	7%	21	14%	30	13%	10	40%	8	13%
Male	8	0%	11	9%	13	0%	6	17%	2	0%
Female	7	14%	10	20%	17	24%	4	75%	6	17%
Students of Color¹	60	20%	83	11%	88	11%	93	14%	94	17%
Male	35	14%	47	2%	41	7%	42	5%	47	9%
Female	25	28%	36	22%	47	15%	51	22%	47	26%
Hearing Status										
Deaf/Hard of Hearing	172	20%	234	16%	233	17%	191	19%	174	19%
Hearing	6	33%	11	27%	14	29%	10	40%	9	67%
Hearing Undergraduate(HUG)	6	33%	8	13%	13	23%	9	44%	9	67%
Non-HUG	0	N/A	3	67%	1	100%	1	0%	0	N/A
Total Within the Cohort	178	21%	245	16%	247	17%	201	20%	183	21%

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

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

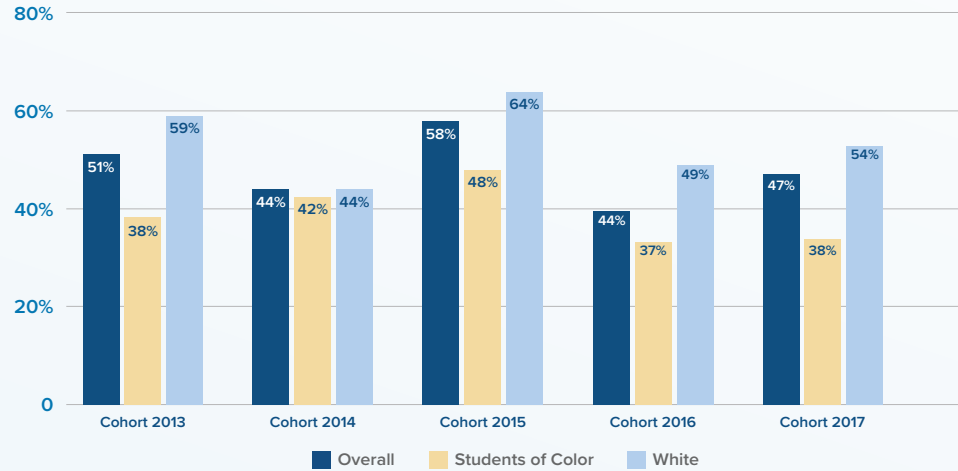
Group in the Cohort	Cohort 2013		Cohort 2014		Cohort 2015		Cohort 2016		Cohort 2017	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	86	49%	83	35%	99	55%	124	35%	99	36%
Female	114	53%	98	51%	79	62%	121	53%	148	53%
Race/Ethnicity										
International/Non-Resident Alien	10	60%	11	55%	12	58%	17	29%	7	71%
Male	4	75%	8	50%	8	50%	14	29%	2	50%
Female	6	50%	3	67%	4	75%	3	33%	5	80%
American Indian/Alaska Native	1	0%	0	N/A	3	33%	1	100%	4	25%
Male	0	N/A	0	N/A	1	0%	1	100%	2	0%
Female	1	0%	0	N/A	2	50%	0	N/A	2	50%
Asian	4	50%	6	50%	3	100%	12	50%	9	67%
Male	2	50%	1	100%	1	100%	6	33%	2	50%
Female	2	50%	5	40%	2	100%	6	67%	7	71%
Black/African American	26	35%	35	40%	28	29%	47	32%	45	31%
Male	15	33%	18	33%	18	28%	31	29%	21	14%
Female	11	36%	17	47%	10	30%	16	38%	24	46%
Hispanic of any race	31	42%	29	41%	11	45%	15	40%	14	43%
Male	9	11%	12	33%	6	50%	7	43%	7	29%
Female	22	55%	17	47%	5	40%	8	38%	7	57%
Native Hawaiian or Other Pacific Islander	1	100%	1	100%	0	N/A	4	50%	2	50%
Male	0	N/A	1	100%	0	N/A	1	0%	1	100%
Female	1	100%	0	N/A	0	N/A	3	67%	1	0%
Two or More	11	27%	6	33%	15	80%	4	25%	14	36%
Male	3	33%	0	N/A	9	78%	1	0%	8	25%
Female	8	25%	6	33%	6	83%	3	33%	6	50%
White	116	59%	93	44%	91	64%	124	49%	122	54%
Male	53	58%	43	30%	48	65%	52	37%	43	51%
Female	63	59%	50	56%	43	63%	72	58%	79	56%
Unknown	0	N/A	0	N/A	15	60%	21	48%	30	37%
Male	0	N/A	0	N/A	8	38%	11	45%	13	31%
Female	0	N/A	0	N/A	7	86%	10	50%	17	41%
Students of Color¹	74	38%	77	42%	60	48%	83	37%	88	38%
Male	29	28%	32	38%	35	46%	47	32%	41	22%
Female	45	44%	45	44%	25	52%	36	44%	47	51%
Hearing Status										
Deaf/Hard of Hearing	196	51%	174	44%	172	59%	234	44%	233	47%
Hearing	4	75%	7	43%	6	33%	11	36%	14	36%
Hearing Undergraduate (HUG)	3	100%	6	50%	6	33%	8	25%	13	31%
Non-HUG	1	0%	1	0%	0	N/A	3	67%	1	100%
Total Within the Cohort	200	51%	181	44%	178	58%	245	44%	247	47%

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



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

	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017
Overall	51%	44%	58%	44%	47%
Students of Color	38%	42%	48%	37%	38%
White	59%	44%	64%	49%	54%



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

Group in the Cohort	Cohort 2013		Cohort 2014		Cohort 2015		Cohort 2016		Cohort 2017	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	119	52%	122	48%	140	54%	170	38%	139	45%
Female	167	60%	159	60%	136	69%	188	59%	207	57%
Admit Type										
First-time Freshmen	201	51%	182	43%	178	58%	245	44%	247	47%
Transfer/Second Degree	85	72%	99	75%	98	67%	113	60%	99	67%
Hearing Status										
Deaf/Hard of Hearing	254	56%	247	52%	232	60%	306	45%	291	51%
Hearing	32	66%	34	71%	44	66%	52	69%	55	58%
Hearing Undergraduate (HUG)	18	61%	25	72%	29	55%	30	63%	33	45%
Non-HUG	14	71%	9	67%	15	87%	22	77%	22	77%
Total Within the Cohort	286	57%	281	54%	276	61%	358	49%	346	52%
Total Graduated		163		153		169		175		181

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

Undergraduate Degrees Awarded by Major Trend

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Certificates					
Sexuality & Gender Studies	N/A	N/A	N/A	N/A	1
Certificates Total	N/A	N/A	N/A	N/A	1
Bachelors					
Accounting	5	8	2	10	5
American Sign Language	7	7	8	9	3
Art and Media Design	10	10	18	12	11
Biology, B.A.	3	2	2	3	1
Biology, B.S.	3	6	2	3	10
Business Administration	26	14	11	6	10
Chemistry, B.A.	0	0	0	0	0
Chemistry, B.S.	1	1	3	1	1
Communication Studies	18	17	18	17	17
Deaf Studies	19	15	15	20	29
Deaf Studies	11	10	10	8	14
Deaf Studies – ODCP	8	5	5	12	15
Education	7	6	4	4	3
English	3	6	10	4	8
Government	6	11	11	6	7
History	4	6	7	11	8
Information Technology	8	10	13	8	13
International Studies	6	9	4	7	8
Interpretation	19	22	13	15	9
Mathematics, B.A.	1	1	3	4	3
Mathematics, B.S.	2	4	3	0	4
Philosophy	1	0	2	0	1
Physical Education and Recreation	16	10	16	15	9
Psychology	15	12	20	25	19
Psychology	15	12	18	23	18
Psychology – ODCP	0	0	2	2	1
Public Health	0	3	1	6	4
Risk Management and Insurance	8	7	3	9	6
Self-directed Major	1	2	3	1	11
Social Work	18	21	10	24	14
Sociology	1	3	5	2	3
Spanish	4	2	1	3	4
Theatre Arts	3	1	3	3	0
Bachelors Total	215	216	211	228	221
Total Degrees Awarded	215	216	211	228	222
Distinct Headcount of Graduates	204	200	205	222	203

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2018-2019 (9/6/2019), 2019-2020 (9/15/2020), 2020-2021 (9/14/2021), 2021-2022 (9/13/2022), and 2022-2023 (9/12/23).



Degrees Awarded to Hearing Undergraduates (HUG) by Major Trend

	2018-2019 <sup>1</sup>	2019-2020 <sup>2</sup>	2020-2021 <sup>3</sup>	2021-2022 <sup>4</sup>	2022-2023 <sup>5</sup>
American Sign Language	1	0	0	0	0
Art and Media Design	0	0	1	0	0
Biology, B.A.	0	0	1	1	1
Communication Studies	1	3	0	0	1
Deaf Studies	5	9	4	7	9
Deaf Studies	4	8	3	3	5
Deaf Studies – ODCP <sup>6</sup>	1	1	1	4	4
Education	1	2	1	0	0
English	0	0	1	0	1
Government	0	1	2	0	1
History	0	0	1	1	0
Information Technology	0	0	0	0	1
International Studies	1	2	0	0	1
Interpretation	5	0	0	0	0
Philosophy	1	0	1	0	0
Physical Education and Recreation	1	0	0	0	0
Psychology	2	0	3	2	2
Psychology	2	0	3	1	2
Psychology – ODCP <sup>6</sup>	0	0	0	1	0
Public Health	0	0	0	0	2
Self-directed Major	0	0	2	0	2
Social Work	0	1	0	1	1
Sociology	0	1	0	1	0
Spanish	2	0	0	0	1
Theatre Arts	0	0	0	1	0
Total Degrees Awarded	20	19	17	14	23
Distinct Headcount of Graduates	18	19	17	14	23

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2017-2018 (September 11, 2018), 2018-2019 (September 6, 2019), 2019-2020 (September 15, 2020), 2020-2021 (September 14, 2021), and 2021-2022 (September 13, 2022).

<sup>1</sup>Seventeen additional hearing undergraduates graduated in 2017-2018 who are not considered HUGs. Fifteen graduated from the Bachelor of Arts in Interpretation (BAI) program with degrees in Interpretation. Two additional hearing undergraduate students graduated from the Online Degree Completion program in 2017-18 with a degree in Deaf Studies.

<sup>2</sup>Eighteen additional hearing undergraduates graduated in 2018-2019 who are not considered HUGs. Fourteen graduated from the Bachelor of Arts in Interpretation (BAI) program with degrees in Interpretation. Four additional hearing undergraduate students graduated from the Online Degree Completion Program in 2018-2019.

<sup>3</sup>Twenty-one additional hearing undergraduates graduated in 2019-2020 who are not considered HUGs with a degree in Interpretation.

<sup>4</sup>Eleven additional hearing undergraduates graduated in 2020-2021 who are not considered HUGs with a degree in Interpretation.

<sup>5</sup>Twelve additional hearing undergraduates graduated in 2021-2022 who are not considered HUGs with a degree in Interpretation.

<sup>6</sup>Students enrolled in the ODCP program were not counted in HUG prior to Fall 2018.



The subject is unknown, but the joy and levity are clearly apparent!

Graduate Degrees Awarded by Program Trend

	2018-19	2019-20	2020-21	2021-22	2022-23
Certificates					
ASL/Deaf Studies	0	1	0	3	2
Deaf/HOH Infants, Toddlers, and Families	1	5	1	4	8
Educating Deaf Students with Disabilities	3	0	0	0	0
Sexuality and Gender Studies	N/A	N/A	N/A	N/A	2
Certificates Total	4	6	1	7	12
Master's					
Counseling: Mental Health	4	4	2	2	0
Counseling: School	2	5	1	1	0
Deaf Education: Advanced Studies	3	3	7	7	5
Deaf Education: Special Programs	2	2	0	0	0
Deaf Studies	0	1	4	8	5
Developmental Psychology	5	6	3	3	2
Education	6	10	8	4	8
Hearing, Speech, and Language: Non-clinical	14	10	14	9	12
International Development	6	6	4	6	6
Interpretation	9	7	9	6	11
Linguistics	9	7	6	10	7
Psychology	3	6	1	5	2
Public Administration	18	13	11	9	8
Sign Language Education	24	30	42	30	24
Social Work	17	15	16	12	20
Speech-Language Pathology	15	17	10	13	18
Master's Total	137	142	138	125	128
Specialists					
Deaf Education, Ed.S.	1	2	1	4	0
School Psychology, Psy.S.	4	5	4	5	0
Specialists Total	5	7	5	9	0
Doctorates					
Audiology, Au.D.	9	9	16	16	10
Audiology, Ph.D.	1	0	0	0	0
Educational Neuroscience	3	1	1	1	1
Critical Studies	1	2	2	0	0
Hearing, Speech, and Language Sciences	0	3	0	1	0
Interpretation	3	3	4	3	0
Linguistics	0	0	0	4	1
Clinical Psychology	3	7	4	7	2
Doctorates Total	20	25	27	32	14
Total Degrees Awarded	166	180	171	173	154
Headcount	165	177	169	169	149

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2017-2018 (September 11, 2018), 2018-2019 (September 6, 2019), 2019-2020 (September 15, 2020), 2020-2021 (September 14, 2021), 2021-2022 (September 13, 2022).



Cumulative Listing of U.S. Alumni by State/Territory Since 1864<sup>1</sup>

Alabama	114
Alaska	20
Arizona	196
Arkansas	90
California	1,317
Colorado	172
Connecticut	272
Delaware	55
District of Columbia	363
Florida	546
Georgia	251
Guam	3
Hawaii	63
Idaho	53
Illinois	620
Indiana	313
Iowa	145
Kansas	171
Kentucky	151
Louisiana	153
Maine	65
Maryland	1,224
Massachusetts	364
Michigan	302
Minnesota	369
Mississippi	40
Missouri	232
Montana	52
Nebraska	107
Nevada	33
New Hampshire	60
New Jersey	460
New Mexico	98
New York	1,161
North Carolina	331
North Dakota	62
Ohio	453
Oklahoma	62
Oregon	123
Pennsylvania	699
Puerto Rico	30
Rhode Island	60
South Carolina	102
South Dakota	71
Tennessee	121
Texas	624
Utah	73
Vermont	37
Virgin Islands	5
Virginia	670
Washington	242
West Virginia	82
Wisconsin	291
Wyoming	13
Total	13,786

<sup>1</sup>Includes all those who graduated through Summer 2023.

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

Argentina	4
Australia	10
Austria	2
Bahamas	2
Bangladesh	1
Barbados	1
Belgium	7
Benin	1
Botswana	9
Brazil	8
Bulgaria	1
Burkina Faso	1
Cameroon	3
Canada	524
Cayman Island	1
Chile	3
China	71
Colombia	3
Costa Rica	3
Cyprus	1
Czech Republic	1
Denmark	1
El Salvador	2
Ethiopia	5
Fiji	1
Finland	3
France	5
Gabon	5
Germany	6
Ghana	15
Greece	4
Guatemala	3
Guyana	1
Haiti	1
Honduras	1
Hong Kong	4
Hungary	1
Iceland	2
India	43
Indonesia	4
Iran	4
Ireland	6
Israel	11
Italy	3
Jamaica	5
Japan	35
Jordan	5
Kenya	8
Korea, Republic of	14
Kuwait	2
Lebanon	2
Liberia	1
Malaysia	17
Mali	1

Mexico	11
Mongolia	2
Nepal	1
Netherlands	11
New Zealand	3
Nigeria	63
Norway	7
Oman	1
Pakistan	6
Panama	2
Paraguay	2
Peru	3
Philippines	20
Poland	1
Portugal	1
Russian Federation	3
Rwanda	1
Saint Kitts and Nevis	1
Saudi Arabia	19
Sierra Leone	2
Singapore	20
Slovakia	1
Slovenia	1
South Africa	17
Spain	8
Sri Lanka	7
Sweden	20
Switzerland	3
Taiwan, Province of China	14
Tanzania	1
Thailand	5
Trinidad and Tobago	2
Turkey	1
Uganda	3
United Arab Emirates	3
United Kingdom	12
Uzbekistan	1
Venezuela	2
Vietnam	3
Zambia	1
Total	1,163
Countries	94

<sup>1</sup>Includes all those who graduated through Summer 2022.



IV. Academic Programs

During Academic Year 2022-2023, the university continued normal in-person operations while maintaining robust gains in online teaching and programs.

During Fiscal Year 2023, the Division of Academic Affairs implemented several initiatives. They include:

Academic Reimagining which began with the faculty and Academic Affairs several years ago continued to be implemented during 2022-2023.

- Academic Effectiveness and Productivity Review began in Summer 2022 with the goal of reviewing the efficiency of all academic programs.
  - The Program Discontinuance Review Committee began its work in September 2022 and continued through the 2022-2023 academic year.
  - When the work was complete, five programs were impacted and were either closed, merged with other programs, or suspended while they continued to work on their offerings: Philosophy, Chemistry, Sociology, Public Health, and Spanish.
- General Education led the new Core Curriculum through its second year of implementation while continuing to run the GSR upper-level courses for students finishing the old curriculum.
  - Classes offered by the General Education program are labeled VEE.
    - VEE is not an acronym. It is the label for an ASL sign that does not have a direct English translation. Its meaning incorporates the concepts of “notice, be fascinated, find interesting, analyze, observe, and watch.” When we use VEE as the name for our Core Curriculum courses, we are celebrating our bilingualism and encouraging our students to be intellectually curious in both ASL and English and whatever languages they bring with them.
  - Continued to update the Core Curriculum content.
    - VEE 101/VEE 102 – two seminar courses welcome students into Gallaudet’s unique educational environment with deep dives into Deafhood, our bilingual identities as ASL and English users, and multicultural and multi-identity exploration, all grounded in personal wellness and self-discovery, which lead toward exploration of the academic possibilities Gallaudet has to offer while opening up thinking about myriad career opportunities.
    - Offered VEE 150 for the first time with topics ranging from Language Attitudes, Law and Advocacy, Science Fiction Literature, Sexual Identity and the Deaf Community.
  - Offered multiple sections of all GSR 200-level and GSR 300 classes each semester and many during the summer, supporting most GSR students to complete their General Education requirements.
    - There are fewer than 20 remaining students who need GSR 200-level classes; they were offered for the last time in Fall 2023.
    - There are fewer than 50 remaining students who need the GSR 300 class; it will be offered for the last time in Spring 2024.
- The Graduate School
  - Collaborated with the Office of the Chief Bilingual Officer to offer the first annual Graduate Languaculture Immersion Program in which new and returning graduate students build on their knowledge of American Sign Language, Deaf culture(s), and social etiquette to ensure a positive experience and a strong sense of belonging on our signing campus.
  - Launched the Graduate Student Resource Center’s Graduate Fellows Program, designed to support our graduate students’ ASL, English, and quantitative skill development. Fellows receive mentoring and supervision to provide one-on-one coaching and in-class support and are responsible for sharing resources, hosting workshops and gatherings, and providing communications to the graduate community.
  - Began accepting students into three new programs of study:
    - Master of Arts (M.A.) program in Interdisciplinary Studies: Infants, Toddlers, and Families
    - Graduate certificate program in Disability-Inclusive Disaster Risk Reduction and Emergency Planning (DEP)
    - School Counseling concentration of the M.A. in Counseling program
  - Celebrated the first graduating class of students to complete the Graduate-Level Inclusion and Diversity Education (GLIDE) program requirements while earning master’s degrees in deaf education, developmental psychology, speech-language pathology, and social work.
  - Received Faculty Senate and Board of Trustees approval to establish a new Doctor of Education (Ed.D.) program in Transformational Leadership in Deaf Education.

Several Academic Centers continued their work in FY 2023:

- The Center for Black Deaf Studies hosted its first annual Symposium, “Black Deaf Studies Matters: A Defining Moment.” Over 300 people attended.
- The Center for Democracy in Deaf America continued to expand its activities, including hosting a historic debate with the United States Naval Academy.
- The Center for Teaching and Learning (CTL) organizes Teaching and Learning Sessions for faculty and teaching staff every semester. During these sessions, the attendees are provided with the latest updates and tips on course preparation. They also receive guidance on classroom management, diversity, and inclusion. In addition to these sessions, CTL arranges new faculty orientation and meets with first- and second-year faculty to cater to their specific requirements. The Center has released the CTL microsite and Blackboard: Instructors Resources and Training developed by faculty for resources.

- The Center for Continuing Education (CCE) hired a new Director in late July 2023 and is looking forward to the expansion of this program.
- The Office of International Affairs (OIA) continued to advance The Gallaudet Promise to create a more sustainable and vibrant life experience for deaf, hard of hearing, and deafblind people, and all of humanity. OIA served 93 students from 29 countries during Fiscal Year 2023; from this group, 23 students from 11 countries received their degrees. Fiscal Year 2023 was also a productive year for partnerships, forming new cooperative agreements, and continuing existing agreements between the university and nine international entities. In addition, OIA began an initiative with International Education Advantage (Intead), a global and U.S. academic branding marketing firm, to help develop an international strategic marketing plan identifying specific global markets with strong potential for increasing applications and enrolling students at Gallaudet.

Faculty

The University began the 2023-2024 academic year with 165 full-time regular faculty members. Four faculty members retired in 2022-2023, and seven new full-time, regular faculty members joined the following programs in the schools:

- Accessible Human-Centered Computing
- Audiology
- Counseling
- Mathematics
- Psychology
- Public Health
- Speech and Language Pathology



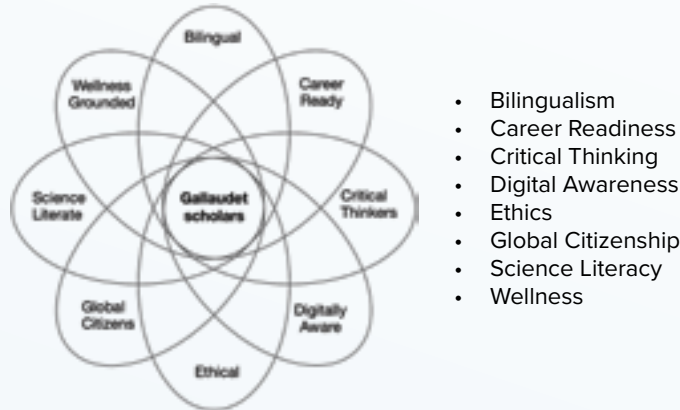
Problem-solving - as exemplified by how to get out of a human knot - is integral to academic and career success.



V. Institutional Student Learning Outcomes

Gallaudet’s Institutional Student Learning Outcomes (SLOs), which were first rolled out in the fall of 2021, define the characteristics of Gallaudet scholars and provide the framework for learning opportunities throughout each student’s undergraduate career.

A Gallaudet education provides students with opportunities to develop as **wellness-grounded**, proudly **bilingual**, **career-ready critical thinkers**, who are **digitally aware, ethical, scientifically literate global citizens**.



Assessment using these new eight SLOs began in new courses in Academic Year 2021-2022. The courses using them will continue to be rolled out over the next several years as the curriculum follows students who were incoming in the fall of 2021. Assessment data on classes under the new Core Curriculum are presented in this report.

The Core Curriculum for General Education with eight SLOs:

Gallaudet’s Core Curriculum, which was first implemented for incoming students in the fall of 2021, integrates learning through Examine, Explore and Engage components.

The Core Curriculum aligns more closely with the Imperatives and Priorities of *The Gallaudet Promise*:

Imperatives

- 1. Bilingual Mission
- 2. Equity and Belonging
- 3. Innovation for Impact

Priorities

- 1. Extraordinary Learning and Academic Excellence Across the Lifespan
- 2. Knowledge Creation and Discovery
- 3. Signing Ecosystem and Career Success

The mission statement of the Core Curriculum states:

Gallaudet University welcomes students into a unique learning environment, designed for deaf scholars and those who wish to engage deeply with deaf communities.

Within this context, Gallaudet’s Core Curriculum provides learning opportunities that support the ability to be healthy, productive agents of positive change in all of our communities. We do so by deeply respecting our Deaf and other interacting identities, and grounding into them as we explore ways to engage more deeply with each other and the world.

The program is structured around three components:

**Examine:** Welcoming ourselves and each other to this journey of deaf academic co-creation; setting the foundation for continuously striving to better understand ourselves, in relation to each other, and the skills we all continually strive to improve.

**Explore:** Challenging ourselves to consider myriad possible ways of thinking, learning, interacting, innovating, and creating that lead toward positive advancement of deaf and other communities.

**Engage:** Practicing deep and positive interaction with each other and honing our skills for long-term engagement with our communities throughout our lives.

The General Studies Requirements (GSR) curriculum with five SLOs:

The mission statement of the GSR curriculum stated that the program was 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 provided students with a high-quality sequence of coursework intended to prepare them for their chosen majors, for life-long learning, and challenging careers. The General Studies Program began with Freshman Foundations (GSR 100-level courses), continued with Integrated Courses (interdisciplinary GSR 200-level courses), and concluded with a Capstone Course (GSR 300).

From Academic Year 2007-2008 through Academic 2020-2021, Gallaudet University had five Student Learning Outcomes (SLOs) that were established for all undergraduate students and that represented 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 were:

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

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

As GSR courses are now being phased out with the implementation of the new curriculum, only upper-level GSR courses remain, and the number of students still left to take them continues to diminish. For FY 2023, scores are presented for GSR 200-level courses and GSR 300-level courses, along with scores for VEE 100-level courses and Core: Explore courses, where applicable.

Next year’s *Annual Report of Achievements* will not contain GSR data and will focus solely on the Core Curriculum.

The values below were used on the General Education course rubrics as presented in the following tables and graphs:

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

Language and Communication

We are currently transitioning from the GSR curriculum to the new Core Curriculum.

Students who matriculated prior to Fall 2021 are finishing up their GSR classes, and then the GSR curriculum will be retired.

Students who entered Gallaudet in Fall 2021 or after are following the Core Curriculum.

GSR:

The **Language and Communication SLO** stated, “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.”

Core Curriculum:

This Core SLO is **Bilingualism**: *Use American Sign Language (ASL) and written English to communicate effectively with diverse audiences for a variety of purposes.*

Assessment of this SLO

Gallaudet has adapted the AACU Oral Presentation Rubric as the ASL Public Presentation Rubric to assess ASL in presentations. Gallaudet also has developed an ASL Video Rubric for content produced on video rather than in a live presentation format. The AACU Written Communication Value Rubric is used for the assessment of written English.

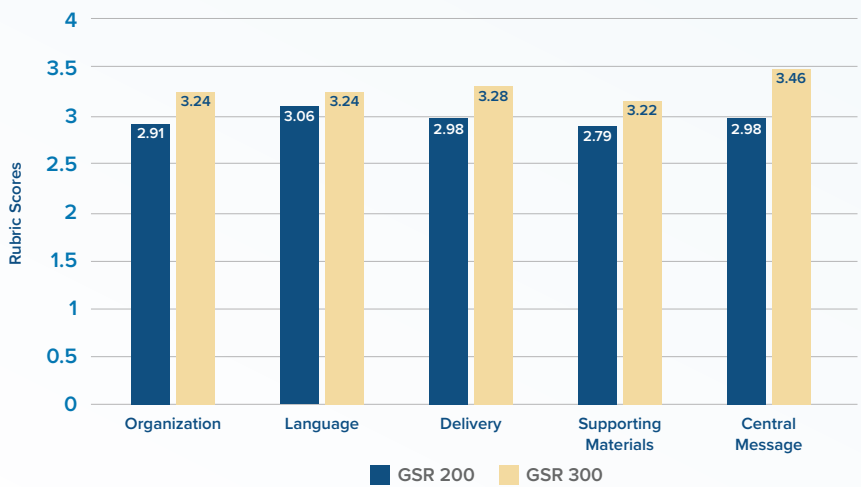
Assessment of ASL

GSR/Core Academic Year 2022-2023 ASL Public Presentation Data  
ASL Public Presentation Data – GSR 200 and 300 level classes

The tables and graph below compare the average ASL public presentation scores for students at the three course levels of the General Studies Program and indicate steadily increasing skill improvement as students progress from the Freshman Foundation courses (100 level) to the Capstone Course (300 level). Students in the GSR 100/VEE 100 level classes typically score in the 2s and 3s. The majority in the GSR 200 level courses met or exceeded the benchmark score of 3, which shows progress from the GSR/ VEE 100 through GSR 200. A higher percentage of students in the GSR 300 level courses exceeded the benchmark score of 3 for all categories compared to students in the GSR 200 courses.

	Organization	Language	Delivery	Supporting Materials	Central Message
GSR 200	2.91	3.06	2.98	2.79	2.98
GSR 300	3.24	3.24	3.28	3.22	3.46

GSR Average ASL Public Presentation Rubric Scores





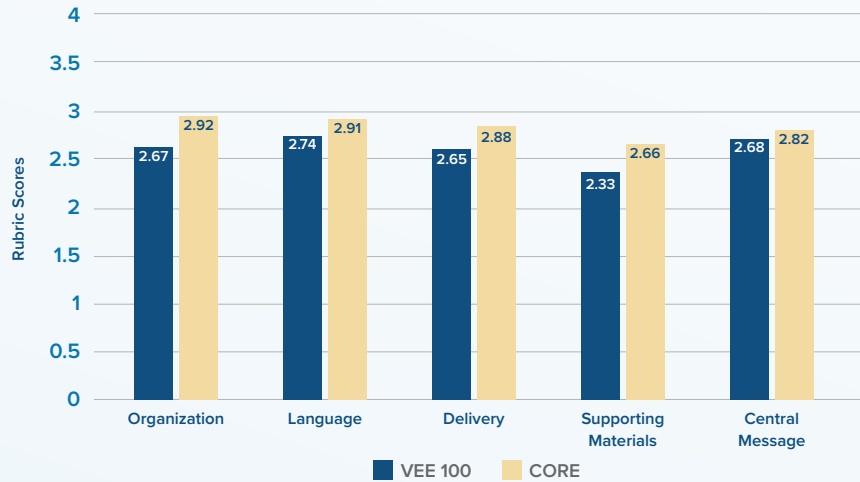
ASL Public Presentation Data - VEE and Core: Explore classes

Because VEE classes and Core: Explore classes are part of the new Core Curriculum, these data are not compared relative to those above.

The table and graph below compare the average ASL public presentation scores for students in the VEE 100-levels and Core: Explore classes of the new Core Curriculum. The scores across the new Core Curriculum indicate slight increasing skill improvement as students progress from VEE 100-levels to Core: Explore classes. Students in the VEE 100-level classes typically score in the 2s and 3s. A higher percentage of students in the Core: Explore classes met or exceeded the benchmark of score of 3.

VEE and CORE Average ASL Public Presentation Rubric Scores

	Organization	Language	Delivery	Supporting Materials	Central Message
VEE 100	2.67	2.74	2.65	2.33	2.68
CORE	2.92	2.91	2.88	2.66	2.82

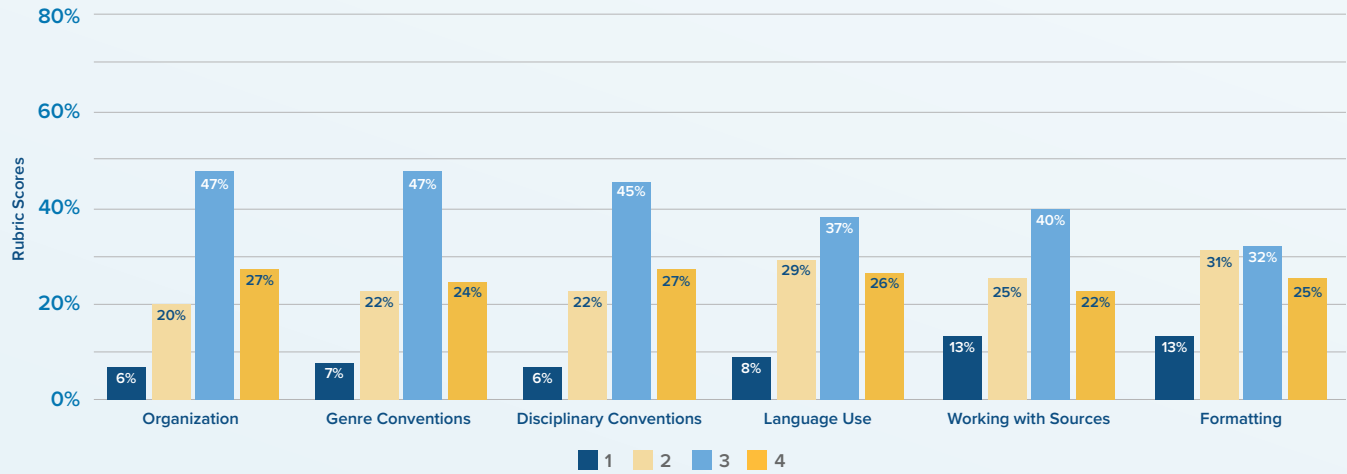


ASL Video Data - Core: Explore classes

The table and graph below show the distribution of students' scores for ASL Video in the Core: Explore classes. The majority of the students in Core: Explore classes met or exceeded the benchmark score of 3.

CORE Explore: ASL Video Rubric Scores

	Organization	Genre Conventions	Disciplinary Conventions	Language Use	Working with Sources	Formatting
1's	6%	7%	6%	8%	13%	13%
2's	20%	22%	22%	29%	25%	31%
3's	47%	47%	45%	37%	40%	32%
4's	27%	24%	27%	26%	22%	25%



Assessment of Writing

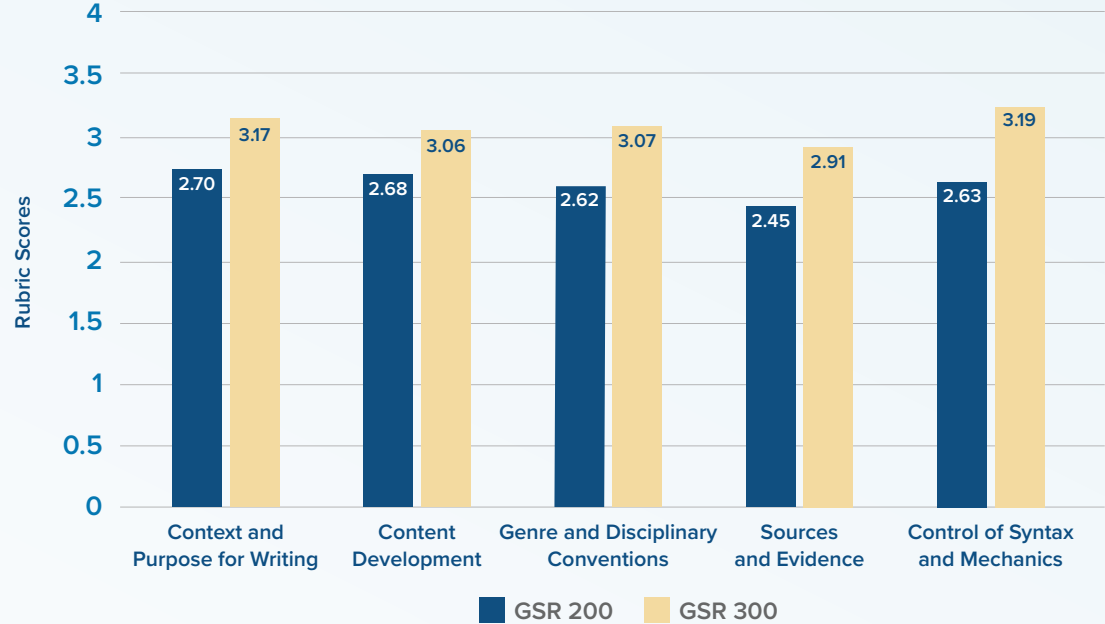
GSR/CORE Academic Year 2021-2022 Written Communication Data

Written Communication Data – GSR 200 and 300 level classes

The following table and graph compare the average written communication scores for students in the 200- and 300-level of GSR classes. The general trend is skill improvement as students progress from the 200-level GSR classes to the Capstone Course (300 level), with those at the 300 level averaging the highest. It is important to note that there are not many students remaining in the GSR curriculum as it nears its completion.

GSR Average Written Communication Rubric Scores

	Context and Purpose for Writing	Content Development	Genre and Disciplinary	Sources and Evidence	Control of Syntax and Mechanics
GSR 200	2.70	2.68	2.62	2.45	2.63
GSR 300	3.17	3.06	3.07	2.91	3.19



Protactile is a language used by deafblind people. It conveys both dialogue and environmental information.



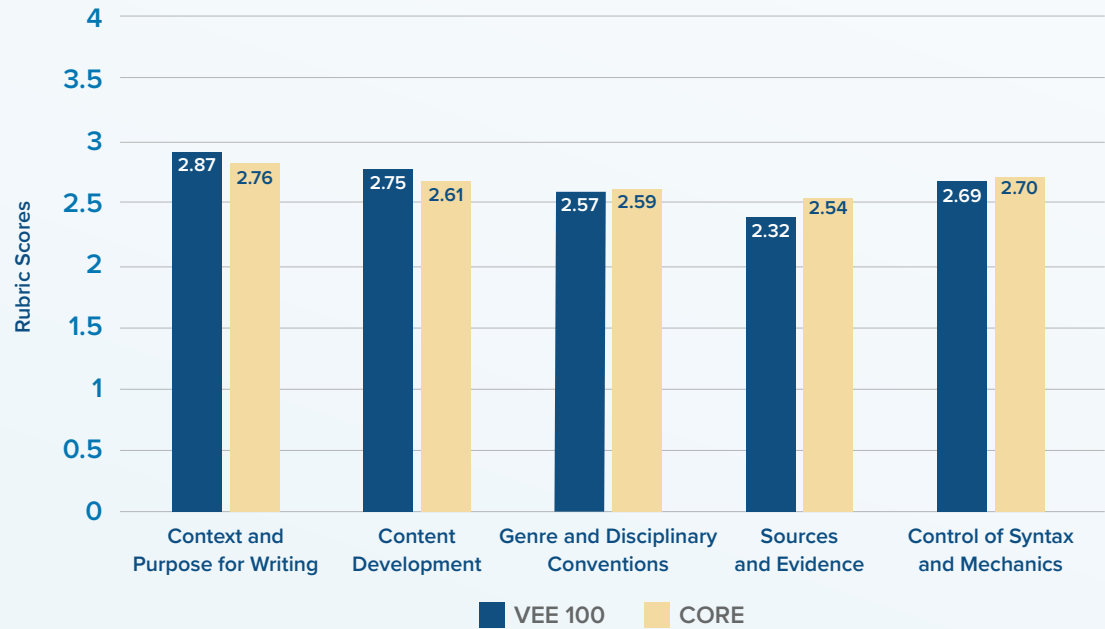
Written Communication Data - VEE and Core: Explore classes

Because VEE classes and Core: Explore classes are part of the new Core Curriculum, these data are not compared relative to those above.

The table and graph below compare the average Written Communication scores for students in the VEE-100 level and Core: Explore classes of the new Core Curriculum. The scores across the new Core Curriculum indicate variations of skill improvement as students progress from VEE 100-levels to Core: Explore classes. Students in the VEE 100 level classes scored higher than Core: Explore classes in the Context and Purpose for Writing and Content Development skill areas while students in the Core: Explore classes scored higher in the Genre and Disciplinary Conventions, Sources and Evidence, and Control of Syntax and Mechanics skill areas. These variations may be due in part to the classes that were designated and offered as Core: Explore, which are existing courses from across various programs and may have placed more emphasis on other institutional student learning outcomes.

