GALLAUDET UNIVERSITY

FISCAL YEAR 2025

ANNUAL REPORT *of* ACHIEVEMENTS




WELCOME
GALLAUDET UNIVERSITY
RESIDENCE LIFE & HOUSING

FISCAL YEAR 2025 ANNUAL REPORT *of*

October 1, 2024 - September 30, 2025

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LETTER FROM PRESIDENT CORDANO

The Honorable Linda E. McMahon
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary McMahon,

Gallaudet University is a federally chartered, congressionally mandated institution under the Education of the Deaf Act (EDA), established to ensure high-quality education, research, and public service for deaf, hard of hearing, and deafblind individuals from early childhood through adulthood.

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 2025. This report fulfills our statutory obligation under the EDA, which requires annual reporting on the achievements of both the University and the Clerc Center (Sections 4354 and 4305(b)(2)).

Fiscal Year 2025 marked continued progress in advancing the Gallaudet Promise Phase Two Strategic Plan. Gallaudet and the Clerc Center strengthened student success, enhanced bilingual academic excellence, expanded research and outreach, and aligned resources to support long-term institutional vitality.

A few highlights of Fiscal Year 2025 related to the University and our Birth-12 national mission include:

- **Student success.** Strengthened advising and academic support, improved time-to-degree planning, and expanded paid learning opportunities, contributing to a 65 percent persistence rate among first-time, full-time freshmen, and a 52 percent six-year graduation trajectory.
- **Academic excellence.** Faculty advanced rigorous, bilingual teaching and introduced new or updated programs and certificates. Through Gallaudet Opportunities for Advancement and Learning (GOAL), 468 external learners participated in high-quality online offerings – widening access and providing flexible pathways for lifelong learning.
- **Research and public impact.** Gallaudet's centers and institutes produced new scholarship in language, education, public health, and accessibility, translating research into evidence-based tools and national policy guidance. External support totaled $12 million, with nine peer-reviewed publications and new partnerships nationwide with PK–12 systems, community colleges, and employers.
- **Stewardship.** Resources and systems were modernized to strengthen student-facing services and academic operations, reduce administrative burden, improve accountability, and focus resources directly on students and mission outcomes.

These examples represent only a portion of our achievements in Fiscal Year 2025. The pages that follow provide further details on outcomes and future plans. Should the Department require any additional information or clarification, we will be pleased to provide it.

Sincerely,

Roberta J. Cordano
President, Gallaudet University



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



Fiscal Year 2025 Highlights

All data contained in this chapter was collected for the fall semester of academic year 2025-2026 which includes October to December 2025, the first quarter of Fiscal Year (FY) 2026. The data in subsequent chapters covers FY 2025.

This chapter contains a variety of numeric tables highlighting Gallaudet's activities during the current year. Included are data on enrollment, undergraduate student, 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.

I. Definitions of Terms Used

Academic level: A student's type of academic pursuit – graduate, undergraduate, professional studies, consortium, or English Language Institute.

Academic year: At Gallaudet, the fall, spring, and summer semesters (August 16 through August 15), unless otherwise noted. The 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 prospective student who has completed an application for enrollment.

Bachelor of Arts in Interpretation (BAI): A four-year program that provides a comprehensive education in sign language interpretation, focusing on interactive community interpreting. The 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 (see "Hearing undergraduate cap").

Census date: The 15th calendar day, including Saturday and Sunday, from the first day of Gallaudet's classes in the fall and spring semesters. It is the day on which formal student counts are produced.

Clerc Center: Abbreviation for the Laurent Clerc National Deaf Education Center, which is composed of the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, both with the national mission of improving the quality of education afforded to U.S. deaf and hard of hearing students from birth to age 21.

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 (see "First-time freshman") cohort.

Completer: A student who finishes the requirements of a degree, diploma, certificate, or other formal program.

Degree-seeking: For this report, a student who is enrolled at Gallaudet 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 instructors who are trained and approved to teach these 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): A program on the Gallaudet campus that provides comprehensive immersion programs in English as a Second Language to international students.

Enrolled: Students registered in any course(s) offered by the University.

First-time freshman: An undergraduate student who has no prior postsecondary experience attending an institution for the first time, including those entering in the prior summer or with advanced standing (college credits or recognized postsecondary credential earned before graduation from high school).

Full-time: An undergraduate student enrolled for 12 or more semester credits or 24 or more contact hours per week during the fall or spring semesters, or summer session. 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: 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): Hearing undergraduates enrolled in a degree-seeking undergraduate program other than the BAI program.

Hearing Undergraduate cap: Gallaudet adjusts the slots for potential 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%.

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 U.S. through collaboration with sponsoring schools, programs, agencies, and Gallaudet University Regional Centers.

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

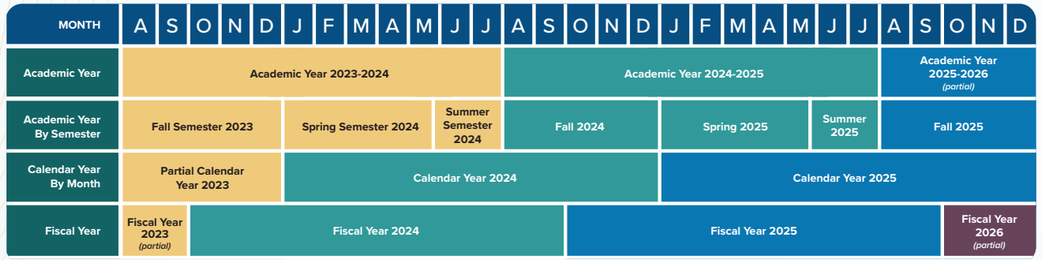
Retention rate: The percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall semester who are enrolled in the current fall term.

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

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 2025 (from October 1, 2024 to September 30, 2025). However, this chapter ("Fiscal Year 2025 Highlights") covers the beginning quarter of FY 2026 from October 1, 2025, to December 31, 2025. Below are variations of reporting periods within this report:



Fiscal Year 2025: October 1, 2024 to September 30, 2025.

Academic Year 2024–2025: August 16, 2024 to August 15, 2025, with fall semester from August 16, 2024 to December 31, 2024, spring semester from January 1, 2025 to May 12, 2025, and summer semester from May 13, 2025 to August 15, 2025.

Partial Academic Year 2025–2026: August 16, 2025 to December 31, 2025, with fall semester only.

Partial Fiscal Year 2026: October 1, 2025 to December 31, 2025.

Fall 2025 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate Degree-seeking	752	55	**807**	
Freshmen	203	3	**206**	
Sophomores	153	6	**159**	
Juniors	183	6	**189**	
Seniors	207	37	**244**	
Second degree	6	3	**9**	
Undergraduate Non-Degree-seeking	0	48	**48**	
Total Undergraduate	**752**	**103**	**855**	**55%**
Graduate Degree-seeking	291	162	**453**	
Graduate Non-Degree-seeking	8	9	**17**	
Total Graduate	**299**	**171**	**470**	**30%**
English Language Institute	13	0	**13**	**1%**
Total Undergraduate, Graduate, and ELI	**1,064**	**274**	**1,338**	
Kendall Demonstration Elementary School	78	0	**78**	
Model Secondary School for the Deaf	150	0	**150**	
Total Clerc Center	**228**	**0**	**228**	**15%**
Total Undergraduate, Graduate, ELI, and Clerc Center	**1,292**	**274**	**1,566**	**100%**
Professional Studies[1]	0	206	**206**	

[1]Professional Studies can enroll continuously throughout the semester. Therefore, a one-time snapshot of Professional Studies enrollment at fall census does not provide an accurate picture of fall enrollment.



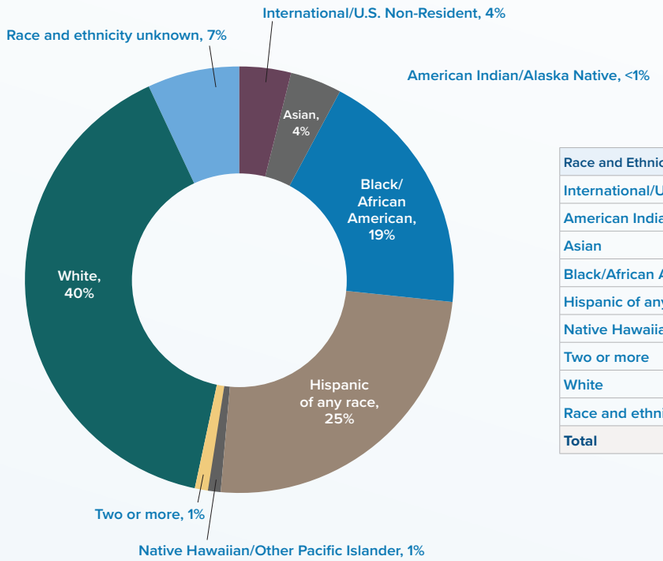
Fall 2025 Degree-Seeking Demographics by Academic Level

	Undergraduate	Graduate	Total
Race/Ethnicity			
International/U.S. Non-Resident	29	23	**52**
American Indian/Alaska Native	1	2	**3**
Asian	30	24	**54**
Black/African American	150	46	**196**
Hispanic of any race	203	63	**266**
Native Hawaiian/Other Pacific Islander	7	2	**9**
Two or more	8	5	**13**
White	320	235	**555**
Race and ethnicity unknown	59	53	**112**
Gender			
Male	391	99	**490**
Female	416	336	**752**
Unknown	0	18	**18**
Hearing Status			
Deaf/Hard of Hearing	733	243	**976**
Hearing	74	191	**265**
Unknown	0	19	**19**
Academic Load			
Full-time	752	291	**1,043**
Part-time	55	162	**217**
Total for each category	**807**	**453**	**1,260**

Fall 2025 Undergraduate Degree-Seeking Demographics by Class Standing

	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Race/Ethnicity						
International/U.S. Non-Resident	7	3	10	7	2	**29**
American Indian/Alaska Native	0	0	0	1	0	**1**
Asian	0	11	9	10	0	**30**
Black/African American	50	21	36	41	2	**150**
Hispanic of any race	51	49	40	60	3	**203**
Native Hawaiian/Other Pacific Islander	2	1	2	2	0	**7**
Two or more	2	2	1	3	0	**8**
White	77	62	80	99	2	**320**
Race and ethnicity unknown	17	10	11	21	0	**59**
Gender						
Male	99	84	88	114	6	**391**
Female	107	75	101	130	3	**416**
Hearing Status						
Deaf/Hard of Hearing	192	147	167	223	4	**733**
Hearing	14	12	22	21	5	**74**
Hearing Undergraduate (HUG)	10	10	14	11	2	**47**
Non-HUG	4	2	8	10	3	**27**
Academic Load						
Full-time	203	153	183	207	6	**752**
Part-time	3	6	6	37	3	**55**
Total for each category	**206**	**159**	**189**	**244**	**9**	**807**

Fall 2025 Degree-Seeking Undergraduate Students by Race and Ethnicity

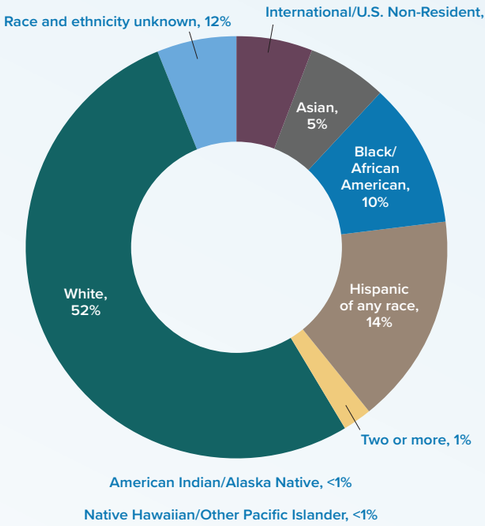


Race and Ethnicity	Undergraduate
International/U.S. Non-Resident	29
American Indian/Alaska Native	1
Asian	30
Black/African American	150
Hispanic of any race	203
Native Hawaiian/Other Pacific Islander	7
Two or more	8
White	320
Race and ethnicity unknown	59
Total	**807**