GSR Average Written Communication Rubric Scores

	Context and Purpose for Writing	Content Development	Genre and Disciplinary	Sources and Evidence	Control of Syntax and Mechanics
VEE 100	2.87	2.75	2.57	2.32	2.69
Core: Explore	2.76	2.61	2.59	2.54	2.70



Critical Thinking

We are currently transitioning from the GSR curriculum to the new Core Curriculum. Students who matriculated prior to Fall 2021 are finishing up their GSR classes, and then the GSR curriculum will be retired. Students who entered Gallaudet in Fall 2021 or after are following the Core Curriculum.

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

**Core Curriculum:** The Core SLO is **Critical thinking:** *Think critically and innovatively, and express myself creatively, making connections within and across disciplines.*

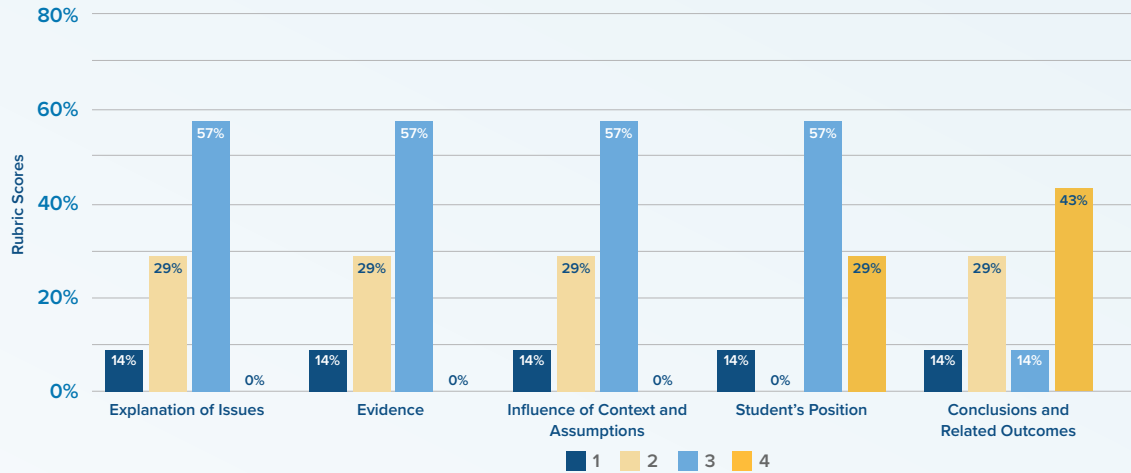
Assessment of Critical Thinking

**GSR/Core Academic Year 2022-2023 Critical Thinking Data**  
This SLO was assessed for all of the GSR200 courses, all VEE 102 classes, and the Core: Explore courses using the AACU Critical Thinking Value Rubric.

**Critical Thinking Data – GSR 200-level classes**  
The table and graph on the next page show the distribution of students’ scores for Critical Thinking in the GSR 200-level classes. The majority of the students in the GSR 200-level classes met or exceeded the benchmark score of 3.

GSR 200 Critical Thinking Rubric Scores

	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
1's	14%	14%	14%	14%	14%
2's	29%	29%	29%	0%	29%
3's	57%	57%	57%	57%	14%
4's	0%	0%	0%	29%	43%



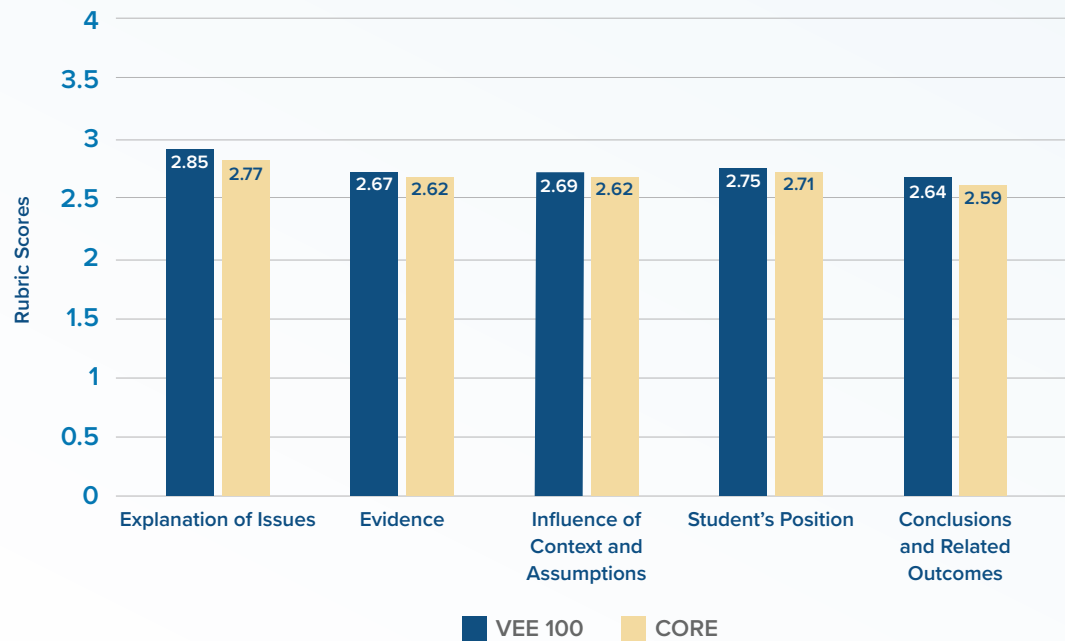
Critical Thinking Data – VEE and Core: Explore classes

Because VEE classes and Core: Explore classes are part of the new Core Curriculum, these data are not compared relative to those above.

The table and graph below compare the average Critical Thinking scores for students in the VEE-100 levels and Core: Explore classes of the new Core Curriculum. The scores across the new Core Curriculum indicate slight declining skill improvement as students progress from VEE 100-levels to Core: Explore classes. The majority of the students in the VEE 100-level classes and Core: Explore classes scored in the 3s or 4s. However, a higher percentage of the students in the VEE 100-level classes scored in the 3s or 4s compared to the students in the Core: Explore classes ranging from a 0% to 5% difference.

GSR Average Written Communication Rubric Scores

	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
VEE 100	2.85	2.67	2.69	2.75	2.64
CORE	2.77	2.62	2.62	2.71	2.59





Identity and Culture

We are currently transitioning from the GSR curriculum to the new Core Curriculum.

Students who matriculated prior to fall 2021 are finishing up their GSR classes, and then the GSR curriculum will be retired.

Students who entered Gallaudet in fall 2021 or after are following the Core Curriculum.

**GSR:**  
The **Identity and Culture SLO** stated, “Students will understand themselves, complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups.”

**Core Curriculum:**  
The current related SLO is **Global Citizenship:** *Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in constructive civic discourse on the local, national, and global levels.*

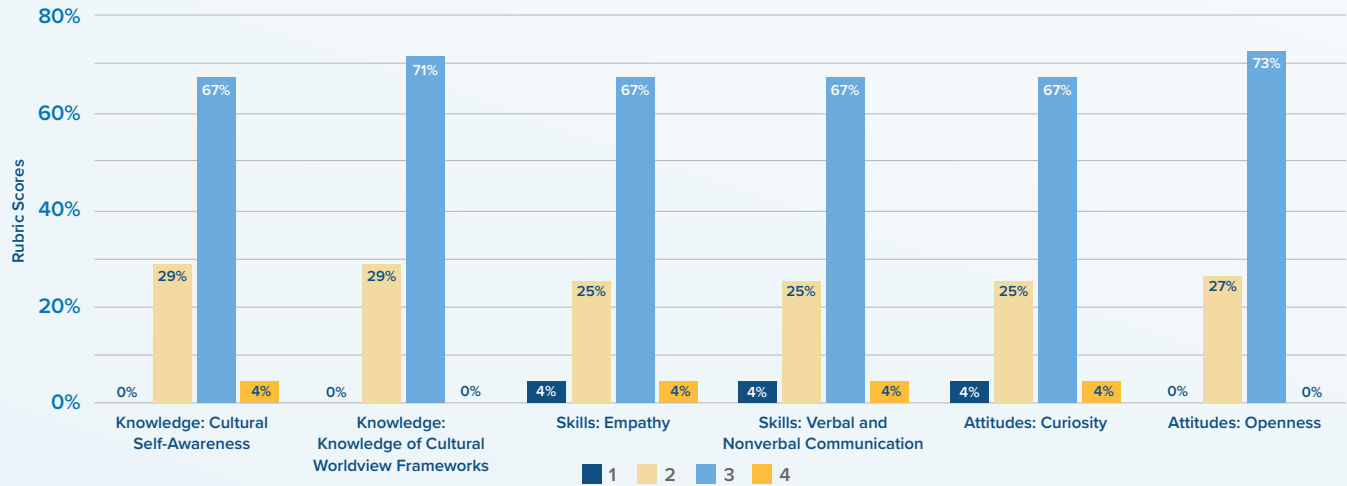
**Assessment of this SLO**  
This SLO was assessed for GSR 200-level courses and Core: Explore courses in the Area of Identities & Cultures using the AACU Intercultural Knowledge and Competence Value Rubric.

Because GSR 200-level classes and VEE and Core: Explore classes are part of two different curricula, the data are not compared relative to each other, but rather presented individually.

GSR/Core Academic Year 2022-2023 Intercultural Knowledge and Competence Data

Intercultural Knowledge and Competence Data - GSR 200 level classes

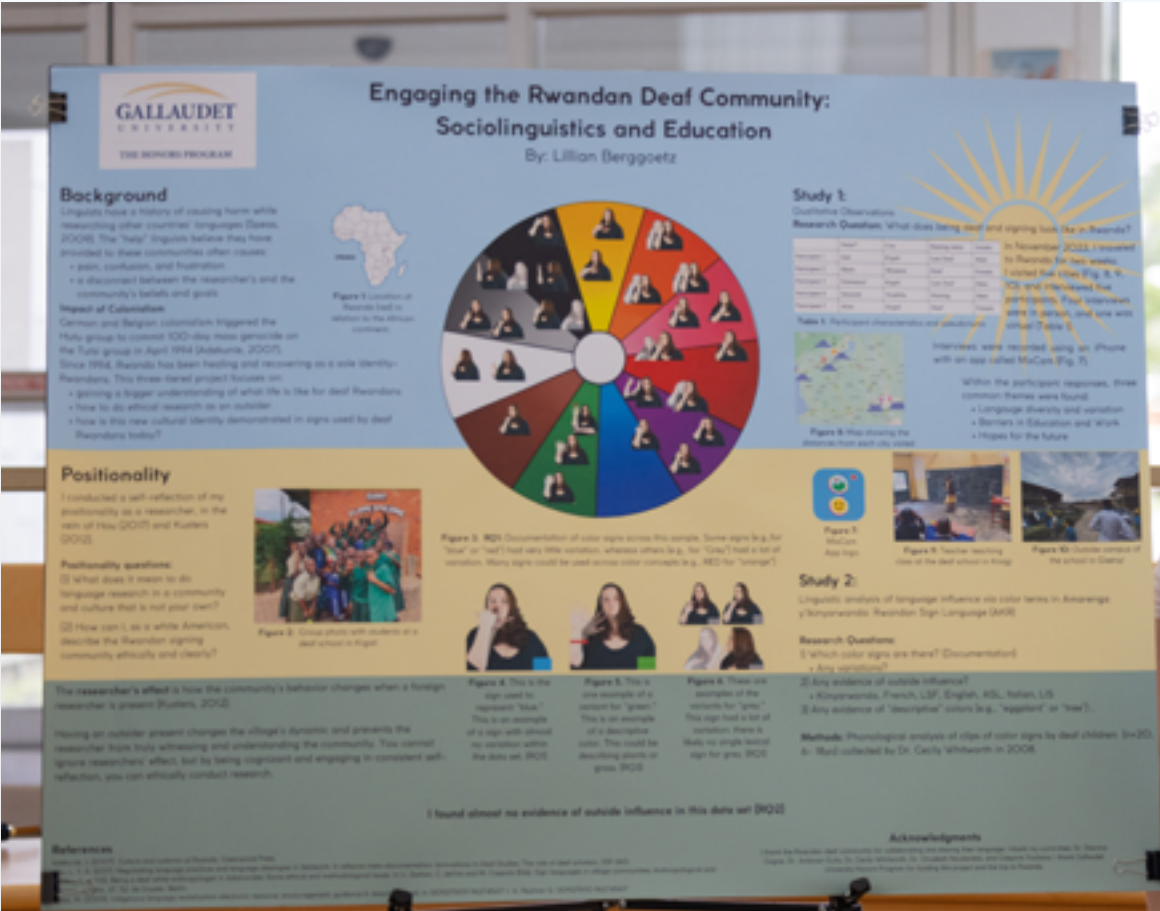
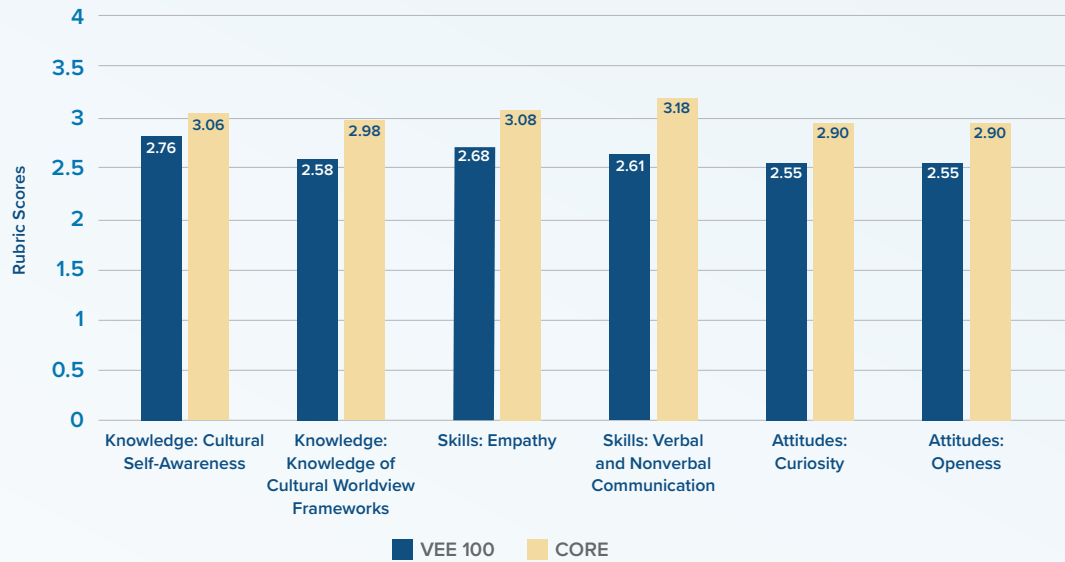
	Knowledge: Cultural Self-Awareness	Knowledge: Knowledge of Cultural Worldview Frameworks	Skills: Empathy	Skills: Verbal and Nonverbal Communication	Attitudes: Curiosity	Attitudes: Openness
1's	0%	0%	4%	4%	4%	0%
2's	29%	29%	25%	25%	25%	27%
3's	67%	71%	67%	67%	67%	73%
4's	4%	0%	4%	4%	4%	0%



**Intercultural Knowledge and Competence Data - VEE and Core: Explore classes**  
The table and graph below compare the average Intercultural Knowledge and Competence scores for students in the VEE-100 level and Core: Explore classes of the new Core Curriculum. The scores across the new Core Curriculum indicate skill improvement as students progress from VEE 100-levels to Core: Explore classes.

VEE and CORE Average Intercultural Knowledge and Competence Rubric Scores

	Knowledge: Cultural Self-Awareness	Knowledge: Knowledge of Cultural Worldview Frameworks	Skills: Empathy	Skills: Verbal and Nonverbal Communication	Attitudes: Curiosity	Attitudes: Openness
VEE 100	2.76	2.58	2.68	2.61	2.55	2.79
CORE	3.06	2.98	3.08	3.18	2.90	3.63



Students in the Honors Program complete capstone projects with the support of faculty mentors.



Knowledge and Inquiry

We are currently transitioning from the GSR curriculum to the new Core Curriculum.

Students who matriculated prior to fall 2021 are finishing up their GSR classes, and then the GSR curriculum will be retired.

Students who entered Gallaudet in fall 2021 or after are following the Core Curriculum.

**GSR:**  
Under the GSR curriculum, the **Knowledge and Inquiry SLO** stated, “Students will apply knowledge, modes of inquiry, and technological competence from various disciplines to understand human experience and the natural world.”

**Core Curriculum:**  
The current related SLOs are:  
**Science Literacy:** Evaluate evidence derived from systematic analysis of quantitative and qualitative data to address issues that pertain to the experiences of individuals in societies.  
**Digital Awareness:** Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways.

Assessment of this SLO

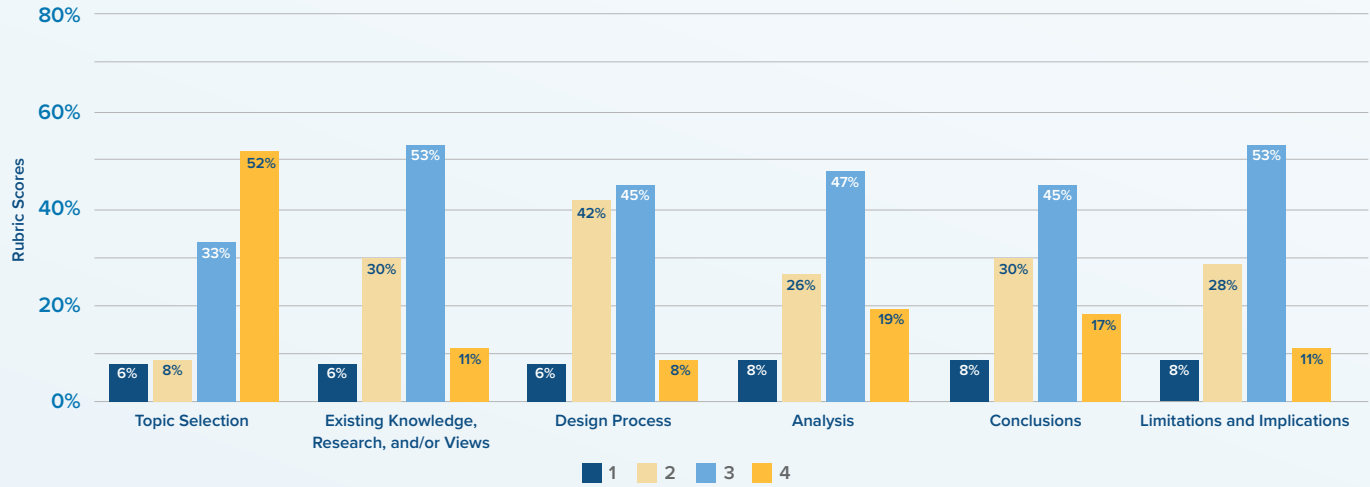
The AACU Inquiry and Analysis Value Rubric assessed GSR200-level courses and courses from Core: Explore.

Because GSR 200-level classes and Core: Explore classes are part of two different curricula, the data are not compared relative to each other, but rather presented individually.

GSR/Core Academic Year 2022-2023 Inquiry and Analysis Data

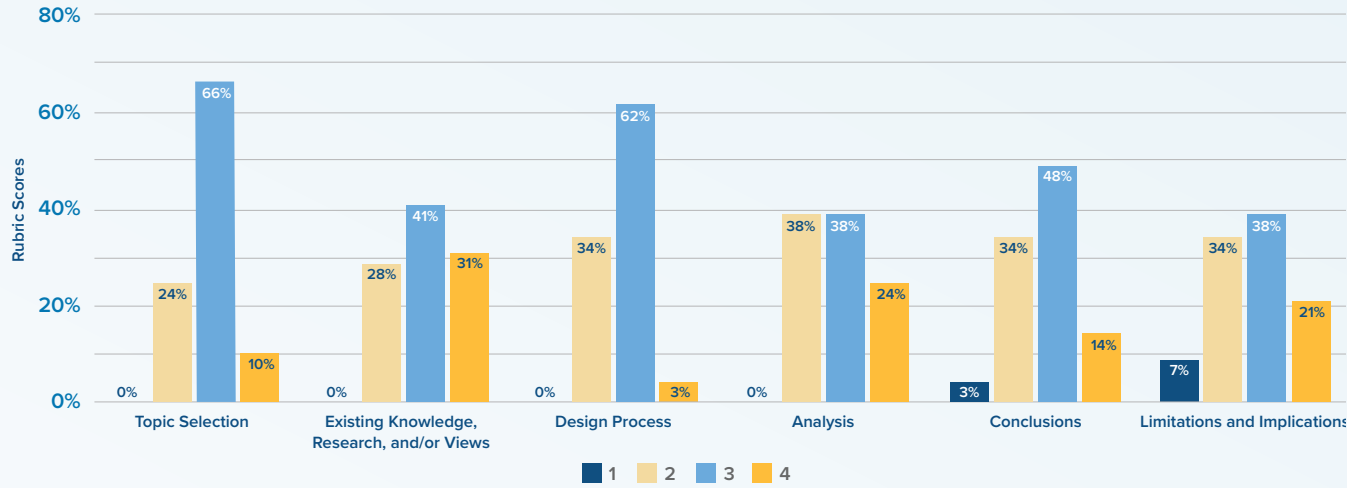
Inquiry and Analysis Data – GSR 200 level classes

	Topic Selection	Existing Knowledge, Research, and/or Views	Design Process	Analysis	Conclusions	Limitations and Implications
1's	6%	6%	6%	8%	8%	8%
2's	8%	30%	42%	26%	30%	28%
3's	33%	53%	45%	47%	45%	53%
4's	52%	11%	8%	19%	17%	11%



Inquiry and Analysis Data – Core: Explore classes

	Topic Selection	Existing Knowledge, Research, and/or Views	Design Process	Analysis	Conclusions	Limitations and Implications
1's	0%	0%	0%	0%	3%	7%
2's	24%	28%	34%	38%	34%	34%
3's	66%	41%	62%	38%	48%	38%
4's	10%	31%	3%	24%	14%	21%



Ethics and Social Responsibility

We are currently transitioning from the GSR curriculum to the new Core Curriculum.

Students who matriculated prior to fall 2021 are finishing up their GSR classes, and then the GSR curriculum will be retired.

Students who entered Gallaudet in fall 2021 or after are following the Core Curriculum.

**GSR:**  
Under the GSR curriculum, the Ethics and Social Responsibility SLO stated, “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.”

**Core Curriculum:**  
The current related SLOs are:  
**Ethics:** Formulate reasoned decisions about ethical issues that lead to wise action.  
**Global Citizenship:** Articulate knowledge of intersectional identities within a global society and demonstrate intercultural knowledge, cultural competence, and skills in constructive civic discourse on the local, national, and global levels.

Assessment of this SLO

The AACU Ethical Reasoning Value Rubric assessed GSR 200-level courses, VEE 150, and Core: Explore classes from the Area of Ethics and Civics. Because GSR 200-level classes and VEE 150 and Core: Explore classes are part of two different curricula, the data are not compared relative to each other, but rather presented individually.

The AACU Civic Engagement Value Rubric assessed GSR 300-level courses and Core: Explore classes under the Ethics and Civics Area of Inquiry. Because GSR 300-level classes and Core: Explore classes are part of two different curricula, the data are not compared relative to each other, but rather presented individually.

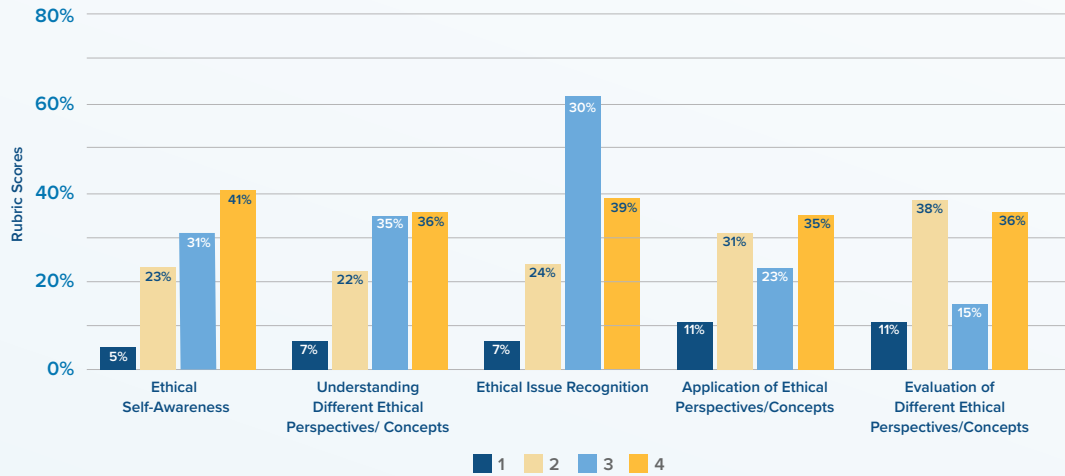


Assessment of Ethical Reasoning  
GSR/Core Academic Year 2022-2023 Ethical Reasoning Data

Ethical Reasoning Data – GSR 200 level classes

	Ethical Self-Awareness	Understanding Different Ethical Perspectives/ Concepts	Ethical Issue Recognition	Application of Ethical Perspectives/ Concepts	Evaluation of Different Ethical Perspectives/ Concepts
1's	5%	7%	7%	11%	11%
2's	23%	22%	24%	31%	38%
3's	31%	35%	30%	23%	15%
4's	41%	36%	39%	35%	36%

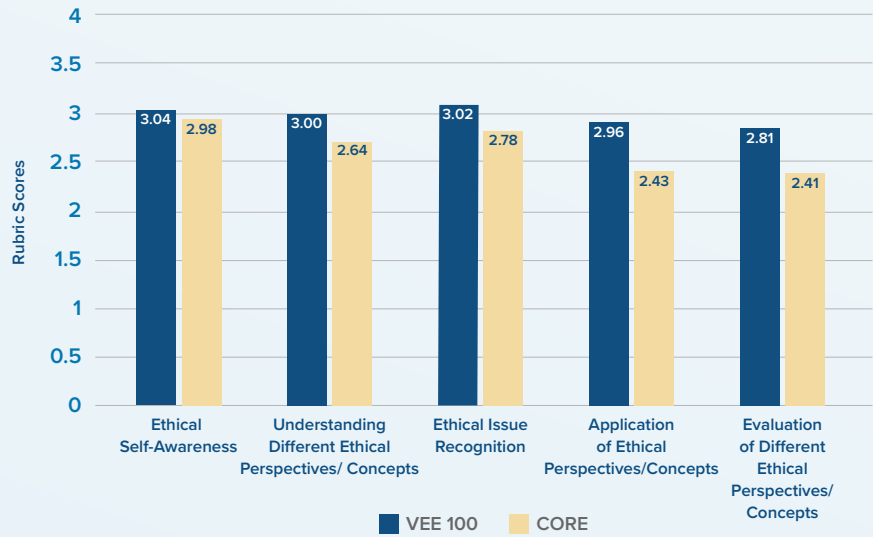
GSR 200 Level Ethical Reasoning Rubric Scores



**Ethical Reasoning Data – VEE and Core: Explore classes**  
The table and graph below compare the average Ethical Reasoning scores for students in the VEE 100-level and Core: Explore classes of the new Core Curriculum. It is interesting to note that students in VEE 100-level classes scored higher than those in Core: Explore classes. The VEE 102 class, which is the one assessed for Ethical Reasoning explicitly contains ethical discussions as a primary component and one of the course SLOs. This is new since the implementation of the Core curriculum in the fall of 2021. The Core: Explore classes, on the other hand, are varied existing courses from across programs that were designated and offered as Core: Explore. Those courses, therefore, may have placed more emphasis on other institutional student learning outcomes.

	Ethical Self-Awareness	Understanding Different Ethical Perspective/ Concepts	Ethical Issue Recognition	Application of Ethical Perspectives/ Concepts	Evaluation of Different Ethical Perspectives/Concepts
VEE 100	3.04	3.00	3.02	2.96	2.81
Core: Explore	2.98	2.64	2.78	2.43	2.41

VEE and CORE Average Ethical Reasoning Data

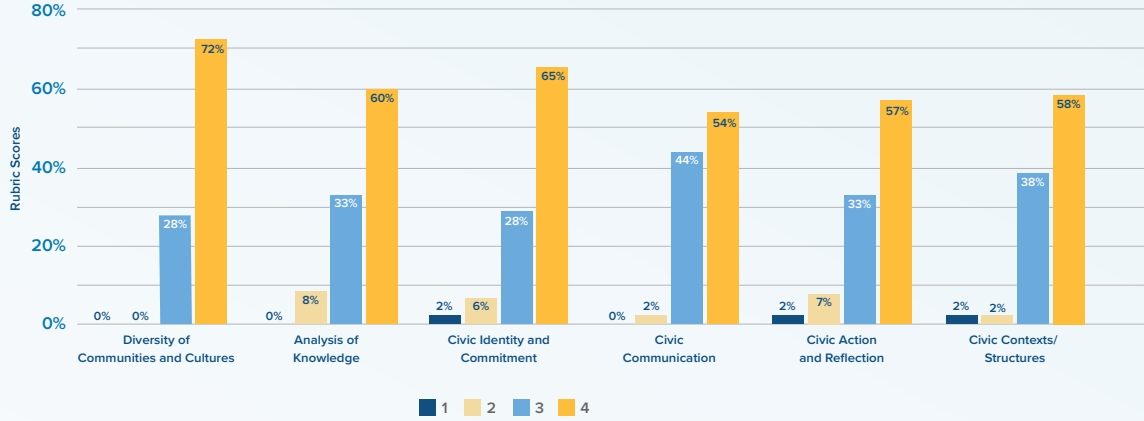


Assessment of Civic Engagement  
GSR/Core Academic Year 2022-2023 Civic Engagement Data

Civic Engagement Data – GSR 300 classes

	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts/ Structures
1's	0%	0%	2%	0%	2%	2%
2's	0%	8%	6%	2%	7%	2%
3's	28%	33%	28%	44%	33%	38%
4's	72%	60%	65%	54%	57%	58%

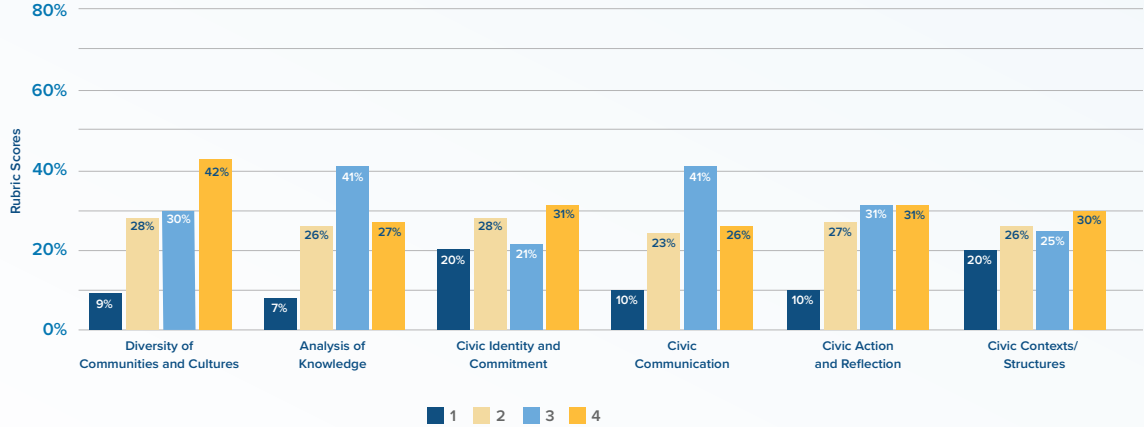
Civic Engagement Data – GSR 300 classes



Civic Engagement Data – Core: Explore classes

	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts/ Structures
1's	9%	7%	20%	10%	10%	20%
2's	19%	26%	28%	23%	27%	26%
3's	30%	41%	21%	41%	31%	25%
4's	42%	27%	31%	26%	31%	30%

Civic Engagement Rubric Scores





VI. Support Programs and Strategies

The university promotes and encourages student learning and development in all activities throughout the campus that support students' persistence to graduation and help prepare them for careers or graduate education. Academic Affairs, Student Affairs, and the Division of Equity, Diversity, and Inclusive Excellence contribute to this priority by providing various frontline programs and services to support learning outside the classroom. These programs and services are intended to enhance the academic and career curriculum, build a sense of belonging, support at-risk students, facilitate leadership development, and ensure an inclusive and supportive social environment. This section briefly describes the contributions these programs have on persistence and graduation rates.

Academic Advising and Student Success Coaching

Academic and Career Success Advisors work with students in collaboration with academic departments and student support offices to support student academic performance and goal achievement. The office provides academic and career advising, primarily for newly-enrolled students who have yet to declare their major. Advisors meet with students several times per semester in 1:1 meetings and group advising sessions to discuss relevant academic and career topics. In individual meetings, students may meet with their advisor to complete the onboarding process, discuss their future career and education goals, and set up their academic plans in alignment with these goals. In addition, transfer students meet with their advisors to review their course transfer credits and course equivalencies and how these credits align and support their intended goals. Other services include collaborating with key programs such as the Office for Career Success and the General Education VEE program to provide timely and relevant programs and events.

A Student Success Coach partnered with an Academic and Career Success Advisor to provide a team approach in supporting students in their shared caseloads.

During Academic Year 2022-2023, Academic and Career Success Advisors provided advising services to 609 distinct students, with a total of 2,604 scheduled appointments. Students could select their preferred appointment type, either in person or virtually. Of these appointments, 66% (1,730) were scheduled in person and 34% (874) were scheduled virtually. Students most often scheduled appointments for the following reasons: 44% for course registration/course changes, 21% for academic or course concerns, 16% for general advising, 10% for four-year planning, and 6% for major declaration. Students could select more than one reason when scheduling appointments.

Student Success coaches provided services to 155 distinct students during the Academic Year 2022-2023, with a total of 743 scheduled appointments or drop-in sessions. Of these appointments, students selected in-person appointments 94% (697) of the time and virtual appointments 6% (46) of the time. Coaches followed a goal-setting framework, partnering with the student to identify goals the student wished to accomplish. Once goals were identified, coaches worked with the student to develop an action plan and regular meeting schedule for check-ins throughout the semester. Students could opt into coaching at any time. Student Success Coaches also worked with a team of four Peer Mentors in supporting the students in the VEE 101 and VEE 102 classes. They also supported students success programs and events including:

- Sincerely Yours, Email Etiquette
- Manifesting Your Future Visionboard Workshop
- ACE That Test Series: Time Management and Study Strategies
- Talk It Out: Conflict Resolution
- The Amazing Race: Season 22
- Exploring Bison Career Link (BCL)
- Technology Series: Blackboard, Navigate, HelpDesk,
- Coffee Chats with each of the Five Schools
- Get your S#!T Together! (Time Management)
- Why Wait, Start Now!: Create Your Career Journey
- Let's Strategize: Readying and Studying Tips
- Stress Management: Good Stress, Bad Stress and How to Manage it
- Midterm Study Table Week
- How to Pay For College: Tapping into Overlooked Resources
- Group Advising Week: Course Registration
- Nothing is Impossible: It's All About Mindset
- How to Make Your Summer Lit! Making the Most of Summer Break

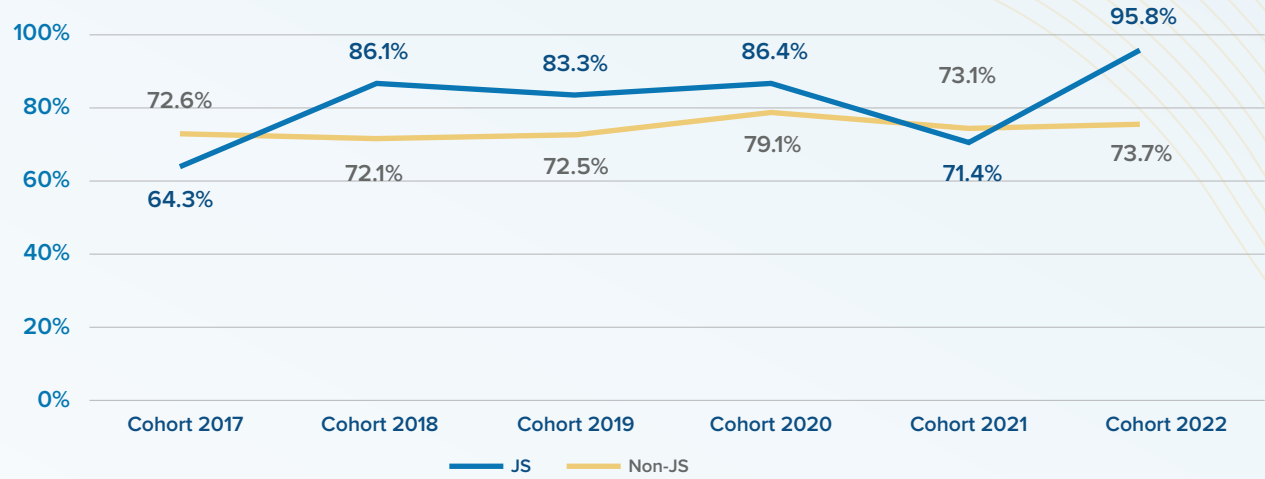
Bison Orientation Week

In Fall 2023, New Student Orientation was redesigned and become Bison Orientation Week. The new Bison Orientation Week was a collaborative cross-divisional program intended to provide an orientation experience inclusive of all new students, including English Language Institute (ELI), undergraduate, and graduate students. It is designed as a key transition experience that provides new students with the information and resources they need to successfully begin their academic journeys. During Orientation Week, students can settle into their residence halls, connect with their classmates, and complete various onboarding tasks while learning about various programs and resources critical for their success at Gallaudet. Key components of Bison Orientation Week 2023 included a "drive up" check-in process, opportunities to meet and engage with Community Advisors in the Residence Halls, daily small group program-based sessions for ELI, undergraduate, and graduate students, large group interaction educational sessions within various Student Affairs programs, as well as engaging evening and highly popular late night programming events hosted by the Student Engagement and Leadership teams. Orientation Week welcomed 10 ELI, 200 on-campus undergraduate, and 30 on-campus graduate students.

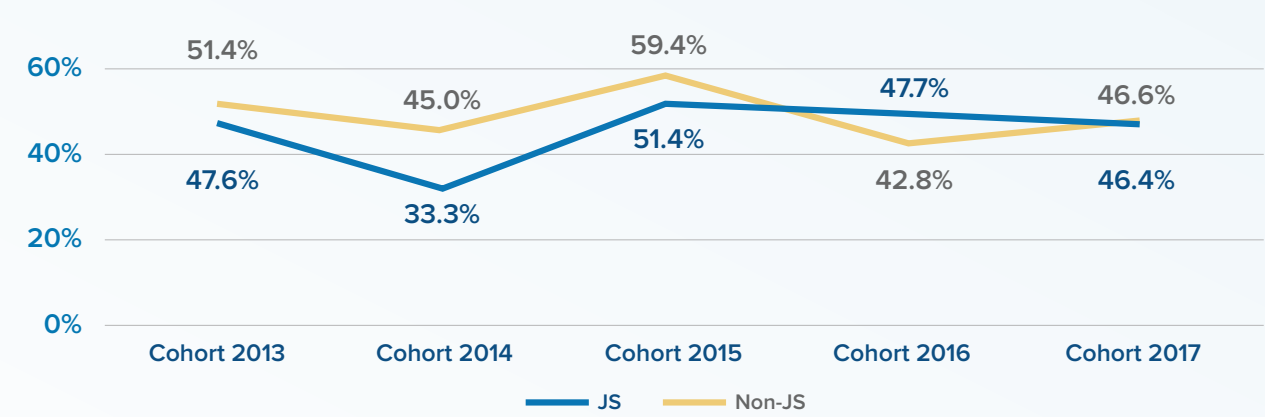
JumpStart: American Sign Language

JumpStart: American Sign Language (ASL) is a four-week summer immersion program for first-year undergraduate students, including transfer students, who are new or emerging users of ASL. Students begin the program four weeks before the fall semester. They receive intensive sign language training and instruction in ASL, Deaf culture, and Gallaudet history and traditions. ASL program staff and faculty worked closely with JumpStart staff to provide a holistic ASL curriculum and co-curriculum for the students. New this year, the JumpStart ASL program partnered with the Center for Bilingual Teaching and Learning to revamp the program delivery model, focusing more on an immersive active learning experience. A total of 37 students completed the Summer 2023 program. Historically, first-time, full-time freshmen who participate in the JumpStart program are retained at a higher rate than those who do not participate in the JumpStart program. The graph below shows the six-year trend of fall-to-fall retention comparing first-time, full-time students who participated in JumpStart to the larger cohort of first-time, full-time students. For Cohort 2022, the retention rate was 22% higher than the non-JumpStart student retention rate. For graduation rates, in recent years we have seen a slightly higher or equivalent graduation rate. For Cohort 2017, JumpStart students had an equivalent graduation rate as non-JumpStart students at 46%.

First-time, Full-time Freshmen Fall Cohort JumpStart (JS) and Non-JS Retention to Second Year



First-time, Full-time Freshmen Fall Cohort JumpStart (JS) and Non-JS Retention to Second Year





Office for Students with Disabilities

The Office for Students with Disabilities (OSWD) works to provide equitable experiences to students with disabilities at Gallaudet. We encourage opportunities to build confidence beyond the classroom by providing individual support services and programs.

**OSWD Open House series:** For the new students arriving for the Fall 2023 term, we hosted an “OSWD Open House”, with some short programs and time to work with staff. OSWD is continuing with monthly Open House events, with different themes and programs to welcome all students, and at times faculty or staff, to visit OSWD and become more familiar with our office. Enhancing our In-house database: In the Fall 2023 term, OSWD stopped using its Titanium-Schedule database, a commercial product, for keeping and accessing student records. To maintain records, OSWD uses an in-house combination of an online spreadsheet for quick access to current caseload records, and digital case files organized in SharePoint document libraries, designed and implemented by Jeff Shaumeyer, OSWD coordinator. This combination has proved its convenience and reliability: it is easy to use, it is easy to find information when needed, and it is available to staff anywhere they have internet access, so it can be used in-office and remotely, necessary when an emergency arises.

**Workday Transition:** Gallaudet is transitioning to the Workday online system for all business processes, and OSWD is joining in. For the second half of the academic year, OSWD staff have been part of a working group meeting weekly online, defining processes and drafting “surveys” for students to request Gallaudet services, including from OSWD. We have progressed to draft intake forms for new OSWD students.

**Low-Vision/DeafBlind Workstation:** Edwin Martinez, Jr., OSWD Coordinator, collaborated with the Gallaudet Library in creating a Low-Vision-DeafBlind workstation that included a PEARL portable reading camera and a Braille embosser (printer).

Peer Mentor Program

Each incoming first-year student is enrolled in the new Fall VEE 101: Examine course and Spring VEE 102: Explore course and paired with an outstanding sophomore, junior, or senior who serves as a peer mentor to the student throughout the academic year. Peer Mentors are upper-level students who support undergraduate students in navigating their transition to Gallaudet and their progression toward graduation. Peer Mentors provide guidance, support, and mentorship to undergraduate students. Peer Mentors are expected to promote academic success, provide social networking opportunities, and help guide each student assigned to them. Peer Mentors partner with their VEE 101 Facilitator and work with a team of other Peer Mentors and a Student Success Coach. In addition, Peer Mentors support the JumpStart: ASL program.

Peer Mentor highlights for the year include:

- Fifteen (15) Peer Mentors were hired to support students in the VEE 101: Examine course for Fall 2022 and the VEE 102: Explore course for Spring 2023.
- Six (6) undergraduate students and one senior peer leader as well as two MASLED graduate students and two undergraduate ASL students were hired for the 2022 JumpStart: ASL program.

Tutorial Center

The Tutorial Center provides a supportive learning environment for students needing academic assistance, including free tutoring, coaching, and instructional support services for all undergraduate and graduate students at Gallaudet University, both online and on-campus. Through Tutorial Center services, students learn skills and strategies necessary to better understand the content of their courses.

The Tutorial Center continues to maximize its use of Navigate, Gallaudet’s student success platform, which allows students to use their mobile devices to schedule tutoring appointments and services. The Tutorial Center also created a dedicated Tutorial Center website that serves as a one-stop center for students who are looking for tutoring services. They created a list of all tutors who are available and embedded this information into the BlackBoard Learning Management System to make it accessible to all students in their course sites.

The Tutorial Center continues to support offering In-Class Tutors (ICTs) who are paired with specific instructors teaching developmental and/or introductory courses. These ICTs attend classes with students, read the same material, participate in discussions, and provide tailored tutoring support with content that is aligned with the course curriculum. The Tutorial Center continued to provide English drop-in services for summer courses and expanded its drop-in tutoring services for gateway and developmental courses.

New this year, the Tutorial Center Program Support Specialist developed and updated guidelines outlining key expectations and the various roles and responsibilities of tutors, coaches, and faculty coordinators as well as the staff of the Tutorial Center, and provided training to all as well as regular communications regarding key tasks and timelines throughout the year. In addition to providing tutoring and coaching support, the Tutorial Center expanded its responsibilities to overseeing testing operations at Gallaudet, including placement testing for the ASL, English, and mathematics programs, as well as administering the ACT.

For Academic Year 2022-2023, the Tutorial Center served 318 distinct students and reported a total of 3,578 scheduled appointments (not including group tutoring or walk-in center appointments).

Student Affairs

The Division of Student Affairs is committed to supporting students during their journey at Gallaudet to ensure that they are engaged, feel that they belong, and experience a strong sense of community spirit from the moment they step on campus to the day they graduate.

Student Affairs strives to help students learn about themselves and their purpose, build strong relationships and communities, navigate challenges, seek out resources, and prepare for their future through an array of high-quality and comprehensive programs and services.

The division’s high-level accomplishments during Fiscal Year 2023 were the community hubs, Student Engagement Initiative (SEI), and Communications.

Community Hubs

The Division successfully created vibrant community hubs by meeting all 11 objectives outlined by students. These new hubs serve as thriving spaces of student life, fostering connections, creativity, and collaboration across campus.

The identified hubs were Ely Patio, outdoor furniture, Rathskellar, modified hours for the Bison Shop, Office of Student Engagement and Leadership (SEL), the Hanson Plaza dining hall, the upper level of Hanson Plaza, the second floor lounge space in the I. King Jordan Student Academic Center, Spirituality Space, the common assembly area in the G-Area, temporary library space, gender-inclusive restrooms, and game room.

The office actively involved students in the planning and development process, gaining insightful feedback and considerations resulting in vibrant hubs meeting students’ needs and expectations.

- 240 responses, 198 completed -- 14% freshmen; 10% sophomores; 13% juniors; 23%. seniors. 38% graduate students.

Student Engagement Initiative (SEI)

Student Experience is the driving force for the Division, SEI was implemented with the objective to strengthen the relationship between Student Affairs and students and gaining insights directly from the students to improve the student experience for our current and future students.

SEI’s main focus was on-campus living experience, student-athlete experience, commuter student experience, student organizations/clubs (including Greek Life), student’s emotional, mental, physical, and spiritual well-being, and community hubs. The comprehensive feedback along with data and community conversations in collaboration with Innivee Strategies gave the Division valuable insights into students’ diverse needs and preferences.

The surveys through SEI included Gallaudet students and our alumni.

Greek Life

- 147 (29%) Student Responses (50.3% Non-Greek)
- 360 (71%) Alumni Responses (75% Greek)

SEI

- SEI 1.0: 234 student responses, 189 completed.
- SEI 2.0: 374 student responses, 278 completed.

Community Conversations

- Over 200 students participated in the first event.
- Over 125 students participated in the second event.

The data collected provided the context to develop a definition for “CHAMP Student Experience.” This was then implemented as an institutional-wide goal for The Gallaudet Promise Phase II.

With this information in hand, Student Affairs is better equipped to tailor its support services and programs to meet the specific needs and requirements of the student population for the next five years.

Communications

Recognizing the importance of effective communication and transparency, Student Affairs hired a new Communications and Marketing Manager. The goal was to enhance the visibility of the Division and ensure that its services, resources, and events were well-promoted and accessible to all students. One of the achievements was the launch of a monthly newsletter that keeps the community informed and engaged. A second achievement was the elevation of our social media program, which allows us to remain engaged with our community and students. We gained over 600 followers over the past year and our video content has garnered an average of 5,507 views.

Athletics and Intramurals

Gallaudet brings together diverse deaf and hard-of-hearing student-athletes from around the world to engage in bilingual education, compete at the highest levels of sports, and build a strong community.

Gallaudet Athletics consists of 16 varsity athletic teams, three club athletic teams, and a robust recreational program. Recent developments have been significant, including a merger between two National Collegiate Athletic Association (NCAA) conferences: the United East Conference and the Colonial States Athletic Conference (CSAC).

Gallaudet athletics also provides robust recreational activities, including an open gym, intramurals, fitness complex, swimming pool, esports, and a game room. Last year Gallaudet recreational programs welcomed 1,438 participants from the Gallaudet community.

Through increased recruitment efforts of all sporting teams, the Athletic Department significantly increased the number of student-athletes from 248 to 318. This had a positive impact on the department’s noteworthy achievements in academics, athletics, and student experience enhancements.

Academic Achievements and Recognition

Gallaudet’s 318 student-athletes, who represented 36% of the university’s enrollment, excelled academically with an overall 3.05 grade point average (GPA).

Nine of the 16 varsity sports teams received academic recognition for maintaining a high team GPA, emphasizing each team’s collective commitment to academic success.



Athletic achievements and recognition

In Fall 2022, Gallaudet’s football team claimed its second Eastern Collegiate Football Conference (ECFC) football championship, and the first since 2013.

Christina Elsbury made history by becoming the first woman at Gallaudet to compete on the baseball team, and then again, as the first person in NCAA history to pitch in collegiate baseball and softball games on the same day.

In March, Eric Gregory achieved historic success by becoming an indoor track and field All-American, placing third in the 200-meter dash at the NCAA Indoor National Track and Field Championship in Birmingham, Alabama. His time of 21.16 seconds was both a new USA Deaf Track and Field record and the highest finish by a Gallaudet Bison in NCAA indoor national championship history.

In May, Eric Gregory became a two-time national champion in the 400-meter dash at the NCAA Division III Outdoor Track and Field Championship, hosted at St. John’s Fisher College in Rochester, New York. Gregory’s exceptional time of 45.93 seconds set a new Division III season record, a Gallaudet school record, and a deaf men’s collegiate record, and also established a new facility record at St. John Fisher University. This victory marked him as a three-time All-American in outdoor track and field and a four-time All-American.

Student Experience Enhancements

The Donald A. Padden Court floor was redesigned by recent graduate Isabella Paulone. The stunning new design features historic Washington, D.C., and Gallaudet University landmarks in a silhouette on the court.



Gallaudet and the Athletics department celebrated the opening of an impressive 1,850-square-foot esports arena, designed with Deaf Space principles and featuring various gaming platforms.

Gallaudet Athletics also unveiled an improved website which posted 415 print stories. The Bison Center video series, first established 10 years ago, was relaunched to engage fans and showcase student-athlete interviews.

The Athletic Department hosted a panel and networking event to commemorate the 50th anniversary of Title IX, featuring deaf female athletes who excelled on a global stage.

Counseling and Psychological Services

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

VanScott Endowment Scholarship

Counseling and Psychological Services (CAPS) is focused on supporting professionals working with diverse and underserved members of the community to help deaf and hard of hearing and/or BIPOC students with training and preparation. This aligns with Gallaudet’s Imperatives of Bilingual Mission, Equity and Belonging, and Innovation for Impact. It also supports academic excellence.

CAPS announced the first Christopher VanScott/Counseling and Psychological Services Scholarship to be awarded annually to

deaf and hard of hearing and/or Black, Indigenous People of Color (BIPOC) students in the fields of mental health at Gallaudet University.

CAPS awarded the first two scholarships to assist students in mental health fields to obtain their degrees and licensure in order to continue to provide quality services for deaf and hard-of-hearing individuals.

- The two recipients were:
- Va’lecia Penney, a doctoral student in the Clinical Psychology program, Ms. Penney intends to return to Oklahoma to open a mental health clinic for families with a sliding scale.
  - Serena Helwani, from the master’s degree program in Social Work. Ms. Helwani plans to provide counseling and psychoeducation in schools with deaf and hard-of-hearing students, in addition to supporting BIPOC students.

Health and Wellness Programs

The Health and Wellness Programs (HWP) are a set of initiatives that aim to enhance the well-being of Gallaudet University students by providing them with opportunities to learn and practice healthy behaviors. The programs are based on the eight dimensions of wellness: physical, emotional, social, intellectual, spiritual, environmental, occupational, and financial. The optimal goal is to empower students to take charge of their health and wellness.

HWP’s two achievements include Destress Sundays and the annual NASPA conference.

Destress Sundays came to fruition in response to one of the Student Experience Initiative’s (SEI) focuses, students’ emotional, mental, physical, and spiritual well-being, and the Preventive Coordinator’s one-on-one Alcohol and Drugs Services (ADS) meetings with students. The initiative aims to support the balance of academics and daily stressors and provide a mental wellness break from studying. The first programming launched in September 2022 with 24 events and 838 student participants.

The HWP team attended the National Association of Student Personnel Administrators (NASPA) Peer Education Conference in October 2022. Two most significant achievements were two programming presentations by our Peer Health Advocates (PHA) and the HWP director during the conference and the selection of our Senior PHA to participate in NASPA’s Peer Education Leadership Project.

- Christine Gannon, HWP director, and four PHAs, Shane Carrizales, Grace Lester, Jared Spinale, and Emma Tripp, presented the Condom Fashion Show and Get Moving at the conference.
- In an effort to increase the social acceptance of safer sex and condom usage, the Director and four PHAs shared that the fifth annual condom fashion show was for student organizations to design, create, and model their own condom fashions, to increase knowledge about safer sex, and to engage the student community in endorsing safer sex behaviors.
  - The biannual Get Moving event brings students together for alcohol and drug-free fun and physical activity. The event is reminiscent of elementary school field days oriented around physical activity and socializing.

Senior PHA Shane Carrizales was selected to be part of NASPA’s Peer Education Leadership Project. It provided ongoing mentorship and funding from NASPA to assist with his project, “Exploring the Experience of the Deaf/Hard of Hearing Students Seeking Healthcare at Gallaudet University.” The year-long project was implemented in September 2022.

- The findings gathered from evaluations and a focus group showed
- 61% of participants expressed that they either never or rarely sought healthcare while at Gallaudet
  - 34% of participants also either or rarely felt confident seeking healthcare.
  - Focus groups were measured by thematic analysis, Five different themes were identified: social network, cultural awareness/ignorance, commonly preferred accommodations, care/accommodation quality, and lack of shared-decision making.

Multicultural Student Programs

Multicultural Student Programs (MSP) is newly housed under Student Affairs. Since the transition, MSP has revamped its service to strengthen direct student-centered support for the campus, especially students of color, LGBTQ+ students, first-generation college students, and other students from marginalized and underserved areas and backgrounds. MSP serves as a place where deaf, deafblind, deaf-disabled, hard of hearing, late-deafened, and hearing individuals and communities can gather to discuss, learn, share, and act on issues that affect them.

MSP serves as a community, cultural hub and resource center that provides a safe, accessible and supportive environment for underrepresented and historically underserved students. MSP’s events and programs promote active cross-cultural interaction and awareness, increase opportunities for students to feel ownership of their culture and identities, and strengthen their sense of belonging.

Multicultural Student Programs welcomed its new Director, Najma Johnson, and Assistant Director, Brandon L. Williams, in May 2022. LGBTQ+ Coordinator Leslye Kang joined the team in April 2023.

The first high-level achievement, The Student of Color Space, was created in response to students of color requesting a space where they had full access for respite, study, and connection with other students of color for cross-cultural interaction. It is also a place where students can enjoy their favorite games and activities. Since its grand opening on September 26, 2022, 582 students have requested and were given access to this space.

MSP hosted its 15th Unityfest, where eight marginalized student organizations and clubs provided a hands-on immersive experience to 350 students by engaging in language exchange, sampling various foods from different cultures, historical presentations, a cultural dance showcase, and opportunities to connect with people from various backgrounds and cultures.

MSP also hosted two graduation ceremonies - the 11th Lavender Graduation celebration was on May 10, 2023, and the second annual Students of Color Graduation celebration was on May 11, 2023.

MSP held five campus-wide solidarity booth outreach events to strengthen awareness of the culture and identities of populations that were socially excluded. Students learned how unintentional and seemingly innocuous assumptions could be hurtful and how to change that into empowering support to strengthen a sense of belonging on campus. After the booth outreach efforts, the number of students utilizing MSP services was 323 in the spring 2023 semester.



MSP recognized the need to create biweekly drop-in groups for 20+ nonbinary, trans, and queer students to create a safe space similar to the Student of Color Space. MSP had a guest speaker on campus, Anna Lim, who is a part of the LGBTQIA+ community, Ms. Lim was invited to speak with nonbinary, trans, and queer students during their bi-weekly drop-in groups.

It was notable that after each MSP program or event, there was an increase of students attending and participating in cultural awareness spaces, which strengthened and maintained a sense of community and belonging.

Residence Life and Housing

Our on-campus residence halls and apartments are our students’ home away from home. Residence Life and Housing rebranded and redesigned itself to provide intentional engaging programming and management of facilities that enhance the living-learning experience for students who reside in the university’s on-campus residence halls and apartments, contributing to their wholesome sense of belonging.

To ensure that Residence Life and Housing provides top-notch customer service, the unit expanded its housing operations by creating a team with a new manager and coordinator to support students’ living-learning experience in our residence halls and the Kendall Apartment Complex.

Residence Life and Housing then invested in creating intentionally engaging programming by rebranding a large component of the paraprofessional staff and its roles and responsibilities from resident advisor to community advisor. The goal was to reflect the true purpose of the initiative to champion the student living-learning experience.

Residence Life and Housing launched a new programming philosophy and model designed to strategically facilitate learning and growth with residents, ultimately contributing to their overall living-learning experience at Gallaudet University through three living-learning goals.

INDIVIDUAL DEVELOPMENT	COMMUNITY DEVELOPMENT	INCLUSIVE LIVING AND LEARNING
Learning Outcome 1:	Learning Outcome 1:	Learning Outcome 1:
Demonstrate a sense of self	Model an influential community	Recognize systems of oppression
Learning Outcome 2:	Learning Outcome 2:	Learning Outcome 2:
Employ strategies for wellness	Communicate effectively	Intervene appropriately in incidences of bias
Learning Outcome 3:	Learning Outcome 3:	Learning Outcome 3:
Employ strategies to fulfill academic goals	Employ strategies for healthy relationships	Create positive social change

Last but not least was the implementation of a new housing platform, StarRez. The platform is a one-stop-shop housing portal to enhance and streamline the student experience, including but not limited to housing applications, room and roommate self-selection, themed communities, move-in/out appointments, housing contracts, roommate agreements, and room inspections.

Student Engagement and Leadership

The Office of Student Engagement and Leadership serves as a one-stop information and resource center, providing support for student leaders in event planning and management, fostering and supporting the continued growth of clubs and organizations, and leadership training and opportunities. These are designed to create, elevate, and support a high-quality student experience for Gallaudet students. Student Engagement and Leadership also screens, selects, and hires 15+ student paraprofessionals to host campus-wide events, and provides various training opportunities and workshops. These programs include organization officer training, team building, creative event planning and promotion, problem-solving, and more.

Student Engagement and Leadership also provides operational support. It confirms event logistics such as room and space reservations and set-ups for the I. King Jordan Student Academic Center (JSAC), Ely Patio, the Andrew J. Foster Auditorium, and the Gallaudet Mall. Logistics also include offering print materials for purchase, and electronic advertising via televisions strategically located in the JSAC MarketPlace, and on social media via the @GallaudetU.CampusLife accounts.

Student organizations and clubs are designed to further enhance the student experience by providing a space for members to connect through shared interests and being part of a community to increase the sense of belonging. SEL has 30 active student organizations and clubs and welcomed four new clubs during Academic Year 2022-2023:

**Hook’n’Chil (HAC):** A knitting enthusiasts’ club where members share a passion for knitting and other fiber arts. Members meet regularly to knit, crochet, and engage in various needlecraft projects while socializing. HAC also provides a supportive and creative environment for new and current members to learn new techniques, exchange knitting patterns, and showcase their handmade creations. This club is a great place to build friendships, seek advice on knitting challenges, and appreciate the therapeutic and meditative qualities of knitting. HAC also engages in charitable activities, creating items for donation to those in need.

**Chess Club:** A gathering of individuals who share a passion for chess. Members meet regularly to play chess, improve their critical and strategic skills, and engage in friendly competition.

**Astronomy Club:** This club is made up of individuals who share a keen interest in the study and enjoyment of celestial phenomena and the universe. It convenes regularly to observe the night sky, explore celestial objects through telescopes, and discuss various aspects of astronomy and space science. Members often engage in stargazing events, astrophotography, and educational activities such as workshops or lectures.

**Circus and Creatives:** A club made up of those who learn and practice various circus arts and performance skills, Members typically come together to explore and fine-tune a wide range of disciplines, including acrobatics, aerial acts (such as tightrope walking), juggling, clowning, and more. The club organized workshops, drop-ins, and performances to perfect their acts and routines.

Another notable achievement was SEL’s second annual club and organization Olympics in the spring. It featured activities spanning an entire day with clubs and organizations. There were 125+ student participants and 30+ volunteers.

The result of SEL’s past accomplishment, centralizing campus-wide events through the Campus Events Group (CEG), has had a significant impact on this year’s accomplishments. SEL saw a significant growth and maintenance of CEG, resulting in thousands of dollars saved due to strategic fiscal planning, cross-collaboration, and shared resources.

The success of Week of Welcome (WOW), designated to welcome both new and returning students back to campus with an extra abundance of school spirit in Fall 2022 was a result of utilizing CEG. WOW included a four-stop, free breakfast giveaway, personalized buff and blue candy giveaways, and a weeklong consolidated calendar of events. SEL opened up the Spring 2023 semester in a similar fashion.

A successful collaborative effort between SEL and Health and Wellness Programs with iNOVA Blood Donor Services, a local blood bank, ensured the success of two blood drives, with 40 donations in Fall 2022 and 38 in Spring 2023. The combined total of both donations was double that of the previous year’s blood drives.

At the end of the academic year, SEL hosted its second annual week of activities the week leading up to Commencement which included five major activities, 15+ restaurant and establishment discounts on nearby H Street and Union Market, a tee-shirt giveaway, and cap decorating. SEL also coordinated with three departments (Graduate Admissions, Alumni Engagement, and the Office for Career Success) in hosting a congratulatory brunch, and a food truck BBQ with the Office of the President.

For any college student, volunteering is paramount to developing empathy, civic responsibility, and leadership skills. Volunteering helps students connect with diverse communities, learn about social issues, and make a positive impact. It also enhances their resumes and fosters personal growth, preparing them to be well-rounded and socially conscious citizens of the world.

To support the mission of community service, SEL hosted more than 20 community service events, a 150% increase from the previous year. The community service opportunities ranged from spending quality time with local Deaf senior citizens, to food and shelter pantry support, to reading to young deaf children. This resulted in nearly 400 hours of community service and \$4,000 in philanthropic donations.





VII. Office of International Affairs

The Office of International Affairs (OIA) within Gallaudet’s Division of Academic Affairs strives to fulfill the University’s objective to create a “Global Gallaudet” that positively impacts the quality of life for the full spectrum of Deaf identities worldwide.

A Global Gallaudet is a community of scholars who think broadly – both locally and globally; that shares a commitment to bettering conditions for people everywhere; and prepares its members for career opportunities in a multicultural and interconnected world. The nucleus of Global Gallaudet is “Global Learning for All,” which Gallaudet defines as “an infusion of our undergraduate, graduate, and professional students with the capacity of creating positive change for Deaf individuals worldwide.” Global Learning for All is the heart of a Global Gallaudet.

Above all, OIA’s work aligns with The Gallaudet Promise to create a more sustainable and vibrant life experience for deaf, hard of hearing, and deafblind people, and all of humanity.

Inspiration from The Gallaudet Promise and recommendations of the American Council on Education (ACE) and its mentoring through two Internationalization Labs (IZN) have ably guided and resourced OIA and Academic Affairs’ focus in Gallaudet’s global positioning. Gallaudet’s past engagement with ACE and the IZN labs resulted in four grand themes that have become the guiding light to fully internationalize the University, led by OIA in collaboration with other campus units.

Promoting awareness of Gallaudet’s global presence, both to the campus community and external audiences, has been a longstanding hallmark of OIA. The office occupies Building 103 on the Gallaudet University campus, and is led by Dr. Charles B. Reilly, executive director and senior international officer. OIA has three programs: Education Abroad and International Fellowships, International Relations, and International Student and Scholar Services, plus a Core Services team that coordinates office-wide events; provides administrative, logistical, writing and editing support; and bilingualizes material in sign language and English and disseminates these materials to a variety of audiences.

Due to its concentration on internationalization, OIA has become the university’s primary source for queries related to the subject. In the interest of developing clear communication and facilitation with global organizations that express interest in Gallaudet, all contacts are referred immediately to OIA at [global@gallaudet.edu](mailto:global@gallaudet.edu). OIA is also the campus office responsible for immigration and visa matters for current and newly-accepted international students, including English Language Institute (ELI) students. Visiting international student, scholar, and researcher services are handled by OIA, which also serves as the point of contact for international partners and strategic visitors. OIA works closely with the Office of the President and the Office of the Provost, as well as other campus offices with international interests, and is actively expanding its “Global Knowledge Base” on nations and deaf communities of interest. OIA hosts campus dialogues on issues of global importance, and identifies ways to incorporate international dimensions and cultural sensitivity into all campus planning, operations, and activities.

The American Council on Education has called Gallaudet “the heartbeat of the global deaf community, and a beacon for members of the community seeking higher education opportunities and an inclusive environment committed to their success.” For OIA, this means due diligence in maintaining the ongoing connection with Gallaudet’s returned international students, and the interests of its growing number of domestic students who seek to enrich their higher education experience through study, internships, and research abroad. OIA continues to seek ways to infuse more global awareness, learning, and shared action by the campus community, especially around grand global challenges facing the people across the spectrum of deaf identities.



Top row, from third left: Provost Khadijat Rashid, OIA International Relations Manager Alim Chandani, and Gallaudet in Nigeria-Africa (GAIN) Program Officer Amanda Mueller are pictured in the United Arab Emirates (UAE) with Gallaudet alumni during a relationship-building trip to the UAE and India in July 2023. Victor Sitali (top row, second from left) began his Gallaudet education as an art major in the fall 2023 semester.

As OIA reflects on Fiscal Year 2023, it is heartening to mention a few notable achievements:

OIA consults with external experts to bolster international enrollment

Building on its global marketing research and strategy, in FY 2023, OIA entered an initiative with Intead, a Salem, Massachusetts-based global and U.S. academic branding marketing firm, to help develop an international strategic marketing plan among OIA, University Communications, and campus admissions offices that will serve as a roadmap for specific global markets with strong potential for increasing applications and enrolling students at Gallaudet. OIA hosted a campus visit on February 23 for Intead officials Ben Waxman, CEO, and Patricia Tozzi, Chief Strategy Officer.

OIA/Provost arrange lessons in Deafness to senior leaders in global education

Senior International Officers and Chief Diversity Officers from across the nation who attended the Association of International Education Administrators’ (AIEA) annual conference in Washington, D.C. in February 2023 received first-hand experience in deaf life, culture, and communication on the Gallaudet campus. The experience reflects AIEA’s interest in trauma-informed practices – support for students traumatized by negative learning experiences.

Because AIEA is the world’s only association dedicated to senior leaders in the field of international education, Gallaudet’s Office of the Provost and OIA were honored to host these influential educators on campus for the “Community Connections” program of the event. According to David Fleshler, AIEA immediate past president and 2023 conference organizer, Community Connections “provides an experience that gives attendees an understanding of the world through the eyes of persons who have faced discrimination and trauma.” Following an afternoon of presentations about aspects of Gallaudet’s trauma-informed practices, Fleisher commented that the experience “ ... made a major impression on participants...a visit to your campus is not only impactful, but provides international educators with new ways to approach their work.”

OIA staff among presenters at Sub Saharan Africa Regional Forum

OIA staff were among the leaders from Gallaudet who presented at EducationUSA’s May 2023 Sub Saharan Africa Regional Forum in Cape Town, South Africa. EducationUSA is a U.S. Department of State network of over 400 international student advising centers in more than 170 countries and territories, offering information about opportunities to study at accredited U.S postsecondary institutions. Presenting about enabling equal opportunities and impactful careers through accessible advising were the Honorable Wilma Newhoudt-Druchen, member of the African National Congress, and Gallaudet trustee and alumna (’92, G-’05, & H-’09); Dr. Khadijat Rashid, ’90, Gallaudet provost; Dr. Charles Reilly, senior international officer and executive director of OIA; and B. Mutisya Nzyuko, ’17 & G-’23, immigration compliance coordinator and principal designated school official in OIA. Gallaudet has relationships with institutions and organizations in Sub Saharan Africa, and enrolls a number of students from this region. Participating in this event allowed Gallaudet to learn more about recruitment and retention strategies for this region, as well as other nations worldwide, including consideration of using EducationUSA as an additional platform for the University’s recruitment activities.



OIA was well represented at the 19th World Federation of the Deaf (WFD) World Congress, attracting an estimated 2,000 members of deaf communities from 130 countries to the July 11 to 15 event at the International Convention Center in Jeju, South Korea. The event was hosted by the Korea Association of the Deaf and carried the theme, Securing Human Rights in Times of Crises. Jarvis Grindstaff, ’14 & G-’19 (right), International Student Success Coordinator, and Dr. Alim Chandani, PhD ’13 (second from right), International Relations Manager, gave a presentation on Gallaudet to participants in the WFD Congress Youth Camp (above), which inspired many queries about the University, and helped with the duties of promoting Gallaudet’s programs and services to the world at the University’s exhibit booth.



Education Abroad and International Fellowships

The mission of Education Abroad and International Fellowships (EA) is to support all students who wish to take classes, conduct research, or complete internships outside the United States. In addition, the program supports all students, recent graduates, staff, and faculty applying for international fellowships and scholarships. Another important function of EA is to advance opportunities to inculcate global learning for all Gallaudet students.

The following EA initiatives support global learning abroad as the nucleus of a Global Gallaudet by enriching students’ Gallaudet Experience:

- Encouraging “global citizenship” through thinking deeply and broadly, locally and globally.
- Heightening awareness and sensitivity to the “lived experience” of others, thereby fostering a shared commitment to bettering conditions for people everywhere.
- Preparing for career opportunities in a multicultural and interconnected world.

OIA/Provost arrange lessons in Deafness to senior leaders in global education

Gallaudet students Genesis Delgado, Lily Fruguglietti, Jeffrey Levitt, and Reza Mosher participated in the summer 2023 Siena Deaf Studies program in Siena, Italy. This three-week immersive program at the Siena School of Liberal Arts aimed to provide ASL users with a foundation for transnational engagement, offering a fresh perspective on ASL as a visual and spatial language. As part of the program, the students undertook basic Italian lessons, equipping them with tools to navigate the city of Siena.

The group’s leader, Tracy Dunlap, ‘21, Interim Education Abroad and International Fellowships Advisor, returned with valuable insights to enhance the lives and education of deaf individuals through the Siena Deaf Studies Program. This visit afforded her the opportunity to review and deliberate on behalf of Gallaudet regarding the Memorandum of Understanding between the University and the Siena School (See Partnerships section below), assessing it to determine if improvements were necessary to enhance the students’ experiences.



One of the most interesting moments of the Siena Deaf Studies program is language exchanges. In the Siena School secret garden, Gallaudet undergraduate student Lily Fruguglietti converses in Italian Sign Language (LIS) with her classmates.

OIA welcomes new EA Manager

Gallaudet’s first dedicated staff position for education abroad was established in 2017 to meet the rising demand from Gallaudet students and faculty. The number of students applying for fellowships, engaging in advising appointments, and participating in study abroad programs has steadily increased during the past six years. About 50 students study and research abroad annually. In FY 2023, OIA welcomed Fiona Grugan as its new EA and International Fellowships Manager.

Workshop enhances faculty knowledge in creating overseas programs

OIA hosted an August 18, 2023 Forum on Education Abroad for Gallaudet faculty during Professional Development Week, led by Christina Carroll, Ed.D., program director for quality and assessment in Florida State University’s International Programs. The Forum included workshops for faculty to learn how to create overseas programs for students, and recommended steps for top-level campus administrators to take in promoting study abroad programs at the University.

Dr. Maribel Gárate-Estes selected as a Fulbright U.S. Scholar to México

In FY 2023, Dr. Maribel Gárate-Estes, G-’97 & PhD ‘07, a professor in the Education program at Gallaudet University, was selected as a Fulbright U.S. Scholar to México for the 2023-2024 academic year. Donna Brazile, chair of the Fulbright Foreign Scholarship Board, said that Gárate’s Fulbright award “is a reflection of her leadership and contributions to society.” Gárate-Estes spent her fall sabbatical in México City researching bilingual teaching strategies used to allocate a signed and a written/spoken language with deaf students. She also collaborated with the Department of Education (Secretaría de Educación Pública) and the Instituto Pedagógico para Problemas del Lenguaje on curriculum and program development to benefit current and future teachers of deaf signing students.

OIA’s Fifth Go Global Fair shares global opportunities with students and faculty

OIA hosted a very successful fifth annual Go Global Fair on November 4, 2022, attracting a large number of students and community members. The fair has proven to be an ideal venue for helping students learn about the many available scholarships, fellowships, study abroad programs, internships, and jobs with an international component or focus, as well as linking them with organizations – some very prestigious – that offer funding opportunities (e.g., Boren Awards, Critical Language Scholarship, Gilman Scholarship). The event benefits faculty as well, by making them more aware of opportunities they can share with students and providing information about faculty opportunities such as the Fulbright U.S. Scholar program. The fair provides an opportunity for on-campus and international education organizations to connect with the Gallaudet community, as well as the greater Washington, D.C. deaf community. A poster fair by Gallaudet’s returned 2022 education abroad participants highlighted their learning experiences from the highly popular study abroad program in Madrid, Spain, focusing on the Sign Language of Spain and Spanish Deaf Culture. Other programs exhibited were International Development master’s Jamison Oslund’s internship in Thailand with the World Federation of the Deaf; Deaf Studies and Italian Sign Language in Siena, Italy, by Emersyn Torres, Communications major, and Latavia Roberts, International Studies major; 14th Theoretical Issues in Sign Language Research in Osaka, Japan, by Martin Dale-Hench, ‘09 & G-’23, at the time a master’s degree student in Linguistic; Cytomegalovirus Public Health and Policy Conference in Ottawa, Ontario, Canada, by Bernice Adekeye, Ph.D. in Bilingual Education; and Doctors in Italy, Shadowing Fellowship Program, Rome, by Nthabeleng MacDonald, ‘23, Psychology and Pre-medicine majors. In addition, the fair featured mini-presentations on Disability-inclusive Development: Advancing Deaf and Disability Action, and a series of international sign language lessons by Gallaudet students from Oman, India, Japan, Denmark, Indonesia, and Saudi Arabia.

International Student and Scholar Services

OIA’s International Student and Scholar Services (ISSS) program fulfills Gallaudet’s authorization to operate programs that encourage students and scholars from outside the U.S. to come to the University for educational pursuits. ISSS ensures that the University is in compliance with U.S. immigration laws, facilitates international students’ transition to a culture that may be very different from their own, and helps them adjust to life in this country.

ISSS served 93 students from 29 countries in FY 2023. From this group, 23 students from 11 countries graduated from Gallaudet. This number represents nine master’s and 14 undergraduate degree recipients. Oman was the most prominent country portrayed among the countries, with seven graduates.

A particularly significant achievement of ISSS during FY 2023 was the launch of Terra Dotta (TD), a software that holds great benefits for international students. ISSS’ TD Portal bridges database systems. For example, it connects with the Student Exchange Visitor Information System, which is the Department of Homeland Security’s immigration database system, and it links with Gallaudet’s Workday software, making sure that all essential information flows smoothly between these systems. This ensures that our international students have a streamlined and efficient experience when dealing with their immigration and academic matters. In addition, by accessing TD on the ISSS Portal, students can complete various immigration-related tasks, such as managing their visas, updating personal information, making requests, completing the check-in process, and more. Not only does this ISSS Portal serve current international students; it is also useful for newly admitted students in helping them complete their certificate of financial requirements, ensuring they have all the necessary documentation for their student visa application.

Many activities were held by ISSS in FY 2023 to keep international students informed. A good example is a Coffee/Tea Chat with the Office for Career Success, co-hosted by OIA and the Office for Career Success. Students learned about resources available to them that are related to their career choices, as well as immigration regulations on student employment. and the three student employment categories for F-1 student visas and two student employment categories for J-1 student visas.

International Scholarships

Support for international students to attend Gallaudet University is provided by individuals and organizations from the U.S. and other nations. Gallaudet works with donors to seek ways for more people outside the U.S. to study at the University, thereby enriching their lives and the cultural diversity of the campus community. Gallaudet is grateful for its ongoing partnership with the Nippon Foundation of Tokyo, Japan, a private, non-profit grant-making organization that has provided unprecedented opportunities for educating and training for many deaf individuals from developing nations. The generosity of the Nippon Foundation continues to provide benefits for individuals at Gallaudet through the Sasakawa International Scholarship (SIS) Fund and the World Deaf Leadership (WDL) endowed scholarship. The Gallaudet-Nippon World Deaf Leadership (WDL) Scholarship makes it possible for deaf and hard of hearing leaders from developing nations to attend Gallaudet, with the provision that they return home after graduation and work towards improving the lives of deaf people in their home countries through education, advocacy, and partnering with influential leaders and organizations. Since WDL was founded in 2003, 22 scholarships have been awarded to students pursuing a Gallaudet education. The scholarship, which is administered at Gallaudet by OIA, covers students’ full tuition, room and board, and a stipend for personal expenses. Interest in the WDL scholarship for fall 2023 was very high: over 600 applications were received and three awardees were selected: Binta Badjie, from The Gambia, entered the graduate degree program; and Biruk Gizaw, from Ethiopia, and Phanita Maiphone, from Laos, entered the undergraduate program. A fourth scholar, Aanuoluwapo Omoleye, from Nigeria, was selected as a degree-completion candidate to receive WDL funding in her second year of graduate school.