Fall 2025 Graduate Degree-Seeking Demographics by Degree Level

	Certificates	Master's	Specialists	Doctorates	Total
Race/Ethnicity					
International/U.S. Non-Resident	0	17	0	6	**23**
American Indian/Alaska Native	0	2	0	0	**2**
Asian	0	16	1	7	**24**
Black/African American	0	35	1	10	**46**
Hispanic of any race	2	55	0	6	**63**
Native Hawaiian/Other Pacific Islander	0	2	0	0	**2**
Two or more	0	3	0	2	**5**
White	3	145	4	83	**235**
Race and ethnicity unknown	0	39	0	14	**53**
Gender					
Male	1	78	1	19	**99**
Female	4	224	5	103	**336**
Unknown	0	12	0	6	**18**
Hearing Status					
Deaf/Hard of Hearing	3	202	4	34	**243**
Hearing	2	100	2	87	**191**
Unknown	0	12	0	7	**19**
Academic Load					
Full-time	2	217	0	72	**291**
Part-time	3	97	6	56	**162**
Total for each category	**5**	**314**	**6**	**128**	**453**

Fall 2025 Degree-Seeking Graduate Students by Race and Ethnicity



Race and Ethnicity	Graduate
International/U.S. Non-Resident	23
American Indian/Alaska Native	2
Asian	24
Black/African American	46
Hispanic of any race	63
Native Hawaiian/Other Pacific Islander	2
Two or more	5
White	235
Race and ethnicity unknown	53
Total	**453**



Fall 2025 U.S. Degree-Seeking Enrollment by State/Territory

	Undergraduate	Graduate	Total
Alabama	8	5	13
Alaska	2	0	2
Arizona	33	4	37
Arkansas	7	0	7
California	113	47	160
Colorado	6	2	8
Connecticut	6	3	9
Delaware	4	1	5
District of Columbia	72	92	164
Florida	36	9	45
Georgia	17	14	31
Guam	0	1	1
Hawaii	4	0	4
Idaho	3	0	3
Illinois	24	13	37
Indiana	21	3	24
Iowa	1	2	3
Kansas	4	3	7
Kentucky	8	6	14
Louisiana	9	0	9
Maine	0	1	1
Maryland	100	63	163
Massachusetts	22	5	27
Michigan	6	6	12
Minnesota	10	3	13
Mississippi	3	1	4
Missouri	7	5	12
Montana	2	1	3
Nebraska	0	0	0
Nevada	3	2	5
New Hampshire	4	1	5
New Jersey	20	11	31
New Mexico	5	1	6
New York	32	24	56
North Carolina	13	6	19
North Dakota	0	0	0
Ohio	13	10	23
Oklahoma	6	0	6
Oregon	1	1	2
Pennsylvania	11	9	20
Puerto Rico	0	0	0
Rhode Island	3	3	6
South Carolina	9	1	10
South Dakota	2	0	2
Tennessee	9	4	13
Texas	57	19	76
Utah	6	5	11
Vermont	0	0	0
Virginia	33	27	60
Virgin Islands	0	0	0
Washington	14	10	24
West Virginia	2	2	4
Wisconsin	5	4	9
Wyoming	1	0	1
Other[1]	1	0	1
Total	**778**	**430**	**1,208**

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

Fall 2025 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Argentina	0	1	1
Bahamas	0	1	1
Botswana	1	0	1
Bulgaria	0	1	1
Cameroon	0	1	1
Canada	6	7	13
Ethiopia	1	0	1
Ghana	1	0	1
India	0	2	2
Japan	0	1	1
Kenya	1	1	2
Laos	1	0	1
Mexico	1	0	1
Morocco	0	1	1
Netherlands	1	0	1
Nigeria	4	3	7
Pakistan	2	0	2
Peru	1	0	1
Saudi Arabia	4	2	6
Spain	1	0	1
Sudan	1	0	1
Tanzania	0	1	1
Ukraine	1	0	1
Uzbekistan	1	0	1
Vietnam	0	1	1
Zambia	1	0	1
Total	**29**	**23**	**52**

Fall 2025 Degree-Seeking Hearing Undergraduate (HUG) Enrollment

	2025
Total Degree-seeking Undergraduate Enrollment	**807**
Hearing Undergraduate (HUG)	47
Online Degree Completion Program (ODCP)[1]	10
Non-ODCP	37
Bachelor of Arts in Interpretation (BAI)[2]	27
Total Hearing Enrollment	**74**
Hearing Enrollment Percentage	**9%**
Total HUG Enrollment	**47**
HUG Enrollment Percentage[3]	**6%**

[1]Starting Fall 2018, hearing students enrolled in the Online Degree Completion Program (ODCP) are counted towards the Hearing Undergraduate (HUG) enrollment.
[2]Bachelor of Arts of Interpretation (BAI) students are not counted in the Hearing Undergraduate (HUG) enrollment.
[3]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 2025 Degree-Seeking Hearing Undergraduate (HUG) Enrollment by Declared Majors

	2025
Biology, B.S.	2
Business Adminstration	1
Deaf Studies	11
Deaf Studies	2
Deaf Studies - ODCP[1]	9
Government	1
Psychology	5
Psychology	4
Psychology - ODCP	1
Self-directed Major	2
Theatre	1
Undeclared	24
Total Majors Declared[2]	**47**
Total Headcount[3]	**47**

[1]Online Degree Completion Program (ODCP)
[2]Dual program enrollments are included.
[3]HUG headcount includes students who have not yet declared a major.



Fall 2025 Undergraduate Degree-Seeking Enrollment by Declared Majors and Minors

	Majors	Minors
Certificates		
Sexuality and Gender Studies	0	N/A
Certificates Total	**0**	**N/A**
Bachelor's		
Accounting	11	1
American Sign Language	4	0
Art History	N/A	0
Art and Media Design	11	N/A
Athletic Coaching	N/A	9
Biology	17	3
Biology, B.A.	1	N/A
Biology, B.S.	16	N/A
Black Deaf Studies	N/A	3
Business Administration	54	8
Business Administration	50	N/A
Business Administration - ODCP[1]	4	N/A
Chemistry	N/A	5
Communication Studies	24	5
Communication Studies	21	4
Communication Studies - ODCP	3	1
Criminal Justice	N/A	4
Criminology	N/A	0
Dance	N/A	1
Data Science	2	5
Deaf Studies	55	8
Deaf Studies	15	8
Deaf Studies - ODCP	40	0
DEP[2]	N/A	1
Digital Media	N/A	0
Documentary Studies	N/A	0
Education	3	9
English	11	8
English	10	N/A
English - ODCP	1	N/A
Ethics	N/A	1
Bachelor's, *cont'd.*		
Family and Child Studies	N/A	5
Government	17	2
Graphic Design	N/A	0
History	8	3
Information Technology	24	4
Interdisciplinary Spanish	0	N/A
International Studies	13	N/A
Interpretation	28	N/A
Linguistics	N/A	18
Mathematics	6	0
Mathematics, B.A.	6	N/A
Mathematics, B.S.	0	N/A
Philosophy	3	1
Photography	N/A	0
Physical Education and Recreation	42	N/A
Psychology	53	16
Psychology	42	15
Psychology - ODCP	11	1
Public Health	14	7
Risk Management and Insurance	17	2
Self-directed Major	4	N/A
Social Work	37	N/A
Sociology	2	N/A
Spanish	N/A	6
Sport Management	N/A	1
Studio Art	N/A	1
Theatre Arts	9	4
Writing	N/A	1
Undeclared	372	N/A
Bachelor's Total	**837**	
Total Program of Study Enrollment[3]	**841**	**142**
Headcount	**807**	**118**

[1]Online Degree Completion Program (ODCP)
[2]Disability-Inclusive Disaster Risk Reduction (DRR) & Emergency Planning.
[3]Dual degree enrollments are included, but students who haven't declared a major are not. This is not a headcount.

Fall 2025 Graduate Degree-Seeking Enrollment by Degree Program and Discipline

	2025
Certificates	
Deaf Cultural Studies	4
DEP[1]	1
Educational Neuroscience	2
Early Intervention Studies[2]	2
Sexuality and Gender Studies	0
Certificates Total	**9**
Master's	
Accessible Human-Centered Computing	15
Counseling	49
Clinical Mental Health	38
School Counseling	11
Deaf Studies	12
Early Intervention Studies[2]	16
Education	18
Deaf Education Studies Program	13
Deaf Education Studies: ASL/English Bilingual ECE	3
Deaf Education Studies: Deaf Students with Disabilities	2
Education - Teacher Preparation Programs	12
Deaf Education	11
Early Childhood and Deaf Education	0
Elementary Education and Deaf Education	0
Secondary Education and Deaf Education	1
International Development	10
Interpretation	24
Linguistics	11
Public Administration	55
Sign Language Education	28
Social Work	41
Speech-Language Pathology	27
Master's Total	**318**
Specialists	
Deaf Education	6
Specialists Total	**6**
Doctorates	
Audiology, Au.D.	34
Clinical Psychology	26
Critical Studies in the Education of Deaf Learners	21
Educational Neuroscience	8
Hearing, Speech, and Language Sciences	8
Interpretation and Translation	7
Interpretation	4
Translation and Interpretation Studies	3
Linguistics	10
School Psychology, Psy.D.	8
Transformational Leadership and Administration in Deaf Education	6
Doctorates Total	**128**
Total Program of Study Enrollment[3]	**461**
Headcount	**453**

[1]Disability-Inclusive Disaster Risk Reduction (DRR) & Emergency Planning
[2]Early Intervention Studies is formerly known as Deaf and Hard of Hearing Infants, Toddlers and Families: Collaboration & Leadership Interdisciplinary Program.
[3]Dual program enrollments are included.