In FY 2023, Gallaudet had 13 SIS Fund scholars, a combination of new awardees, and continuing scholars. They hail from Nigeria, Mexico, China, Belize, The Philippines, and Kenya.



International Visiting Scholars

The International Visiting Scholar (IVS) program is authorized by the United States Department of State to welcome and accommodate international professors, researchers, and other scholars to Gallaudet for periods of stay ranging from three weeks to one year. OIA works closely with academic programs and faculty to extend its resources to researchers on a selective basis to promote institutional camaraderie and collaboration.

In FY 2023, Gallaudet welcomed Hristina Katsipidou, a Fulbright IVS from the University of Sofia St. Kliment Ohridski, the oldest higher education institution in Bulgaria, and a Bulgarian Civil Society Scholar who has been engaged in research projects and curricula development. Kapsipidou is also a member of a team at Deaf.BG, a non-governmental organization that advocates for social, political, educational rights and access for Deaf Bulgarians, and played a major role in Bulgaria’s landmark Sign Language Act of 2021 that legally recognizes Bulgarian Sign Language. While at Gallaudet, she worked on partnerships with University faculty and staff, and gave a lecture to the campus community, entitled “The Path of Deaf Empowerment in Bulgaria: How We Find the Way through International Exchange Work,” about Deaf Bulgarians’ struggle for equality.



Hristina Katsipidou from the University of Sofia St. Kliment Ohridski, Bulgaria, came to Gallaudet in FY 2023 as a Fulbright International Visiting Scholar.

Abdifatah Ahmed Mohamad, a U.S. Department of State Mandela Fellow completing a Professional Development Experience at Gallaudet, presented a lecture on the Deaf community in Ethiopia on August 30, 2023 in the James Lee Sorenson Language and Communication Center atrium. Mr. Mohamed is a founder and current Executive Director of the Somali Deaf Development Association, based in the Somali regional capital of Jigjiga, Ethiopia, and an Inclusive Education and Sign Language Lecturer from Jigjiga University. Dr. David Penna, a professor in the School of Civic Leadership, Business, and Social Change, serves as Mr. Mohamad’s faculty advisor at Gallaudet.

International Special Students

The International Special Students (ISS) program provides a tremendous learning experience for non-U.S. students who are not pursuing an academic degree at Gallaudet. While at the University, they can audit courses, be exposed to what is happening on campus, and visit schools, organizations, and agencies. International special students, or non-degree-seekers, are offered an opportunity to develop a customized learning agreement to assist them in choosing the courses and support services that they need to reach their goals at Gallaudet, including preparing to enter a degree program. During FY 2023, Gallaudet hosted ISS from China, Czech Republic, and Japan.

International Relations

Gallaudet collaborates with institutions that incorporate its values and harness the power of transnational learning and exchange for mutual benefits. Agreements and contracts include Gallaudet’s core values, and strive to include local representation by a deaf organization as a full partner. Above all, OIA’s work aligns with the Gallaudet Promise to create a more sustainable and vibrant life experience for deaf, hard of hearing, and deafblind people, and all of humanity. All agreements and contracts now include Gallaudet’s core values, and every effort is made to include local representative Deaf organizations as full partners.

Fruitful year for international partnerships

FY 2023 was a productive year for forming new cooperative agreements and continuing existing agreements between the University and international entities. Continuing memorandums of understanding or agreement (MOU/MOA) are in place with the World Federation of the Deaf; Oslo Metropolitan University, Oslo, Norway; Siena School for Liberal Arts, Siena, Italy; the De La Salle-College of Saint Benilde College of St. Benilde, Manilla, Philippines; and Wesley University, Ondo, Nigeria. The latter is the site of an ongoing MOU with Gallaudet known as Gallaudet in Africa-Nigeria (GAIN). (See the Gallaudet in Africa-Nigeria section, page 73, for more information.) In Fiscal Year 2023, a five-year MOA between the two institutions was signed to deliver an innovative, state-of-the-art academic program in deaf education. The expectations are that Gallaudet and Wesley will establish the pedagogical framework, expertise, and support. Wesley will provide facilities and personnel for primary, secondary, and tertiary education, and facilitate a national network of knowledge and community of best practices in Nigeria, including a website with free access to research findings, bilingual deaf education strategies, and curriculum to support deaf educators throughout Nigeria. Gallaudet will provide support and mentorship, as needed.

MOU in Japan promotes international learning through virtual exchange

A new MOU between Gallaudet and the National University Corporation Tsukuba University of Technology (NTUT), Tsukuba, Ibaraki, Japan will promote and develop activities between the two universities that focus on Virtual Exchange-Collaborative Online International Learning (VE-COIL), which links classrooms of two or more accredited higher education institutions, each located in a different country, to create equitable team-taught learning environments where faculty from dissimilar cultures work together to develop a shared syllabus, emphasizing experiential and collaborative student learning. Coordinators for further developments on the MOU are Dr. Yoko Kobayashi, faculty member for the Accelerated International Exchange Committee at NTUT and Dr. Genie Gertz, ’92, a professor in Gallaudet’s Deaf Studies program. Dr. Franklin Torres, ’00 & G-’02, Gallaudet’s global learning faculty administrator, will coordinate the VE-COIL course development.

MOU with India organization signed to spark ideas in country’s deaf education

A highlight of the National Summit of the Deaf in Bangalore, India, June 22-24, was the signing of an MOU between Gallaudet and EnAble India, Bengaluru, a non-governmental organization that believes work is core to human dignity, and comprises pioneers and thought leaders in the disability sector impacting livelihoods across 19 disabilities. The MOU is a dynamic milestone that will provide a solid educational foundation for countless numbers of deaf and hard of hearing people. The objective of the partnership is to build a strong and trustworthy partnership by establishing a Project Steering Committee to stimulate ideas on creating a five-year plan that includes creating a “Gallaudet College Preparatory” center in India.

MOU with Deaf Connect brings ‘Gallaudet Experience’ to Australia

Deaf Connect, the largest service provider and social impact organization serving Deaf, hard of hearing, and deafblind Australians, and Gallaudet signed an MOU in FY 2023 to establish and facilitate cooperation in the following areas: immersion trips for Australian students to gain the Gallaudet Experience; exchange opportunities including but not limited to internships, study abroad tours, and VE-COIL courses; resource sharing in areas such as youth, leadership, research, education, and early intervention; online learning, including online degree completion programs for full-time students and professional studies and training courses; and global and thought leadership by leaders from both parties.

International Strategic Visitors

The University regularly receives visitors from around the world. Visitors range from international leaders in higher education and special education looking to learn from Gallaudet’s expertise in improving opportunities for the deaf and hard of hearing population, to individuals and small groups visiting the U.S. who are familiar with Gallaudet’s world-renowned reputation and want a tour of campus while visiting Washington, D.C. A subset of international visitors is regarded as representing a strategic opportunity to advance Gallaudet’s student recruiting, academic exchanges, and institutional partnerships.

The following distinguished international guests visited the Gallaudet campus in FY 2023:

- Dr. Fawzi Bukhari, cultural attaché to the U.S. from the Kingdom of Saudi Arabia, visited the Gallaudet campus for the first time in November, where he attended the fifth annual Go Global Fair, and met Saudi Arabian students to learn about their experiences at the University.
- Dr. Magie Nassif, executive director of Binational Fulbright Commission in Egypt, the oldest Fulbright program in the Arab world, visited Gallaudet on December 7, 2022, to explore opportunities for collaboration between the commission and Gallaudet.opportunities to collaborate with the University.
- Officials from National University Corporation Tsukuba University of Technology (NTUT), the only Deaf university in Japan, visited Gallaudet March 20 and 21 to discuss cooperative actions of potential mutual benefit, resulting in the signing of an MOU later in the year to enter Virtual Exchange-Collaborative Online International Learning (VE-COIL) programs involving the two institutions. NTUT, a government funded university, has sent students to Gallaudet in the past, and online courses will afford more deaf Japanese students the ability to enhance their education by taking Gallaudet courses. (Note: More information on the MOU can be found under the Partnership heading.)
- A delegation from higher education institutions in Mexico visited Gallaudet on August 2 to meet with OIA senior international officer and executive director Charles Reilly and Senior Communication and Dissemination Strategist Danilo Torres to discuss higher education in the U.S., and explore possible opportunities to partner with Gallaudet on education initiatives. The visitors were: Ms. Marisol Delgado Torres,Deputy Director of Cooperation, Mobility, and Internationalization, Universidad de Sonora; Mr. Rodrigo Ortiz Sanchez, Director of the Office of Support Services for Inclusive Education, Polytechnic University of Santa Rosa Jáuregui; and Mr. Carlos Ernesto Ortiz Villegas, President of Universidad Tecnológica de Ciudad Juárez.
- OIA and the English Language Institute hosted a campus visit in November for Her Excellency Bayan Sami Abdul Rahman, Kurdistan Regional Government Representative to the U.S., to learn about bilingual education, DeafSpace architectural design elements, Deaf culture, and Gallaudet’s history, and had the opportunity to observe Deaf higher education in practice. IDMA student Emma DeCaro is a diplomatic intern with the Kurdistan Regional Government, and ELI student Hawal Abdullah, who is from the Kurdistan Region of Iraq, looks forward to expanding Kurdish Deaf human rights as a result of this visit.



(Credit – © 2023 Kurdistan Regional Government, Representation in the United States)  
OIA staff members Danilo Torres, International Liaison Coordinator, and Dr. Alim Chandani, International Relations Manager, Representative Rahman, Emma DeCaro (G-’23), and ELI student Hawal Abdullah.

International Development Master of Arts Degree Program

The International Development Master of Arts degree program (IDMA) prepares students to design, implement, monitor, evaluate, and advocate for social change activities at local, national, and international levels in collaboration with deaf, deafblind, and hard of hearing people, and those with disabilities. Students in the IDMA program obtain practical experience examining legal and social policy frameworks, political and economic conditions, sociocultural and language centered values and rights, and other features of contemporary life that contribute to or impede social participation and social justice.

FY 2023 saw significant IDMA program graduate student and alumni achievements, programmatic development, and cross-institutional domestic and international partnering to advance scholarly and capacity-building initiatives on deaf community



development, particularly the launch of an interdisciplinary graduate certificate and minor in Disability-inclusive Disaster Risk Reduction and Emergency Planning (DEP), with the first cohort of students taking DEP foundation courses in June 2023, with partnering and site visits to the Washington, D.C. Homeland Security Emergency Management Agency, Federal Emergency Management Agency (FEMA) Region Three, and the Department of State Operations Center. Another highlight of the fiscal year was establishing the IDMA International Student Scholarship Fund Campaign in October 2022, which exceeded its goal of raising \$5,000 for an endowment fund but fell short of generating \$50,000 for one direct student scholarship for academic year 2023-24.

FY 2023 Student Achievements and Milestones:

- **Fall 2022 field placements:** IDMA students conducted practicums with the following Washington, D.C. metro area international non-governmental organizations, community development organizations, and embassies – Karina Baker, Samantha Hoeksema, and Jenilee Marques with Deaf Worlds; Emma DeCaro with the Kurdistan Regional Government Representative to the U.S.; Elias Henriksen with Homes Not Borders; and Sydney J. Johnson with Save the Children.
- **Spring 2023 field placements:** IDMA students interned with the following deaf and disability-focused organizations – Karina Baker and Samantha Hoeksema with Psycho-Education and Applied Research Center for the Deaf, Hồ Chí Minh City, Việt Nam; Emma DeCaro and Elias Henriksen with Martha EDU, Amman, Jordan; Jenilee Marques with Deaf Worlds and the D.C. Office of Disability Rights, Washington, D.C.; and Sydney Johnson with Disability:IN, Alexandria, Va.



Emma DeCaro (left) and Elias Henriksen visit the Roman Ruins of Jerash during their internship in Amman, Jordan.



From second left: Samantha Wulz (Hoeksema), Karina Baker, Nguyễn Trần Thủy Tiên, a former Gallaudet-Nippon World Deaf Leadership scholar and executive director of the Psycho-Education and Applied Research Centre, Hồ Chí Minh City, Việt Nam – who made Hoeksema and Baker's internship possible – are among a group who gathered for a photo in the lush green farmland in Đà Lạt, Việt Nam..

- Aanuoluwapo Omoleye was selected for the United Nations Association of the National Capital Area Graduate Fellows Program for January to May 2023. In March 2023, Omoleyeh took first place in the Gallaudet Bison Tank competition for her innovation, “AbleBooks Africa.”
- Emma DeCaro and Elias Henriksen secured a \$75k grant from IREX in May 2023 to implement capacity-building training for deaf community members and interpreters in the Iraqi-Kurdistan region.
- Monthly International Tea Party events for the campus community that focused on one country per event were coordinated and hosted by IDMA and the English Language Institute during the 2022-2023 academic year.

FY 2023 Service to International Partnerships (events and presentations):

- Hosted scholarly campus presentations on October 10 to 12, 2022 by Dr. John Bosco Conama, director of the Centre for Deaf Studies at Trinity College, Dublin, Ireland on “Irish Sign Language Recognition and Sense of Community,” with moderators Dr. Audrey Cooper, IDMA associate professor and program director, and Dr. Julie Hochgesang, associate professor in the Linguistics program.
- Developed and led an Iran solidarity event, “Stand for Freedom in Iran, on October 26, 2022, with IDMA students and faculty, along with Iranian campus community members.
- Presentation at a Department of State, Office of Accessibility and Accommodations and Bureau of Global Talent Management event on October 26, 2022, hosted by Gallaudet’s Graduate Admissions Office and the Office for Career Success.
- Hosted Nguyễn Trần Thủy Tiên, a Gallaudet graduate and executive director of the Psycho-Education and Applied Research Centre, Hồ Chí Minh City, Việt Nam, at a November 28 to 30, 2022 event that included student engagement and course presentations on collaborative ethics with deaf research communities and disaster risk reduction program development.
- Hosted eKitabu colleagues from Nairobi, Kenya for a February 24, 2023 tour of the IDMA program and campus in connection with joint partnering on funding opportunities.
- Presentations by Dr. Audrey Cooper and Maegan Shanks, IDMA program assistant and adjunct faculty member in March 2023 at Save The Children’s “Learning Café: Partnering for Disability Inclusion” headquarters and country offices.
- Hosted Department of State Career Information Session spotlighting foreign service officer positions on March 27, 2023 with Angela Cannella, Special Emphasis Program manager, Office of Civil Rights, U.S. Department of State.
- Hosted International Labour Organization (ILO) Career Information Session on April 24, 2023 with ILO Disability Specialist Eric Stener Carlson and other representatives that was attended by IDMA students and Gallaudet campus guests.
- Representation by Dr. Audrey Cooper, Maegan Shanks, IDMA student Jenilee Marques, and Dr. Caroline Solomon, director of Gallaudet’s School of Science, Technology, Accessibility, Mathematics, and Public Health, at the Federal Emergency Management Agency Region 3, DC Homeland Security and Emergency Management Agency’s (DC HSEMA) inaugural Disability Integration and Coordination Summit, held on May 3, 2023 at DC HSEMA headquarters in Washington, D.C.
- Presentation by Maegan Shanks on original research, “Intersectional Educational Policies in Kenya: The Meaning-Making Process,” on July 13, 2023 at the XIX World Congress of the World Federation of the Deaf in Jeju, Korea.

VIII. Center for Continuing and Online Education

The Center for Continuing and Online Education (CCOE) provides courses, programs, and services to address the needs and interests of diverse internal and external constituencies, provide learning across the lifespan, and increase signing ecosystems and career success for a broad array of Deaf and hearing individuals. It includes both credit and noncredit offerings within a bilingual learning environment and provides leadership in online teaching and learning. To meet participants’ learning needs, instruction is conducted in multiple formats – face-to-face, online, hybrid, or customized as requested by constituents – to deliver professional development and enrichment courses, programs, and services both on campus and at sites around the country, through the university’s network of Regional Centers.

CCOE manages a diverse portfolio with online and hybrid course and program development through its Professional Studies and Training (PST) offerings.

Continuing Education

Professional Studies and Training

PST courses are offered on campus, online, and at sites across the United States. The following tables show enrollment figures for PST classes from Fiscal Year 2019 through Fiscal Year 2023, with increases from the previous year.

PST Annual Headcount Enrollment Trend

	FY 2019¹	FY 2020¹	FY 2021¹	FY 2022¹	FY 2023¹
Students enrolled only in PST/PSG courses	931	819	225	130	192
Undergraduate/Graduate students also enrolled in PST/PSG courses	67	70	20	40	53

PST Enrollment Counts per Class by Student Type

	FY 2019¹	FY 2020¹	FY 2021¹	FY 2022¹	FY 2023¹
Students enrolled only in PST courses	1,276	1,118	291	204	266
Graduate students enrolled in PST courses	68	79	25	46	47
Undergraduate students enrolled in PST courses	25	19	8	9	16
Total	1,369	1,216	324	259	329
Faculty/Staff	63	46	7	2	5
Online	922	1,081	299	217	164
Extension	-	-	17	-	-

¹Does not include consortium student enrollment.

PST Fall Census Enrollment Trend¹

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Students	219	199	306	270	233

¹Excludes graduate and undergraduate students enrolled in PST/PSG classes.

CCE continued to invest its resources in online and hybrid learning opportunities, notably its partnership with the American Caregiver Association to launch PST 93, Deaf-Centered National Caregiver Certification. CCE collaborated with external organizations to share information about the Caregiving Certification; worked with the Tri-County Association of the Deaf (TCAD) in Florida, offered a booth at the Deaf and Hard of Hearing Senior Expo in Arizona and a presentation at the 17th Biennial Deaf Seniors of America Conference in Florida. CCE also piloted Entrepreneurship with Communication Services for the Deaf (CSD), offering a series of four four-week courses culminating in a certificate.

Non-Credit Program Offerings

During Academic Year 2022-2023, CCOE completed the following projects: CNA Insurance webinars, Universidad Politécnica de Santa Rosa Jáuregui (UPSRJ), and collaboration with the Santa Clara County (California) Office on Education (SCCOE).

With the restructuring of CCE and its search for a new director, all non-credit program offerings were placed on hold. CCE continued to support units internally, such as establishing community health training with the Center for Deaf Health Equity (PST 92) and worked with the Deaf-Centric Institute (DEI) on a diversity training course.

CCE also partnered with Ed2Go to offer non-bilingual, flexible, self-paced non-credit certificate programs for students seeking to start a new career or advance within their current occupation. Each course is developed by experts and has a dedicated advising team to support students as they train for jobs in high-demand fields and prepare for nationally recognized certifications.

Distance Education

Online and Hybrid Course and Program Development

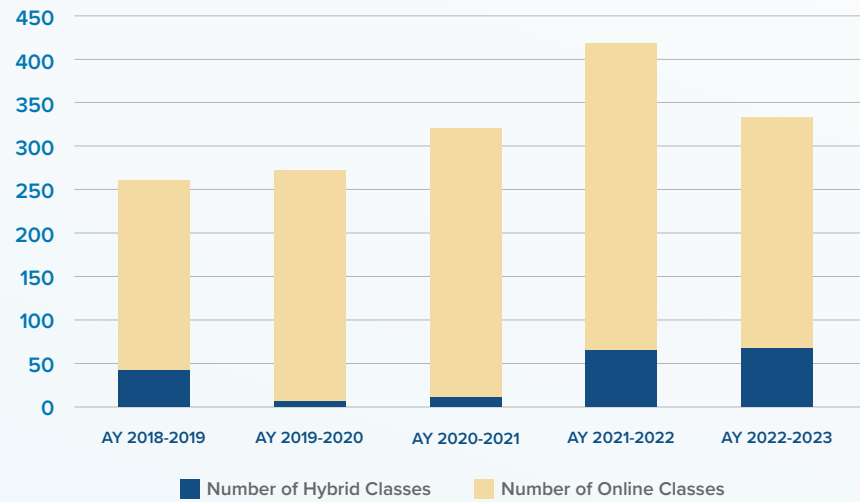
Gallaudet University offers a wide selection of online and hybrid courses and programs for undergraduate, graduate, and professional studies credit. The number of online and hybrid classes offered at Gallaudet has risen steadily over recent years. Since the COVID-19 pandemic led to the University’s decision to make all its courses remote, there has been a shift toward greater support for online and hybrid course development.

CCE emerged as a leader in the institution-wide response to the pandemic and continued to lead and support Gallaudet’s endeavors to build more online, hybrid, and flexible learning opportunities for its students and provide training to faculty and students to improve their teaching and learning experience. Due to CCOE’s restructuring taking place during academic year 2022-2023, CCE course offerings decreased by 16%.



Online and Hybrid Classes by Academic Year (AY)

	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Number of hybrid classes	48	10	15	60	61
Number of online classes	224	311	405	407	330
Total	272	321	420	467	391



Full-Time Faculty and Adjuncts Who Taught Online and Hybrid Courses

	AY 2018 - 2019			AY 2019 - 2020			AY 2020 - 2021			AY 2021 - 2022			AY 2022 - 2023		
	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	SU23
Full-Time Faculty	27	29	13	18	27	42	34	30	41	41	49	28	44	47	25
Adjunct Faculty	17	19	9	20	26	28	38	35	35	44	49	29	34	33	25
Total Distinct Count	44	48	22	38	53	70	72	65	76	85	98	57	78	80	50

Online Degree Completion Program

The Online Degree Completion Program (ODCP) is an opportunity for undergraduate students who have accumulated 45 hours of college credit to complete their degree online. Students can pursue degrees in deaf studies or psychology.

During Fiscal Year 2023, the Communication Studies program submitted a proposal and it was approved by the governing body to offer a program in Communication Studies for ODCP. This program will be available to students starting in the fall of 2023.

The tables below indicate enrollment and degree attainment since AY2017-2018. Enrollment held steady for AY 2022-2023.

ODCP Students by Degree Program

	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Deaf Studies	12	18	12	16	33	33
Psychology	0	2	3	8	12	10
Total	12	20	15	24	45	43

ODCP Graduates by Degree

	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023
Deaf Studies	7	8	5	5	12	15
Psychology	0	0	0	2	2	1
Total	7	8	5	7	14	14

IX. English Language Institute

The Gallaudet University English Language Institute (ELI) is a non-federally funded English as a Second Language (ESL) program for deaf and hard of hearing students. It is the only ESL program serving deaf and hard of hearing students that has been accredited by the Commission on English Language Accreditation (CEA). Administratively, the English Language Institute is under the School of Language, Education, and Culture (SLEC).

In the fall of 2022, ELI underwent internal changes, including the team’s status transition from teaching staff to faculty members. This change has allowed for greater opportunities and enhanced the teaching and learning opportunities ELI staff have always provided. As faculty members, the team is now able to present at conferences, including the recent TESOL International Association in-person convention in Portland, Oregon in March 2023 and the virtual conference the following month. TESOL is a professional international organization for teachers of English as a second or foreign language.

In Spring 2023, the ELI program transitioned to an entirely online application system. Prospective applicants can now apply online using this link: <https://apply.gallaudet.edu/apply/?eli>.

English Language Institute Enrollment Trend

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
32	28	38	27	18	14	16	13	9	6

X. Youth Programs

Gallaudet’s Youth Programs Office serves deaf and hard of hearing students from elementary through high school. The offered programs promote academic excellence, provide learning opportunities, and encourage social interaction among deaf and hard of hearing students. This is achieved through the National Academic Bowl, the Battle of the Books, the National Literary Competition, and Summer Youth Camps.

National Academic Bowl

FY 2023 marked the 27th year of the Gallaudet University Academic Bowl for Deaf and Hard of Hearing High School Students. This event was established with the goal of promoting academic excellence and achievement among deaf and hard of hearing students. In addition to promoting a spirit of academic competition and sportsmanship, the Academic Bowl provides opportunities for social development and collegiality among students from around the country. It serves as public recognition for the honor and importance of academic achievement and is a major recruitment program for the university. In 2023, the Model Secondary School for the Deaf won the national championship.

During FY 2023, we held three Regional Academic Bowl competitions and one National Academic Bowl competition. During the 2023 competition year, 69 high school teams participated, with a total of 270 students and 130 coaches. Of the 82 seniors participating in the competitions, **17 (20.7%)** enrolled at Gallaudet in the fall of 2023.

Participation in National Academic Bowl for Deaf and Hard of Hearing Students Trend

	FY 2020	FY 2021	FY 2022	FY 2023
Schools/Programs	76	57 <sup>1</sup>	57 <sup>1</sup>	69
Teachers/Staff	148	103	105	130
Students	289	218	220	270

<sup>1</sup>Reduced numbers due to the COVID-19 pandemic.

Regional Academic Bowls

Hosting regional competitions typically requires collaboration between Youth Programs and the host schools. During FY 2023, three schools for the deaf collaborated with the Youth Programs Office to host their respective Regional Academic Bowls.

FY 2023 Regional Academic Bowl Host Institutions

Region	Host Institution
West	Oregon School for the Deaf
Central	Texas School for the Deaf
East	Kentucky School for the Deaf

FY 2023 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	West	Central	East
Schools/Programs	20	20	19
Teachers/Staff	37	40	38
Students	78	75	72



Battle of the Books

During FY 2023, Gallaudet’s Battle of the Books entered its eleventh 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 and independent reading skills among deaf and hard of hearing middle school students. In 2023, we hosted 13 teams across three divisions at the National Battle of the Books event on campus. Heathlands School (United Kingdom) won the Buff Division, Washington School for the Deaf won the Blue Division, and Illinois School for the Deaf won the Bison Division.

During the 2022-2023 competition season, 66 teams from 38 schools or programs participated with a total of 259 students and 58 chaperones. Out of a total of 166 eligible seniors who competed in the Battle of the Books in the past for at least one year, 44 enrolled at Gallaudet, for an enrollment rate of 26.5%.

Participation in Battle of the Books Trend

	FY 2020	FY 2021	FY 2022	FY 2023
Schools/Programs	45	34 <sup>1</sup>	34 <sup>1</sup>	38
Teachers/Staff	72	62	55	58
Students	356	254	244	259

<sup>1</sup>Reduced numbers due to the COVID-19 pandemic.

National Literary Competition

During FY 2023, Gallaudet held its sixth annual National Literary Competition (NLC), open to all deaf and hard of hearing students in grades 2-12 across the nation. There are two categories in the competition: ASL and Writing. The purpose of the ASL competition is to further the development of academic ASL, promote creativity and originality in the use of ASL, and to foster a sense of pride in ASL among students. The purpose of the Writing competition is to allow students to showcase their ability to express themselves in written English, and to instill pride and ownership in their work. Out of the 123 seniors who participated in the NLC at least once in the past, **39 (31.7%)** enrolled at Gallaudet this fall.

Participation in the National Literary Competition Trend

	FY 2020	FY 2021	FY 2022	FY 2023
Students	780	250 <sup>1</sup>	373	336

<sup>1</sup>Reduced numbers due to the COVID-19 pandemic.

Summer Youth Camps

During FY 2023, we hosted two sessions of our Summer Youth Camps, offering two camps per session: GenCyber, Immerse Into ASL, and Discover College and Careers during the first session, and then Deaf Youth Pride and Got Skills? during the second session.

The GenCyber camp was a program in which deaf and hard of hearing high school students learned about cybersecurity and potential careers relating to cybersecurity. The Immerse Into ASL camp was a program in which deaf, hard of hearing, and hearing high school students learned ASL and immersed themselves in deaf culture.

The Got Skills? camp was a program for deaf and hard of hearing middle school students in which they participated in a variety of enrichment activities. The Deaf Youth Pride camp was a program designed for deaf and hard of hearing LGBTQIA+ high school students and provided them with the opportunity to learn new skills to become an advocate for themselves and others in the community.

This year, we brought back our Discover College and Careers (DC2) camp. This camp was designed for deaf and hard of hearing students entering Grades 10-12 who wanted to learn more about themselves, their skills, and potential careers. With possible tracks including DeafBiz, Digital Media, and ACT Prep, students connected with peers and developed a portfolio while they enjoyed the sights and culture of Washington, D.C.

Out of the **151** seniors who have participated in at least one SYC session since FY 2020, **23 (15.2%)** enrolled at Gallaudet this fall.

Total Participation in Summer Youth Camps Trend (Webinars for 2020 - 2023)

	FY 2020	FY 2021	FY 2022	FY 2023
Number of Campers	34 <sup>1</sup>	24 <sup>1</sup>	70	99

<sup>1</sup>Reduced numbers due to the COVID-19 pandemic.

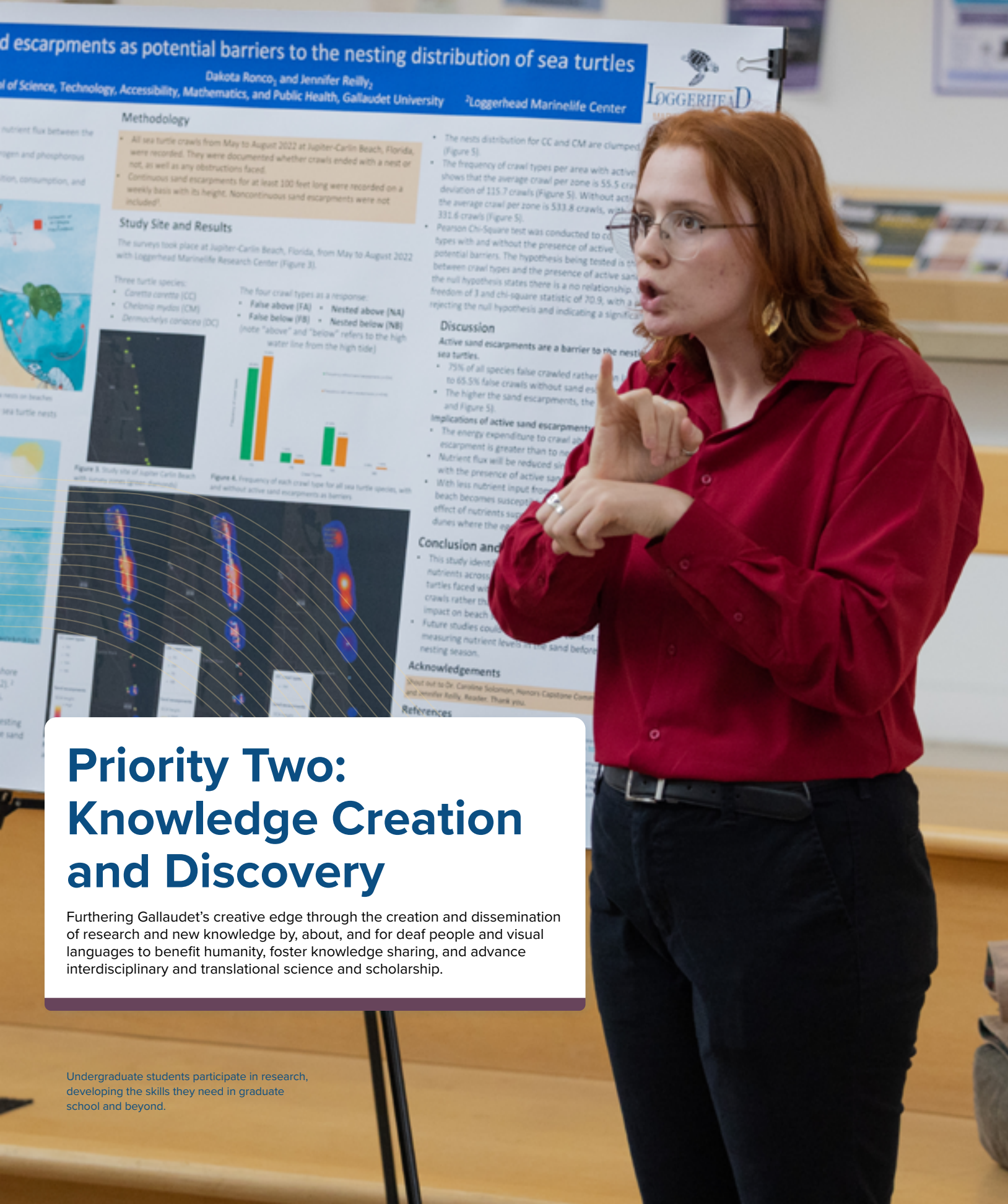
FY 2022 Participation in Summer Youth Camps

Camp	Participants
Immerse Into ASL	24
Deaf Youth Pride	9
Got Skills?	21
GenCyber	24
Discover College and Careers	21



The National Academic Bowl is one of Gallaudet's premier programs for talented deaf and hard of hearing high school students.





# Priority Two: Knowledge Creation and Discovery

Furthering Gallaudet’s creative edge through the creation and dissemination of research and new knowledge by, about, and for deaf people and visual languages to benefit humanity, foster knowledge sharing, and advance interdisciplinary and translational science and scholarship.

Undergraduate students participate in research, developing the skills they need in graduate school and beyond.

## I. Gallaudet Research Priorities

Gallaudet University serves as a global center of research, development, and outreach leading to advancement in knowledge and practice for deaf and hard of hearing people and all humanity. Research at Gallaudet is strongly tied to its ten-year vision, The Gallaudet Promise, with Knowledge Creation and Discovery as one of its three main priorities.

The Office of Research is the nexus for all major research decisions and activities, determining research directions and resource allocation through its priority-setting process, which is required by the Education of the Deaf Act (EDA) to include input from constituent groups, consumers, and heads of federal agencies. These five priorities are:

**Priority #1: Education.** The status and impact of current practices and policies related to the education, professional and technical training, and career preparation of d/Deaf, hard of hearing, and deafblind people through the lifespan, from birth through postgraduate education and beyond, aimed at the development of evidence-based best practices and policies.

**Priority #2: Diversity.** Diversity within and between d/Deaf, hard of hearing, and deafblind communities, including underserved populations, as represented through the arts, humanities, and allied fields, demographic studies, and genetics, along with ethical and policy issues surrounding these manifestations of diversity.

**Priority #3: Accessibility.** Accessibility for d/Deaf, hard of hearing, and deafblind people in the workplace and in society at large, as made possible by a wide range of technologies in several domains, including, but not limited to, telecommunications, captioning, robotics, avatars, speech/sign recognition, and ergonomics.

**Priority #4: Deaf Experience.** The subjective experience of living as a d/Deaf, hard of hearing or deafblind individual, as understood through a variety of methodologies used in the fields of biology, psychology, economics, sociology, anthropology, linguistics, political science, and history and philosophy, among others.

**Priority #5: Language and Cognition.** The relationship between linguistic and cognitive phenomena and the underlying physical substrate of the brain in d/Deaf, hard of hearing, and deafblind individuals, as studied through the processing of visual, tactile, and auditory stimuli in multiple contexts, including language development and learning throughout the lifespan.

These university-wide research priorities guide the institution’s unique and long-standing responsibility and commitment to encourage research that addresses the diversity of the deaf and hard of hearing populations across the United States and around the world.

In addition to setting research priorities, the Office of Research oversees pre-award and post-award activities, compliance, research integrity and human subjects protection, research development initiatives such as an internal grants program, and coordinates programs and hosts events geared towards building capacity and cultivating a broader culture of research.

Research at Gallaudet in Fiscal Year 2023 signaled a strong commitment to building upon the corpus of knowledge the university has amassed over the past 159 years and its reputation as a catalyst for scholarly inquiry and enlightenment. This innovative work strongly aligns with The Gallaudet Promise.

## II. Research and Scholarly Activities by Research Center

### University-Designated Research Centers

Gallaudet University is home to six dedicated research centers that contribute to the vitality of on-campus research, expand the frontiers of deaf scholarship, and provide students with unparalleled opportunities to collaborate on research that changes lives throughout the world.

#### Artificial Intelligence, Accessibility, and Sign Language Center

**Raja Kushalnagar, Ph.D., Director**

AIASL builds on the theoretical foundations and guidelines for applying Artificial Intelligence services for Accessible Technology and Sign Language applications. Learn more at: <https://gallaudet.edu/research/artificial-intelligence-accessibility-and-sign-language-center/>

#### CONSENT-ASL Toolkit for Deaf and Hard of Hearing People

**PI: Raja Kushalnagar**

Center for Deaf Health Equity  
National Institutes of Health: 1G08LM013797  
09/01/2021-08/31/2024  
\$420,248.0

#### Products:

Kushalnagar, P., Nicolarakis, O., Mirus, G., Anderson, M., Burke, T., & Kushalnagar, R. (2023). Barriers and facilitators to the inclusion of deaf people in clinical trials. Clinical trials (London, England), 17407745231177376. Advance online publication. <https://doi.org/10.1177/17407745231177376>

Kosa, Ben S., Minakawa, A., Boudreault P., Vogler, C., Kushalnagar, P., & Kushalnagar, R. (2023, August). ASL Consent in the Digital Informed Consent Process. *Journal on Technology and Persons with Disabilities*, (11), pp. 287-305. <https://scholarworks.csun.edu/handle/10211.3/225180>



BPC-AE: AccessComputing Fourth Extension

PI: Raja Kushalnagar  
Artificial Intelligence-Accessibility and ASL Center  
University of Washington (NSF): 2137312  
10/01/2021-9/30/2024  
\$82,259.00

Designing Accountable Software Systems for People with Diverse Sensory Abilities (DASS)

PI: Raja Kushalnagar  
Artificial Intelligence-Accessibility and ASL Center  
National Science Foundation: 2131524  
10/01/2021-09/30/2023  
\$350,000.00

**Products:**  
Hochgesang, J. A. (2023, April 19). Documenting the ASL communities: MoLo and O5S5 Projects. Princeton Program of Linguistics Guest Lecture Series, Princeton. <https://doi.org/10.6084/m9.figshare.22652689.v2>

Luna A., Waller, J., Kushalnagar, R., & Vogler, C. (2023, August). Evaluation of Anonymized Sign Language Videos Filtered Using MediaPipe. *Journal on Technology and Persons with Disabilities*, (11), pp. 209-223.  
<https://scholarworks.csun.edu/handle/10211.3/225175>

National Science Foundation: 2131524 Supplement  
10/1/2021-9/30/2023  
\$28,080.00

Gallaudet GenCyber Camp for Deaf and Hard-of-Hearing High School Students (GGC-DHHS)

PI: Raja Kushalnagar  
National Security Agency: H98230-21-1-0136  
Artificial Intelligence-Accessibility and ASL Center  
09/16/2021-6/26/2024  
\$135,756

Gallaudet GenCyber Camp for Deaf and Hard-of-Hearing High School Students (GGC-DHHS)

PI: Raja Kushalnagar  
National Security Agency: H98230-22-1-0147  
Artificial Intelligence-Accessibility and ASL Center  
6/27/2022-6/26/2024  
\$146,860.00

REU Site: Accessible Information and Communications Technologies

PI: Raja Kushalnagar  
Artificial Intelligence-Accessibility and ASL Center  
National Science Foundation: 2150429  
03/01/202 -2/28/2025  
\$405,000.00

**Products:**  
Pidathala, P., Franz, D., Waller, J., Kushalnagar, R., & Vogler, C. (2023, August). Live Captions in Virtual Reality (VR). *Journal on Technology and Persons with Disabilities*, (11), pp. 275-286. <https://scholarworks.csun.edu/handle/10211.3/225179>

National Science Foundation: 2150429 Supplement  
3/1/2022-2/28/2025  
\$45,360.00

Center for Deaf Health Equity

Poorna Kushalnagar, Ph.D., Director  
CDHE conducts population health, patient-reported outcomes, and clinical trial studies among individuals who are deaf, deafblind, or hard of hearing. Learn more at: <https://gallaudet.edu/deafhealth/>

PROMIS-Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research

PI: Poorna Kushalnagar  
Center for Deaf Health Equity  
National Institutes of Health: 5R01DC014463  
09/01/2015–08/31/2023  
\$2,517,616.00

**Products:**  
Moreland, C.J., Rao,S.R., Jacobs, K, & Kushalnagar, P. (2023). Equitable access to telehealth and other services for deaf people during the COVID-19 pandemic, *Health Equity* 7:1, 126–136, DOI: 10.1089/heq.2022.0115.

Using technology-enhanced approaches to advance cancer health equity among diverse deaf, deafblind, and hard of hearing populations

PI: Poorna Kushalnagar  
Center for Deaf Health Equity  
National Institutes of Health: 1U01OD033240-01  
09/23/2021-08/31/2023  
\$4,422,938.00

National Institutes of Health: 3U01OD033240-01S1 Diversity Supplement  
9/1/2022-8/31/2023  
\$111,240.00

National Institutes of Health: 3U01OD033240-01S2 Diversity Supplement  
09/1/2022-08/31/2023  
\$27,648.00

Center on Visual Language and Visual Learning

Melissa Malzkuhn and Lorna Quandt, Ph.D., Interim Co-Directors  
VL2 utilizes neuroimaging techniques to advance knowledge on how human higher cognition is realized through vision. VL2 studies the effects of visual processes, visual language, and social experience on the development of cognition, language, reading and literacy. Learn more at: <https://gallaudet.edu/visual-language-visual-learning/>

Impact of Language Experience on Early Numerical Cognition

PI: Ilaria Berteletti  
Center on Visual Language and Visual Learning  
National Science Foundation: 2225319  
07/21/2019-06/30/2024  
\$1,025,958.00

VL2-PEN Summer School in Cognitive and Educational Neuroscience

PI: Ilaria Berteletti  
Center on Visual Language and Visual Learning  
National Science Foundation: 2309972  
01/15/2023-12/31/2023  
\$103,076.00

Deaf-led Inclusive Design for Musical Thinking Exhibition

PI: Melissa Malzkuhn  
Center on Visual Language and Visual Learning  
Smithsonian American Art Museum  
03/07/2022-05/31/2023  
\$20,000.00

**Product:**  
Multisensorial Accessibility Elements of Musical Thinking: New Video Art and Sonic Strategies. June 23, 2023-January 29, 2024, Smithsonian American Art Museum, Washington, D.C.

New Dimensions of ASL Learning: Implementing and Testing Signing Avatars & Immersive Learning (SAIL 2)

PI: Lorna Quandt  
Center on Visual Language and Visual Learning  
National Science Foundation: 2118742  
10/1/2021-9/30/2024  
\$879,699.00

**Products:**  
Viegas, C., Inan, M., Quandt, L. C., & Alikhani, M. (2023). Including facial expressions in contextual embeddings for sign language generation. Paper presented at the 12th Joint Conference on Lexical and Computational Semantics (SEM 2023).

Alam, M. S., De Bastion, M., Malzkuhn, M., & Quandt, L. C. (2023). Recognizing highly variable American Sign Language in virtual reality. Paper presented at the Eighth International Workshop on Sign Language Translation and Avatar Technology (SLTAT).

National Science Foundation: 2118742 Supplement  
10/1/2021-9/30/2024  
\$29,700.00



Deaf and Hard of Hearing Child Resilience Center

**Lori Day, Ph.D., Director**  
DHHCRC addresses gaps in the delivery of mental health services to deaf and hard of hearing children by creating and adapting accessible tools to assess trauma symptoms and behavior, adapting evidence-based trauma treatments, and providing training and ongoing consultation for mental health professionals. Learn more at: <https://gallaudet.edu/deaf-hard-hearing-child-resilience-center/>

Center for Advancing Trauma-Informed Care for Deaf and Hard-of-Hearing Children

**PI: Lori Day**  
Deaf and Hard of Hearing Child Resilience Center  
Substance Abuse and Mental Health Services Administration: 5H79SM085059  
09/30/2021-09/29/2026  
\$2,903,350.00

**Product:**  
Hall, W.C., Dye, T.D.V. &, Siddiqi. S. (2023). Associations of childhood hearing loss and adverse childhood experiences in deaf adults. *PLoS ONE* 18(6): e0287024. <https://doi.org/10.1371/journal.pone.0287024>

Drs. John S. and Betty J. Schuchman Deaf Documentary Center

**Brian Greenwald, Ph.D., Director**  
The Drs. John S. and Betty J. Schuchman Deaf Documentary Center researches, documents, and shares the lived experiences of deaf people via film, photography, and written narrative.  
Learn more at: <https://gallaudet.edu/schuchman-documentary-center/>

Technology Access Program

**Christian Vogler, Ph.D., Director**  
TAP conducts research and development related to communication technologies and services, with the goal of making accessible communication technologies pervasive and functionally equivalent.  
Learn more at: <https://gallaudet.edu/technology-access-program/>

Innovations in Citizenship Education

**PI: Patrick Boudreault**  
Technology Access Program (TAP)  
Department of Homeland Security (DEAF, Inc.)  
10/1/2022-9/30/2024  
\$26,999.00

Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing

**PI: Christian Vogler**  
Technology Access Program  
Department of Health and Human Services ACL – National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR): 90REGE0013-04-00  
09/30/2019-9/29/2024  
\$4,166,980.00

Rehabilitation Engineering Research Center on Technology for People who are Deaf or Hard of Hearing

**PI: Christian Vogler**  
Technology Access Program  
Department of Health and Human Services Administration for Community Living (ACL) – National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR): 90REGE0013-04-00  
09/30/2019-09/29/2024  
\$4,625,000.00

TRS Community of Expertise Research and Development

**PI: Christian Vogler**  
Technology Access Program  
MITRE (Centers for Medicare and Medicaid Services): 127355  
07/01/2019-6/30/2024  
\$1,750,000.00

Twenty-First Century Captioning Technology, Metrics and Usability

**PI: Christian Vogler**  
Technology Access Program  
Department of Health and Human Services Administration for Community Living (ACL) – National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR): 90DPCP0002-05-00  
09/30/2018-09/29/2023  
\$2,374,999.00

III. FY 2023 Projects Supported by External Grants

During Fiscal Year 2023, faculty at Gallaudet were awarded \$1,200,000 for new projects supported by external awards. New and continuing total award amounts outlined below are contingent on the availability of funds and satisfactory project progress.

Engaging Deaf and Hard of Hearing Students in Bioinformatics Research Using Data Science Tools

**PI: Gaurav Arora**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
National Institutes of Health NIH: R25LM014208  
09/15/2022-08/31/2023  
\$45,765.00

Overcoming Barriers and Opening Doors to STEM Success for Deaf Undergraduates

**PI: Gaurav Arora**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
National Science Foundation: 2130275  
01/15/2022-12/31/2027  
\$1,357,125.00

Returning Citizen Peer Mentoring for Incarceration Reduction Amendment Act Participants

**PI: Elizabeth Bowman**  
School of Civic Leadership, Business, and Social Change  
Changing Perceptions (District of Columbia Office of Victim Services and Justice Grants)  
10/01/2022-09/30/2023  
\$2,875.00

Langston University Rehabilitation Research and Training Center (LU-RRTC) on Research and Capacity Building for Minority Entities

**PI: Jeremy Brunson**  
Division of Equity, Diversity, and Inclusive Excellence  
National Institute on Disability, Independent Living, and Rehabilitation Research, (NIDILRR)/ Administration for Community Living: LU-520133-5  
9/1/2022-8/31/2027  
\$125,000.00

Let’s Talk Money: Building Community Understanding of the Institutional Compensation System

**PI: William Ennis**  
School of Arts and Humanities  
Rochester Institute of Technology (NSF): 2121930  
10/01/2021-9/30/2026  
\$15,675.00

Collaborative Research: Advancing Language Research and Outreach in a Language Museum

**PI: Deanna Gagne**  
School of Language, Education, and Culture  
National Science Foundation: 2116811  
09/01/2021-02/28/2025  
\$73,236.00

Evaluating the Rehabilitative Potential of Tactile Number Expressions for Multisensory Vision and Hearing Loss Using Wearable Haptics

**PI: Deanna Gagne**  
School of Language, Education, and Culture  
National Institutes of Health:1R01EY033761  
08/01/2022-07/31/2027  
\$2,632,698.00

**Products:** Gagne, D., Broadway, H., Bates, M. & Ennis, J. (2023). Not all touch is the same: A case study of a DeafBlind child interacting with a DeafBlind adult. In P. Gappmayr and Kellogg, J. (Eds.), *BUCLD 47: Proceedings of the 47th Annual Boston University Conference on Language Development*. Cascadilla Press.

Validated Learning Objectives for Introductory Biology: A Resource for Improving Course Design, Faculty Practice, and Student Outcomes

**PI: Cara Gormally**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
University of Washington (NSF): UWSC12119  
10/01/2020-09/30/2023  
\$70,268.00

**Products:** Gormally, C, & Heil A. A Vision for University Biology Education for Non-science Majors. (2022, December). *CBE Life Sci Educ.* 21(4):es5. doi: 10.1187/cbe.21-12-033



Supporting and Providing Access for Deaf Students in Signed Language Research

**PI: Julie Hochgesang**  
Deaf and Hard of Hearing Child Resilience Center  
School of Language, Education, and Culture  
University of Texas (NSF): 2143969  
07/15/2022-06/30/2023  
\$0

NSF INCLUDES Alliance: The Alliance of Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM)

**PI: Tugba Kucukkal**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
Ohio State University (NSF): SPC #1000006143/GR125912  
08/21/2022-7/31/2026  
\$108,662.00

Designing Plk1 Inhibitors Through Multiscale Computational and Experimental Methods

**PI: Tugba Kucukkal**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
National Institutes of Health  
09/20/2022–08/31/2024  
\$368,671.00

Collaborative Research: Function and Form in the ‘What’ Family of Signs in American Sign Language

**PI: Ryan Lepic**  
School of Language, Education, and Culture  
National Science Foundation: 2141363  
10/1/2022-3/31/2026  
\$149,999.00

**Product:** Lepic, R. (2023). Identifying ASL Compounds: A Functionalist Approach. Sign Language Studies, 23(4), 461-499. DOI: <https://doi.org/10.1353/sls.2023.a905536>

National Space Grant College Fellowship Program

**PI: Daniel Lundberg**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
National Aeronautics Space Administration: 80NSSC20M0092  
06/01/2021-5/31/2024  
\$107,651.00

Honoring the Legacy of One Mother’s Fight for Her Black Deaf Son’s Education in D.C.

**PI: Carolyn McCaskill**  
Center for Black Deaf Studies  
National Endowment for the Arts: 1888982-41-22  
1/01/2022-12/31/2024  
\$25,000.00

Promoting Equity in Healthcare Interpreting

**PI: Campbell McDermid**  
School of Language, Education, and Culture  
Idaho State Univ (U.S. Department of Education): n/a  
10/01/2021-9/30/2026  
\$519,987.00

Gallaudet in Nigeria-Africa (GAIN) Strengthening Deaf Education, Empowerment & Employment (Deaf-E³)

**PI: Amanda Mueller**  
Gallaudet in Nigeria-Africa (GAIN)  
US Agency for International Development (USAID): 72062021CA00003  
10/1/2020-9/30/2023  
\$2,050,000.00  
  
US Agency for International Development: 72062021CA00003 Supplement  
10/1/2020-9/30/2023  
\$15,000.00

Family ASL: Bimodal Bilingual Acquisition of Deaf Children of Hearing Parents

**PI: Deborah Pichler**  
School of Language, Education, and Culture  
University of Connecticut (NIH): 365789  
08/10/2017-07/31/2024  
\$463,210.00

Revitalizing Deaf Studies, Theorizing the Contemporary

**PI: Octavian Robinson**  
School of Arts and Humanities  
National Endowment for the Humanities: AA-284517-22  
9/1/2022-8/31/2026  
\$146,547.00

Center for Integrated Quantum Materials

**PI: Paul Sabila**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
Harvard University (NSF): DMR-1231319  
10/01/2017-09/30/2023  
\$287,807.00

DoD-GWU DEPSCoR

**PI: Paul Sabila**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
George Washington University (Department of Defense): FA9550-23-1-0497  
9/1/2023-9/30/2025

MRI: Acquisition of a New X-Ray Diffractometer to Advance Research and Education in Primarily Undergraduate/Minority Serving Institutions within the District of Columbia

**PI: Paul Sabila**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
University of the District of Columbia (NSF): 2117621  
9/30/2021-9/30/2024

Hosting of a MUSIC FOR YOUR EYES Performance and Community Workshop by Sena y Verbo (Mexico)

**PI: Ethan Sinnott**  
School of Arts and Humanities  
Mid-Atlantic Arts Foundation/NEA: 33674  
09/11/2021-1/31/2023  
\$3,300.00

**Product:** Bátiz, Sergio, *Music for the Eyes*, Directed by Sergio Bátiz, Señá y Verbo: Teatro de Sordos, October 13, 2022, Elstad Auditorium, Gallaudet University, Washington, D.C.

REU Site: Undergraduate Research Experiences in Estuarine Processes

**PI: Caroline Solomon**  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
University of Maryland/NSF: SA75281930-A  
04/01/2018-03/31/2024  
\$42,657.00

Let’s Talk Money: Building Community Understanding of the Institutional Compensation System

**PI: Caroline Solomon**  
School of Arts and Humanities  
Rochester Institute of Technology (NSF): 2121930  
0/01/2021-09/30/2026  
\$80,404.00

Shake Alert

**PI: Kota Takayama**  
School of Civic Leadership, Business, and Social Change  
United States Geological Survey  
01/01/2023-12/31/2023  
\$55,000.00



Research on Emerging Technologies for Teaching and Learning

PI: Qi Wang  
School of Civic Leadership, Business, and Social Change  
National Science Foundation: 2118824  
09/15/2021-08/31/2024  
\$133,918.00

**Product:** Si Chen, Desirée Kirst, Qi Wang, and Yun Huang. 2023. Exploring Think-aloud Method with Deaf and Hard of Hearing College Students. In Proceedings of the 2023 ACM Designing Interactive Systems Conference. 1757-1772.

A Review of the Current State of STEM Sign Language Lexicons

PI: Alicia Wooten  
School of Science, Technology, Accessibility, Mathematics, and Public Health  
National Science Foundation: 2309972  
04/01/2023-04/30/2023  
\$99,960.00

ASL and Deaf Culture Pre-Institute Program

PI: Gregoire Youbara  
School of Language, Education, and Culture  
InterNational Research and Exchanges Board (Department of State): S-ECAGD-21-CA-3082  
6/11/2023-6/23/2023  
\$21,213.00

IV. Gallaudet Seed Fund Program

The Seed Fund Program invigorates the University’s research enterprise through targeted investment in the university’s five research priority areas. The program provides opportunities to students to apply for and fund their research and to provide faculty with funds to support the submission of competitive research proposals externally.

Seed funds were granted for an 11-month period, from November 1, 2022 to September 30, 2023. The Office of Research administers the grant-making process, except for merit review and award recommendation amounts, which the applicant’s School Director determines.

During Fiscal Year 2023, a total of 42 projects were funded; they are listed below. Of these awards, 32 were led by student researchers. Funds were largely requested from graduate students for participant payments, supplies, travel, and access to specialized software to conduct research. In addition to covering similar purposes, faculty research used funds to cover research assistant pay and course releases.

Nature | Normal | Nation

PI: H-Dirksen Bauman, School of Arts and Humanities  
\$2,500.00

Engaging the Rwandan Deaf Community: Sociolinguistics and Education

Student PI: Lily Berggoetz  
Faculty Advisor: Kirk VanGlider, Honors Program  
\$835.00

Deaf Adults Trafficked as Children: A Qualitative Review of Commercial Sexual Exploitation of Children in Deaf Populations

PI: Elizabeth Bowman, School of Civic Leadership, Business, and Social Change  
\$3,000.00

A Psychometric Evaluation of American Sign Language Translations of the Revised Conflict Tactics Scale (CTS2) and the Revised Scale of Economic Abuse (SEA2)

Student PI: Emily Bramande  
Faculty Advisor: Lawrence Pick, School of Human Services and Sciences  
\$1,494.19

Effect of Caregivers’ ASL Proficiency on Deaf Children’s ASL Acquisition

Student PI: Evelyn Cortus  
Faculty Advisor: Nahar Albudoor, School of Human Services and Sciences  
\$400.00

Negative Life Experiences and Resilience Among Deaf Adults

PI: Teresa Crowe, School of Civic Leadership, Business, and Social Change  
\$1,000.00

DeafBlind Attitudes about Protactile and Tactile ASL

Student PI: Christie Cumbest  
Faculty Advisor: Octavian Robinson, School of Arts and Humanities  
\$500.00

Untitled

Student PI: Ali Faridi  
Faculty Advisor: Emily Shaw, School of Language, Education, and Culture  
\$345

Violated: Consent and Sexual Assault in the 21st Century

PI: Julie Fennell, School of Civic Leadership, Business, and Social Change  
\$1,932.00

Project Camp

Student PI: Rynata Fonseca  
Faculty Advisor: Octavian Robinson, School of Arts and Humanities  
\$500.00

Strategies Used to Allocate the Signed and the Written/Spoken Language in Bilingual Deaf Schools in México

PI: Maribel Garate-Estes, School of Language, Education, and Culture  
\$1,553.94

A Family-centered Curriculum: What are the Benefits and What is Still Lacking?

Student PI: Leah Geer  
Faculty Advisor: Sarah Honigfeld, School of Human Services and Sciences  
\$280.00

Examining Deaf Adolescents’ Sense of School Belonging

Student PI: Tara Holcomb  
Faculty Advisor: Lawrence Pick  
\$1,350.00

Prevalence & Impact of Discrimination on Marginalized DHH Individuals’ Access to Mental Health Care

Student PI: Brianna Hernandez  
Faculty Advisor: Lori Day, School of Human Services and Sciences  
\$920.00

Oral Narratives of Bilingual Pediatric Cochlear Implant Users: A Comparison of Oral Narrative Skills of Simultaneous English-Spanish Bilingual Cochlear Implant Users and Typically Developing Peers

Student PI: Caryn Hesky  
Faculty Advisor: Karen Garrido-Nag, School of Human Services and Sciences  
\$1,100.00

Effects of Priming on English Interpretations of Academic ASL

Student PI: Margaret Jones  
Faculty Advisor: Emily Shaw, School of Language, Education, and Culture  
\$655.00

Language Anxiety, Adverse Childhood Communication Experiences, and Language and Social Outcomes

Student PI: Christina Kim  
Faculty Advisor: Rachel Pizzie, School of Human Services and Sciences  
\$1,000.00

The Role of Language Variability on the Neurocognitive Processes Supporting Multiplication Problems in Deaf Signers

Student PI: Sarah Kimbley  
Faculty Advisor: Ilaria Berteletti, School of Human Services and Sciences  
\$1,500.00

Investigating Non-verbal Working Memory and English First Language Proficiency as Factors Influencing the Acquisition of ASL by Deaf Second Language Learners

Student PI: Kaj Kraus  
Faculty Advisor: Deanna Gagne, School of Language, Education, and Culture  
\$1,000.00



Fall Prevention in Older Deaf Adults Who Use American Sign Language (ASL)

Student PI: Jacquelin Kutz (Initial PI: Morgan Zupkus)  
Faculty Advisor: Chizuko Tamaki, School of Human Services and Sciences  
\$631.25

The Attitudes of Deaf Adults Towards Alcohol Use in the Deaf Community

Student PI: Amy Lambert  
Faculty Advisor: Kathryn Wagner, School of Human Services and Sciences  
\$60.00

Defining the Interpreter Role in American Sign Language-English Educational Interpreters with Deaf Students in High School Settings

Student PI: Marina Martinez  
Faculty Advisors: Emily Shaw and Marc Holmes, School of Language, Education, and Culture  
\$500.00

Clinicians’ Experiences and Understanding of Identifying Help Seeking Behaviors in Caregivers of DHH Children and Youth who Experienced Trauma

Student PI: Sheila Maynard-Rivera  
Faculty Advisor: Lori Day, School of Human Services and Sciences  
\$599.00

How Bilinguals Use Semantics to Process Phonological Ambiguity: Electrophysiological Evidence from the N400 ERP

Student PI: Lajayah Medina  
Faculty Advisor: Karen Garrido-Nag, School of Human Services and Sciences  
\$1,075.00

A Deaf Child: A Journey That Starts at the Hospital

Student PI: Hannah Nolen  
Faculty Advisor: H-Dirksen L. Bauman, School of Arts and Humanities  
\$200.00

Effects of Sign Language Brokering on Working Memory Capacity

Student PI: Joseph Palagano  
Faculty Advisor: Lorna Quandt, School of Human Services and Sciences  
\$1,500.00

Dorm Parent’s Perspectives on Social Emotional Learning Influences on Deaf/HH Children

Student PI: Va’lecia Penney  
Faculty Advisor: Lori Day, School of Human Services and Sciences  
\$500.00

Comparing Neural and Behavioral Responses to Different Types of Signing

PI: Lorna Quandt, School of Human Services and Sciences  
\$1,370.00

Impact of American Sign Language Fluency on Visuospatial Tasks

Student PI: Melody Schwenk  
Faculty Advisor: Lorna Quandt, School of Human Services and Sciences  
\$1,215.00

Deaf Males and High-Risk Sexual Behavior

Student PI: Garret Shelenhamer  
Faculty Advisor: Carolyn Corbett, School of Human Services and Science  
\$970.00

Vocal Emotion Detection in Cochlear Implant Users

Student PI: Karlee Shuldberg (Initial PI: Briana Gibaldi)  
Faculty Advisor: Kara Hawthorne, School of Human Services and Sciences  
\$800.00

“I Get It!”: Enhancing STEM Conceptual Learning in ASL

Student PI: Rachel Sortino  
Faculty Advisor: Rachel Pizzie, School of Human Services and Sciences  
\$845.00

Bridging the Gap Between Deaf and Hard of Hearing College Students and Mainstream Employers: Insights from Career Center Professionals

PI: Hayley Stokar, School of Civic Leadership, Business, and Social Change  
\$470.00

Language Modality Effect on Comprehension and Working Memory in ASL-English Bilingual College Students with Cochlear Implants

Student PI: Jaclyn Sweetra  
Faculty Advisor: James McCann, School of Human Services and Sciences  
\$860.00

Clinical Reflections on Working with Deaf Men: Interviews with Social Workers

PI: Kota Takamaya, School of Civic Leadership, Business, and Social Change  
\$3,750.00

Age-Related Changes in Vestibulo-ocular Reflex Function

Student PI: Daniel Talian  
Faculty Advisor: Chizuko Tamaki, School of Human Services and Sciences  
\$1,500.00

Psychometric Properties of an American Sign Language Cognitive Screening Tool

Student PI: Erin Timperlake  
Faculty Advisor: Lawrence Pick, School of Human Services and Sciences  
\$1,480.00

CODA Region 5 Conference (Coda Mental Health Qualitative Study)

Student PI: Emma Tripp  
Faculty Advisor: Jennifer Nelson, Honors Program  
\$750.00

Examining Disability in Colonial Vietnam

PI: Eileen Vo, School of Arts and Humanities  
\$2,500.00

Inclusive Leadership Values: Exploring Deaf Leaders’ Values in Public Leadership Roles

PI: Gefforey Whitebread, School of Civic Leadership, Business, and Social Change  
\$1,250.00

Comparison of UCF Test Results with Spoken Communication and Without Two-Way Communication During the Chair Rotation

Student PI: Seyma Yalcinkaya  
Faculty Advisor: Chizuko Tamaki, School of Human Services and Sciences  
\$1,000.00



V. Center for Black Deaf Studies

The Center for Black Deaf Studies (CBDS) is dedicated to uncovering, documenting, and preserving the histories, cultures, and sign languages of Black Deaf people in the United States and worldwide while supporting learning and research in Black Deaf Studies and related fields, including history, literature, psychology, sociology, and religion.

CBDS has been a space like no other on campus. Its small staff, plus contracted support, student workers, and interns, has made it “a place where the magic happens.” The leadership of founding director Dr. Carolyn D. McCaskill and associate director Evon Black, and the support of Nicole Bradford, were crucial to the success of CDBS. Lindsay Dunn, as Research Scholar, also brought various critically important skills; the interns and student staff were phenomenal.

Fall 2022

- The CBDS Fiscal/Academic Year began with the staff developing a vision for the program, and a list of items that the staff felt were essential to the program needs such as additional full-time staff, resources for the operation of the center, conducting research and providing lab facilities for students to conduct supervised research. We also provided short- and long-term plans for the center.
- Lindsay Dunn, a staff member in the Deaf Studies program, was assigned to the position of Research Scholar with the CBDS.
- During Homecoming, CBDS was one of the most heavily visited spaces on campus. Alumni were left in awe, and some donated Black-themed artifacts to the Center. We received donations from Albert and Peggy Hlibok and Phil and Judy Bravin in Mr. Dunn’s name, which the center truly appreciates.
- CBDS and The Louise B. Miller Pathways and Gardens: A Legacy to Black Children committee collaborated with Institutional Affairs to host the visits of former University Board of Trustees member Charles Williams and Dr. Ernest Hairston to campus. Mr. Williams participated in Homecoming activities and was selected to receive the National Association of the Deaf’s apology for the harm it committed against Black Deaf people from its inception in 1880 until 1965 when it finally admitted Black members.
- The Pennsylvania School for the Deaf won a grant to do a documentary on the Black Deaf experience. During Homecoming Week, they collaborated with CBDS to film interviews with Gallaudet students, staff, faculty, and alumni.
- The Center spent many months planning for its Spring 2023 symposium. It created a Symposium Planning committee from among its staff, the CBDS Advisory Board, and the university community, as well as beyond the university. CBDS hosted the first in-person/on-site Advisory Board meeting on campus.

Spring 2023

- During Black History Month, CBDS organized one of Mr. Dunn’s lectures on Black Deaf History for a live on-campus audience. In addition, the Black Deaf Arts Period! exhibition, was curated by Black Deaf alumni Earl Terry. This exhibit, in the Washburn Arts Center, Linda K. Jordan Gallery, showcased artistic works in various mediums by several Black Deaf artists and was a major campus attraction throughout its two months. Many of the Black Deaf artists whose work was featured were alumni of Kendall Demonstration Elementary School (KDES), the Model Secondary School for the Deaf (MSSD), and Gallaudet University. The exhibit also highlighted how Black Deaf people addressed the issues that oppress them, whether related to their race or their hearing status. As a result of the Black Deaf Arts Period! exhibition, Black Deaf artists earned more than \$25,000 as part of the Black Deaf ecosystem.
- During Black History Month, Kyra Phillips from ABC News filmed the Black Deaf Arts Period! exhibit, and interviewed its curator, Earl Terry, and Willie Price, a renowned Black Deaf artist who is a graduate of the Model Secondary School for the Deaf..
- CBDS hosted the inaugural “Black Deaf Studies Matters” Symposium ( March 28-April 2, 2023) with more than 300 attendees, from the United States, Nigeria, Ireland, and England. The symposium had four themes, each with a moderator and a panel:
  - Theme #1: Perspectives from Deaf Studies and Black/Africana Studies
  - Theme #2: Why Black American Sign Language Matters?
  - Theme #3: Why Black Deaf Studies Matters: Global Perspectives.
  - Theme #4: Why Black Deaf Studies Matters in Deaf Education.The symposium concluded with a gala and awards ceremony. The Center has already received many inquiries about when it will hold its next symposium.
- CBDS was among the sponsors of the **Visionaries of the Creative Arts (VOCA)** gala held during the Symposium. Michelle Banks, an alumnus of KDES and MSSD, founded VOCA. Board members are KDES/MSSD and Gallaudet alumni, with some associated with the university as faculty or parents of a Deaf child. CBDS’s collaboration with VOCA offered us a chance to tell the untold stories of the Black Deaf experience.
- Dr. McCaskill received the Gallaudet University Alumni Association Laurent Clerc Committee Advocacy and Social Justice Award in memory of Gertrude Scott Galloway. In accepting this award, Dr. McCaskill recalled working with Dr. Galloway and noted that she was a great mentor to Deaf women.
- One of the most important and invaluable functions of the Center and its staff is to provide support to students, including mentoring, guidance, and referrals. This support has helped retain a significant number of Black Deaf students.
- On July 22, 2023, a special graduation ceremony was held at the Kellogg Conference Hotel, Swindells Auditorium to honor 24 Black Deaf children from Kendall School Division II. CBDS Associate Director Ms. Evon Black provided direct leadership support to this project and was also involved in the grant awarded to Drs. Janelle Legg and Martrece Watson for Kendall Division II School research. Ms. Black conducted interviews with living alumni of this school.
- The CBDS held its first annual Black Student Graduation Recognition Ceremony to honor 60 Black students who graduated on May 12, 2023. Each student was given a Kente cloth graduation stole emblazoned with the CBDS logo and Class of 2023. This stole was highly admired and represented unity among all Black graduates from Africa, the Americas, and the Caribbean. The event inspired future students to work hard towards graduation and envision their own success by witnessing the joy and pride of their peers.

Visitors/Distinguished guests and CBDS tours

- CBDS provided several tours for groups, including descendants of the university’s founder, Edward Miner Gallaudet.
- Students from Maryland School for the Deaf, Columbia and the Utah Valley University Deaf Studies Department toured the Center during their campus visits..
- The Center also welcomed visitors from the Gallaudet in Nigeria (GAIN) program.
- Aarti Kotak from Sorenson Communications visited to learn about the Center’s priorities to understand how they aligned with Sorenson’s community engagement priorities.
- Well-known alumnus and entertainer Warren “Wawa” Snipe, ’94, of Wawa’s World visited the Center and offered to be an ambassador and “cheerleader”.
- Annie Ma from The Associated Press interviewed Dr. McCaskill for a future news story.
- Staff from the newly-established District of Columbia Mayor’s Office of Deaf, Deafblind, and Hard of Hearing visited the Center.

Presentations

CBDS staff gave presentations for the following:

- GLIP (Graduate LinguaCultural Immersion Program)
- ShareAmerica participants, about Black American Sign Language (BASL)
- Interpretation students taught by Dr. Pamela Collins, Dr. Folami Ford
- Edelman Messaging
- Louise B. Miller Pathways and Gardens: public presentations, appearance at the gathering hosted by actor and musician Pharrell Williams.
- Dr. McCaskill and the Black ASL team presented at the Linguistic Society of America (LSA) conference.
- A Pinch of BASL: Exploring Black American Sign Language with special guests Job Ayantola and Dr. Carolyn McCaskill
- Northeastern University Deaf Studies Program
- University of Florida ASL/Interpreting Program

Awards/Accomplishments

- Dr. McCaskill was inducted into the Alabama School for the Deaf Hall of Fame for Education. It was the first time a deaf person was recognized for education as most ASD Hall of Fame honorees are recognized for sports.
- Mr. Dunn co-published with Dr. Glenn B. Anderson, chair of the Gallaudet University Board of Trustees, a book chapter in Dr. Thomas K. Holcomb’s updated edition of his seminal textbook, Introduction to American Deaf Culture. This collaboration continued with a review of racism in the Deaf community since Dr. Anderson and Dr. Frank Bowe’s original paper was published in the American Annals of the Deaf. The American Annals of the Deaf will publish a 21st-century recap co-authored by Dr. Anderson and Mr. Dunn. Both papers will be published in Fall 2023.

Collaborations with various programs on campus

- Institutional Advancement/Alumni Relations on “The Necessity of Now”/ Louise B. Miller website
- Bison Orientation Week
- Black Deaf Art Period! exhibit at the Washburn Arts Gallery
- Deaf Studies Digital Journal (DSDJ) – publishers of the symposium proceedings
- Motion Light Lab – origins of Black Sign Language and contribution to the Gallaudet Global Sign Languages project
- Markea Howard - Black Deaf Grief meeting
- Holiday ASL Video Filming
- Black Deaf Book Festival – hosted book signings of books by young Black Deaf alumna Victorica Monroe
- Black History Month Roundtable with Young Black Leaders with Disabilities
- Dr. McCaskill represented the Center on the Dr. John S. and Betty J. Schuchman Deaf Documentary Center Advisory Board

Collaboration within the Deaf community

- Visionaries of the Creative Arts
- National Black Deaf Advocates and CBDS Partnership
- Theoretical Issues in Sign Language Research (TISRL) Script/Video Review on BASL
- Fulbright Scholar Dr. Eyasu Tamene and CBDS met virtually to continue the work he did with us while he was a Fulbright guest at the Center
- Sorenson and Center for Black Deaf Studies Symposium
- Gallaudet and Normandale Community College collaboration meeting
- HumanitiesDC Oral History collaborative grant
- NAVA Black Employee Group Friday, Read Across America
- District of Columbia Mayor’s Office for the Deaf/DeafBlind and Hard of Hearing
- Mayor’s Office for African Affairs visited the Center during their tour of the university
- Evon Black participated in DC Oral History Collaborative Training



**CBDS was Invited to attend these events:**

- National Endowment of the Arts meeting to announce that the Louise B. Miller project has been awarded a grant
- The Pennsylvania School for the Deaf received a grant from the Conference of Educational Administrators of Schools and Programs for the Deaf to do a study on Black ASL. The CBDS was used as the site to conduct interviews of Black Deaf people during the University’s Homecoming week.
- Evon Black participated in the CEASD Online Leadership Webinar Series: Strategic Plan discussion
- Dr. McCaskill, Evon Black, Lindsay Dunn, Nicole Bradford, and student worker Amelia Palmer attended the Black History: Learning from the Past and Inspiring the Future exhibition at the Virginia Museum of History and Culture in Richmond, Virginia.
- Dr. McCaskill and the Linwood Smith Scholarship committee presented scholarships in Mr. Smith’s name to six African American students at the Gallaudet Undergraduate Awards Day Program.

**Webinars**

- Lindsay Dunn conducted three webinars on the education of Black Deaf students. In the first webinar, titled “Education of Black Deaf Students Before and After the Civil War,” he discussed the history of education for Black Deaf students. In the second webinar, which was conducted live, he talked about Black Deaf people during Reconstruction and Jim Crow. Finally, in the third webinar, he spoke about resistance during the post-Civil Rights era. The third webinar was titled “And Why We Are Not Saved.”
- Evon Black presented the Louise B. Miller project at the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) Online Leadership Webinar Series: Professional Development.
- Dr. McCaskill and Evon Black participated in a web meeting with Edelman (a global communications company) related to the Louise B. Miller project website.
- Centering Black Deaf Women and Gender Expansive Communities as Intellectuals Through the Black Radical Lens
- Dr. McCaskill participated in a workshop with Normandale Community College.

**CBDS Advisory Board**

The Center’s advisory board continued to provide guidance and consultation to the Center’s Director on programs, policies, and procedures. The advisory board meets at least four times annually.

The first-ever Black Deaf Studies Symposium, held in the spring of 2023, brought together scholars from all over the country and the world.



Dr. Carolyn McCaskill, founding director of the Center for Black Deaf Studies, was the visionary behind the Black Deaf Studies Symposium.







The G-Area of the I. King Jordan Student Academic Center is the venue for many academic presentations, such as this one on linguistics.

# Priority Three: Signing Ecosystems and Career Success

The Signing Ecosystem encompasses the global community connected through visual and tactile signed languages, including the Deaf Ecosystem and its allies, united through:

- existing and emerging sign languages and dialects,
- rich cultural backgrounds and origins, and
- conscious empowerment of each other.

As an ecosystem, the Gallaudet community works together to advance the socioeconomic, ethical, and political betterment of diverse deaf, deafblind, deaf-disabled, and late-deafened people across the world and foster the talent pipeline. Central to these efforts is the preparation of students to seize career furthering opportunities in an ever-evolving, 21st century global society.

## I. Office for Career Success

Gallaudet University continues to be a global leader in establishing innovative and high-impact career practices for their students and alumni. This past year saw increased outreach efforts using these higher impact practices. The Office for Career Success (OCS) aims to promote and strengthen Gallaudet’s career ecosystem, involving students, faculty, and employers with a particular focus on diversity, inclusion, equity, and accessibility. Career education and professional development activities targeting career readiness continue to be delivered through a transformative and caring lens.

Data measuring attendance and other parameters was obtained through multiple sources, including the Symplicity-powered career portal called Bison CareerLink (BCL) and the Navigate Customer Relationship Management database.

**Student advising sessions.** Two Career Educators provided 299 advising sessions, 127 were unique students, with many returning for additional visits. The majority of these students returned for a follow-up appointment. Out of the 299 appointments held between October 2022 and June 2023, 135 were seniors, 55 juniors, 52 sophomores, 38 freshmen, and 15 graduate students. One-third of all appointments were created with students who had not yet declared a major. Over one-third of all appointments focused on resume development, with another one-third on internship and employment opportunities. The remaining one-third focused on interviewing strategies and general career advice.

**Employer engagement.** Two Employee Relations Coordinators (ERCs) serve on the team. On average, our Employer Relations team interacts with 100 employers monthly through video chats, telephone calls, or personal email correspondence. About 40 percent of these are for-profit corporations and 40 percent from the public sector, with the remaining either non-profit organizations or Deaf-owned small businesses.

**Increased data collecting and sharing.** During FY 2023, the Office for Career Success instituted more robust data collection and sharing, as well as more survey assessment.

**New Career Milestones for undergraduate students.** The Office for Career Success established new Career Milestones for undergraduate students. These were created through collective input from staff, faculty, and students. There are five types of milestones: Career Articulation, Career Connections, Career Competencies, Career Experiences, and Career Reflections. They are designed with intentional flexibility to allow all five milestones to be touched upon each academic year.

- 1. **Career Articulations:** *Gallaudet students will articulate their skills, experiences, and achievements.*
- 2. **Career Competences:** *Gallaudet students will develop success competencies related to their future aspirations.*
- 3. **Career Connections:** *Gallaudet students will have the chance to interact meaningfully with employers and alumni.*
- 4. **Career Experiences:** *Gallaudet students will gain experiential learning experiences tied to their career goals.*
- 5. **Career Reflections:** *Gallaudet students will plan and reflect on their career journey across their academic curriculum.*

**Career Library.** The Career Library has been established online ([www.careerlibrary.gallaudet.edu](http://www.careerlibrary.gallaudet.edu)). It includes various resources, including two career toolkits containing videos of Gallaudet students and alumni acting out various scenarios relating to making that perfect elevator (Bison) pitch and interviewing strategies.