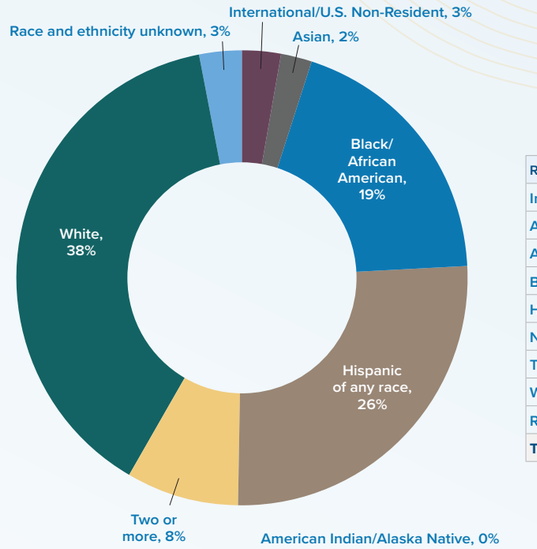
Fall 2025 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Race/Ethnicity			
International/U.S. Non-Resident	46	20	6
American Indian/Alaska Native	3	0	0
Asian	19	11	5
Black/African American	96	62	41
Hispanic of any race	122	92	58
Native Hawaiian/Other Pacific Islander	1	1	1
Two or more	32	23	18
White	192	127	84
Race and ethnicity unknown	14	10	7
Gender			
Male	213	146	99
Female	312	200	121
Hearing Status			
Deaf/Hard of Hearing	405	305	189
Hearing	120	41	31
Application Type			
First-time freshmen	330	234	143
Transfers	175	107	76
Second Degree	20	5	1
Total for each category	**525**	**346**	**220**

Fall 2025 New Undergraduate Degree-Seeking Average ACT

	All New	First-time Freshmen
English	14.3	14.1
Mathematics	16.0	15.8
Reading	17.8	18.0
Science	17.4	17.5

Fall 2025 New Degree-Seeking Enrolled Undergraduate Students by Race and Ethnicity



Race and Ethnicity	Enrolled
International/U.S. Non-Resident	6
American Indian/Alaska Native	0
Asian	5
Black/African American	41
Hispanic of any race	58
Native Hawaiian/Other Pacific Islander	1
Two or more	18
White	84
Race and ethnicity unknown	7
Total	**220**



Fall 2025 New Degree-Seeking Hearing Undergraduate (HUG) Enrollment

	2025
Total Degree-seeking New Undergraduate Enrollment	**220**
Hearing Undergraduate (HUG)	17
Online Degree Completion Program (ODCP)[1]	3
Non-ODCP	14
Bachelor of Arts in Interpretation (BAI)[2]	14
Total New Hearing Enrollment	**31**
New Hearing Enrollment Percentage	**14%**
Total New HUG Enrollment	**17**
New HUG Enrollment Percentage[3]	**8%**

[1]Starting Fall 2018, hearing students enrolled in the Online Degree Completion Program (ODCP) are counted towards the Hearing Undergraduate (HUG) enrollment.
[2]Bachelor of Arts in Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment.
[3]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 2025 New Graduate Degree-Seeking Demographics by Applied, Admitted, and Enrolled

	Applied[1]	Admitted[1]	Enrolled
Race/Ethnicity			
International/U.S. Non-Resident	95	44	9
American Indian/Alaska Native	0	0	1
Asian	21	15	8
Black/African American	44	31	23
Hispanic of any race	93	60	32
Native Hawaiian/Other Pacific Islander	3	3	1
Two or more	18	14	2
White	231	172	114
Race and ethnicity unknown	124	65	13
Gender			
Male	145	89	47
Female	479	311	156
Unknown	5	4	0
Hearing Status			
Deaf/Hard of Hearing	323	220	115
Hearing	236	152	84
Unknown	70	32	4
Total for each category	**629**	**404**	**203**

[1]Applied and Admitted Count are not distinct counts.
Due to the transition to a new information system, the 'New Graduate Degree-seeking' category now includes both 'New to Graduate Career' and 'New to Program' students. This count reflects all new graduate applications, admits, and enrolled students.



Fall 2025 New Graduate Degree-Seeking Students to Program by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Certificates	**10**	**7**	**4**
Deaf Cultural Studies	7	4	3
DEP[1]	0	0	0
Early Intervention Studies[2]	0	0	0
Educational Neuroscience	3	3	1
Sexuality and Gender Studies	0	0	0
Master's	**452**	**318**	**159**
Accessible Human-Centered Computing	22	13	5
Counseling	31	25	17
Clinical Mental Health	24	19	13
School Counseling	7	6	4
Deaf Studies	25	20	6
Early Intervention Studies[2]	12	12	9
Education	27	18	11
Deaf Education Programs	19	12	7
Deaf Education Studies: ASL/English Bilingual ECE	6	4	3
Deaf Education Studies: Deaf Students w/Disabilities	2	2	1
Education - Teacher Preparation Programs	32	17	9
Deaf Education	25	17	9
Early Childhood Education and Deaf Education	4	0	0
Elementary Education and Deaf Education	3	0	0
Secondary Education and Deaf Education	0	0	0
International Development	24	16	6
Interpretation and Translation	21	16	12
Interpreting Practice/Research	20	15	12
Interpreting Research	1	1	0
Linguistics	12	11	6
Public Administration	44	38	20
Sign Language Education	54	37	20
Social Work	40	30	20
Speech-Language Pathology	108	65	18
Specialists	**4**	**3**	**3**
Deaf Education	4	3	3
Doctorates	**163**	**76**	**39**
Audiology, Au.D.	83	36	13
Clinical Psychology	20	8	6
Critical Studies in the Education of Deaf Learners	17	8	8
Educational Neuroscience	10	5	4
Hearing, Speech, and Language Sciences	7	3	2
Interpretation and Translation	0	0	0
Interpretation	0	0	0
Translation and Interpretation Studies	0	0	0
Linguistics	2	0	0
School Psychology, Psy.D.	12	9	0
Transformational Leadership and Administration in Deaf Education	12	7	6
Total Program Enrollment[3]	**629**	**404**	**205**
Headcount	**629**	**404**	**203**

[1]Disability-Inclusive Disaster Risk Reduction (DRR) & Emergency Planning
[2]Early Intervention Studies is formerly known as Deaf & HH Infants, Toddlers & Families: Collaboration & Leadership Interdisciplinary Program.
[3]Dual program enrollments are included.
Due to the transition to a new information system, the 'New Graduate Degree-seeking' category now includes both 'New to Graduate Career' and 'New to Program' students. This count reflects all new graduate applications, admits, and enrolled 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. Today, 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 across the country through its national mission of developing, implementing, and disseminating innovative educational strategies throughout the United States.

This introductory section includes the University's mission and vision statements; a brief history of the University; information on accreditations; a basic set of facts about the University; and a listing of the members of the Board of Trustees.

I. Mission Statement

Gallaudet University, federally chartered in 1864, is a bilingual, inclusive, 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, inclusive 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. 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.

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 is devoted to the creation and dissemination of educational opportunities 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. 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.

The University's undergraduate students can now choose from over 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 Disability Services Center, 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. In 2023, the school was reaccredited by the Middle States Commission on Higher Education.

Work continues on the University's 10-year strategic vision, known as The Gallaudet Promise. The University is in Phase Two of this three-phase plan. (See section, The Gallaudet Promise: Gallaudet University Strategic Plan 2030 Phase Two [Fiscal Years 2024-2027].)

IV. Institutional Name

This section offers an institutional chronology of the University's name since its founding.

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

1864: The National College for the Deaf and Dumb was established seven years later, in 1864, with the signing of its charter by President Lincoln. Edward Miner Gallaudet served as president of both Columbia Institution for the Instruction of the Deaf and Dumb and Blind and the National College for the Deaf and Dumb.

1865: The College changed its name, becoming the National Deaf-Mute College, when blind students were transferred to the Maryland Institution for the Blind. This name remained in effect until 1893.

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

1885: 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.

1894: Gallaudet College became the name of the college, and it remained so until 1986, when it was awarded university status. This renaming honored the Rev. Thomas Hopkins Gallaudet, father of Edward Miner Gallaudet.

1911: The Columbia Institution for the Deaf became the corporate name.

1954: Gallaudet College became the corporate name.

1969: The Model Secondary School for the Deaf (MSSD), authorized by Congress three years earlier, opened on campus in 1969.

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

1986: Gallaudet University became and has remained the name of Gallaudet College since President Ronald Reagan signed the Education of the Deaf Act (Public Law 99-371).

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



V. Fast Facts

Location
800 Florida Avenue NE, Washington, DC 20002

Website
http://www.gallaudet.edu

Founded
Gallaudet University, the world's only university for deaf, hard of hearing, and deafblind 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 over 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.

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, Massachusetts; Midwest–Austin Community College, Texas; South–Alabama Institute for Deaf and Blind, Talladega, Alabama; and West–Ohlone College, California.

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. This is consistent with the University's bilingual mission.

Since Fall 2020, through the Connected Gallaudet initiative in partnership with Apple, all degree-seeking and English Language Institute students have received either a MacBook Air or an iPad, both preloaded with a variety of productivity applications. iPad recipients also receive a Logitech keyboard and an Apple Pencil.

Full-time faculty, teachers, and staff are included in the "backpack" program, which provides an Apple MacBook Pro, an iPad, a Logitech keyboard, an Apple Pencil, a USB-C adapter, a monitor with wireless mouse and keyboard, and a one-time stipend to purchase a backpack or computer case.

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 Strategic 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 2025-2026, the institution reported the following enrollment totals:

University, Fall 2025	Enrollment
Undergraduate (degree/non-degree, full-time and part-time)	855
Graduate (degree/non-degree, full-time and part-time)	470
English Language Institute	13
University subtotal	**1,338**

Laurent Clerc National Deaf Education Center, Fall 2025	Enrollment
Kendall Demonstration Elementary School	78
Model Secondary School for the Deaf	150
Clerc Center subtotal	**228**

Total Fall Enrollment, Academic Year 2025–2026	Enrollment
University subtotal	1,338
Clerc Center subtotal	228
Total fall enrollment, Academic Year 2025–2026	**1,566**

In addition, on the fall 2025 census date, there were 206 students enrolled in Professional Studies activities.

International students comprised 4.13% of the fall 2025 degree-seeking student body.

Annual University Tuition, Room, and Board (Academic Year 2025–2026)

	Undergraduate	Graduate
U.S. student tuition[1]	$20,634	$21,168
International student tuition (non-developing countries)[1]	$38,424	$42,354
International student tuition (developing countries)[1]	$28,848	$31,770
Room and board[2]	$16,158	$16,158

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

Additional 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, 95% of the undergraduate student respondents who graduated between December 2022 and August 2023 are either employed or furthering their education. Of the survey respondents who graduated with graduate degrees during the same time frame, 97% are employed or furthering their education. Of the 2023 MSSD students who responded to a follow-up survey, 100% 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.**

Employees

At the end of FY 2025, the University and Clerc Center together had 807 employees, 503 of whom are deaf or hard of hearing. A total of 238 employees are University faculty members or Clerc Center teachers.

Funding

Total revenues and other support for FY 2025 were approximately $227.7 million.

Endowment

At the end of FY 2025, the University's endowment was approximately $258.7 million.

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 $120.4 million during FY 2025. The University spent another $82.1 million on goods and services and $21 million on capital improvements.

VI. 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**

MSCHE is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation.

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

- Accreditation Council for Business Schools and Programs
- American Psychological Association
- American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology
- Commission on English Language Program Accreditation
- Council on Social Work Education

Programs that prepare graduates to be licensed professionals in schools are approved by the District of Columbia's State Education Agency, Office of the State Superintendent of Education.

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 as part of CAEP's reaccreditation process:

- Council for Exceptional Children
- National Association of School Psychologists
- National Council for the Social Studies
- National Council of Teachers of English

The student service program, Counseling and Psychological Services, is accredited by the International Accreditation of Counseling Services.

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



VIII. Board of Trustees



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Performance Requirements

The Education of the Deaf Act (EDA) states that Gallaudet University will provide an annual report to the Secretary of the U.S. Department of Education and to committees of 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 in a separate document annual performance indicators per the requirements of the U.S. Department of Education under the Government Performance and Results Act of 1993.



I. Education of the Deaf Act Reporting Requirements

20 U.S.C. § 4354 of the Education of the Deaf Act (EDA) outlines specific information and data that Gallaudet University is required to report to Congress each year. 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.

The full text of the EDA may be accessed at: **gu.live/eda**. The EDA requires the following information to be reported: (Note: under 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 ellipses (…) have been substituted for that text.)

A. 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) …
   Enrollment information is available in the chapter entitled “Goal #1 - Unrivaled Excellence” on page 29.
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.”
   Enrollment information is available in the chapter entitled “Goal #1 – Unrivaled Excellence” on page 29.

   B. The number of these students who completed or graduated from each of the educational programs.
   Persistence and Graduation Data is available in the chapter entitled “Goal #1 – Unrivaled Excellence” on page 29.

   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.
   Persistence and Graduation Data is available in the chapter entitled “Goal #1 – Unrivaled Excellence” on page 29.

   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 “Goal #2 – CHAMP Student Experience” on page 93 and “Laurent Clerc National Deaf Education Center” on page 129, respectively.

   E. The number of recruitment activities by type and location for all educational levels.
   Refer to the chapter entitled “Goal #1 – Unrivaled Excellence” on page 29.

   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 “Goal #1 – Unrivaled Excellence” on page 29.

   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 129.
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.

20 U.S.C. § 4359b of 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, “Goal #1 – Unrivaled Excellence” on page 29.

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 “Goal #1 – Unrivaled Excellence” on page 29 and “Laurent Clerc National Deaf Education Center” on page 129.
   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, “Goal #1 – Unrivaled Excellence” on page 29; this summary has been incorporated into the *Annual Report of Achievements.*



The Gallaudet Promise

Gallaudet University and its community 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.

I. The Gallaudet Promise

Since President Roberta Cordano’s arrival in 2016, Gallaudet has committed to a path of transformation that reflects the University community’s input, ideas, and priorities. Through this work, the vision for The Gallaudet Promise emerged, articulating how the University 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.

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; and
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 Gallaudet 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; and
3. Signing Ecosystems and Career Success.

Central to transforming Gallaudet and achieving The Gallaudet Promise, and the University’s grand challenges and 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. Bilingual Mission;
2. Commitment to Belonging and Engagement; and
3. Belief in Innovation for Impact.

The Gallaudet Promise, established in 2019, outlines a 10-year vision focused on achieving growth through excellence in learning and discovery. This initiative laid the groundwork for the Strategic Plan. Phase One of the Strategic Plan (2020-2023) corresponded with the Challenges, Imperatives, and Priorities outlined in The Gallaudet Promise and set the foundation for further work.

Phase One concluded at the end of 2023 with 83% successful completion of the measures of progress identified for each focus area.

During the 2022-2023 academic year, University leaders engaged actively with the community to gather insights and feedback for the strategic plan’s goals and objectives. Phase Two of The Gallaudet Promise strategic plan was an outgrowth of these engagements and outlined four strategic goals with three objectives each:

1. UNRIVALED Academic Excellence;
2. CHAMP Student Experience;
3. All Deaf THRIVE; and
4. We Are HOME.

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

The Gallaudet Promise Phase Two Strategic Plan outlines four aspirational goals supported by 12 actionable objectives that move the University forward. Key Performance Indicators have been established for each of these objectives.

Shared Community Values

With the Gallaudet Promise as the University’s vision and the related work in the Phase One Strategic Plan, a foundation has been set for Gallaudet’s shared community values. The values composed through community dialogues and review reflect how Gallaudet learns, works, engages, and grows together everyday as a community. Gallaudet is working with its University Communications program on a community roll-out for these values. Their commitment is to share Gallaudet’s values in a way that resonates and reflects its community and shows people how these values are foundational in all that the University does. Over time, Gallaudet will also show people how they connect to The Gallaudet Promise.

Gallaudet is a place where the Deaf Experience and sign language vibrancy and vitality thrive. By acting together for the greater good of its students and community, the University creates a better world.

Gallaudet’s values reflect its human connection to one another. Values make a difference when each person actively applies them as everyone learns, works, and engages with each other:

1. **The Deaf Experience and Intersectionality —** Honor the Deaf Experience across the spectrum of identities and lived experiences.
2. **Being Bilingual —** Embrace and promote bilingual communication and sign language vibrancy as the essence of Gallaudet’s connection as a community.
3. **Belonging —** Create an inclusive campus that leverages the rich range of identities, cultures, linguistic backgrounds, languages, and life experiences leading to full access to communication and opportunities, 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 the University, its campus and community, and the planet.

II. The Gallaudet Promise: Gallaudet University Strategic Plan 2030 Phase Two (Fiscal Years 2024-2027)

Phase Two of the Gallaudet Promise Strategic Plan outlines four aspirational goals supported by 12 actionable objectives that move the University forward. The plan was designed to ensure that everyone on campus sees themselves in it and knows their role in this process. The plan is not meant to sit on a shelf. Rather, it will live and grow in the spaces occupied by the Gallaudet community.

The strategic plan is bilingual – American Sign Language (ASL) and English – reflecting the vibrancy of Gallaudet's signing community, and its four goals are best put forth in ASL: UNRIVALED, CHAMP, THRIVE, and HOME.



UNRIVALED Academic Excellence

Goal 1:

Gallaudet University will provide an unrivaled and exceptional education for deaf, deafblind, deaf-disabled, and hard of hearing people, setting a standard of excellence unmatched by other institutions.

Objective 1.1: Model and create pathways for bilingual teaching and learning across the lifespan.
Objective 1.2: Develop innovative programs for learning.
Objective 1.3: Establish robust planning, data collection, and measurement tools.

FY 2025 Major Actions

- Bilingual Stories Bookshelf App - The Regional Early Acquisition of Language project, a collaboration between the Laurent Clerc National Deaf Education Center and the Alabama Institute for the Deaf and Blind.
- Artificial Intelligence, Sign Language, and Accessibility Center receives the National Science Foundation's EArly-concept Grants for Exploratory Research grant to build a Panopticon studio.



CHAMP Student Experience

Goal 2:

Gallaudet University will prioritize and enhance the student journey, ensuring an exceptional and supportive environment that fosters academic success, personal growth, and a strong sense of belonging.

Objective 2.1: Cultivate student wellness and well-being.
Objective 2.2: Center campus spaces around students.
Objective 2.3: Invest in student leadership and engagement.

FY 2025 Major Actions

- Bison Shop moved online.



All Deaf THRIVE

Goal 3:

Gallaudet University will provide a foundation for deaf, deafblind, deaf-disabled, and hard of hearing people to flourish academically, personally, and professionally. This includes initiatives providing supporting quality of life, increased representation and leadership opportunities for deaf, deafblind, deaf-disabled, and hard of hearing individuals, and greater recognition of the strengths and contributions of the deaf community.

Objective 3.1: Create networked pathways.
Objective 3.2: Collaborate globally with deaf communities.
Objective 3.3: Expand and strengthen sign language commerce and ecosystem.

FY 2025 Major Actions

- National Beacon Center at Gallaudet University.



We Are HOME

Goal 4:

Gallaudet University will be a place where every community member feels a deep sense of belonging, safety, and pride. This vision is reflected in an inclusive campus, operational excellence and efficiency, and the development of both physical and virtual spaces and communities.

Objective 4.1: Provide an experience of belonging and engagement for all members of the community.
Objective 4.2: Promote operational excellence.
Objective 4.3: Actualize the campus plan and virtual life vision.

FY 2025 Major Actions

- Merrill Learning Center redesign for future Research and Innovation Hub.
- Healing and Renaming Ceremony - formerly known as Dawes House, then Building #103, renamed as Circle of Signers.





Goal One: UNRIVALED Academic Excellence

Gallaudet University provides an unrivaled and exceptional education for deaf, deafblind, deaf-disabled, and hard of hearing people, setting a standard of excellence unmatched by other institutions.

Objective 1.1: Model and create pathways for bilingual teaching and learning across the lifespan.

Gallaudet develops and demonstrates effective bilingual education methods in American Sign Language (ASL) and English, creating structured learning pathways from early childhood through adulthood. This includes establishing exemplary programs, designing curricula and teaching methods for all age groups, and providing lifelong learning opportunities to support continuous bilingual skill development. The goal is to ensure that individuals can achieve proficiency in both languages, enhancing their personal, academic, and professional lives.

Objective 1.2: Develop innovative programs for learning.

Gallaudet creates cutting-edge learning initiatives that enhance the learning experience for students. This involves designing collaborative programs incorporating experiential learning and hands-on experiences and utilizing innovative teaching methods such as flipped classrooms and project-based learning. Student-centered approaches, faculty development, and robust assessment strategies ensure that the programs are tailored to individual needs and foster continuous improvement.

Objective 1.3: Establish robust planning, data collection, and measurement tools.

Gallaudet implements comprehensive systems and tools to enhance the institution's planning, data collection, and measurement capabilities. This involves developing robust planning frameworks to guide strategic decision-making, implementing efficient data collection methods to gather relevant information on various aspects of university operations, and establishing rigorous measurement tools to assess progress toward institutional goals and objectives. By establishing these systems, Gallaudet seeks to improve transparency, accountability, and effectiveness in its operations, ultimately enhancing its ability to fulfill its mission and serve its students and community effectively.

I. Office of the Chief Bilingual Officer

Since its founding in 1864, Gallaudet University has fostered a unique bilingual learning environment. In 2007, the University's Board of Trustees reaffirmed its commitment to bilingual education by adopting a mission that emphasized intentional and inclusive bilingualism for deaf and hard of hearing students. In the years that followed, Gallaudet implemented several initiatives to support this commitment, including the development of student learning outcomes, bilingual curricula, faculty development, research, and campus-wide dialogues.

To further this work, the Center for Bilingual Teaching and Learning (CBTL) was established in 2014 by former Provost Carol J. Erting, consolidating the efforts of the Office of Bilingual Teaching and Learning and the Gallaudet Scholarship of Teaching and Learning Initiative. CBTL became a central hub for advancing best practices in bilingual pedagogy.

Recognizing the need to expand support beyond faculty, Dr. Laurene E. Simms was appointed Interim Chief Bilingual Officer (CBO) in 2020 and became the permanent CBO in 2023. The Office of the CBO led University-wide efforts to promote bilingualism.

As part of a University-wide restructuring in April 2025, the functions of the Office of the CBO were integrated into the Office of the Provost under Academic Affairs. This transition ensures that the bilingual mission continues to be embedded in academic strategy, faculty and student support, and institutional priorities. The University remains deeply committed to intentional, inclusive bilingualism as a core part of its identity and future direction.

Services and programs include:

Classroom Discourse Observation (CDO)

CDO is a summative assessment which identifies American Sign Language (ASL) discourse and language, bilingual teaching approaches, and visual interactions between faculty and students.

CDO includes both online screen recording of 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.

Five faculty members participated in the CDO process during the 2024-2025 academic 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).

Nine faculty members participated in the TLA process during the 2024-2025 academic year.

American Sign Language Proficiency Interview (ASLPI)

The ASLPI, a holistic language evaluation used to determine global ASL proficiency, 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 and awarded an overall proficiency level on a 0-5 scale. Language proficiency evaluation was originally developed by the Foreign Service Institute 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.

The Bilingual Experience and Innovation team under the Office of the CBO has rolled out a newer version of the video assessment tool for ASLPI with positive remarks from the evaluators.

American Sign Language Placement Test (ASLPT)

Gallaudet strives to develop a bilingual environment utilizing ASL. One tool to help achieve this goal is the 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 test is conducted through the Office of the Provost.

The Bilingual Experience and Innovation team under the Office of the CBO has implemented the updated version of the ASLPT as a standalone tool. This new version utilizes the most recent set of organized and tagged videos. To date, the ASLPT has demonstrated consistency and alignment with data collected since 2018.

ASL Development Program (ASLDP)

The 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 components of ASLDP include new emerging faculty signers' language development plans: ASL Gatherings, Individual ASL Support, ASL Immersion Day, and ASL Courses for the Faculty and Staff.

During Academic Year 2024-2025 there were two new faculty members and two 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 the year.

For the ASL Gatherings, approximately eight faculty and staff had the opportunity to participate and practice ASL skills in an interactive setting twice a week for 10 weeks. These hour-long sessions focused 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 2024, five deaf ASL specialists worked with faculty members for one to two hours per week for 10 to 12 weeks, while spring 2025 had four specialists working one hour weekly for 10 weeks.