The Office for Career Success continued to manage and oversee the awarding of career stipends funded by the Johnson and Newcombe accounts. These stipends aid with costs incurred for transportation, lodging, and meals relating to internships. Eighty-five students received stipends during Academic Year 2022-2023, with the average award amount of \$1,267.

### Outreach and events

Two **Internship and Job Fairs** were held on campus for the first time in three years. Nineteen employers participated in the fall fair, and 36 employers participated in the spring fair. These employers represented a mix of for-profit, public sector, and small businesses. Over 225 students and alumni attended both fairs.

**Deaf awareness training** was provided to JBG Smith, Dell Corporation, and the Congressional Accessibility Office. Additionally, OCS delivered a presentation at the District of Columbia’s inaugural Employment Summit in October 2022.

**Deaf Employment Summit.** Gallaudet University collaborated with Rochester Institute of Technology’s National Technical Institute for the Deaf (RIT/NTID), the National Association of the Deaf (NAD), and Communication Service for the Deaf (CSD) to host their first-ever Deaf Employment Summit (DES) June 7-9, 2023. This summit, held at RIT/NTID, brought together employers, policy makers, advocates, and educators to strategize on how to increase the job market participation rate and employment opportunities for people who are deaf and hard of hearing. Provost Khadijat K. Rashid presented a mini-talk on the Deaf Ecosystem which highlighted the value of Deaf contributions in the workplace. Dr. Julie A. Tibbitt, Director of OCS and Dr. Denise Kavin, NTID’s Assistant Dean for Admissions and STEM Outreach, provided a joint presentation on the key takeaways of the DES Summit; the participants created action plans to take back with them.

Overall, OCS hosted or co-hosted 38 career education, professional development, and employer networking events during FY 2023.

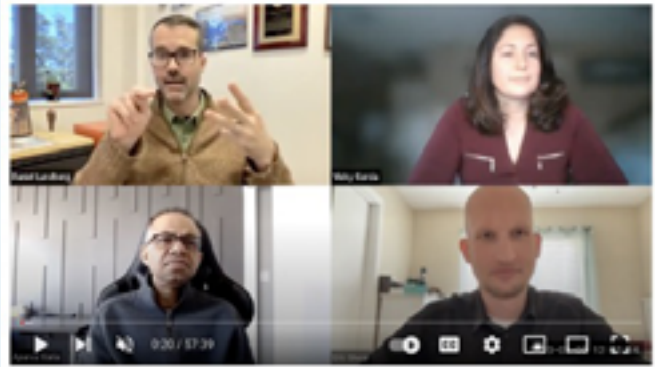




[L to R] John Macko, Charles McFadden, Denise Kavin, Julie Tibbitt, Taja Brown, and Howard Rosenblum, members of the planning committee for the Deaf Employment Summit.  
Photo Credit: Matthew J Sluka © Rochester Institute of Technology. All rights reserved.

Notable events

- A paraprofessional job fair, in collaboration with the Office of Student Engagement and Leadership, was the largest-attended OCS event of the year. Two hundred seventy students came to seek on-campus employment opportunities.
- OCS, with moderator Dr. Daniel Lundberg, hosted A Deaf + Space Webinar in collaboration with NTID, NAD, and CSD and included a panel discussion among AstroAccess Ambassadors on how they moved through their career paths relating to the space industry.
- The Gallaudet Innovation and Entrepreneurship Institute (GIEI) and OCS hosted an informational session for Gallaudet alumni business owners seeking to recruit Gallaudet interns.
- The Partnership for Public Service presented a hybrid training session on federal resumes and Schedule A letters; which was open to Gallaudet students, alumni, and the public community.
- OCS hosted a viewing event for a PaperClip webinar addressing the standardization of micro-credentials for university use.



Infinity Beyond Space webinar



Pictured: Russell Stein, Lorenzo Lewis, Beth Dorsette, and Anjali Desai-Margolin  
Gallaudet Innovation and Entrepreneurship Institute and OCS hosted a webinar on Internships for deaf and alumni business owners to help them understand the process involved with hiring Gallaudet University students as interns.

Employer networking sessions:

**Virtual informational sessions** were held with McDonald’s Corporation, National Geospatial-Intelligence Agency (NGA), and the U.S. Secret Service.

**In-person information sessions and/or classroom visits** were held with the U.S. General Services Administration, Alaska Airlines, Dell Technologies, the U.S. Food and Drug Administration, U.S. Consumer Product Safety Commission, Convo Relay, U.S. Department of Labor, World Wildlife Fund, U.S. Equal Employment Opportunity Commission, JBG Smith, ExNihlio, U.S. Secret Service, The Giving Cypress, and Aspen Camp for the Deaf.

**Multiple mock interviews** were held with participating employers: Convo, JBG Smith, Imagination Stage, U.S. Environmental Protection Agency (EPA), U.S. Securities and Exchange Commission, and the U.S. National Geospectrum-Intelligence Agency (NGA).



May 18, 2023: OCS visits U.S. Department of Agriculture, Agricultural Marketing Service. AMS Civil Rights Director Clifton Gilchrist, AMS Disability Program Manager Linda Alston, Tammy Lowry, Gallaudet University staff (Anjali, Monica, Beth) and AMS Civil Rights Deputy Director Ali Muhammad



The CIA Museum is the ‘leading national archive of declassified intelligence artifacts, culture, and history’. Anjali Desai-Margolin and Larissa Baer along with Dr. Michael Janger and his students were invited for a personal tour of the CIA museum on April 13. Pictured: Anjali Desai-Margolin, Dr. Michael Janger, Larissa Baer, Maryah Arzola, Shaynedonovan Elliott, Jacob Schwall, Jacob Weiss, Joel Dramin, and Elisha Spinosi

This is a list of confirmed employers who have extended offers for experiential learning, internships and/or jobs to our Gallaudet students and alumni, as directly reported to our office:

- Capitol Hill Day School
- Center for Black Deaf Studies
- Laurent Clerc National Deaf Education Center
- Covenant House
- Crittenton Services of Greater Washington
- Deaf-REACH
- Deafness Cognition and Learning Laboratory at University College of London
- Dell Technologies
- District of Columbia Department of Insurance, Securities, and Banking
- Duquesne Light Company
- Alabama Institute for Deaf and Blind E. H. Gentry Technical Facility
- EnAble India, Karnataka
- Family Service Foundation
- U.S. Federal Aviation Administration
- U.S. General Services Administration
- Georgia United Credit Union
- Hanover County (state) Schools
- Hartford Insurance
- Holland Pediatric Therapy, LLC
- Honorable Robert L. Wilkins, U.S. Court of Appeals, District of Columbia Circuit
- Instituto Pedagógico Para Problemas Del Lenguage, I.A.P. (IPPLIAP)
- JBG Smith
- Jewish Social Service Agency (JSSA)
- Lafayette Elementary School
- Latin Youth Center
- Loggerhead Marinelife Center
- MarthaEDU (Amman, Jordan)
- Maryland School for the Deaf
- National Credit Union Association
- New Mexico School for the Deaf
- Numeracy and Educational Neuroscience Lab (NENS)
- Phillips School, Laurel, Maryland
- Proximity Learning
- Psycho-Education and Applied Research Centre (PARC), Hồ Chí Minh City, Việt Nam
- Purple Communications
- Redmond Speech and Language
- Risehands Communications
- Samaritan Ministry of Greater Washington
- Sasha Bruce Youthwork
- Selective Insurance
- Shandy Clinic
- So Others Might Eat (SOME)
- Sorenson Communications
- Student Accountability and Restorative Practices (Gallaudet University)
- TOM Global
- University of Maryland Medical Center Hospital
- University of Michigan Disability Program
- U.S. Department of Labor, Federal Contract and Compliance Programs (OFCCP)
- U.S. Equal Employment Opportunity Commission
- Utah Olympic Oval
- VIDA Senior Center
- Visionaries of the Creative Arts (VOCA) Summer Camp

Dell Technologies testimonial

During the past year, Dell Technologies Services, University Relations visited Gallaudet for the first time. They recruited two “very impressive” Gallaudet students for summer internships. The Dell recruiter was highly complimentary of the service she received from the university during their visit, and said that Dell “looks forward to our continued relationship.” – Leslie Asaka, Dell Technologies Services, University Relations



II. Alumni Survey Information

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2020-August 2021 graduates). The data below includes employment experience, employment fields, internship participation, and satisfaction with their preparation. Finally, a full table of employment by occupational category and by whether the employment involves service to deaf or hard of hearing individuals is included.

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

Post-Graduation Employment Experience

- During the year since graduation:
- Seventy-seven percent (77%) of bachelor’s degree alumni stated that they worked either full-time or part-time.
  - Eighty percent (80%) of graduate degree alumni worked either full-time or part-time.
  - Twenty percent (20%) of bachelor’s degree alumni were pursuing additional education.
  - Nineteen percent (19%) of graduate degree alumni were pursuing additional education

Employment Fields

- The most common fields of employment for all recent Gallaudet alumni are:
- Thirteen (26%) – education, training, and library occupations
  - Six (12%) – health care practitioners and technical occupations
  - Six (12%) – community and social services occupations

Fifty percent (50%) of Gallaudet University alumni are working in the three fields listed above.

Internship Participation

- Seventy-eight percent (78%) of all responding alumni participated in an internship while at Gallaudet – eighty-three percent (83%) of bachelor’s level alumni and seventy-two percent (72%) of graduate degree alumni.

Hearing Undergraduate Outcomes

- Seventy-three percent (73%) of hearing undergraduate alumni stated that they were employed.
- Twenty percent (20%) of hearing undergraduate alumni stated they were pursuing additional education.

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

				% of total who provide service to deaf or hard of hearing people by occupational group		
	Undergraduate (N=32)	Graduate (N=41)	TOTAL (N=73) <sup>1</sup>	Undergraduates providing service to deaf or hard of hearing people	Graduates providing service to deaf or hard of hearing people	Total providing service to deaf or hard of hearing people <sup>2</sup>
Architectural and Engineering						
Arts, Design, Entertainment, Sports, and Media	18.5%		10.0%	100.0%		100.0%
Business and Financial	7.4%	13.0%	10.0%	0.0%	0.0%	0.0%
Community and Social Services	7.4%	17.4%	12.0%	50.0%	75.0%	66.7%
Computer and Mathematical	3.7%		2.0%	0.0%		0.0%
Education, Training, and Library	25.9%	26.1%	26.0%	71.4%	66.7%	69.2%
Food preparation and serving related						
Healthcare Practitioners and Technical	7.4%	17.4%	12.0%	50.0%	100.0%	83.3%
Healthcare Support		8.7%	4.0%		50.0%	50.0%
Legal						
Life, Physical, and Social Science				100.0%		100.0%
Management	3.7%		2.0%	0.0%	100.0%	33.3%
Military	7.4%	4.3%	6.0%			
Office and Administrative Support				75.0%	0.0%	60.0%
Personal Care and Service	14.8%	4.3%	10.0%		100.0%	100.0%
Production		4.3%	2.0%			
Protective Care	3.7%		2.0%			
Sales and Related					100.0%	100.0%
Transportation and Material Moving		4.3%	2.0%			
Total				59.3%	65.2%	62.0%

<sup>1</sup>Percentages may not sum up to 100 percent due to rounding.  
<sup>2</sup>Percent of total for each row who provide service to deaf or hard of hearing people by occupational group.

III. ASL Connect

ASL Connect actively promotes and aligns with The Gallaudet Promise to address its five grand challenges. Specifically, with regard to three of the five challenges, ASL Connect has demonstrated:

- Demonstrating the benefits of an ASL/English education:** ASL Connect has played a significant role in elevating the prominence of ASL within the framework of ASL/English education. ASL Connect caters to L2 learners whose primary language is English to learn ASL through its Summer Residency Program (SRP), which provides a complete immersion experience in ASL and emphasizes the benefits of visual modality in shaping concepts within the three-dimensional realm of language.
- Realizing the value of deaf people across the spectrum of identities:** ASL Connect strives to establish an inviting and all-encompassing atmosphere for all deaf, hard of hearing, and hearing students. This has been achieved through the provision of both asynchronous and synchronous ASL courses and the hosting of Virtual Immersion, Best Experience (VIBE) events, which foster human connections among students and their peers. ASL Connect’s commitment to inclusivity is reinforced by data that underscores the representation of various identities within our student community.
- Cultivating opportunities in both ASL and English-based economies:** ASL Connect is dedicated to advancing economic growth, development, and prosperity in diverse linguistic and cultural settings. In particular, ASL Connect collaborates with Tabitha Jacques, Director of Placemaking, to build connections and strengthen the bonds between Gallaudet University and its neighboring communities. An example of our collaborative efforts is the partnership between university divisions to develop Intercultural Communication (ICC) and ASL courses designed for the North of Massachusetts (NoMa) neighborhood near the Gallaudet campus.

ASL Connect implemented several significant changes to enhance its course offerings during the 2022-2023 academic year. First, it eliminated course enrollment caps, allowing students greater flexibility in selecting their preferred courses. ASL Connect also streamlined multiple course sections into one or two offerings per session/semester, with no enrollment limits in place. As a result, students no longer face waitlists, nor are they required to defer their enrollment to future sessions. This helps ensure that students can enroll without facing obstacles.

To further enhance its outreach efforts, ASL Connect introduced email blasts targeting former and inactive students, encouraging them to rejoin ASL Connect and inviting them to spread the word about ASL Connect to their friends and family. Additionally, ASL Connect, through the university’s Chief Bilingual Officer, has established a robust presence on various social media platforms, featuring promotions that include registration information and direct links to its application page.

Internally, ASL Connect made substantial improvements to its curriculum and team of instructors, focusing on enhancing the overall educational experience for students. One significant step ASL Connect took was the adoption of the True-Way ASL (TWA) curriculum. This curriculum has been meticulously designed to enhance the learning experience for both instructors and students, particularly in a virtual environment, while maintaining a strong emphasis on the value of human interaction. This aligns perfectly with ASL Connect’s mission, which is to equip individuals to become lifelong learners in an equity-centered, immersive virtual learning environment facilitated by Deaf professionals with diverse cultural backgrounds, ultimately fostering greater human connections.

In the summer of 2023, ASL Connect experienced a resurgence in one of its flagship programs, the Summer Residency Program (SRP). The SRP offers a unique and immersive ASL learning experience, allowing students to study on the vibrant campus of Gallaudet University during the summer months. The SRP had faced several challenging summers due to the global COVID-19 pandemic, which led to its temporary shutdown. However, students eagerly took the opportunity to participate in SRP once again.

Initially the enrollment goal for the SRP was 200 students, but enthusiasm and interest exceeded expectations. ASL Connect enrolled a total of 276 students, generating \$223,080 in tuition revenue alone. This level of enrollment demonstrates the enduring appeal and demand for our immersive ASL learning experiences and reflects ASL Connect’s commitment to providing exceptional educational opportunities within the ASL community. ASL Connect’s SRP has introduced immersion opportunities for students by offering end-of-the day ASL events designed to provide students with opportunities for natural and social immersion in ASL.

ASL Connect offers Intercultural Communication (ICC) and ASL virtual and onsite workshops tailored to businesses, government agencies, schools, and various organizations. Among several ICC workshops offered, ASL Connect conducted a two-hour workshop for JPMorgan Chase. This led to a desire to incorporate more of our workshops into their sign language educational program. Together, ASL Connect and JPMorgan Chase are actively developing a project plan for a global sign language curriculum. Furthermore, JPMorgan Chase is currently in the process of identifying vendors across different regions that offer sign language classes. They intend to integrate ASL Connect’s ICC workshop into these classes as part of their educational offerings. During the ICC workshop held with JPMorgan Chase, ASL Connect welcomed more than 120 JPMorgan Chase participants internationally.

Additionally, responding to several requests for in-person ICC sessions, ASL Connect initiated an on-site workshops plan for this year. ASL Connect had its first on-site ICC workshop on August 20, 2023 featuring the Director of the Office of Diversity and Inclusion of the United States Congress, specifically from the U.S. House of Representatives. The Director plans to share recommendations for the ICC workshop within the government sector.

The number of enrolled students remains stable in ASL Connect. In Fiscal Year 2023, there were a total of 989 students enrolled in ASL Connect courses, both online and onsite, 115 (12%) more than in Fiscal Year 2022. As noted above, the Summer Residency Program (SRP) had an impressive onsite enrollment of 276 students.



ASL Connect: For-Credit Classes and Enrollment

Classes	FY 2021				FY 2022				FY 2023			
	Fall 2020	Spring 2021	Summer 2021	Total	Fall 2021	Spring 2022	Summer 2022	Total	Fall 2022	Spring 2023	Summer 2023	Total
On-Site	2	2	0	4	The courses were entirely conducted online				Conducted online	24		
Online	36	27	24	87	25	24	20	69	12	10	4	26
Total Classes	38	29	24	91	25	24	20	69	12	10	28	50
Enrollment												
On-Site	13	18	0	31	The courses were entirely conducted online				Conducted online	276		
Online	424	372	321	1,117	324	295	255	874	239	280	194	713
Total Enrollment	437	390	321	1,148	324	295	255	874	239	280	470	989

ASL Connect remained active in the social media landscape during Fiscal Year 2023. Its Facebook following exhibited consistent growth, reaching a significant milestone of 42,000 followers. In November 2022 ASL Connect chose to discontinue its presence on X (formerly Twitter). This decision was primarily influenced by a declining number of active accounts on the platform. Many of our dedicated followers transitioned to other social networks, showcasing our strong online community. ASL Connect’s presence on YouTube has expanded, amassing over 11,400 subscribers. Likewise, ASL Connect’s Instagram account has flourished, and now has a substantial following of 83,100 individuals, with posts and content being shared over one million times. Additionally, ASL Connect’s presence on Giphy has achieved remarkable success, accumulating over 28 million views. ASL Connect currently has 113,869 contacts for email communications.

Based on 2023 data, ASL Connect had over 124,000 visits to its website and over 133,000 users.

ASL Connect looks forward to continuing its role as one of the university’s premier educational and outreach units, promoting ASL learning and literacy on a local and national scale in accordance with The Gallaudet Promise.



Gallaudet welcomed deaf and hard of hearing students from underrepresented groups who are interested in science, technology, or mathematics to a four-week STAMP Summer Bridge Program.

IV. Recent Resource Efficiency Steps

A Year of Groundbreaking Transformation

Fiscal Year 2023 stands as a milestone year in Gallaudet University’s journey towards operational excellence. Building upon the groundwork laid in Fiscal Year 2021, this year marked the triumphant launch of the Workday platform for Finance and Human Capital Management (HCM) – a leap forward in streamlining the university’s administrative backbone.

Revolutionizing Processes Through Digitization

With the transition from PeopleSoft to Workday, our teams are now equipped with new robust digital capabilities, have bid farewell to the limitations of the past, and embraced a dynamic ethos of continuous improvement. This shift has catalyzed a series of notable enhancements:

Finance Innovations

- **Invoice – Purchase Orders:** Skyrocketing from 25% to an impressive 85%, our enhanced invoice-to-purchase order linking sharpens financial clarity.
- **Contract Management:** By transitioning to a digital contract repository with uniform tracking, we have centralized and streamlined contract oversight.
- **Supplier Registration:** The establishment of a standardized process has mitigated fraud risk, bringing over 900 suppliers into a secure fold.
- **Automated Invoicing:** Leveraging Workday’s automated functionalities, we have curtailed manual invoice handling, propelling efficiency.
- **Expenditure Compliance:** Our reformed purchasing card expense and reconciliation process now stands robust, ensuring adherence to IRS regulations.

Human Resources Breakthroughs

- **Organizational Visibility:** With transparent team structures, employees can navigate through organizational charts with ease.
- **Expedited Human Resources Transactions:** The era of manual entries is over; Workday has drastically reduced transaction times.
- **Recruitment Transparency:** The hiring process has gained a new level of lucidity, attracting top-tier talent and enabling real-time candidate review by department heads.
- **Streamlined Onboarding and Benefits:** The overall reduction in processing times has led to a more agile approach to payroll, HR transactions, onboarding, and benefits management.

As we celebrate these immediate gains, we are committed to refining our business processes further, optimizing operations across all divisions.

Charting the Future: Workday Student and Beyond

Our transformative vision extends into the academic realm with Workday Student poised to become the new cornerstone of our Student Information System (SIS). Envisaged roll-outs throughout Fiscal Year 2024 promise to replace PeopleSoft Campus Solutions and introduce a suite of new functionalities, including:

- Student Recruiting
- Admissions
- Academic Foundation
- Curriculum Management
- Student Records
- Academic Advising
- Financial Aid
- Student Financials

This transformation is just one stride in a series of sprints aimed at enhancing the student experience at every touchpoint.

Enriching the Student Journey

In January 2023, we launched an enrollment taskforce dedicated to reimagining the student journey. By synergizing cross-departmental efforts, we have designed a smoother admission schedule, consolidated arrival days, and established a one-stop shop for essential student services – transforming the student journey into a more seamless experience.

One-stop Student Center: A Hub of Collaboration and Support

Our new One-stop Student Center, strategically located in the Sorenson Language and Communication Center (SLCC), embodies our commitment to fostering a supportive and engaging student environment. By housing key services like the Registrar, Financial Aid, and Student Financial Services under one roof, we are breaking down silos and fostering a vibrant community of knowledge and collaboration. This hub is the nexus of our CHAMP student experience, designed to:

- Enhance interdepartmental collaboration
- Bolster the flow of ideas and operational efficiency
- Foster spontaneous and meaningful interactions
- Encourage active information sharing

By providing swift and precise resolutions to student inquiries, we anticipate a tangible reduction in attrition and a surge in student satisfaction. The one-stop center is more than a facility; it is a statement of our dedication to service excellence and our promise for an enriching student life at Gallaudet.



V. Building the Bilingual Campus of the Future

The global COVID-19 pandemic presented unprecedented challenges for many institutions of higher education across the nation and around the world. With shifting enrollment numbers, changing student needs, and new modes of working and learning, the COVID-19 pandemic has radically changed college and university facility approach to long-term campus planning.

In August 2021, Gallaudet University made the decision to review its long-term campus planning strategy and submitted a Campus Amendment to the Approved Campus Plan application to the District of Columbia Zoning Commission to extend the term of the approved 2012-2022 Campus Plan to 2027. The Zoning Commission approved this application in January 2022.

While absorbing the significant changes from technology integration, hybrid learning, and a shift toward collaborative and interactive spaces, Gallaudet University recognized the need to reevaluate their approach towards the long-term direction of their institution’s physical and built environment.

In the Fall of 2023, the University’s Executive Team appointed an external consultant, Richard Lyndon Design, to undertake a campus-wide engagement process with Gallaudet University’s community to help reframe the current process for providing guidance on campus future growth and development.

This workshop engagement process was conducted with Gallaudet University’s Dr. Jeremy L. Brunson and his team over a period of five weeks, interviewing over 250 people from the Faculty of Color Coalition; the Washington, D.C. community; staff members, alumni, Clerc Center, the Louise B. Miller Steering Committee, faculty members, students (BIPOC, at-large, student organizations, LGBTQ), Gallaudet’s Board of Trustees, the Creativity Way Committee, the University Council. and the Executive Team.

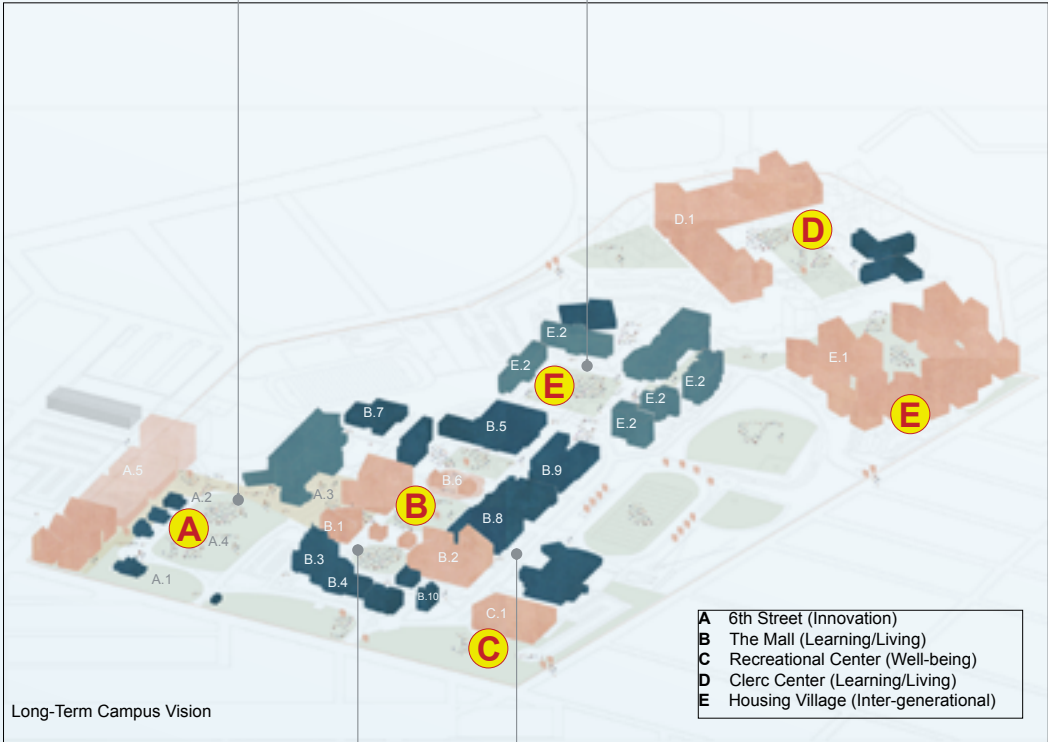
This process also included the engagement of Dr. Laurene E. Simms, Chief Bilingual Officer, and Tawny Holmes Hlibok, Esq. to review the University’s Bilingual Mission and The Gallaudet Promise and how these values can impact on the future design of the campus. To this end, five key signing ecosystems (“zones”) were identified as illustrated on this page. These zones will be leveraged to create bilingual places that embody Gallaudet University’s brand and reflect the unique signing culture on campus.

Zone A (FY23-27)

- A.1: House 01 (President’s House)
- A.2: Denison House (Museum)
- A.3: Louise B Miller Memorial
- A.4: Olmsted Landscaping
- A.5: P2 Buildings + A+T Lots
  - Welcome Center
  - Book Store
  - GIEI
  - Creativity Way

Zone D/E (FY28-32)

- D.1: MSSD/Kendall Amalgamation
- E.1: Intergenerational Housing
- E.2: Dorms Renovation (for Staff/Faculty)



Zone B (FY23-27)

- B.1: EMG (New Learning Commons)
- B.2: Ely Hall (New Residence Hall and Cafeteria)
- B.3: College Hall (CDO/CFO/COO)
- B.4: Chapel Hall (Students Admission)
- B.5: HMB (5 Schools Centralization)
- B.6: MLC Renovation (Archives, Art + Research Center)

Zone B/C (FY23-27)

- B.7: WAB (GTS)
- B.8: JSAC (Student Organizations)
- B.9: SLCC 1st Floor (One-Stop Student Center)
- B.10: Building 103 (Faculty)
- C.1: Elstad Theater Renovation

This groundbreaking inclusive process helped to provide community data and to understand the root cause of the current campus plan’s challenges. including the need to address aging facilities where most of the campus’ 20th century building stock are struggling to meet the demands of 21st century institutions. It also recognized Gallaudet's need to build towards a more agile and human-centric campus focused on creating diverse spaces that are equitable, inclusive, and that promote ASL vibrancy.

The workshop findings also uncovered several key themes that align with The Gallaudet Promise to help, inspire, and inform decision-making processes for the development of the university's internal five-year campus plan. These themes help to crystallize some of the broader campus goals, as summarized below. The zones previously mentioned and these themes serve as a longer-term campus visioning "map." They are intended to be a conceptual guide for the university's broad campus development strategies. Some projects mentioned are underway, some are consistent with the 2012-2027 campus plan, and others may become part of the framework for developing this 2027-2037 campus plan.

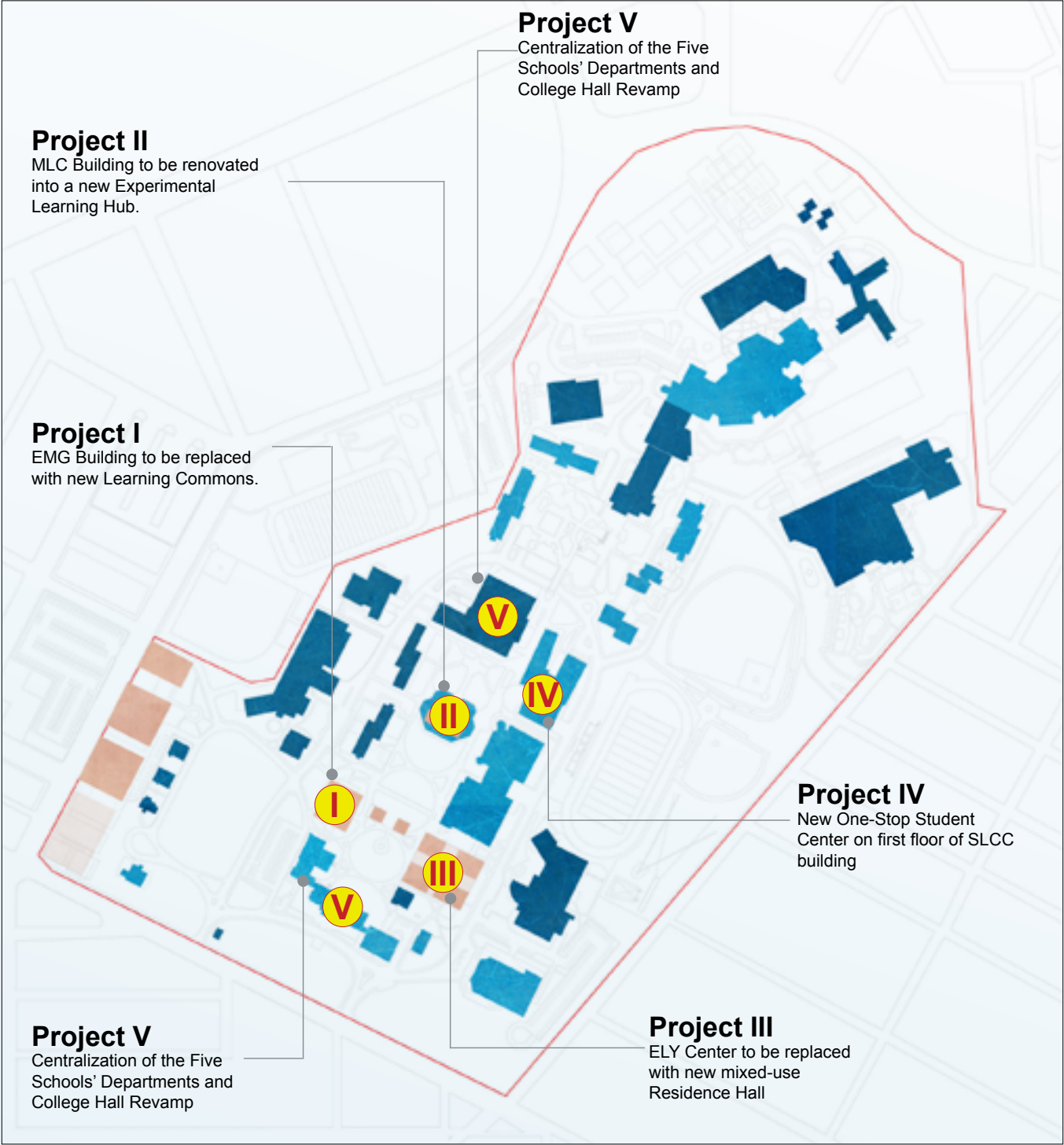
Reflective of the zones and themes, Gallaudet's Executive Team approved a five-year capital project plan in spring 2023. This plan prioritized the student campus experience, including the promotion of a vibrant, multicultural, and bilingual campus. The Projects as listed below are not intended to be sequential. For example, the One-Stop Service Center is expected to open in early 2024. Decisions regarding these projects will be made consistent with the 2012-2027 campus plan.

Project I	Edward Miner Gallaudet Learning Commons
Project II	Merrill Learning Center Experimental Learning Center
Project III	Ely Residential Hall
Project IV	One-stop Student Services Center
Project V	Revitalizing Historic Campus and Five Schools Centralization



As shown in this architectural rendering, the Gallaudet Mall will be one of several community hubs that collectively will create a greater sense of belonging for our students.





Five-Year Campus Plan

VI. Employee Demographics

The four tables in this section provide the number of employees by various categories, with the first table providing a total number of all employees and the four subsequent tables showing a different category of employee. Additional tables provide historical summaries of employees by category, as well as by staff hire demographics.

Total All Type Employees

	Female	Male	White	TUG	Unknown	Deaf/Hard of Hearing	Hearing	Unknown	Total for Each Grade
Administrators	16	12	18	9	1	20	7	1	28
Faculty	101	68	107	49	13	93	66	10	169
Clerc Center Teachers	36	16	37	12	3	43	3	6	52
Professional Staff	280	180	292	143	25	319	96	45	460
Support Staff	118	103	66	133	22	95	90	36	221
Total	551	379	520	346	64	570	262	98	930

Deaf and Hard of Hearing Individuals in the Workforce by Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2023	71	55	83	88	43	61

Members of Traditionally Underrepresented Groups in the Workforce by Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2023	32	29	23	50	60	37

Staff Hire Demographics

	Positions Posted	Applications	Female Hired	Male Hired	White Hired	TUG Hired	Unknown Hired	Deaf/Hard of Hearing Hired	Hearing Hired	Unknown Hired
Administrators	1	5	0	1	1	0	0	0	0	1
Faculty	6	23	3	3	5	1	0	3	0	3
Teachers	10	69	3	7	7	2	1	4	0	6
Professional Staff	46	571	29	17	23	20	3	9	0	37
Support Staff	26	420	9	17	7	16	3	5	0	21

"Administrators" includes the compensation grades of E (Executive) and CE (Clerc Executive). "Faculty" includes the compensation grade of F (Faculty). "Teacher" includes the compensation grade of CF (Clerc Teacher). "Support Staff" includes the compensation grades of S (Support), CS (Clerc Support), and UN (Union). "Professional Staff" includes the compensation grades of A (Academic), P (Professional), T (BSTEM), M (Management), CA (Clerc Academic), CP (Clerc Professional), CT (Clerc BSTEM), and CM (Clerc Management). BSTEM refers to Bilingual, Science, Technology, Engineering, and Mathematics.





VII. Development and Alumni Relations

Institutional Advancement (IA) closed the fiscal year with over \$9 million in new gifts and pledges. The University also received nearly \$5.6 million in cash from philanthropic donations, including collecting on previous years’ pledges. Our most significant gift for FY 2023 was a \$2 million commitment from an anonymous donor to support the Necessity of Now campaign. We also secured a multi-year commitment from the Maguire Foundation to support scholarships for the Risk Management and Insurance program.

IA’s focus in FY 2023 included growing our team by adding staff and support members to the Corporations and Foundations relations team, adding a campaign manager to the Development team, adding an administrative support position for the executive director, and adding another team member to Alumni Relations. The increased staffing helped IA submit 16 more proposals than last fiscal year for funding by private corporate donors.

The Office of Alumni Relations has been just as busy. Their staff traveled to host Gallaudet Clubs and receptions at the Deaf Seniors of America and the National Black Deaf Advocates conferences, visited several GUAA chapters, and plan for Homecoming 2023.

Gallaudet’s proud alumni continued their strong support of the University through donations and GUAA chapter functions, helping to achieve a 10.23% alumni participation rate, an increase of nearly 1% over last year.

Fiscal Year	Fundraising (New Gifts and Pledges)	Cash Received (cash minus payments on pledges)	Bequest Pledge Amount	Pledge Amount (non-bequest)	Total Cash Received (includes payments on previous pledges)
FY 2023	\$9,024,134.00	\$2,178,676.80	\$427,500.00	\$6,410,056.98	\$5,602,275.00
FY 2022	\$7,927,234.00	\$1,854,859.84	\$1,236,000.00	\$4,836,374.00	\$3,484,816.00
FY 2021	\$4,040,971.00	\$1,553,909.65	\$1,710,000.00	\$785,000.00	\$5,934,908.00

FY 2023 Individual Gifts or Pledge Payments of \$10,000 and More

- Mr. Paul and Dr. Mary Jan Bancroft
- Renae Casterline
- Ms. Sara R. Chisholm
- Ms. Abigail B. Chough
- Mr. Clark A. and Mrs. Rosalee B. Connor
- Dr. Michael L. Deninger and Mr. Michael R. Mayes
- Mr. Robert M. and Mrs. Susan L. Engelke
- Dr. Tom L. Humphries and Dr. Carol A. Padden
- Mr. Robert A. and Mrs. Jacqueline Laskoff
- Mr. Andrew H. Lowe and Ms. Shelby X. Jia
- Mr. Kenneth C. Mikos
- Mr. Jarrod Musano
- Mr. Bruce W. and Mrs. Molly F. Peters
- Anonymous (3)
- Mrs. Joyce Peterson
- Kristen Stahl
- Capt. Joni L. Henderson and Ms. Patricia A. Underbrink
- Mr. Paul H. Williams
- Mr. Robert and Mrs. Linda Young
- Dr. Robert and Mrs. Miriam Zadek

FY 2023 Bequest Gifts or Pledge Payments of \$10,000 and More

- Estate of Dr. Sonia Berman
- Estate of Mr. Leonard Cutler
- Estate of Ms. Barbara Friedberg
- Estate of Ms. Evelyne T. Pontone
- Estate of Mrs. Marthada Reed

FY 2023 Abraham Lincoln Legacy Society New Members with Planned Gift

- Dr. Michael L. Deninger and Mr. Michael R. Mayes
- Mr. Bruce W. and Mrs. Molly F. Peters

FY 2023 Corporate and Foundation Gifts or Pledge Payments of \$10,000 and More

- American Association of People with Disabilities (AAPD)
- Scott B. & Annie P. Appleby Charitable Trust
- Ariel Alternatives, LLC
- The Morris and Gwendolyn Cafritz Foundation
- Canadian Hearing Services
- Chesapeake Bay Trust
- The Coca-Cola Company
- Community Foundation for Southern Arizona
- Compass Group USA, Inc.
- Convo Communications, LLC
- Greater Washington Partnership
- Hebrew Association of the Deaf, Inc.
- IKEA
- International Alumnae of Delta Epsilon Sorority (IADES)
- Johnson Scholarship Foundation (JSF)
- Kantor Foundation, Inc.
- W. K. Kellogg Foundation
- Lego Foundation
- Reginald F. Lewis Foundation
- The Maguire Foundation
- Mars Foundation
- The Andrew W. Mellon Foundation
- MSSD Alumni Association
- The Charlotte W. Newcombe Foundation
- Philadelphia Insurance Companies Foundation
- Sorenson Communications, Inc.
- Hattie M. Strong Foundation

FY 2023 New Members of the Abraham Lincoln Legacy Society for Endowment

- Renae Casterline
- Lisa Croneberg
- Mr. Andrew H. Lowe and Ms. Shelby X. Jia

In August 2023, Gallaudet announced its new Center for Latine Deaf Studies, or Nuestra Casa (Our House). This center will support teaching, learning, and research in Latine Deaf Studies and other disciplines that benefit from more comprehensive coverage of the Latine Deaf experience, such as history, literature, psychology, sociology, and religion. Its aim is to preserve the history of the Latine Deaf community, as well as Latine Deaf education, culture, and language.