Tenth annual ASL Immersion Day activities were created and planned as an opportunity for faculty and staff to participate and experience an immersive and interactive environment with Deaf ASL facilitators. Thirteen faculty and staff participated in this all-day event on May 6, 2025.

- Faculty ASL (FASL) courses were implemented and held virtually during the 2024-2025 academic year. Seven faculty members participated in three FASL course levels (beginning, intermediate, and advanced) taught by two deaf ASL instructors.
- Staff ASL (SASL) 101–103 courses were offered to 38 campus staff during the 2024-2025 academic year. In fall 2024, three ASL instructors taught four SASL classes, with one instructor teaching two sections. The same structure continued in spring 2025, with three instructors again teaching four classes, including one who taught two sections.

Bilingual Approach Seminar (BAS): Levels 1 and 2

A series of critical pedagogy modules is available for professional development in bilingual instruction. Critical pedagogy, as defined by J. 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 BAS, as follows:

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

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.

Heritage Sign Languages Center (HSLC)

The HSLC, established in March 2022 under the Office of the CBO, provides multicultural family services, educational programs, and community initiatives for deaf, deafblind, deaf-disabled, and hard of hearing individuals of all backgrounds and ages. HSLC is also a leader in the early hearing detection and intervention field.

A key program under HSLC, the Family Language Connector Program (FLCP), has supported over 425 families since its launch in 2020. FLCP strengthens connections between deaf children and their families through virtual sign language services delivered by culturally competent, empathetic, and fluent connectors. These professionals, proficient in heritage sign languages such as ASL, *Lengua de Señas Mexicana*, and Black American Sign Language, build trust with families across the country, offering consistent support throughout their language-learning journey.

From June 8 to 13, 2025, HSLC proudly relaunched the Family Learning Vacation (FLV) at Gallaudet after a 30-year hiatus. Eighteen families from across the U.S. gathered to strengthen ties between home, school, and community. While guardians attended daily workshops led by Gallaudet experts on language and identity development, children (birth to age 17) participated in age-based sessions focused on learning, play, and ASL. Younger children engaged with experienced volunteers, while teenage Children of Deaf Adults led activities for older participants. FLV marked a new chapter in celebrating multilingual, multicultural families and deepening communication through shared experiences.

Together, HSLC and its programs champion family connections, cultural preservation, and linguistic enrichment, empowering individuals and communities through meaningful engagement and support.

II. Gallaudet Innovation and Entrepreneurship Institute

During Fiscal Year 2025, the Gallaudet Innovation and Entrepreneurship Institute (GIEI) began transitioning to operate under Gallaudet Opportunities for Advancement and Learning, a University-wide initiative focused on expanding access to learning, training, and career advancement for the deaf community. GIEI successfully secured an $818,000 grant from the Rehabilitation Services Administration to support the program's expansion over the next five years.

Programs & Services

Throughout FY 2025, GIEI's programs and services included: Training, Mentoring, Website, Networking & Pipeline; Accelerator Program; Alumni & Student BisonTank; BisonTalk Series; Deaf Ecosystem; VEE 102 (details below); and Youth Programs.

Training

GIEI held 37 training sessions (workshops, groups, and presentations), offering essential skills for working with the deaf community. Expert trainers covered various entrepreneurship and innovation topics, delivering 48 hours of training to 1,989 people.

Mentoring

GIEI's Mentorship Program offers one-on-one support from deaf professionals with experience across different industries. While many mentees are Gallaudet students or alumni, the program also supports working adults, deaf business owners, and others looking for career guidance or help starting a business.

GIEI provided 1:1 mentoring sessions with students and alumni. GIEI conducted 103 mentoring sessions, totaling 103 hours, tailored to individual needs.

Learning and Training Center (LTC)

A major highlight of FY 2025 was the launch of the LTC platform on March 10, 2025. This initiative provides an easy-to-navigate environment for external learners to access asynchronous deaf-centered entrepreneurship content.

Networking and Pipeline Development

1. **2Gether-International Annual Gala:** Fundraising event showcasing thriving disabled founders, including Gallaudet alumnus Jon Mowl of "Play with ASL."
2. **National Deaf Innovation Challenge (NDIC)/GIEI:** Activity that cultivates entrepreneurship in students and alumni for the National Science Foundation's NDIC through mentorship, workshops, and industry expert access. GIEI hosted an NDIC from October 28 to November 18, 2024.
3. **Small Business Development Center (SBDC) Leadership Conference:** Pitch presentation provided to the National SBDC Advisory Board on February 11, 2025.

Accelerator Program

GIEI's Accelerator Program continues to evolve. In FY 2025, plans were initiated to convert the program into a self-paced interactive series hosted by LTC, complete with check-in points, discussion prompts, and support from deaf mentors. This will ensure scalable access to entrepreneurship content year-round.

Alumni BisonTank, in its third year, featured a seven-week-long accelerator that included coaching, structured content, and real-world preparation, leading to well-earned recognition. The following winners received a total of $10,000 in seed money and post-competition mentorship: first place, Sabina Shysh, Sabina Shysh Photography, $5,000; second place, Scott Keller, Deaf Advocates of America, $3,000; and third place, Lorne Farovitch, Global Deaf Research Institute, $2,000.

The **Student BisonTank**, in its eighth year, took place in April 2025. The following winners received $10,000 in seed money and post-competition mentorship: first place, Levi Wood, Signsika, $5,000; second place, Kylie Garcia, Buff Roast Coffee Shop, $3,000; and third place, Matthew Brandfield, Bison Renovators, $2,000. Leading up to the competition, students completed an eight-week business development series, 60+ hours of instruction, and access to mentor and peer networks. Participants' feedback is being used to refine future cohorts, and testimonials are being collected to support storytelling and curriculum development.

BisonTalk Series

Modeled after Technology, Entertainment, and Design Talks, the BisonTalk Series featured bilingual workshops hosted by deaf professionals across multiple career fields. FY 2025 topics included:

1. Artificial Intelligence: The Future of Your Business, Tayler Mayer
2. Deaf Entrepreneurship: Overview of National Trends & Data Sources on Deaf People, Jeffrey Palmer
3. Financial Accountability, Ben Daniel
4. BisonTank Alumni Panel, Abiola Haroun, Davina Mayor, Daniella Reyna
5. Unlocking the Secrets to a Successful Mindset, Kristy Ramos
6. Deaf Professionals in the Risk Management and Insurance Industry Panel, Gary Meyer, Nabeela Shollenberger, Jeffrey Willoughby, Sarah Baker-Killan
7. Level Up: Confident Career Connections, Storm Smith
8. Vocational Rehabilitation: Self Employment, Amanda Gerson
9. Supplemental Security Income Work Incentives & Self Employment, Melinni Taylor
10. Elevating Customer Service for Lasting Loyalty, Melody Stein
11. LinkedIn for Job Seekers and Entrepreneurs, Leah Katz-Hernandez

VEE 102 Course

Now in its fourth year, GIEI's three-week-long entrepreneurship module introduced first-year students to the Deaf ecosystem, covering sustainable problem-solving, perfecting business pitches, and featuring a panel presentation. The course culminated in the fourth annual VEETank competition.

Youth Programs

GIEI participated in and supported a Youth Summer Camp for high school students on June 25, 2025, that exposed the younger generation to entrepreneurship.

III. Center for Democracy in Deaf America

The Center for Democracy in Deaf America (CDDA) launched at Gallaudet University in the fall of 2020. CDDA is committed to developing healthy democratic skills of deaf individuals by fostering disagreement, debate, and civic engagement through American Sign Language and English. CDDA aims for deaf and hard of hearing people in America to 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; and
- Practice active listening to diverse experiences, perspectives, and beliefs.

In alignment with The Gallaudet Promise's value of innovation for impact, where Gallaudet is seen and heard, and its students are prepared to be adaptable, CDDA hosted or attended a number of events during FY 2025, all aimed at achieving unrivaled excellence.

The fifth annual *Stories and Speeches in Sign* featured members of the Gallaudet Debate Team delivering persuasive signed speeches on controversial topics. Gallaudet debaters Joseph Cherichello and Nicole Hicks represented the University at the British Parliamentary Novice Nationals, while CDDA hosted the Gallaudet Distinguished Debate, where Dr. Jeremy Brunson and Assistant Director Lexi Hill explored whether interpreters on the main feed constitute a fair accommodation – Hill successfully persuaded 34% of attendees to change their stance. Debaters Hicks and Hiruni Hewapathiranage-Mayadunne earned top speaker awards and the novice championship at the West Coast Transatlantic Dialogues for their proposal on addressing misinformation. Lorelei Becktel and Trent Mora competed in the Janus Forum at the University of Vermont, with Mora prevailing in a debate on free speech models. At the Georgetown Philodemic Debate, Clark Barrett and Hicks examined whether the world would be better off without religion, and the audience voted to negate the resolution. Concluding a strong season, Mora won the Sierra Sustainability Summit for the second time, securing the program's fourth championship in its history.

On Election Night (November 5, 2024), CDDA partnered with Student Engagement and Leadership to host a watching party both in-person and online. In addition to having CDDA Executive Director Brendan Stern and SignVote Ambassador Diego Ozuna-Clark provide commentaries throughout the evening, guest speakers were brought in to discuss and analyze the election and political climate from different perspectives. There were almost 500 in-person attendees and over 20,000 views online.

The fifth Youth Debate Bowl finals were held on February 27, 2025, bringing four deaf middle and high school youth to Gallaudet. The middle school finalists debated whether children should receive participation trophies, and high schoolers debated whether the Electoral College should be replaced with the national popular vote.

CDDA partnered with the Schuchman Deaf Documentary Center to host a screening and discussion of the film Change, Not Charity: The Americans with Disabilities Act. Filmmakers James LeBrecht and Chana Gazit led a discussion afterwards on the decades-long push for equality and accessibility that culminated in the Americans with Disabilities Act's passage in 1990.



IV. Center for Black Deaf Studies

The mission of the Center for Black Deaf Studies (CBDS) at Gallaudet University is to build a pipeline to knowledge and empowerment by collecting and sharing Black Deaf experiences across the African Deaf diaspora with the entire Gallaudet community to enhance learning and awareness. The values that CBDS embraces and affirms are: Culture, History, Justice, Knowledge Sharing, Language, and Leadership. The major research areas that CBDS has established are Language and Culture, Education, History, and Interpreting.

During FY 2025, following the retirement of founding director Dr. Carolyn D. McCaskill, the center was guided by interim co-directors Evon Black and Lindsay Dunn before Dr. Joseph Hill was appointed director. A Gallaudet alumnus with a doctorate in linguistics, Dr. Hill brings extensive experience in linguistics, deaf studies, and interpreting, as well as leadership roles at the National Technical Institute for the Deaf. A collaborator on the Black ASL Project, he devoted his first year to assessing operations and leading a strategic retreat to refine the center's mission, vision, and core values.

Here are some highlights of the year in three categories:

- **Scholarship Activities**
  Dr. Joseph Hill co-presented at the November 2024 Conference for Interpreter Trainers in Berkeley, California, on "The Power & Practice of Counterspaces to Diversify the Profession."focusing on strategies to strengthen professional development and peer support networks among interpreters from underrepresented backgrounds.. CBDS personnel also participated in the 14th Theoretical Issues in Sign Language Research conference in Addis Ababa, Ethiopia – the first held in Africa – where Hill and Dr. Ceil Lucas delivered a keynote on the foundation and future of Black ASL studies.

  As co-principal investigator of a National Endowment for the Humanities grant, Hill collaborated with Tabitha Jacques and James McCarthy on creating a digital archive of National Black Deaf Advocates (NBDA) historical materials. Following the federal conclusion of NEH funding, Hill secured alternative support to sustain the project, with Evon Black serving as a key collaborator through her extensive NBDA network.