Language-rich classrooms are an important part of student learning at the Clerc Center. Teachers utilize a bilingual approach with students to give them full access to learning and communication.

# 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), the Gallaudet University Regional Centers (GURCs), and National Programs and Outreach services, including associated research, evaluation, training, and dissemination services. The primary purpose of the Clerc Center is to fulfill its federal mandate to serve the nation by developing and disseminating innovative curricula, materials, and teaching strategies in order to improve the quality of education afforded to deaf and hard of hearing students from birth through age 21 across the nation.

## I. Overview of the Clerc Center

While providing an exemplary education to the students attending KDES and MSSD, the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. These partnerships are the cornerstone of activities designed to have national impact. The goal is the provision of quality educational opportunities to all students, with emphasis on students who are lower-achieving academically, who come from families that use a language other than English in the home, who have additional disabilities, who are members of diverse racial or ethnic groups, or who live in rural areas. The Clerc Center publishes and disseminates materials and information, establishes and disseminates research priorities through a process allowing for public input, and provides training and technical assistance to families of children who are deaf or hard of hearing as well as the professionals who work with them. This work is supported by the outreach services of the GURCs through partnerships with host institutions.

All of the work of the Clerc Center – from direct instruction of deaf and hard of hearing students from birth through age 21, to research, to outreach for families and professionals working with deaf and hard of hearing children across the nation – is in support of the first priority of The Gallaudet Promise: Extraordinary Learning and Academic Excellence Across the Lifespan.

### Serving the Nation: FY 2023 Highlights

During Fiscal Year 2023, the Clerc Center’s National Programs and Outreach team continued its innovative work to meet the needs of professionals and families nationwide through both virtual and in-person professional development activities to schools, programs, and/or professionals working with families of deaf and hard of hearing children. Some highlights include:

- **Regional Early Acquisition of Language (REAL):** The REAL team at the Clerc Center conducted a state visit to Kentucky to meet with state Early Hearing Detection and Intervention (EHDI) coordinators and key lead early intervention programs and agencies to confirm and learn more about EHDI procedures based on research and information-gathering activities. The REAL team met again with the South Carolina Early Intervention Team and presented on early language acquisition after learning about the progress South Carolina has made since our visit a year ago. Training and technical assistance were provided to REAL Project staff at the Alabama Institute for Deaf and Blind as part of the capacity-building phase of the REAL work. The Clerc Center also provided Train-the-Trainer technical assistance sessions for the staff of the South REAL Project following their first training with the Alabama Early Intervention Service Providers. The national REAL team met and provided information to the directors of the West REAL team. During the 2023 EHDI Annual Conference, the national REAL team hosted an event solely for Black and Brown professionals to gather valuable insight and feedback.
- **Clerc Center Online Community:** The Clerc Center Online Community launched in October 2022 in service to the nation. There are 30,858 members representing all 50 states and the U.S. territories, including all online subscribers to Odyssey: New Directions in Deaf Education magazine. The community members are families who have deaf and/or hard of hearing children and the professionals who work with those children, as well as those focused on early intervention. The professional members include itinerant teachers, teachers of the deaf, speech-language pathologists, audiologists, outreach service providers, medical personnel, interpreters, and more. They work in general education settings, schools for the deaf, and private education settings. Members are from urban, suburban, and rural areas. The community serves as a resource library and a learning community, and it provides opportunities for live and self-paced learning. Three live events were hosted in Fiscal Year 2023; these events engaged large audiences before, during, and after the events with learning plans and follow-up activities.
- **State/School Partnerships:** The Clerc Center has entered into at least a preliminary agreement with six schools – three schools for the deaf and three mainstreamed programs. This initiative is in the pilot stages, and this experience is leading to a more comprehensive, streamlined process for partnerships with future schools and programs. The Clerc Center has provided each program with a review of different aspects of their program along with a one-year plan for implementation that includes professional development and campus visits to the Clerc Center to observe and meet with KDES and MSSD teachers and staff.

## II. Education of the Deaf Act

The Education of the Deaf Act (EDA), reauthorized in 2008 (P.L. 110-315) and amended in 2015, directly impacts Gallaudet University and the Clerc Center, including KDES and MSSD. The EDA specifically outlines the primary responsibilities of the Clerc Center and its demonstration schools, as well as the reporting requirements for Gallaudet – many of which also apply to the Clerc Center. This section includes excerpts of the EDA that apply to the Clerc Center.

*Note: Where “...” appears below, sections of the EDA that do not apply to the Clerc Center have been removed.*

### Primary Responsibilities of the Clerc Center

The EDA mandates activities specific to the Clerc Center. It authorizes the Board of Trustees of Gallaudet University to maintain and operate the Clerc Center to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing throughout the nation (Education of the Deaf Act of 1986, 2015).<sup>1</sup>

<sup>1</sup>Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.



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 ethnic groups, or who are from rural areas.

- The EDA states that the elementary and secondary programs must include:
- KDES, to provide day facilities for elementary education for individuals who are deaf or hard of hearing in order to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for high school and other secondary study. (See Section VII.)
  - MSSD, to provide day and residential facilities for secondary education for individuals who are deaf or hard of hearing in order to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for college, other postsecondary opportunities, or the workplace. (See Section VII.)

- The EDA also mandates the Clerc Center to:
- Provide technical assistance and outreach throughout the nation to meet the training and information needs of parents of infants and children who are deaf or hard of hearing. (See Section VI.)
  - Provide technical assistance and training to personnel for use in teaching students who are deaf or hard of hearing in various educational environments and students who are deaf or hard of hearing with a broad spectrum of needs .... (See Section VI.)

To the extent possible, the Clerc Center must provide the services required in an equitable manner based on the national distribution of students who are deaf or hard of hearing in educational environments, including regular classes; resource rooms; separate classes; separate, public, or private nonresidential schools; separate, public, or private residential schools; and homebound or hospital environments. (See Section VI.)

- In 2008, the EDA added language requiring the University, for the purposes of KDES and MSSD, to:
- Select challenging academic content standards, challenging student academic achievement standards, and academic assessments of a state – adopted and implemented as appropriate – pursuant to the applicable provisions of the Elementary and Secondary Education Act of 1965 and approved by the Secretary; and implement such standards and assessments for such programs by no later than the beginning of the 2009-2010 academic year.
  - Annually determine whether such programs at the Clerc Center are making adequate yearly progress ....
  - Publicly report the results of the academic assessments, except where such reporting would not yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress .... (See Section VII.)

Additionally, the EDA mandates Gallaudet, through the Clerc Center, to establish and disseminate priorities for research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs. (See Section III.)

Reporting Requirements for the EDA

- The Board of Trustees of Gallaudet University ... shall prepare and submit an annual report to the Secretary and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate no later than 100 days after the end of each fiscal year, which shall include the following:
- The number of students who enrolled during the preceding academic year and whether these were first-time enrollments, as well as the number of students who graduated, who found employment, and who left without completing a program of study (i.e., elementary, secondary), all reported under each of the University’s programs .... (See Sections VIII and IX.)
  - For the preceding academic year, and to the extent possible, the following data on students (at all educational levels) and employees who are deaf or hard of hearing and from minority backgrounds should include:
  - The number of students enrolled full time and part time (See Sections VII, VIII, and IX.)
  - The number of these students who completed or graduated from each of the educational programs (See Sections VII and IX.)
  - The disposition of these students on the date that is one year after the date of graduation or completion of programs at ... the University and its elementary and secondary schools in comparison to students from non-minority backgrounds (See Section IX.)
  - The number of students needing and receiving support services (e.g., tutoring or counseling) at all educational levels (See Sections VIII and IX.)
  - Strategies used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who are deaf or hard of hearing (e.g., parent groups and training classes in the development of Individualized Education Programs), as well as the number of parents who have been served as a result of these activities (See Section VII.)

Note: This annual report satisfies these requirements.

III. Public Input

Through the EDA, the Clerc Center is required by the United States Congress to “establish and disseminate priorities for their national mission with respect to deafness-related research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs. The priorities for the University shall include activities conducted as part of the University’s elementary and secondary education programs under section 104” (2015)<sup>1</sup>. In 2009, the Clerc Center redesigned its system to collect input from a broad range of stakeholder groups. Supported by the U.S. Department of Education, the new system included input mechanisms and processes that ensure the Clerc Center has a broad perspective based on a range of experiences. The input collected is used to inform the selection of national service priorities for the Clerc Center Strategic Plans (CCSPs).

<sup>1</sup>Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

Stages of the Public Input Process

The three-stage public input process for collecting, analyzing, and using public input was first established by the Clerc Center and accepted by the U.S. Department of Education in FY 2010. The three stages include: 1) determination of critical needs, 2) selection of strategic goals and objectives, and 3) application of focused public input into development.

Timelines for the public input cycle were extended due to the impact of the COVID-19 pandemic during FY 2020 and FY 2021.

Clerc Center Strategic Plan (New)	FY17	FY18	FY19	FY20	FY21	FY22	FY23
				COVID-19 Pandemic		Post Pandemic	
Stage 1: Public Input							
Data Collection							
Data Analysis							
Dissemination							
Stage 2: Selection of Strategic Goals and Objectives							
Public Input Review							
Selection of Priority Areas							
Selection of Strategic Goals and Objectives							
Stage 3: Focused Public Input into Development and Dissemination							
Knowledge Development – Early Intervention							
Knowledge Development – K-12							
Reach							

Determination of Critical Needs through Public Input (FY 2017-2019)

This stage is essential to identifying needs that the public thinks are critical for the Clerc Center to address in the education of deaf and hard of hearing students from birth through high school. The public input survey asked respondents this question, which was from the first public input cycle: “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?” The survey also asked respondents to select from a list of areas of need what they considered to be most critical to address and to write comments about those needs. The survey was available in four languages: American Sign Language (ASL), English, Spanish, and Chinese.

The public input survey was taken by 1,438 people. Of the total number of respondents, 846 identified themselves as professionals only; 289 identified themselves as parents (including caregivers) only; and 165 identified as both parents (including caregivers) and professionals. Seventy-nine respondents were neither parents nor professionals, and 59 respondents did not provide their role information. Detailed demographic information is available in Gallaudet’s Annual Report of Achievements for FY 2017-FY 2020.

Quantitative Results

The public input survey included the question, “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential? Please select specific topics that you think are most critical.” Fourteen barriers and an Others category were provided for survey respondents from which to select. Respondents had the option to choose more than one barrier, and all 14 barriers were selected by some respondents. The listing of the barriers is based on the frequency of the respondents’ selections. None of the barriers reached 100 percent selection. Barriers identified by at least 50 percent of the respondents are indicated in tables with an asterisk (\*), and barriers identified by 40-49 percent of the respondents are indicated in tables with a dagger (†). This was done to identify the most frequently selected barriers to support the priority-setting effort for the current CCSP. Identified barriers based on quantitative data are reported for 1,438 survey respondents. Results are as follows on the next page.



Barriers Reported by Respondents¹ (N=1,438)

Language and communication*	66%
Family involvement and support*	65%
Qualified direct service personnel¹	42%
Literacy¹	41%
Curriculum, instruction, and assessment	38%
Lack of understanding	36%
Early hearing detection and intervention	36%
Resources	28%
Expectations	26%
Social concerns	22%
Policy and legislation	22%
Collaboration	21%
Students with disabilities	15%
Technology	11%
Other	6%

¹Respondents frequently selected multiple barriers; this is based on frequency, not ranking, of barriers.

Qualitative Results

Slightly more than 1,000 respondents wrote comments about the 14 barriers, as well as comments related to the selection of “Other.” From the list of 14 barriers with coded comments, seven barriers (as well as “Other”) were prioritized for the second phase of qualitative data analysis – focused analysis of comments to identify themes within and among barriers. The selection of these seven barriers was based on discussions with internal stakeholders and reviews of barriers in relation to: 1) the Clerc Center and Gallaudet’s priorities; 2) the Clerc Center’s current and future work (e.g., REAL Project); 3) gaps in knowledge and research; 4) frequency of responses (e.g., language and communication); and 5) prior efforts by the Clerc Center to address specific needs as part of CCSP 2020.

Findings for three of seven barrier codes have been translated into summaries and visual models to ensure clear, accessible and readable language for parents and professionals: Early Hearing Detection and Intervention (EHDI), Resources, and Students with Disabilities. Two more are currently being developed: Language and Communication and Lack of Understanding.

Information Dissemination Activities

Preparations for dissemination of quantitative and qualitative results continued in FY 2023. Three draft infographics reporting quantitative results were completed. Each infographic focused on demographics based on survey respondents’ roles: parents, professionals, and parent-professionals.

Draft webpages have been created for three barriers – EHDI, Resources, and Students with Disabilities – based on summaries of qualitative results and visual models. These resources were prepared to ensure readability of findings for parents and professionals. The EHDI web content was also translated into three languages – American Sign Language, Mandarin, and Spanish – since comments from survey respondents were received in these languages. Specific accessibility and culturally responsive guidelines (see the Evaluation Agenda for more information) were also used to develop these infographics and web pages.

A feedback system monitoring accessibility and cultural responsiveness of newly created public input resources was developed. Accessibility guidelines, infographics, and webpages were reviewed by individuals who were deafblind and persons of color. Their feedback was used to make revisions to the review process, content, and selection of color and images.

Qualitative findings were shared with different groups of stakeholders. The Resources findings were shared with the National Programs and Outreach K-12 team for their action planning activities aligned with the new strategic plan. The EHDI findings were shared during a lunch stakeholder meeting with early intervention professionals from the REAL South region states at the 2023 EHDI Annual Conference. Early intervention professionals met as a state group to discuss these findings and provide comments about their state to share with the Clerc Center. Eight states were represented at this event: Alabama, Florida, Georgia, Kentucky, Louisiana, North Carolina, South Carolina, and Tennessee.

IV. Clerc Center Strategic Plan (New)

The Clerc Center Strategic Plan (CCSP) focuses on the Clerc Center’s national service and demonstration school activities beginning in 2022, with an end date to be determined once the plan is fully drafted. The national service portion of the plan supports professionals and families 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.

Findings based on early analyses of public input data were shared internally with key Clerc Center leaders for review and discussion in FY 2019 and FY 2020. This internal review of findings, along with a review of priorities established by The Gallaudet Promise and the schools’ priorities, led to the early identification of three key priorities – Early Intervention, Knowledge Development, and Reach – in FY 2020.

However, the planning for the next strategic plan was delayed due, in part, to the Clerc Center’s need to focus on other more immediate priorities as a result of the COVID-19 pandemic, such as pivoting to a remote teaching and learning environment for KDES and MSSD students and to a virtual approach for professional development and knowledge development locally and nationally for teachers and families.

In FY 2022, after the final internal review, the following strategic plan priorities were established:

- 1. Early Intervention
- 2. Knowledge Development
- 3. Reach

Early Intervention

The Clerc Center supports the preparation and training of Early Hearing Detection and Intervention (EHDI) professionals through development and dissemination of resources, training, and evidence-based information related to early accessible language for deaf and hard of hearing babies from birth to 3. These resources and training are intended to prepare these professionals to support parents’ and caregivers’ learning about the importance of early hearing detection and providing early accessible language for deaf and hard of hearing babies after identification of their hearing levels.

Early Intervention-Regional Early Acquisition of Language (REAL)

The national REAL team has expanded its research of EHDI systems from the South region to the West region and started working on the East region of the United States. The national REAL team provided technical assistance to the South REAL team and initiated basic information sharing and training with the West REAL team. At the 2023 EHDI Annual Conference, the national REAL team hosted a get-together for Black and Brown professionals and families. This work was intended to incorporate knowledge and input from these professionals and families to guide the identification and development of resources, training, and practices relevant to their work and culturally relevant to families with whom they work. Additionally, the national REAL team did some inquiry to identify potential collaborators for future projects and professional development. The South REAL team initiated a memorandum of understanding between their team and the American Society for Deaf Children to expand ASL classes offered to participating families in all regions of the United States.

Presentations

Seventeen presentations about topics related to the REAL Project, early intervention, and early language acquisition and access have been given at the following conferences or for specific programs and organizations:

- Early Intervention/Preschool Conference (three presentations): **Language Access and Acquisition for Young Deaf and Hard of Hearing Children; Book Sharing the Deaf Way**; and **Using the Clerc Center Online Community Portal**, October 2022 (in person)
- CEASD Online Conference: **EHDI and Early Language Acquisition and Access** with 75 participants, January 2023
- South Carolina Early Intervention Service Providers: **EHDI and Early Language Acquisition and Access** with 77 participants, January 2023 (in person and virtual)
- Education and Advocacy Summit (two presentations): **All About REAL** and **Clerc Center Online Community and Resources**, with 50 participants, February 2023 (in person)
- Deaf. Blind. Limitless. Conference (three presentations): **Language Access and Acquisition for Young Deaf and Hard of Hearing Children** (69 participants); **Book Sharing the Deaf Way** (66 participants); and **Using the Clerc Center Online Community Portal** (58 participants), March 2023 (in person)
- EHDI Annual Conference 2023 (South early intervention service providers and EHDI professionals): **EHDI – The REAL work and Discussion**, March 2023 (in person)
- Maine Educational Center for the Deaf and Hard of Hearing/Governor Baxter School for the Deaf (two presentations): **Introduction to REAL, the REAL Work and Using the Clerc Center Online Community Portal and Resources**, with 20 participants, May 2023
- National Deaf Education Conference: **Using the Clerc Center Online Community Portal and Resources**, with 25 participants, June 2023
- American Society for Deaf Children (three presentations): **Language Access and Acquisition for Young Deaf and Hard of Hearing Children** (120 participants), **Book Sharing the Deaf Way** (120 participants), and **Using the Clerc Center Online Community Portal** (120 participants), July 2023 (in person)



Development of Bilingual Storybook Videos, Apps, and Related Materials

The Clerc Center contracted with Eyeth Studios for the second phase of this project to lead the development of ASL-English bilingual stories designed for deaf and hard of hearing children from birth to 3 and their families. Stories are currently in the video editing and publishing stage of development. Diverse deaf and hard of hearing story signers and consultants from the nine Southeast states were involved with production to ensure that the storybooks, illustrations, and related materials reflect the diversity of young deaf and hard of hearing children and their families in this region. Additionally, five newly created books were written and illustrated with a deaf character who is Black in a signing family. These books are now in publication.

FY 2023 Knowledge Development Workshops	
<b>REAL Train-the-Trainer Sessions</b>  With two groups: <ul style="list-style-type: none"><li>• South REAL</li><li>• West REAL directors</li></ul>	<b>The Clerc Center's early intervention team provided Train-the-Trainer sessions to the Southeast REAL professionals (real time, virtual, and in person)</b> <ul style="list-style-type: none"><li>• Bilingual Bimodal Language Acquisition for Young Deaf Children</li><li>• Early Intervention for Deaf/Hard of Hearing Children</li><li>• Using the Clerc Center Online Community</li></ul> <b>Train-the-Trainer sessions were provided for the leaders of the South and West REAL teams (8 participants)</b> <ul style="list-style-type: none"><li>• Introduction to REAL/REAL Work Visually Explained and Logic Models</li><li>• EHDI 101</li><li>• JCIH Explained</li><li>• Who Do We Serve in the REAL Community?</li><li>• Using the Clerc Center Online Community and Resources</li></ul>
<b>Introduction to Understanding the Joint Committee on Infant Hearing (JCIH)</b>	<b>The national REAL team provided training to the Early Childhood Education Program staff at KDES</b>
<b>Shared Reading Project/15 Principles</b>	<b>Five training sessions (in person and virtually)</b>
<b>Deaf Culture – Deaf Mentor Program</b>	<b>One training (virtual)</b>



Throughout its long history, the Clerc Center mission has remained the same: To provide an academically rich education to deaf and hard of hearing students.

Knowledge Development–K-12

The Clerc Center provides information, resources, and workshops to meet information and knowledge development needs of families of children who are deaf or hard of hearing in K-12 settings.

There are approximately 76,000 deaf and hard of hearing students in the United States, and 87 percent are placed in general education settings across the country. Due to the low incidence of being deaf or hard of hearing, some school districts, schools, and teachers may not have the knowledge, expertise, or training to provide the best education to the deaf and/or hard of hearing students in their classrooms. The technical assistance offered through the Clerc Center continues to be essential in providing information and resources to these education professionals and families of deaf and hard of hearing children from birth through high school.

During FY 2023, the Clerc Center strategically allocated resources to reach professionals who work with these students as well as the families raising them. The Clerc Center continues to find ways to provide training and technical assistance to the broad range of stakeholders of educators and families.

During FY 2023, a range of topics was presented, including but not limited to:

FY 2023 Knowledge Development Resources and Workshops	
<b>Fingerspelling Our Way to Reading (FOWTR)</b>	<b>26 trainings</b>  <b>The Clerc Center hosted virtual training sessions on 10 different occasions</b>  <b>Training sessions hosted by organizations and schools for the deaf:</b> <ul style="list-style-type: none"><li>• Virginia Statewide School Teachers of the Deaf and Hard of Hearing - Groups I-IV</li><li>• Vanderbilt University</li><li>• Texas Education Service Centers - Regions 4 and 11</li><li>• Colorado School for the Deaf and Blind</li><li>• Delaware School for the Deaf</li><li>• Lexington School for the Deaf</li><li>• Rochester School for the Deaf</li><li>• Western Pennsylvania School for the Deaf</li></ul>
<b>Teaching Financial Literacy in All Grade Levels/All Ages</b>	<b>CAL-ED Conference (Burbank, California), October 2022</b>
<b>Clerc Center Online Community Presentation</b>	<b>Education and Advocacy Summit (Washington, DC), February 2023</b>  <b>National Deaf Education Conference (Riverside, California), June 2023</b>  <b>Office of Special Education Programs (Arlington, Virginia), July 2023</b>  <b>National Black Deaf Association (Birmingham, Alabama), August 2023</b>
<b>Monitoring Language Development</b>	<b>Florida Educators of Students Who Are Deaf and Hard of Hearing Summit on Childhood Deafness (Orlando, Florida), January 2023</b>
<b>Literacy and Resource Sharing in Bilingual Education</b>	<b>Michigan Department of Education – Low Incidence Outreach Conference, April 2023</b>
<b>Dismantling White Supremacy</b>	<b>Language First Virtual Event, May 2023</b>
<b>Tips from an IEP Coordinator</b>	<b>Family Conference (Western Pennsylvania School for the Deaf), May 2023</b>
<b>Literacy</b>	<b>Montana Family Learning Weekend (Great Falls, Montana), June 2023</b>
<b>Transformative Tools for Dorm Unity: Utilizing BLM Principles</b>	<b>National Student Life Conference (New Mexico School for the Deaf), June 2023</b>

Parent Advocacy App

The collaboration efforts among four programs – the Clerc Center, the American Society for Deaf Children, the National Association of the Deaf, and Hands & Voices – led to the development of the Parent Advocacy app. In FY 2022, there were 3,100 active usages on Apple devices and 226 on Android devices. At present, there have been over 42,600 views of the home page of the Parent Advocacy app, with over 5,300 actual downloads.

2023 Odyssey Magazine, Theme: “Access and Equity in Deaf Education”

The 2023 issue of Odyssey: New Directions in Deaf Education focuses on how deaf and hard of hearing students across the United States are being provided with equitable access to education, ensuring they have the resources and services they need to fully participate and succeed in both school and the community – as young children, as students, and, later, as adults.



This issue, which includes 14 articles written by a total of 35 professional and parent authors, explores how families and professionals are providing equitable access and enabling full participation for their deaf and hard of hearing children or students, through not only technology but also through programming, activities, and strategies that promote maximum opportunities for learning and interaction.

In September 2023, the Clerc Center published 14,000 print copies to send to subscribers on the Clerc Center mailing list as well as to give out at conferences and other events. The magazine issue was also posted on the Clerc Center website and in the Clerc Center Online Community.

State/School Partnerships for Transformation

The Clerc Center has provided support and resources to programs and schools that have requested a more comprehensive approach to transforming their program/school. This process involves four stages: review, recommend, train, and exchange. The review stage involves an onsite visit focusing on assessment of eight areas: administration, building/services, classroom environment, instruction/assessments, curriculum, technology, language use, and family involvement. After the review, the Clerc Center recommends a professional development plan for the school and, in collaboration with the school, identifies metrics to guide monitoring of progress. In the train stage, the Clerc Center will develop and provide the identified professional development over the course of the academic year. As a result of the partnership, the Clerc Center will give credit to the partnering school for any resources developed as part of the collaboration and used in future partnerships for transformation. This exchange will highlight the many successful aspects of schools and programs serving deaf and hard of hearing children and work toward improving achievement for all students.

Currently, the Clerc Center has partnered with four programs/schools: Newark (New Jersey) Board of Education; the Alabama School for the Deaf; St. Joseph’s School for the Deaf (New York), and the Michigan School for the Deaf. In addition, the Clerc Center has entered into preliminary discussions with the deaf and hard of hearing programs at the District of Columbia Public Schools and Prince George’s County (Maryland) Public Schools with the goal of establishing partnerships.

FY 2023 Presentations/Training Sessions		
Newark, New Jersey	<ul style="list-style-type: none"><li>What Is Bilingual Education? (all staff professional development training), October 19, 2022</li><li>Understanding Deaf Education within a Mainstream Setting (all staff professional development training), March 15, 2023</li><li>Exploration and pilot applications of ASL/English language separation strategies, language goal setting and planning through Professional Learning Community (PLC) meetings</li><li>Extended School Year (ESY): How to Maximize ESY for D/HH Students (all ESY staff working with deaf and hard of hearing students), June 26, 2023</li></ul>	
St. Joseph's School for the Deaf	<ul style="list-style-type: none"><li>What Is ASL/English Bilingual Education?(all staff), December 15, 2022</li><li>Understanding Language Acquisition and Language Learning (all staff), January 5, 2023</li><li>How to Be Language Models within the Classroom (all staff), February 16, 2023</li><li>Language Profiling and Planning (all staff), February 16, 2023</li><li>Supporting Language and Instruction within the Classroom (teaching assistants/support staff), May 18, 2023</li><li>Using Learning Centers to Support Instruction (all staff), May 18, 2023</li></ul>	
Michigan School for the Deaf	<ul style="list-style-type: none"><li>Site visit, September 2022</li><li>Profile of a Graduate presentation, November 2022</li><li>Role of Student Life Professional Development, February 2023</li><li>State of Michigan Intermediate School Districts Special Education Directors - Deaf/HH LRE, May 2023</li><li>MSD Leadership Team – Goal Setting and Action Plan Development, May 2023</li><li>Language Expectations, August 2023</li></ul>	
Alabama School for the Deaf	<ul style="list-style-type: none"><li>Site visit, October 2022</li><li>Leadership Team Goal Setting and Action Plan Development, January 2023</li></ul>	
District of Columbia Public Schools	Professional Development, March 2023: <ul style="list-style-type: none"><li>Introduction to the Clerc Center Online Community</li><li>504 vs. IEP: Understanding the Difference for D/HH students</li><li>What Is Bilingual Education?</li><li>Understanding the Impact of Language Use in the Classroom</li><li>Understanding Students Who Are Deaf+ Neurodivergent</li></ul>	
Prince George's County (Maryland) Public Schools	<ul style="list-style-type: none"><li>Initial site visit and meeting, May 2023</li><li>Kickoff orientation for teachers and staff, August 2023</li></ul>	

Reach

The Clerc Center recognizes the importance of reach to not only meet the needs of individuals, schools, and programs with whom they have established relationships but also to create new, meaningful relationships with other individuals and schools that may not yet have connected with the Clerc Center and its resources. The intent of this effort is to increase national awareness of the Clerc Center’s work and strengthen meaningful engagement for individuals, schools, and programs with its resources and training opportunities.

Knowledge Development – Clerc Center Online Community

The Clerc Center supports 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. The Clerc Center Online Community portal opened in October 2022 in service to the nation. There are 16,699 members representing all 50 states and the U.S. territories. The community members are families who have deaf and/or hard of hearing children and the professionals who work with these children as well as those focused on early intervention. The professional members include itinerant teachers, teachers of the deaf, speech-language pathologists, audiologists, outreach service providers, medical personnel, interpreters, and more. They work in general education settings, schools for the deaf, and private education settings. Members are from urban, suburban, and rural areas. The online community promotes engagement of people from a cross section of environments to learn and interact about the linguist, academic, and social-emotional development and achievement of deaf and hard of hearing children.

The goal of the community is to provide a space for all to collaborate, learn, and grow in knowledge about educating deaf and hard of hearing children. It addresses the Clerc Center Strategic Plan priority areas of knowledge development early intervention, knowledge development K-12, and reach through provision of 558 resources as well as live events, discussions, and asynchronous training. This first year has focused on establishing the infrastructure and programming. From this beginning, each area of the community will continue to grow in response to community member needs.

Over 200 stakeholders attended three live events focused on STEM and social-emotional needs of deaf and hard of hearing students. These live sessions then have been available for community members as archived learning with a Certificate of Attendance.

Fifty community members completed asynchronous learning (learning plans), including the 15 Principles for Reading to Deaf Children, STEAM Is Everywhere, and Engineering Can be Fun. In addition, there were 2,443 views of media catalogs under Resources to Go, where a myriad of resources according to topic and user role are housed.

The first year of the Clerc Center Online Community portal is considered its soft launch and has created a sound foundation of reach and knowledge development to families who have deaf and/or hard of hearing children and to those who work with children who are deaf or hard of hearing. It has provided a centralized place for stakeholders to learn, grow in knowledge, and share information. The community will continue to promote knowledge building and a sense community for all stakeholders, especially those who are a single source for deaf and hard of hearing children in their respective settings. Work in FY 2024 will focus on growing both membership and the resource library as well as increasing the reach and participation for live events and discussion forums.

Live Events		
Presenter/Topic (Format/Date)	Attendees	Post-Event Outcome
Liz Stone – “What is Your E-Superpower? Techniques to Enhance, Empower, and Empathize in the School Environment” (virtual webinar, January 2023)	121	The webinar increased their knowledge about the topic, provided them with the knowledge to explain it to others, and provided them with strategies that they need to improve their practice.
Jie Ma – For High School – “STEAM Is Everywhere: Sphero BOLT and Electronics” (virtual webinar, March 2023)	37	The attendees represented traditionally underrepresented groups and overwhelmingly stated that the webinar increased their knowledge about the topic and provided a rationale for implementing STEAM activities in instruction.
Amy Aillon and Randee Bickford – K-5 STEAM – “Engineering Can Be Fun: Force and Motion” (virtual webinar, March 2023)	67	The attendees represented traditionally underrepresented groups and overwhelmingly stated that the webinar increased their knowledge about the topic and provided a rationale for implementing STEAM activities in instruction.
Heidi Burns and Tammy Murphy with American Reading Company and Dr. Jim Cummins (virtual webinar, April 2023)	280+ registered  40+ schools for the deaf	Continued collaboration between schools partnered with American Reading Company



Reach - Information Distribution and Outreach Activities

The Clerc Center also provides technical assistance, as mandated in the EDA, through distribution of web-based and video-based products and publications, direct outreach by exhibiting and presenting at relevant conferences, and professional development sessions both online and in person. To effectively broaden its effort, the Clerc Center collaborates with agencies and organizations serving professionals and families.

Distribution of Publications and Resources

During FY 2023, resources and publications were shared through virtual and in-person conferences and exhibits as well as through downloads from the website, email distributions, social media, and sales.

The Clerc Center thoroughly audited subscribers’ records in the process of migrating the subscribers’ information to the new learning and engagement portal, ensuring there were no duplicates or invalid mailing and email addresses. After removing invalid records from the system, there are approximately 17,000 subscribers representing key stakeholder groups: parents/family members, educators, itinerant teachers, related service providers, outreach and early interventionists, and administrators. The Clerc Center will continue to expand on its outreach efforts to reach identified audiences as a part of its next strategic plan.

Conferences and Exhibits

Clerc Center representatives performed outreach functions at conferences through attendance and booths at state, regional, and national conferences. A sample of the conferences attended are as follows.

FY 2022 Outreach Activities	
Council of Administrators of Special Education (Salt Lake City, Utah), November 2022	Participant
American Speech-Language-Hearing Association (New Orleans, Louisiana), November 2022	Booth
American Reading Company Training, Delaware School for the Deaf, March 2023	Participant
Conference of Educational Administrators of Schools and Programs for the Deaf (Riverside, California), March 2023	Participant
Midwest Deaf Education Conference (Sioux Falls, South Dakota), June 2023	Participant
Kentucky Educators for the Deaf and Hard of Hearing Conference (Danville, Kentucky), July 2023	Booth
National Deaf People of Color Conference (Washington, DC), July 2023	Booth
Office of Special Education Programs Conference (Arlington, Virgiia), July 2023	Participant

Webcasts as a Tool for Online Learning

In FY 2023, the Clerc Center continued to offer e-learning opportunities in the form of webcasts for professionals and educators in general education settings.

Once a webcast is produced, it becomes a static resource that can be repurposed for various training sessions and presentations and made available for group or individual viewings.

Implications

In FY 2023, there was a net gain of at least 16,263 new views of Clerc Center webcasts and videos on YouTube, bringing the lifetime total to at least 117,870 views. The number of viewers, as listed above, implies that the Clerc Center’s archived webcasts continue to be relevant and utilized by stakeholders. It shows that people are still relying on Clerc Center resources as their one-stop center for information.



Views of Clerc Center Webcast Videos by Fiscal Year

	FY 2023 YouTube (as of 8/10/23)	FY 2022 YouTube (as of 8/12/22)	FY 2021 YouTube (as of 9/1/21)	FY 2020 YouTube (as of 9/15/20)	FY 2019 YouTube (as of 9/12/19)	Net Gain in FY 2020	FY 2018 CRM*	FY 2018 Ning
Families panel after Focusing on Early Accessible Language event	339	320	267	207	127	80	N/A	N/A
Professionals panel after Focusing on Early Accessible Language event	253	230	186	143	93	50	N/A	N/A
Focusing on Early Accessible Language (Nussbaum/ Abrams)	5,528	4,531	3,565	2,238	1,348	890	503	184 new
Optimizing Outcomes for Deaf and Hard of Hearing Students (Naeem/Santini)	2,201	2,043	1,793	1,480	1,104	376	147	N/A
K-12 ASL Content Standards (42 videos)	20,341	19,305	18,109	15,486	12,429	3,057	N/A	N/A
Educational Interpreting (Schick)	19,984	17,257	13,783	10,730	7,545	3,185	1,267	1,118
Language Learning Through the Eye and Ear (Chen Pichler)	5,400/2,823 = 8,223	4,932/2,433 = 7,365	4,328/2,050 = 6,378	3,730/1,693 = 5,423	2,547/1,077 = 3,624	1,183/616 = 1,799	N/A	N/A
Dispelling Myths of Language Acquisition (Cordano/Stern)	4,559	4,099	3,704	3,307	2,547	760	N/A	N/A
Cochlear Implant Guidelines for Educational Planning (Kinsella-Meier/Schatz)	9,567	8,506	6,559	5,218	3,878	1,340	N/A	N/A
Maximizing Language Acquisition (Simms et al)	33,708	29,519	23,957	20,448	16,165	4,283	N/A	N/A
What the Eyes Reveal About the Brain (Petitto)	19,886	18,564	17,315	16,157	14,525	1,632	N/A	N/A
Visual Split-Attention (Mather)	N/A	3,704	*Information not available	3,324	2,519	805	N/A	N/A
Early Intervention (Benedict)	2,495	2,421	2,667	2,098	1,808	290	N/A	N/A
Totals**	127,084 (without Mather webcast)	117,870	101,607	86,259	15,348	709	546	1,302

\*CRM is an acronym for “customer relationship management,” the system the Clerc Center uses to manage subscription data.  
\*\*Some data is not available. This may impact the totals shown above.

Implications

In FY 2023, there was a net gain of at least 9,220 new views (not including views of the Mather webcast) of Clerc Center webcasts and videos on YouTube, bringing the lifetime total to at least 127,084 views. The number of viewers, as listed above, implies that the Clerc Center’s archived webcasts continue to be relevant and utilized by stakeholders. It shows that people are still relying on Clerc Center resources as their one-stop center for information.



V. Research Plan, Priorities, and Projects

The Clerc Center’s Research Agenda guides internal and collaborative research designed to improve the educational outcomes for deaf and hard of hearing children from birth through age 21. Research efforts are intended to support the Clerc Center’s federal mandate to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing across the nation. These research activities reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs (Education of the Deaf Act of 1986, 2015).<sup>1</sup>

The Clerc Center also established an Evaluation Agenda for the first time due, in part, to increased expectations for evidence of impact of the Clerc Center’s work, and, in part, to the need to prioritize evaluations of its training and technical assistance activities to meet information and knowledge needs of families of deaf and hard of hearing children across the nation and the professionals who work with them. The new Evaluation Agenda will be discussed following the Research Agenda section.

<sup>1</sup>Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781

Research Agenda

The Clerc Center’s Research Agenda was established in the spring of 2022, drawing from the public input data collected during Fiscal Years 2017-2019, gaps identified in research literature, and priorities identified by the Clerc Center’s two schools (KDES and MSSD). The new research priorities are also aligned with The Gallaudet Promise as well as the Clerc Center’s Strategic Plan priorities for the nation (described in Section IV) and for its two schools (described in Section VII).

Research Agenda Areas of Focus

The Research Agenda focuses on three priority areas:

1. Supporting Families of Deaf and Hard of Hearing Children

A literature search reveals a persistent gap in evidence-informed research and resources specifically designed to support families of deaf and hard of hearing children. Public input findings, along with evidence drawing from professional knowledge and parents’ anecdotes, consistently highlight parents’ and caregivers’ need for evidence-informed resources for learning about and supporting their deaf or hard of hearing children’s needs from birth through adolescence. This research priority is aligned with the new Clerc Center Strategic Plan (CCSP) priorities #1 (Knowledge Development – Early Intervention) and #2 (Knowledge Development – K-12).

2. Strengthening Professional Knowledge and Practice

Professionals in different fields work with deaf and hard of hearing children from birth through high school and their families. Their professional knowledge ranges from being a novice to an expert, not only in professional preparation and experience but also in specific areas of practice and knowledge (e.g., equity, virtual teaching, learning, service delivery strategies). Professionals need evidence-informed teaching, learning, and professional practices to better respond to and meet the needs of deaf and hard of hearing children and K-12 students, as well as those of their students’ families, in a rapidly changing world that is increasingly dependent on technology. Research priorities are aligned with the Clerc Center’s priorities identified for early intervention and K-12 (CCSP priorities #1 and #2) and its two schools’ strategic plan priorities: 1) reading, writing, and ASL; and 2) mathematics.

3. Advancing Equity Through Research

Equity-focused research about deaf and hard of hearing children and their families is a significant gap in deaf education and research. This priority seeks to advance equity in research in two different ways: 1) transform research and evaluation practices to incorporate equitable practices drawing from equity-focused research (e.g., Andrews, Parekh, & Peckoo, 2019), and 2) support and/or lead research about equity for deaf and hard of hearing children from birth through high school and/or their families. This research priority is aligned with the Clerc Center’s equity priorities for its two schools and national work as well as with the Gallaudet Promise.