  CBDS also partnered with Dr. Patrick Boudreault to publish the video proceedings of the 2023 Black Deaf Studies Symposium in a special issue of the *Deaf Studies Digital Journal*. In addition, Hill submitted three research proposals in collaboration with national and institutional partners focusing on ASL development in deaf children, interpreting student teaming strategies, and sociolinguistic variation in ASL communities across the United States.

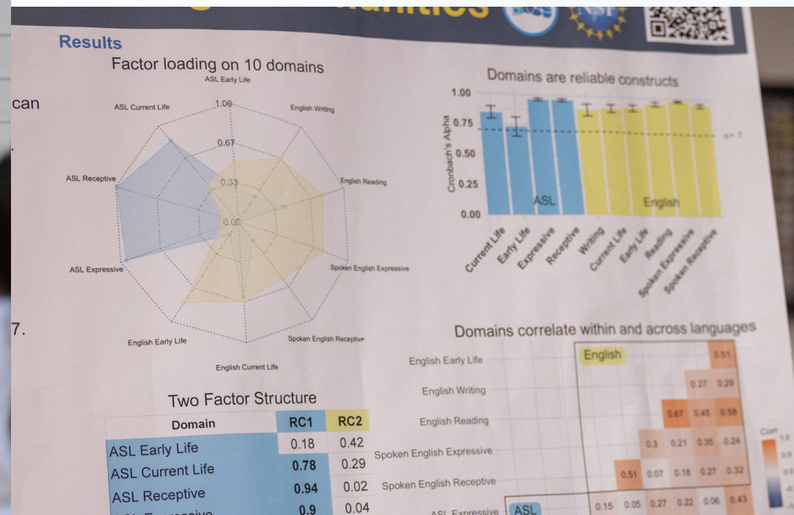
- **Student Support**
  CBDS supported students during Gallaudet's Study Days at the end of each semester by hosting tables offering refreshments and study aids. Under the guidance of Black and Hill, graduating senior TiKa Wallace developed the first edition of *Black Deaf History Flashcards*, highlighting influential historical and contemporary Black Deaf figures. The center plans to further develop and explore production options for the project. Additionally, Amelia Palmer, mentored by Hill, completed her Deaf Studies Incubator fellowship—funded by the Mellon Foundation—with a presentation on racism and disability discrimination in 19th- and 20th-century Canada at the Black Disability Studies Conference at the University of Virginia.

- **Community Engagement**
  CBDS sponsored and participated in the *Celebrating Black Deaf Excellence* conference in Greensboro, North Carolina, supporting parents of deaf and hard of hearing children with resources and Deaf role models to navigate the education system. During Gallaudet Homecoming, CBDS contributed to three major events: Hill presented on the importance of Black Deaf Studies at the 30th anniversary of the University's Deaf Studies program; the center shared its history and mission with the Class of 1984; and it joined Institutional Advancement in fundraising efforts for the Necessity of NOW campaign. Black also presented on historical preservation at the NBDA Senior Citizens Conference in Arkansas. In collaboration with the Deaf Studies program, CBDS hosted a farewell reception honoring McCaskill's decades of leadership and scholarship. The center later co-sponsored the Family Learning Vacation with Heritage Sign Languages Center and Nuestra Casa, providing a week-long educational experience for families of deaf and hard of hearing children.

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V. Nuestra Casa

Nuestra Casa, the Center for Latine Deaf Studies, is dedicated to creating a vibrant environment at Gallaudet University that fosters student connection, engagement, and personal growth through inclusive campus-based events and community partnerships. For its center-sponsored events, Nuestra Casa focused on two areas: 1) campus event initiatives, and 2) external partnerships.

In its second year, the center successfully advanced its top priorities: hosting center-sponsored events, providing mentorship, and disseminating research. Beyond these priorities, it collaborated with University departments and community organizations through 15 events, including co-hosted programs with the Center for Black Deaf Studies, the Art and Media Design Program, and Heritage Sign Language Center; exhibits at Gallaudet Open Houses, the D.C. Latine Developmental Disabilities Conference, the Smithsonian Day of Action, and the Latinos Deaf y Familias Expo in Los Angeles; cultural programs such as the Latine Gathering with President Roberta Cordano and Alumni of Color Reunion; and educational initiatives including the Family Learning Vacation, Council de Manos Youth Leadership Retreat, and *Campo Listo: ¡Medramos!* at Gallaudet Summer Youth Camps. Nuestra Casa welcomed over 150 visitors nationwide and grew its Instagram following to more than 1,300.

The center also fostered informal community spaces for mentoring and engagement, aiming to support students with accessible mentorship services and to assess satisfaction through peer recommendations. Research dissemination remained a key priority, with faculty and student collaborations focused on sharing innovative research to enhance academic and professional growth through community engagement and student involvement.

Dr. Carla Garcia-Fernandez, a 1992 Gallaudet University alumna, was appointed as the Center's first faculty director in August 2024. Norma Moran, who had served as interim director during the Center's first year of existence, continues as associate director.

Center-Sponsored Events

Campus Initiatives

Nuestra Casa hosted five campus events, including four community gatherings and a film screening: *Latine Faculty Meet and Greet Mingle, Latine Heritage Month Kickoff, Latine Heritage Closing Ceremony, Todo El Silencio / All the Silence film screening,* and the *Nuestra Casa Graduation Celebration*.

External Partnerships

The center engaged 10 leaders from the Gallaudet and broader Latine communities for six presentations and a panel discussion. Highlights included: *¿Qué Pasa? Deaf Latine Vote Too!* (Diego Ozuna-Clark); *Amplifying DeafBlind Latine Community and Culture* (Yashaira "Yash" Romulus and Roberto Cabrera); *The Life of Victor Erives Jr.* and *Hands in Solidarity: Building Capacity for Immigrant Allyship* (Victor Erives Jr.); *Know Your Rights* with the GWU Immigration Clinic (Melissa Alvarenga, Paulina Vera, Alberto Benítez); and *the Cultivating Seeds: Latine Deaf Knowledge Series featuring My Road to Success and My Identity is My Superpower* (Dr. Omar Ruiz-Trejo).

Student Activities and Research

Deaf Studies interns Raymond Alcocer and Juan Rivas pursued independent research projects over the years. Rivas focused on the life and legacy of John Lopez, a prominent Latine deaf mentor, with a final report to be made publicly available. Alcocer identified 39 films featuring Latine deaf themes or actors through Gallaudet's library, archives, and online sources, creating a resource for Latine Deaf Studies instructors.

Student worker Christian Rivera conducted a small-scale review of *Tower Clock* yearbooks to trace graduating Latine students, providing historical insight despite limitations in available demographic data. In the course *Special Topic: Introduction to Latine Deaf Studie*s, eight students completed mini-research projects using the Deaf-LatCrit framework, exploring resources from the University library and archives and submitting final papers based on their findings.

Nuestra Casa hosted seven mentorship-related events, welcoming 83 Deaf students. During *Campo Listo*, campers participated in 12 workshops, presentations, and hands-on activities led by deaf Latines, as well as educational field trips.

Research Dissemination

Nuestra Casa continued supporting the research project *Culture, Language, and Identity among Deaf/Hard of Hearing Latine Students*, funded by the 2023–2024 Provost Research Excellence Award and led by Drs. Pilar Piñar, Deborah Schooler, and Franklin Torres. Two deaf undergraduate research assistants, Destiny Zhinin and Estelina Kovacs, contributed to data analysis, identified emerging themes, and presented findings at Student Research Day, with a manuscript in preparation for publication.

Dr. Carla García-Fernández researched the life of Esperanza Latimer (G-'57), the second Latina woman to graduate from Gallaudet, collecting interviews and correspondence with her son and friends. Additionally, Norma Morán, Dr. García-Fernández, and Deaf Studies intern Raymond Alcocer gathered materials in preparation for a fall 2025 documentary interview with Dr. Robert Davila, Gallaudet's ninth president.

VI. Enrollment

Fall 2024 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate Degree-seeking	766	46	**812**	
Freshmen	226	7	**233**	
Sophomores	171	1	**172**	
Juniors	183	7	**190**	
Seniors	180	27	**207**	
Second degree	6	4	**10**	
Undergraduate Non-Degree-seeking	0	63	**63**	
Total Undergraduate	**766**	**109**	**875**	**55%**
Graduate Degree-seeking	269	182	**451**	
Graduate Non-Degree-seeking	0	9	**9**	
Total Graduate	**269**	**191**	**460**	**29%**
English Language Institute	19	0	**19**	**1%**
Total Undergraduate, Graduate, and ELI	**1,054**	**300**	**1,354**	
Kendall Demonstration Elementary School	91	0	**91**	
Model Secondary School for the Deaf	139	0	**139**	
Total Clerc Center	**230**	**0**	**230**	**15%**
Total Undergraduate, Graduate, ELI, and Clerc Center	**1,284**	**300**	**1,584**	**100%**
Professional Studies[1]	0	210	**210**	

[1]Professional Studies can enroll continuously throughout the semester. Therefore, a one-time snapshot of Professional Studies enrollment at fall census does not provide an accurate picture of fall enrollment.

End-of-Year University Enrollment with Dual Enrollment

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Undergraduates	1,111	1,073	975	987	941
Graduates	501	491	488	541	554
English Language Institute	19	21	10	13	18
Professional Studies	941	892	982	755	646
Total University	**2,572**	**2,477**	**2,455**	**2,296**	**2,159**
Distinct Headcount Enrollment	**2,480**	**2,413**	**2,381**	**2,230**	**2,091**
Enrolled In More Than One Category	**92**	**64**	**74**	**66**	**68**

Online and Hybrid Courses Enrollment Trend

	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024	AY 2024-2025
Course Enrollment[1]	3,738	4,340	3,806	4,601	4,617
Enrolled Count[2]	2,441	2,628	2,259	2,582	2,466
Distinct Students[3]	1,664	1,775	1,581	1,710	1,609

[1]Course enrollment is the total count of online or hybrid courses Gallaudet students took in an academic year.
(e.g. a student taking 2 online or hybrid courses in both fall and spring semesters will have a count of 4).
[2]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).
[3] 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

	2020	2021	2022	2023	2024
Undergraduate Degree-seeking	1,004	998	910	879	812
Undergraduate Non-Degree-seeking	15	14	4	40	63
Total Undergraduate	**1,019**	**1,012**	**914**	**919**	**875**
Graduate Degree-seeking	423	412	399	437	451
Graduate Non-Degree-seeking	9	9	9	8	9
Total Graduate	**432**	**421**	**408**	**445**	**460**
English Language Institute	18	16	9	11	19
Total Undergraduate, Graduate, and ELI	**1,469**	**1,449**	**1,331**	**1,375**	**1,354**
Kendall Demonstration Elementary School	95	87	88	92	91
Model Secondary School for the Deaf	139	102	139	160	139
Total Clerc Center	**234**	**189**	**227**	**252**	**230**
Total Undergraduate, Graduate, ELI, and Clerc Center	**1,703**	**1,638**	**1,558**	**1,627**	**1,584**
Professional Studies[1]	306	270	233	272	210

[1]Professional Studies can enroll continuously throughout the semester. Therefore, a one-time snapshot of Professional Studies enrollment at fall census does not provide an accurate picture of fall enrollment.

Fall 2024 Degree-Seeking Demographics by Academic Level

	Undergraduate	Graduate	Total
Race/Ethnicity			
International/U.S. Non-Resident	30	26	**56**
American Indian/Alaska Native	1	2	**3**
Asian	40	25	**65**
Black/African American	149	51	**200**
Hispanic of any race	210	72	**282**
Native Hawaiian/Other Pacific Islander	6	1	**7**
Two or more	18	10	**28**
White	334	235	**569**
Race and ethnicity unknown	24	29	**53**
Gender			
Male	390	107	**497**
Female	422	343	**765**
Unknown	0	1	**1**
Hearing Status			
Deaf/Hard of hearing	746	242	**988**
Hearing	66	189	**255**
Unknown	0	20	**20**
Academic Load			
Full-time	766	269	**1,035**
Part-time	46	182	**228**
Total for each category	**812**	**451**	**1,263**

Fall Degree-Seeking Demographics Trend

	2020	2021	2022	2023	2024
Race/Ethnicity					
International/U.S. Non-Resident	76	72	78	62	56
American Indian/Alaska Native	10	10	8	7	3
Asian	70	75	69	68	65
Black/African American	201	204	204	203	200
Hispanic of any race	229	255	244	266	282
Native Hawaiian/Other Pacific Islander	11	11	8	6	7
Two or more	56	41	29	25	28
White	682	668	606	616	569
Race and ethnicity unknown	92	74	63	63	53
Gender					
Male	551	558	541	532	497
Female	866	845	767	781	765
Unknown	10	7	1	3	1
Hearing Status					
Deaf/Hard of hearing	1,107	1,081	1,020	1,023	988
Hearing	314	312	276	270	255
Unknown	6	17	13	23	20
Academic Load					
Full-time	1,161	1,150	1,109	1,079	1,035
Part-time	266	260	200	237	228
Total for each category	**1,427**	**1,410**	**1,309**	**1,316**	**1,263**

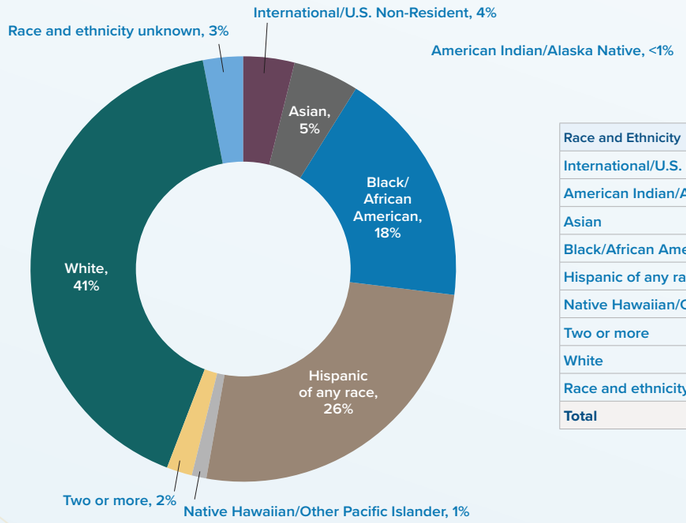
Fall 2024 Undergraduate Degree-Seeking Demographics by Class Standing

	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Race/Ethnicity						
International/U.S. Non-Resident	4	9	6	8	3	**30**
American Indian/Alaska Native	0	0	0	1	0	**1**
Asian	7	8	8	16	1	**40**
Black/African American	44	32	33	38	2	**149**
Hispanic of any race	60	45	59	44	2	**210**
Native Hawaiian/Other Pacific Islander	2	2	1	1	0	**6**
Two or more	7	1	4	5	1	**18**
White	100	70	75	88	1	**334**
Race and ethnicity unknown	9	5	4	6	0	**24**
Gender						
Male	125	84	91	84	6	**390**
Female	108	88	99	123	4	**422**
Hearing Status						
Deaf/Hard of hearing	220	161	181	178	6	**746**
Hearing	13	11	9	29	4	**66**
Hearing Undergraduate (HUG)	11	9	6	21	2	**49**
Non-HUG	2	2	3	8	2	**17**
Academic Load						
Full-time	226	171	183	180	6	**766**
Part-time	7	1	7	27	4	**46**
Total for each category	**233**	**172**	**190**	**207**	**10**	**812**

Fall Undergraduate Degree-Seeking Demographics Trend

	2020	2021	2022	2023	2024
Race/Ethnicity					
International/U.S. Non-Resident	54	53	53	39	30
American Indian/Alaska Native	7	10	6	6	1
Asian	49	51	46	44	40
Black/African American	165	161	159	154	149
Hispanic of any race	177	204	198	202	210
Native Hawaiian/Other Pacific Islander	10	11	8	6	6
Two or more	31	24	19	15	18
White	455	434	381	370	334
Race and ethnicity unknown	56	50	40	43	24
Gender					
Male	453	456	435	423	390
Female	551	542	475	456	422
Hearing Status					
Deaf/Hard of hearing	894	900	827	795	746
Hearing	110	98	83	84	66
Academic Load					
Full-time	905	911	852	823	766
Part-time	99	87	58	56	46
Total for each category	**1,004**	**998**	**910**	**879**	**812**

Fall 2023 Degree-Seeking Undergraduate Students by Race and Ethnicity



Race and Ethnicity	Undergraduate
International/U.S. Non-Resident	30
American Indian/Alaska Native	1
Asian	40
Black/African American	149
Hispanic of any race	210
Native Hawaiian/Other Pacific Islander	6
Two or more	18
White	334
Race and ethnicity unknown	24
Total	**812**

Fall Degree-Seeking Hearing Undergraduate Trend

	2020	%	2021	%	2022	%	2023	%	2024	%
Total Degree-Seeking Undergraduate Enrollment	**1,004**		**998**		**910**		**879**		**812**	
Hearing Undergraduate (HUG)	69		66		60		53		49	
Online Degree Completion Program (ODCP)	6		13		13		15		9	
Non-ODCP	63		53		47		38		40	
Bachelor of Arts in Interpretation (BAI)[1]	41		32		23		31		17	
Total Hearing Enrollment	**110**	**11%**	**98**	**10%**	**83**	**9%**	**84**	**10%**	**66**	**8%**
Total HUG Enrollment[2]	**69**	**7%**	**66**	**7%**	**60**	**7%**	**53**	**6%**	**49**	**6%**

[1]Bachelors of Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.
[2]Hearing Undergraduate (HUG) enrollment percentage cap is 8%, and the HUG Enrollment percentage is the percentage used to compare against the cap percentage.

Fall 2024 Graduate Degree-Seeking Demographics by Degree Level

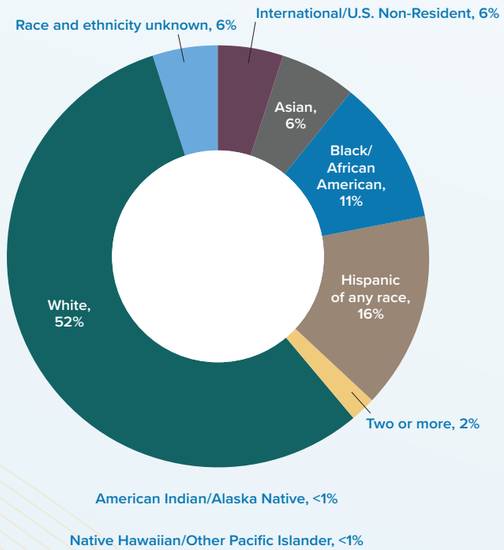
	Certificates	Master's	Specialists	Doctorates	Total
Race/Ethnicity					
International/U.S. Non-Resident	3	16	1	6	**26**
American Indian/Alaska Native	0	2	0	0	**2**
Asian	1	17	1	6	**25**
Black/African American	0	40	1	10	**51**
Hispanic of any race	2	59	1	10	**72**
Native Hawaiian/Other Pacific Islander	0	1	0	0	**1**
Two or more	2	4	0	4	**10**
White	4	148	12	71	**235**
Race and ethnicity unknown	2	17	0	10	**29**
Gender					
Male	5	74	4	24	**107**
Female	9	229	12	93	**343**
Unknown	0	1	0	0	**1**
Hearing Status					
Deaf/Hard of hearing	10	193	12	27	**242**
Hearing	3	100	3	83	**189**
Unknown	1	11	1	7	**20**
Academic Load					
Full-time	3	209	1	56	**269**
Part-time	11	95	15	61	**182**
Total for each category	**14**	**304**	**16**	**117**	**451**



Fall Graduate Degree-Seeking Demographics Trend

	2020	2021	2022	2023	2024
Race/Ethnicity					
International/U.S. Non-Resident	22	19	25	23	26
American Indian/Alaska Native	3	0	2	1	2
Asian	21	24	23	24	25
Black/African American	36	43	45	49	51
Hispanic of any race	52	51	46	64	72
Native Hawaiian/Other Pacific Islander	1	0	0	0	1
Two or more	25	17	10	10	10
White	227	234	225	246	235
Race and ethnicity unknown	36	24	23	20	29
Gender					
Male	98	102	106	109	107
Female	315	303	292	325	343
Unknown	10	7	1	3	1
Hearing Status					
Deaf/Hard of hearing	213	181	193	228	242
Hearing	204	214	193	186	189
Unknown	6	17	13	23	20
Academic Load					
Full-time	256	239	257	256	269
Part-time	167	173	142	181	182
Total for each category	**423**	**412**	**399**	**437**	**451**

Fall 2024 Degree-Seeking Graduate Students by Race and Ethnicity



Race and Ethnicity	Graduate
International/U.S. Non-Resident	26
American Indian/Alaska Native	2
Asian	25
Black/African American	51
Hispanic of any race	72
Native Hawaiian/Other Pacific Islander	1
Two or more	10
White	235
Race and ethnicity unknown	29
Total	**451**

Fall 2024 U.S. Degree-Seeking Enrollment by State/Territory

	Undergraduate	Graduate	Total
Alabama	6	5	**11**
Alaska	2	0	**2**
Arizona	25	2	**27**
Arkansas	2	0	**2**
California	117	52	**169**
Colorado	15	10	**25**
Connecticut	5	4	**9**
Delaware	5	1	**6**
District of Columbia	21	54	**75**
Florida	37	9	**46**
Georgia	19	15	**34**
Guam	0	0	**0**
Hawaii	5	1	**6**
Idaho	4	1	**5**
Illinois	27	10	**37**
Indiana	21	7	**28**
Iowa	2	0	**2**
Kansas	7	3	**10**
Kentucky	8	5	**13**
Louisiana	11	0	**11**
Maine	0	0	**0**
Maryland	111	64	**175**
Massachusetts	27	12	**39**
Michigan	7	6	**13**
Minnesota	11	4	**15**
Mississippi	6	2	**8**
Missouri	5	6	**11**
Montana	1	0	**1**
Nebraska	1	1	**2**
Nevada	2	2	**4**
New Hampshire	3	0	**3**
New Jersey	22	12	**34**
New Mexico	5	2	**7**
New York	42	22	**64**
North Carolina	11	5	**16**
North Dakota	0	0	**0**
Ohio	11	3	**14**
Oklahoma	3	1	**4**
Oregon	2	4	**6**
Pennsylvania	18	11	**29**
Puerto Rico	0	0	**0**
Rhode Island	3	1	**4**
South Carolina	10	1	**11**
South Dakota	3	0	**3**
Tennessee	4	5	**9**
Texas	78	26	**104**
Utah	8	9	**17**
Vermont	0	0	**0**
Virginia	25	31	**56**
Virgin Islands	0	0	**0**
Washington	13	11	**24**
West Virginia	3	1	**4**
Wisconsin	6	2	**8**
Wyoming	1	1	**2**
Other[1]	1	1	**2**
Total	**782**	**425**	**1,207**