These research priorities are intended to address gaps and needs in deaf education and research. They are designed to advance knowledge about best practices, curricula, intervention strategies, and resources for families of deaf and hard of hearing children from birth through high school and the professionals who work with them.

<sup>2</sup>Andrews, K., Parekh, J., & Peckoo, S. (2019). *How to embed a racial and ethnic equity perspective in research: Practical guidance for the research process*. A Child Trends Working Paper. [https://www.childtrends.org/wp-content/uploads/2019/09/RacialEthnicEquityPerspective\\_ChildTrends\\_October2019.pdf](https://www.childtrends.org/wp-content/uploads/2019/09/RacialEthnicEquityPerspective_ChildTrends_October2019.pdf)

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 in which 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

Project Types Defined

Subsequent to the following sections, which summarize projects and activities in the three areas of focus, is a data table that includes the names of the projects, each project’s type and funding, and an estimated number of Clerc Center staff who were involved with the project. Both internal and external funding sources are reported.

Projects at the Clerc Center include:

- **Internal** - Projects conducted solely by Clerc Center personnel
- **Internal and collaborative** - Projects that originated with and were funded by the Clerc Center and involve researchers outside of the institution
- **Externall** - Projects funded and led by researchers outside of the Clerc Center but that involve Clerc Center personnel

More specifically, *internal funding* refers to a project with fiscal resources allocated primarily by the Clerc Center. Where appropriate, the project budget – the internal fiscal allocation for FY 2023 – is provided. *External funding* sources are those that were provided by outside researchers, collaborators, or organizations. As such, no budget information is provided. External projects often require Clerc Center personnel to participate in the research study or to facilitate logistics or data collection, but they do not necessitate the contribution of fiscal resources. Research projects resulting from both Clerc Center and outside funding are considered to be both internal and external.

In FY 2023, the Clerc Center updated the research website to make it more readable and user-friendly for interested researchers. The updated research website includes a simplified explanation of the Clerc Center’s research request processes and requirements. The website also includes a link to an online application to be completed by researchers prior to the Clerc Center’s internal review and/or approval. Thus, the research website streamlines the research request application process, resulting in time savings for both requesters and reviewers.

Summary of FY 2023 Research Projects and Activities

In FY 2023, there was one external research study involving the Clerc Center (The Impact of Language Experience on Early Numerical Cognition) and one internal study. A total of 16 research requests were received in FY 2023. Of the 16 research requests, four were approved, five are pending approval, and seven were not approved due to researchers’ lack of follow-through or their research project’s non-alignment with research priorities. Of the four approved research requests, two were for letters of support for the Clerc Center’s participation as a study site; one was for a survey or flyer for distribution only; and one was for research participation in studies and one internal study (Families of Color Advocacy Study). The summary below focuses on the two studies.

Area of Focus #1: Supporting Families of Deaf and Hard of Hearing Children

Families of Color Advocacy Study

(Internal Research Project. Principal Investigators: Dr. Susan Schatz and Dr. Lori Lutz, Clerc Center)

The Families of Color Advocacy (FOCA) Study is based on the work of two internal research projects: the Parent Advocacy Survey project and the Literature Review on the Families of Color and Parent Advocacy project (completed in FY 2017). The purpose of the FOCA Study is to gain a better understanding of the strategies and resources families of color use to advocate for their deaf or hard of hearing children’s education, the challenges they face when supporting their children’s education, and the types of supports families want for their advocacy efforts. Exploration of these families’ challenges and needs relates to the overall question asked in the public input survey, which addresses some of the limitations associated with the survey methodology of collecting public input.

During FY 2023, the FOCA Study research team, consisting of three external Black and Brown reviewers and two Monitoring, Evaluation, and Research team members, completed the data analysis phase, focused on developing narratives based on coding of data. The team began the write-up of the findings, describing the interconnected impacts of families’ social networks, schools and agencies, and the larger legislative and institutional bodies on these families’ efforts and the strategies these families used to advocate for their deaf and hard of hearing children’s needs within these contexts. A model was also developed to visually demonstrate these families’ challenges and successes with advocacy strategies while navigating complex social environments.

Area of Focus #2: Strengthening Professional Knowledge and Practice

The Impact of Language Experience on Early Numerical Cognition

(External research project. Principal investigator: Dr. Ilaria Berteletti, Ph.D. Program in Educational Neuroscience, Gallaudet University)

This three-year study focuses on how children learn numerical concepts. Dr. Ilaria Berteletti of the Ph.D. Program in Educational Neuroscience at Gallaudet University is investigating if the language modality, ASL or spoken English, impacts the developmental path of how young children learn about number concepts. The results of the study may lead to a new understanding of how deaf children develop numeracy concepts and skills, which potentially provides opportunities for researchers’ teams to develop appropriate testing tools and interventions for children with math learning disabilities.



FY 2022 Research Projects Summary Information

Project Title	Funding Source	Type of Project	Internal Fiscal Year Allocation FY 2020	Estimated Number of Clerc Center Staff Involved
Families of Color Advocacy Study	Internal	Internal	\$31,680	3 staff
The Impact of Language Experience on Early Numerical Cognition	External	External	-	1 staff

Evaluation Agenda

The Clerc Center has a long history of conducting evaluations of training, workshops, and technical assistance mandated by the EDA, which instructs the Clerc Center to lead the development 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. The Clerc Center developed its first Evaluation Agenda in order to establish and align evaluation priorities with its strategic plan priorities.

The Clerc Center has engaged in state-level and national initiatives to provide information and training for families of deaf and hard of hearing children from birth through high school and to offer technical assistance to states and schools to support training for professionals who work with deaf and hard of hearing infants, children, and students. The intent of these state-level and national initiatives is to improve outcomes for these children through change efforts focused on parents and professionals. These initiatives reflect the new CCSP Knowledge Development priorities in early intervention and K-12 deaf education.

The Evaluation Agenda focuses its priorities in three areas for FY 2023:

- 1. Regional Early Acquisition of Language (REAL)
- 2. Knowledge Development–K-12
- 3. Equity

1. REAL

The REAL Project is a federally-funded regional partnership that Gallaudet established with the Alabama Institute for Deaf and Blind (AIDB), focused on identifying strategies that positively impact early language acquisition for children from birth to age 3 who are deaf or hard of hearing. The project is designed to provide information, resources, training, and technical assistance to parents/caregivers and Early Hearing Detection and Intervention professionals in using these strategies. This evaluation priority is aligned with the Clerc Center’s first strategic plan priority: Knowledge Development – Early Intervention.

The collaboration with the University of Alabama–Huntsville to conduct evaluations of REAL training sessions began in December 2022. During FY 2023, three evaluations were completed for the following REAL events:

- 1. Clerc-AIDB REAL Train-the-Trainer program
- 2. REAL Vision Summit
- 3. Setting Language in Motion training provided by REAL trainers

2. Knowledge Development–K-12

One of the CCSP priorities includes Knowledge Development – K-12, intended to support the learning and knowledge needs of parents/caregivers of deaf and hard of hearing children (kindergarten to high school) and their families as well as the professionals who work with them. Training sessions are also intended to enhance parenting skills and strengthen their professional practice with deaf and hard of hearing children and students.

Evaluations of training sessions provided for K-12 educators and professionals during FY 2023 included:

- Fingerspelling Our Way to Reading
- Language Profiling and Planning
- What is your E-Superpower?
- Techniques to Enhance, Empower, and Empathize in the School Environment
- STEAM is Everywhere: Sphero BOLT and Electronics for High School
- Engineering Can Be Fun: Force and Motion for K-5

See the Knowledge Development – K-12 section for more details about these trainings.

3. Equity

Equity, diversity, and inclusion are central to the Clerc Center’s work in its two schools and nationally. Aligned with this commitment to and value of equity, the new Evaluation Agenda includes equity as one of its three priority areas. Equity is broadly defined in two ways:

- 1. Educational equity - Components of equity in education that refer to students’ access to information, materials and curriculum, belonging and inclusion, and outcomes<sup>4</sup>
- 2. Equity in evaluation and research processes - Focusing on review and examination of evaluation and research practices to ensure equitable designs, processes, and reporting practices<sup>5</sup>

<sup>4</sup>National Academies of Sciences, Engineering, and Medicine. (2019). *Monitoring educational equity*. The National Academies Press.  
<sup>5</sup>Center for Evaluation Innovation, Institute for Foundation and Donor Learning, Dorothy A Johnson Center for Philanthropy, Luminare Group. "Equitable Evaluation Framework (EEF) Framing Paper." Equitable Evaluation Initiative, July 2017, [www.equitableeval.org](http://www.equitableeval.org)

Educational equity and equitable evaluation practices address significant gaps in professional knowledge and practice regarding deaf and hard of hearing children, students, and their families as well as the professionals who work with them. These two areas are aligned with the Clerc Center’s equity focus and efforts in its two schools and its national work.

Reviews of three evaluation articles focused on equity-focused evaluation practices<sup>6</sup> were completed. These practices addressed the selection of evaluation team members, development of evaluation questions and design, data collection, analysis, and reporting, and evaluator training and learning.

Accessible and culturally appropriate guidelines for public input products were developed using equity principles for data visualization. These sources<sup>7</sup> were used to set up a systematic approach for collecting feedback from deafblind and Black and Brown reviewers to ensure public input products in development were accessible and culturally appropriate before dissemination. (See Section III. Public Input, Information Dissemination Activities, for information about the process.)

<sup>6</sup>Dean-Coffey, J. (2018). What's race got to do with it? Equity and Philanthropic Evaluation Practice. *American Journal of Evaluation*, 39(4), 527-542.  
Nelson, N., & Greenberg, S. E. (2017). "Evaluation as Power: Considering the Racial Justice Implications of Data and Evaluation." Presentation given at the EVAL17 conference, Washington, D.C.  
Stern, A., Guckenburg, S., Persson, H., Petrosino, A., & Poirier, J. (2019). Reflections on applying principles of equitable evaluation. <https://www.wested.org/wp-content/uploads/2019/07/resource-reflections-on-applying-principles-of-equitable-evaluation.pdf>

<sup>7</sup>Colorado Commission for the Deaf, Hard of Hearing, and DeafBlind. (2022). Outreach and Consultative Services Information Sheet Series: Deaf, Hard of Hearing, and DeafBlind Media Accessibility Guidelines.

Evaluation and Research Activities

In accordance with the EDA, 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. Evaluation staff members provided evaluation support for the Clerc Center’s National Programs and Outreach team and the Southeast REAL Project team.

Metrics indicated that during FY 2023, 20 training evaluations were completed. Of the 20 training evaluations, three were for training sessions related to early intervention, and 17 were for K-12 education.

Research staff members revised the content of the Clerc Center’s research website for improved readability, navigation, and accessibility.<sup>8</sup>

In FY 2023, six research and evaluation staff members and two research assistants within the Monitoring, Evaluation, and Research team supported research and evaluation activities consistent with the above federal mandates. The costs of research activities in FY 2023 were \$516,628 in payroll and \$14,098 in non-payroll expenses.

<sup>8</sup>Hawn Nelson, A., Jenkins, D., Zanti, S., Katz, M., Berkowitz, E., et al. (2020). A toolkit for centering racial equity throughout data integration. Actionable Intelligence for Social Policy, University of Pennsylvania. <https://www.aisp.upenn.edu/>  
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VI. Gallaudet University Regional Centers

Through partnerships with the Gallaudet University Regional Centers’ (GURCs) host institutions, the Regional Centers share their expertise through consultation, providing information on higher education in Gallaudet’s undergraduate and graduate programs and the resources of the Clerc Center. The GURCs engage local, state, and regional services and programs in an exchange of information, development of partnerships, identification of needs, sharing of resources, and training development and provision.

The GURC regions and host institutions are indicated below:

**East, Northern Essex Community College, Haverhill, Massachusetts**  
Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and West Virginia

**Midwest, Austin Community College, Austin, Texas**  
Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Texas, and Wisconsin

**South, Alabama Institute for Deaf and Blind, Decatur, Alabama**  
Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, Puerto Rico, and the U.S. Virgin Islands

**West, Ohlone College, Fremont, California**  
Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the Republic of the Marshall Islands



Transformation

The GURCs continued to engage in transformative planning, in which they provided input about the unique needs of their region and the resources available from their region to support the efforts of deaf education and early intervention throughout the United States. This engagement was crucial to the redefinition and transformation of outreach priorities for the GURCs in collaboration with the Clerc Center in accordance with its strategic plan.

Two regions had significant administrative changes in FY 2023. One region experienced a change in dean, vice president, and president within their host institution, and the other region experienced a change in executive director, including new direct supervisors for the GURCs. The GURC-Midwest director position is still unfilled; the search for that position continues. Transformative work included the reaffirmation of the GURC partnership with host institutions and its outreach work in the regions.

Seeking to provide improved programming and resources to better address the specific needs of families and professionals throughout the regions and the nation, the GURCs engaged in professional development focused on transformational changes. The focus areas included deaf-centered perspectives; linguistic and societal racism; mental health; social-emotional learning; leadership skills; early intervention; language planning and development; and laws regarding education and early intervention, including language policy. This fiscal year, the GURCs were presented with the opportunity to further explore the linguistic and educational access needs of deaf and hard of hearing individuals with additional disabilities.

FY 2023 Highlights

In support of Gallaudet University’s goal of promoting extraordinary learning and academic excellence across the lifespan of deaf and hard of hearing people, the GURCs provided their expertise, knowledge, and resources to facilitate opportunities in early intervention, K-12, and transition. Key to these efforts is the GURCs’ reach and their active engagement with local, state, and regional partners.

Early Intervention

Language acquisition for children ages 0-5 remains an important focus for Gallaudet University and the Clerc Center. To support continuous language learning and transition across the nation, the GURCs provided 1:1 consultation and guidance to states interested in establishing a Shared Reading program, offered professional development opportunities, and shared resources from Gallaudet University and the Clerc Center.

In the fall of 2022, a new Shared Reading Saturday program, modeled after the GURC-East’s popular Shared Reading Saturday events, was launched at the Rhode Island School for the Deaf (RISD). This was a result of a successful collaboration between RISD, GURC-East, and the Paul V. Sherlock Center on Disabilities at Rhode Island College. Monthly Shared Reading events for families with deaf and hard of hearing children were held at RISD throughout the school year.

Similarly, the Maine Educational Center for the Deaf and Hard of Hearing (MECDHH) expressed interest in establishing a Shared Reading Saturday program for the 2023-2024 school year; and with GURC-East’s support, the 15 Principles for Reading to Deaf Children training was provided by the Clerc Center to the MECDHH staff in the summer of 2023. Developing literacy skills in deaf and hard of hearing children remains an area of important focus for many families and the professionals who serve them.

Regional Early Acquisition of Language (REAL) Project

The GURC directors continued to learn about REAL and its objectives and scope of work in anticipation of the planned expansion of the project to other regions. This continued to support the early invention work of the GURCs in their regions. In partnership with the REAL team, the GURCs provided training and workshops related to 0-3 language acquisition.

Please see Section IV for additional information about REAL activities.

K-12

Education for deaf and hard of hearing students in a K-12 setting has been a continuous focus for Gallaudet and the Clerc Center. The GURCs provided ongoing support in deaf education across the nation, including 1:1 consultation and guidance, professional development opportunities, and shared resources from Gallaudet and the Clerc Center. The GURCs sought out partnerships with large mainstream and residential schools to create learning opportunities for deaf and hard of hearing students.

For instance, financial literacy has become a focus area for many states across the country; many states have begun to mandate increased educational efforts. This continues to be of concern among educators of deaf and hard of hearing students in the K-12 setting. The GURCs began to build partnerships in a few states per region in order to better address this issue. Maximizing previous relationships with Junior Achievement USA, the GURCs began working with states to create additional resources and activities to support financial literacy across this age group.

Through attendance at conferences and networking events, the GURCs were asked to provide various learning opportunities in fields such as vocational rehabilitation and education for teachers, service providers, specialists, and families. For example, developing strong language skills has long been recognized as a continuing need across all age groups in all educational settings. To address this, GURC-South provided workshops and training focusing on language planning, language assessment, creating language-rich environments, comprehensive review of the Individualized Education Program process, creating a student-centered team to support every learner, and becoming a strong language model.

To support families directly, the GURCs were involved in family learning events. Over many years of involvement with families in Montana, GURC-West transformed workshops for families into a live-practice model of guided opportunities to engage in hands-on activities with children. Families were encouraged to engage in activities that supported language development that leads to literacy. Families practiced reading-aloud strategies and participated in active use of the Clerc Center Online Community to support those skills.

In support of diversity and equity in obtaining student success, college and career readiness, and academic vitality in deaf education, the GURCs continued to work on the development of college and career readiness training to support the efforts of deaf education at all age levels; with learning opportunities for families, professionals, and, ultimately, students. All GURCs were involved in moving this multi-year, multi-faceted, resource development project forward.

Gallaudet and the GURCs’ host institutions continued to work on streamlining transfer student access to higher education. Though a complex issue, all partners were determined to provide transfer students with opportunities to complete degree requirements, in a broad range of fields, in a timely manner. The GURCs continued to engage in planning meetings to meet this goal.

Reach

Another key element of the GURCs’ mission was to cultivate partnerships and collaborations with various organizations, schools, agencies, and other stakeholders as part of a larger effort to maximize the Clerc Center and Gallaudet’s reach. This allowed for information sharing within the regions and across the nation, which resulted in new connections and opportunities.

During FY 2023, the GURCs participated in more in-person events, such as attending conferences, hosting exhibit booths, being part of conference/event planning committees, and providing workshops. Through those events, the GURCs were able to disseminate information while networking with families and professionals. The Clerc Center Online Community portal was one of the newest resources shared. Due to their collaborative work efforts, the GURCs were able to develop a better understanding of the ongoing and evolving needs of their regions and respond appropriately. This process led to the identification of potential resources that would benefit all regions and to further support the work of National Programs and Outreach at the Clerc Center (e.g., the GURCs supported the process of centralizing updated state-by-state resources).

VII. Demonstration Elementary and Secondary Schools

Both Kendall Demonstration Elementary School and the Model Secondary School for the Deaf were accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and the Middle States Association (MSA) in March 2018. The accreditation is valid through December 1, 2025. As part of the accreditation process, a mid-cycle report must be submitted. A report of progress toward school goals was submitted in January 2022, and it received an acceptable rating. The schools will begin the self-study process again in 2024.

As part of our accreditation self-study, the community identified three goal areas: ASL/English language arts, mathematics, and school climate.

Excellence By Design Accreditation Protocol

ASL/English Language Arts

- Continued ongoing focus on integrating the Maryland-adopted Common Core State Standards (CCSS) for English/Language Arts (ELA) and Mathematics and the Next Generation Science Standards for science that serve as the foundation for curriculum and instruction through implementing newly developed curricular units aligned with these standards for all classes from grades K-12
- Adopted the American Reading Company (ARC) Curriculum for K-8; professional development included three training sessions in collaboration with an ARC representative
- Relocated the KDES library to a central location accessible to all students
- Continued development of a Project-Based Learning curriculum for students with significant delays who need a more hands-on approach to learning standards-based content

Mathematics

- Established a STEAM team to review all curriculum, identify professional development opportunities, determine manipulatives needed for each grade band, and provide training for online math instructional tools
- Continued ongoing focus on integration of the STEAM philosophy into the Clerc Center, including a specialized course for Robotics and Physical Computing 101; KDES opened its new STEAM lab, and specialized workshops were held
- KDES offered financial literacy classes to middle school students
- Competed in the Vex Robotics Competition and won the Excellence Award; qualified the team for World Robotics Championships
- Continued to partner with Rochester Institute of Technology to offer dual enrollment courses for MSSD students; launched an official partnership with Gallaudet for their new dual-credit program; four teachers attended training
- Implemented MAP Skills and IXL to allow students opportunities to use technology in order to better prepare them for the Maryland Comprehensive Assessment Program (MCAP) and the Measure of Academic Progress (MAP) assessments



School Climate

- Received Apple Distinguished School recognition – Recognition is awarded for leadership and educational excellence that demonstrate Apple’s vision of exemplary learning environments. The schools use Apple products to inspire student creativity, collaboration, and critical thinking. Leadership in recognized schools cultivates environments in which students are excited about learning, curiosity is fostered, and learning is a personal experience.
- The Family Education Department presented workshops and planned events for families:
  - Get F.E.D.! Black Family Kick-off for our Black families at the Clerc Center
  - Winter Extravaganza for all KDES families
  - Parent-Child Relationship: Handling Power-Struggles, presented by Dr. Lori Day
  - BIPOC families open discussion
  - Black History Month cultural event and fashion show
  - Invited families to participate in cultural awareness events (e.g., Black History Month Show: The Celebration Continues, watching “The Last of Us” in MSSD’s Theatre Malz)
  - Hosted a VIP and Me family event
  - Established the MSSD PTA organization
- Developed and supported teachers’ skills in the areas of implementing equity and social justice in instruction and awareness of mental health by providing workshops:
  - Clerc Center Guidelines on Gender Inclusiveness
  - Social Justice/Equity at MSSD
  - Equity Across the Curriculum at KDES
  - Trauma-Informed Education
- MSSD students went to Paris and London for the Cultural Exchange Program trip
- Redesigned the school-wide network of social justice representatives to be led by one representative each from KDES, MSSD, and Student Life/Athletics
- Continued offering the Black History and Literature course and implemented a new course on LGBTQIA+ History
- MSSD Academic Bowl team captured their second consecutive National Academic Bowl title
- Planned events led by the Multicultural Planning Committee, which is a committee with representation across the Clerc Center, that included events such as guest speakers, panels, read-alouds, and student-led activities to build awareness on different cultures:
  - Hispanic/Latino/a/x
  - Native American
  - Black History
  - Women’s History
  - Deaf Awareness
  - LGBTQIA+

Assessments

The mandates of the EDA require the Clerc Center to partner with a state, use its standards and assessments, and publicly report results. The Clerc Center entered into a partnership with the Maryland State Department of Education (MSDE) in 2015.

Maryland uses the Maryland College and Career-Ready Standards for Language Arts and mathematics in all schools across the state. These Maryland standards are based on the CCSS. Since these standards so closely align with the CCSS, little change in curriculum was needed.

In 2013, Maryland adopted the Next Generation Science Standards. These are a set of rigorous and internationally benchmarked standards for K-12 science education that emphasize STEM as a center for instruction. Work continues on aligning curriculum and resources with these new standards, including expanding STEM to STEAM, a philosophy that additionally incorporates the arts and American Sign Language. Following Maryland’s assessment plan, the Clerc Center administered the following state assessments this year: the MCAP for ELA and math, the MISA, the MISA-Alt and HSA in science, and the Multi-State Alternate Assessment (MSAA) for ELA and mathematics with students with significant cognitive disabilities.

Assessments in Language Arts and Mathematics

Maryland Comprehensive Assessment Program (MCAP)

Maryland’s summative ELA/literacy tests were administered in grades 3-8 and high school. The assessments include a performance-based component with longer questions that usually require multiple steps. It measures critical thinking; reasoning; and the ability to apply skills and knowledge in reading, writing, and mathematics.

- ELA/literacy – Students read and analyze passages from real texts (fiction and nonfiction) and sometimes watch videos. They write, using what they have learned from the passages and multimedia, to support their arguments. These skills are critically important for students in college and in the workplace. The MCAP measures writing at every grade because it is key to showing readiness for the next academic work and, in high school, readiness for college and careers.
- Mathematics – Students solve multi-step mathematics problems that require reasoning and address real-world situations. This requires students to reason mathematically, make sense of quantities and their relationships to solve real-world problems, and show their understanding. Many previous assessments focused mostly on rote procedure only.

Multi-State Alternative Assessment (MSAA)

The MSAA was administered to a small number of students. This assessment was created by the National Center and State Collaborative to assess students with the most significant cognitive disabilities who are unable to participate in the MCAP assessment, even with accommodations. The alternate assessment is based on alternate achievement standards in ELA and mathematics and is administered online.

6+1 Traits of Writing

The 6+1 Traits of Writing was administered to students in English classes. Education Northwest developed the 6+1 Traits of Writing model as a form of assessment of student development of written communication skills. For this assessment, a prompt is chosen by the English Department team with support from administrators; students respond to the same prompt in an essay. Essays are then rated by department teachers for the criteria of ideas, organization, voice, fluency, word choice conventions, and presentation.

Assessments in Science

Maryland Integrated Science Assessment (MISA) and High School Assessment—Biology (HSA)

The MISA is administered every spring to all students in fifth grade, eighth grade, and high school. The test was first administered in the 2016-2017 school year for grades 5 and 8, replacing the former Maryland School Assessment (MSA) in science. The high school MISA began as a field test in the 2017-2018 school year, replacing the Biology HSA.

The MISA is aligned to the Maryland Next Generation Science Standards (NGSS). The NGSS integrates three dimensions necessary to understand science. The dimensions are the Science and Engineering Practices, the Crosscutting Concepts, and the Disciplinary Core Ideas. To assess the three dimensions of the NGSS, a set of interrelated items is required. There are no items on the MISA that are not part of an item set.

The MISA uses the item set as the building block of the assessment. Specific items may focus on two of the dimensions, but together in a set, all three dimensions are covered, and inferences can be made about a student’s three-dimensional learning. Each item set on the MISA has a stimulus that focuses on a specific real-world context or phenomenon. The stimulus may include technical passages to read, a video, charts/diagrams, or a simulation with which the student interacts.

Alternate Maryland Integrated Science Assessment (Alt-MISA)

The Alt-MISA, also known as Dynamic Learning Maps (DLM), is designed for students with the most significant cognitive disabilities for whom the general education science assessment (MISA) is not appropriate, even with accommodations. The Alt-MISA is based on alternate achievement standards that have been derived from and are aligned with the NGSS. Students who take the Alt-MISA assessments are instructed and assessed on Essential Elements (EEs). EEs are grade level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. Each science EE has three linkage levels that specify where a student is in relationship to the grade-level target. The target linkage level is the highest, while the other two linkage levels (initial and precursor) are lower in complexity, depth, and breadth.

The Alt-MISA is an online, stage adaptive assessment comprising nine “testlets” for each grade level assessed. Each testlet is completed in one setting and consists of an engagement activity and three to five test items. Each testlet covers one EE. Each engagement activity is designed to motivate students, provide a context, and activate prior knowledge. All test items are in a multiple-choice format.

These assessments were designed to measure the full range of the CCSS, the NGSS, and the full continuum of student abilities, including the performance of high- and low-performing students. The PARCC assessments tested writing skills at every grade level and critical thinking and problem-solving skills in an in-depth manner. The assessments feature a mix of items – short answer, longer open-response questions, richer multiple-choice items, and technology-enhanced items – to better reflect the full range of content and skills found in the CCSS.

The assessments are all delivered online in a computer-based format. This allows for additional technology enhancements in both the content presented and in student response modes. The Clerc Center invested a significant amount of time and resources in planning, preparing teachers and staff, ensuring technological support, and administering these five assessments.

Report Cards

The U.S. Department of Education requires SEAs and LEAs to prepare and disseminate information each year on school performance and progress and to post report cards annually on their websites on or before December 31 for the preceding year. The Clerc Center’s 2021-22 report cards were posted in December 2022, and the 2022-23 will be posted in December 2023. The Clerc Center’s results for the 2022-23 school year are available online at [clerccenter.gallaudet.edu/assessments/](https://clerccenter.gallaudet.edu/assessments/).

Accountability

Accountability principles at the Clerc Center, like elsewhere in the country, are meant to ensure processes, programs, and systems are in place and functioning well to support continuous improvements in student achievement. Under the accountability provision of the EDA, the Clerc Center is required to calculate annually the proportion of students scoring at or above the “proficient” level of performance on the spring assessment and to report this information publicly. The Clerc Center has fulfilled this requirement, and an online report is operational:

- Reported MCAP, MISA/HSA/Alt-MISA, and MSAA results in accordance with EDA requirements via the Clerc Center website
- Met all other Maryland and federal assessment and reporting requirements within the designated timelines
- Provided ongoing communication about progress with teachers, staff, families, and the community



## VIII. KDES Student Characteristics, Related Educational Services Received, and Achievement Enrollment

KDES serves students from birth through age 15 who reside in the Washington, D.C., metropolitan area. On September 15, 2022, 88 students were enrolled at KDES. Nine eighth grade students completed the KDES program in June 2023.

### AY 2022-2023 Enrollment at KDES: ECE, Elementary (1-5), and Middle (6-8)

Enrollment	All Students	ECE <sup>1</sup>	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
September 15, 2022	88	27	7	10	5	9	6	9	5	10
First-time enrollments	19	10	1	1	3	0	0	2	0	2
Completed program	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	9
Left before completing program	5	2	0	0	0	0	0	1	1	1

<sup>1</sup>Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.

### Student Characteristics Hearing Levels of KDES Students

Fifty percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2022-2023, the number of KDES students with cochlear implants was 18, or 21 percent of the school population. Thirteen of those students were still using their implants.

### KDES Students by Hearing Level and Instructional Grouping

Hearing Level	All Students <sup>1</sup>	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
Normal <sup>2</sup> (<27dB)	2	3%	1	5%	0	0%	1	5%
Moderate (41-55 dB)	7	9%	2	10%	2	6%	3	14%
Moderately severe (56-70 dB)	10	13%	3	14%	6	17%	1	5%
Severe (71-90 dB)	20	26%	8	38%	10	28%	2	10%
Profound (91 dB & above)	39	50%	7	33%	18	50%	14	67%
All levels	78	100%	21	100%	36	100%	21	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Test data available for 10 students.

<sup>2</sup>Two students had unilateral hearing loss.

### Traditionally Underserved Racial/Ethnic Groups

Sixty-eight percent of KDES students were members of traditionally underserved racial/ethnic groups.

### KDES Students by Race/Ethnicity and Instructional Grouping

Racial/Ethnic Group	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
White	28	32%	11	41%	9	24%	8	33%
Traditionally underserved racial/ethnic groups	60	68%	16	59%	28	76%	16	67%
Black/African American	26	30%	6	22%	11	30%	9	38%
Hispanic of any race	17	19%	6	22%	7	19%	4	17%
Asian	9	10%	1	4%	6	16%	2	8%
Two or more or other racial/ethnic groups	8	9%	3	11%	4	11%	1	4%
All groups	88	100%	27	100%	37	100%	24	100%

Note: Percentages may not sum to 100 percent due to rounding.

### Additional Disabilities

Twenty-one percent of KDES students were identified as having additional physical or cognitive disabilities.

### KDES Students with Disabilities by Instructional Grouping

Disability Status	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
No disabilities	67	76%	27	100%	26	70%	14	58%
Deaf students with 1 or more additional disabilities <sup>1</sup>	21	24%	0	0%	11	30%	10	42%
All conditions	88	100%	27	100%	37	100%	24	100%

Note: Percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Specific disabilities are not listed due to the small number of students in some groups. Additional disabilities included autism, emotional disability, developmental delay, specific learning disability, speech or language disorder, multiple disability, and other health impairments.

### Support Services

Eighty-four 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=88)	% of All	ECE (N=27)	% of ECE	Elem. (N=37)	% of Elem.	Middle (N=24)	% of Middle
No support services	14	16%	8	30%	0	0%	6	25%
1 or more support services	68	84%	19	70%	37	100%	18	75%

Note: Percentages may not sum to 100 percent due to rounding.

### KDES Students Receiving Support Services by Race/Ethnicity

Support Services	All Students (N=88)	% of All	White (N=28)	% of White	Traditionally Underserved <sup>1</sup> (N=60)	% of Traditionally Underserved
No support services	14	16%	9	32%	5	8%
1 or more support services	74	84%	19	68%	55	92%

Note: Percentages may not sum to 100 percent due to rounding.

### Student Outcomes Maryland Comprehensive Assessment Program Performance

The Maryland Comprehensive Assessment Program is used to measure KDES students’ English language arts/literacy and mathematics skills. Fifty-five percent of KDES students partially met expectations for English language arts/literacy, and 64% of KDES students partially met expectations for mathematics.

	All Students <sup>1</sup>	Scoring Did Not Yet Meet Expectations	% Scoring Partially Met Expectations	% Scoring Approached Expectations	% Scoring Met Expectations	% Scoring Exceeded Expectations
ELA	42	— <sup>2</sup>	55%	38%	—	—
Math	42	—	64%	33%	—	—

Note: No information will be reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10% or greater than 95% when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education’s student performance standards in accordance with federal regulations.

<sup>1</sup>Includes students in grades 3-8 enrolled at the time of testing.

<sup>2</sup>Dashes represent instances when reporting data is for fewer than 10 students..



## IX. MSSD Student Characteristics, Related Educational Services, and Outcomes

### Enrollment

MSSD serves high school students between the ages of 14 and 21 from the United States and its territories. On September 15, 2022, 139 students were enrolled at MSSD. Thirty-eight seniors graduated in June 2023.

#### AY 2022-2023 MSSD Enrollment

Enrollment	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2022	139	35	32	32	40
First-time enrollments	77	34	19	18	6
Left before completing program	6	2	2	2	0
Completed program	38	N/A	N/A	N/A	38

### Student Characteristics

#### Hearing Levels of MSSD Students

Seventy-nine percent of MSSD students had hearing losses measured at the severe or profound levels.

In 2022-2023, 23 MSSD students – 17 percent of the school population – had cochlear implants. Seventeen of those students were currently using their implants.

#### MSSD Students by Hearing Level and Grade

Hearing Level	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
Normal¹ (<27dB)	2	1%	0	0%	1	3%	1	3%	0	0%
Mild (27-40 dB)	8	6%	3	9%	1	3%	3	9%	1	3%
Moderate (41-55 dB)	7	5%	3	9%	1	3%	1	3%	2	5%
Moderately severe (56-70 dB)	12	9%	3	9%	1	3%	2	6%	6	15%
Severe (71-90 dB)	18	13%	4	11%	5	16%	4	13%	5	13%
Profound (91 dB & above)	92	66%	22	63%	23	72%	21	66%	26	65%
All levels	139	100%	35	100%	32	100%	32	100%	40	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.  
¹Two students had unilateral hearing loss.

#### Traditionally Underserved Racial/Ethnic Groups

Forty-four percent of MSSD students were members of traditionally underserved racial/ethnic groups.

#### MSSD Students by Race/Ethnicity and Grade

Racial/Ethnic Group	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
White	78	56%	19	54%	22	69%	17	53%	20	50%
Traditionally underserved racial/ethnic groups	61	44%	16	46%	10	31%	15	47%	20	50%
Black/African American	32	23%	10	29%	5	16%	6	19%	11	28%
Hispanic of any race	13	9%	4	11%	2	6%	3	9%	4	10%
2 or more and other racial/ethnic groups	16	12%	2	6%	3	9%	6	19%	5	13%
All groups	139	100%	35	100%	32	100%	32	100%	40	100%

Note: Percentages may not sum to 100 percent due to rounding.

#### Additional Disabilities

Forty-four percent of MSSD students were identified as having additional physical or cognitive disabilities.

#### MSSD Students with Disabilities by Grade

Disability Status	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
No disabilities	78	56%	21	60%	21	66%	19	59%	17	43%
Deaf students with ¹ or more additional disabilities¹	61	44%	14	40%	11	34%	13	41%	23	58%
All conditions	139	100%	35	100%	32	100%	32	100%	40	100%

Note: Percentages may not sum to 100 percent due to rounding.  
¹Specific disabilities are not listed due to the small number of students in some groups. Additional disabilities included autism, emotional disability, specific learning disability, speech or language disorder, intellectual disability, multiple disability, traumatic brain injury, visual impairment, and other health impairments.

#### Support Services

Sixty-one percent of all MSSD students received one or more support services. At MSSD, 80 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 47 percent of white students.

#### MSSD Students Receiving Support Services by Grade

Support Services	All Students (N=139)	% All	Grade 9 (N=35)	% 9	Grade 10 (N=32)	% 10	Grade 11 (N=32)	% 11	Grade 12 (N=40)	% 12
No support services	54	39%	15	43%	18	56%	12	38%	9	23%
1 or more support services	85	61%	20	57%	14	44%	20	63%	31	78%

Note: Percentages may not sum to 100 percent due to rounding.

#### MSSD Students Receiving Support Services by Traditionally Underserved Race/Ethnicity

Support Services	All Traditionally Underserved (N=61)	%	Black/African American (N=32)	%	Hispanic of Any Race (N=13)	%	Two or More & Other (N=16)	%
No support services	12	20%	3	9%	3	23%	6	38%
1 or more support services	49	80%	29	91%	10	77%	10	63%

Note: Percentages may not sum to 100 percent due to rounding.

#### MSSD Students Receiving Support Services by Race/Ethnicity

Support Services	All (N=139)	% All	White (N=79)	% White	Traditionally Underserved (N=60)	% Underserved
No support services	54	38%	42	53%	12	20%
1 or more support services	85	61%	37	47%	48	80%

Note: Percentages may not sum to 100 percent due to rounding.



Student Outcomes

Maryland Comprehensive Assessment Program Performance

The Maryland Comprehensive Assessment Program is used to measure MSSD students’ English language arts/literacy and mathematics skills. Fifty-six percent of MSSD students approached expectations for English language arts/literacy, and 49% of MSSD students approached expectations for mathematics.

	All Students¹	Scoring Did Not Yet Meet Expectations	% Scoring Partially Met Expectations	% Scoring Approached Expectations	% Scoring Met Expectations	% Scoring Exceeded Expectations
ELA	84	—²	21%	56%	23%	—
Math	94	—	44%	49%	—	—

Note: No information is reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10% or greater than 95% when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education’s student performance standards in accordance with federal regulations.  
¹Freshmen do not participate in MCAP testing. Once a student has met the expectation for the ELA test and/or Math test, they are not required to take the test(s) in subsequent years.  
²Dashes represent instances when reporting data is for fewer than 10 students.

Disposition of 2022 MSSD Graduates

A one-year follow-up was conducted for the 33 students who graduated from MSSD in 2022. Twenty graduates responded to the survey, for a response rate of 61 percent.

Forty-eight percent of graduates were either enrolled in a postsecondary program or working. Twelve percent were neither enrolled in a postsecondary program nor working.

MSSD 2022 Graduates’ One-Year Outcomes by Race/Ethnicity

Outcomes	All Graduates	% All	White	% White	All Traditionally Underserved	% Underserved
Entered college or university	12	36%	8	40%	4	31%
Working	1	3%	0	0%	1	8%
Both entered college/university and working	3	9%	2	10%	1	8%
Neither working nor enrolled in a postsecondary program	4	12%	1	5%	3	23%
Unknown	13	39%	9	45%	4	31%
All outcomes	33	100%	20	100%	13	100%

This page: Both KDES and MSSD incorporate technology and digital learning into their curricular offerings, thus creating a truly bilingual and strongly visuocentric environment.

Back cover: The Laurent Clerc National Deaf Education Center, in both its schools and its national mission programs, emphasizes the importance of early language acquisition and family involvement.



Kendall Demonstration Elementary School is dedicated to educating, empowering, and serving the diverse population of deaf and hard of hearing students from the Washington metropolitan area.







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