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

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

	2020	2021	2022	2023	2024
Alabama	12	12	13	6	11
Alaska	4	2	3	3	2
Arizona	21	18	19	17	27
Arkansas	4	4	2	2	2
California	188	195	183	182	169
Colorado	18	15	21	24	25
Connecticut	9	8	9	13	9
Delaware	7	7	5	6	6
District of Columbia	71	99	91	92	75
Florida	57	52	50	46	46
Georgia	41	36	35	39	34
Guam	0	0	0	0	0
Hawaii	7	9	8	5	6
Idaho	1	2	4	5	5
Illinois	37	39	30	31	37
Indiana	37	36	35	29	28
Iowa	0	2	2	5	2
Kansas	7	9	5	10	10
Kentucky	13	14	17	14	13
Louisiana	9	9	12	16	11
Maine	1	1	1	1	0
Maryland	166	163	151	178	175
Massachusetts	31	28	32	35	39
Michigan	28	22	19	18	13
Minnesota	20	20	26	18	15
Mississippi	6	7	6	6	8
Missouri	9	10	12	12	11
Montana	2	2	2	1	1
Nebraska	6	4	3	2	2
Nevada	7	7	7	5	4
New Hampshire	5	4	4	4	3
New Jersey	35	33	33	32	34
New Mexico	9	8	9	9	7
New York	93	85	81	74	64
North Carolina	31	22	14	14	16
North Dakota	0	1	0	1	0
Ohio	35	34	18	14	14
Oklahoma	4	8	6	9	4
Oregon	12	8	7	7	6
Pennsylvania	40	36	28	26	29
Puerto Rico	4	4	4	0	0
Rhode Island	4	1	4	3	4
South Carolina	16	17	8	8	11
South Dakota	1	2	3	4	3
Tennessee	15	17	12	9	9
Texas	106	101	88	107	104
Utah	9	12	18	19	17
Vermont	3	3	0	0	0
Virginia	68	69	52	56	56
Virgin Islands	0	0	0	0	0
Washington	27	28	23	20	24
West Virginia	3	4	5	6	4
Wisconsin	9	8	7	7	8
Wyoming	0	0	1	1	2
Unknown	0	0	0	3	0
Other[1]	3	1	3	0	2
Total	**1,351**	**1,338**	**1,231**	**1,254**	**1,207**

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

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

	2020	2021	2022	2023	2024
Alabama	10	5	7	5	6
Alaska	4	2	3	2	2
Arizona	18	16	14	15	25
Arkansas	2	1	1	1	2
California	138	147	131	133	117
Colorado	13	14	17	19	15
Connecticut	8	6	6	6	5
Delaware	6	5	4	5	5
District of Columbia	28	36	35	34	21
Florida	39	40	41	35	37
Georgia	33	29	23	27	19
Guam	0	0	0	0	0
Hawaii	5	7	6	4	5
Idaho	1	2	4	4	4
Illinois	30	30	22	24	27
Indiana	30	28	26	23	21
Iowa	0	1	1	2	2
Kansas	5	7	4	6	7
Kentucky	9	9	13	7	8
Louisiana	7	7	10	12	11
Maine	1	1	1	0	0
Maryland	115	109	102	120	111
Massachusetts	21	21	26	28	27
Michigan	21	18	16	15	7
Minnesota	14	16	18	13	11
Mississippi	5	6	6	5	6
Missouri	6	7	7	6	5
Montana	2	2	2	1	1
Nebraska	5	3	2	1	1
Nevada	5	5	4	3	2
New Hampshire	2	2	2	3	3
New Jersey	27	29	26	22	22
New Mexico	4	7	8	8	5
New York	62	57	59	45	42
North Carolina	18	16	9	8	11
North Dakota	0	0	0	1	0
Ohio	27	24	13	12	11
Oklahoma	2	3	3	5	3
Oregon	8	5	4	5	2
Pennsylvania	27	26	21	17	18
Puerto Rico	0	0	1	0	0
Rhode Island	3	1	2	1	3
South Carolina	11	13	8	7	10
South Dakota	1	1	3	3	3
Tennessee	12	13	8	6	4
Texas	88	88	70	77	78
Utah	7	8	9	9	8
Vermont	0	1	0	0	0
Virginia	39	39	31	29	25
Virgin Islands	0	0	0	0	0
Washington	21	23	19	15	13
West Virginia	2	4	5	5	3
Wisconsin	6	5	4	5	6
Wyoming	0	0	0	0	1
Unknown	0	0	0	1	0
Other[1]	2	0	0	0	1
Total	**950**	**945**	**857**	**840**	**782**

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

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

	2020	2021	2022	2023	2024
Alabama	2	7	6	1	5
Alaska	0	0	0	1	0
Arizona	3	2	5	2	2
Arkansas	2	3	1	1	0
California	50	48	52	49	52
Colorado	5	1	4	5	10
Connecticut	1	2	3	7	4
Delaware	1	2	1	1	1
District of Columbia	43	63	56	58	54
Florida	18	12	9	11	9
Georgia	8	7	12	12	15
Guam	0	0	0	0	0
Hawaii	2	2	2	1	1
Idaho	0	0	0	1	1
Illinois	7	9	8	7	10
Indiana	7	8	9	6	7
Iowa	0	1	1	3	0
Kansas	2	2	1	4	3
Kentucky	4	5	4	7	5
Louisiana	2	2	2	4	0
Maine	0	0	0	1	0
Maryland	51	54	49	58	64
Massachusetts	10	7	6	7	12
Michigan	7	4	3	3	6
Minnesota	6	4	8	5	4
Mississippi	1	1	0	1	2
Missouri	3	3	5	6	6
Montana	0	0	0	0	0
Nebraska	1	1	1	1	1
Nevada	2	2	3	2	2
New Hampshire	3	2	2	1	0
New Jersey	8	4	7	10	12
New Mexico	5	1	1	1	2
New York	31	28	22	29	22
North Carolina	13	6	5	6	5
North Dakota	0	1	0	0	0
Ohio	8	10	5	2	3
Oklahoma	2	5	3	4	1
Oregon	4	3	3	2	4
Pennsylvania	13	10	7	9	11
Puerto Rico	4	4	3	0	0
Rhode Island	1	0	2	2	1
South Carolina	5	4	0	1	1
South Dakota	0	1	0	1	0
Tennessee	3	4	4	3	5
Texas	18	13	18	30	26
Utah	2	4	9	10	9
Vermont	3	2	0	0	0
Virginia	29	30	21	27	31
Virgin Islands	0	0	0	0	0
Washington	6	5	4	5	11
West Virginia	1	0	0	1	1
Wisconsin	3	3	3	2	2
Wyoming	0	0	1	1	1
Unknown	0	0	0	2	0
Other[1]	1	1	3	0	1
Total	**401**	**393**	**374**	**414**	**425**

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

Fall 2024 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Bangladesh	0	1	**1**
Botswana	1	0	**1**
Bulgaria	0	2	**2**
Canada	8	4	**12**
China	0	1	**1**
Colombia	0	1	**1**
Czechia	0	1	**1**
Ethiopia	1	1	**2**
France	0	1	**1**
Gabon	1	0	**1**
Gambia	0	1	**1**
Ghana	1	0	**1**
India	0	1	**1**
Iran	1	1	**2**
Iraq	0	1	**1**
Japan	0	1	**1**
Kenya	1	1	**2**
Mexico	0	1	**1**
Morocco	0	1	**1**
Nigeria	5	2	**7**
Pakistan	1	0	**1**
Saint Kitts and Nevis	0	1	**1**
Saudi Arabia	5	1	**6**
Spain	1	0	**1**
Sri Lanka	1	1	**2**
Sudan	1	0	**1**
Ukraine	1	0	**1**
Vietnam	0	1	**1**
Zambia	1	0	**1**
Total	**30**	**26**	**56**

Fall International Undergraduate Degree-Seeking Enrollment by Country Trend

	2020	2021	2022	2023	2024
Bahamas	0	0	1	1	0
Belize	0	1	1	1	0
Botswana	2	2	1	1	1
Brazil	1	0	0	0	0
Canada	9	12	11	13	8
Cayman Islands	1	0	0	0	0
China	4	1	1	1	0
Denmark	0	2	2	0	0
Ethiopia	0	0	0	1	1
Gabon	1	1	1	1	1
Ghana	0	0	0	0	1
India	1	1	1	0	0
Iran	0	1	1	1	1
Kenya	1	0	0	1	1
Kuwait	1	1	0	0	0
Mexico	2	2	2	1	0
Nigeria	6	6	7	6	5
Oman	14	13	12	3	0
Pakistan	0	0	1	1	1
Philippines	1	1	1	0	0
Saint Kitts and Nevis	1	0	0	0	0
Saudi Arabia	6	6	8	5	5
Spain	0	1	1	0	1
Sri Lanka	0	0	0	0	1
Sudan	0	0	0	1	1
Taiwan	1	0	0	0	0
Turkey	1	1	1	0	0
Ukraine	0	0	0	0	1
United Arab Emirates	0	0	0	1	0
Vietnam	1	1	0	0	0
Zambia	0	0	0	0	1
Total	**54**	**53**	**53**	**39**	**30**



Fall International Graduate Degree-Seeking Enrollment by Country Trend

	2020	2021	2022	2023	2024
Bangladesh	0	0	0	0	1
Botswana	0	0	1	0	0
Bulgaria	0	0	0	1	2
Cameroon	0	0	1	1	0
Canada	3	1	4	4	4
Czech Republic	0	0	0	1	0
China	5	2	3	1	1
Columbia	1	1	0	0	1
Czechia	0	0	0	0	1
Ethiopia	0	0	0	0	1
France	0	0	0	0	1
Gabon	3	3	2	0	0
Gambia	0	0	0	1	1
Ghana	0	1	1	0	0
Greece	1	0	0	0	0
India	0	0	0	1	1
Indonesia	0	1	1	0	0
Iran	2	2	1	1	1
Iraq	1	1	1	1	1
Japan	2	1	2	2	1
Kenya	0	0	1	1	1
Mexico	0	1	0	1	1
Morocco	0	1	1	1	1
Nigeria	2	1	2	2	2
Pakistan	1	0	0	0	0
Philippines	1	1	2	0	0
Saint Kitts and Nevis	0	0	0	0	1
Saudi Arabia	0	1	0	2	1
Sri Lanka	0	0	1	1	1
Turkey	0	1	1	1	0
Vietnam	0	0	0	0	1
Total	**22**	**19**	**25**	**23**	**26**

Cumulative U.S. University Enrollment Since 1864[1]

Alabama	249
Alaska	35
Arizona	369
Arkansas	191
California	2,306
Colorado	315
Connecticut	418
Delaware	102
District of Columbia	675
Florida	907
Georgia	470
Guam	7
Hawaii	111
Idaho	96
Illinois	1,118
Indiana	585
Iowa	325
Kansas	338
Kentucky	294
Louisiana	288
Maine	118
Maryland	2,048
Massachusetts	636
Michigan	507
Minnesota	659
Mississippi	104
Missouri	439
Montana	94
Nebraska	215
Nevada	61
New Hampshire	104
New Jersey	708
New Mexico	169
New York	1,790
North Carolina	585
North Dakota	114
Ohio	797
Oklahoma	142
Oregon	238
Pennsylvania	1,175
Puerto Rico	35
Rhode Island	95
South Carolina	232
South Dakota	141
Tennessee	266
Texas	1,150
Utah	161
Vermont	66
Virginia	1,139
Virgin Islands	6
Washington	499
West Virginia	164
Wisconsin	490
Wyoming	24
Total	**24,370**

[1]Includes enrollment thorugh Fall 2025.

Cumulative International University Enrollment Since 1864[1]

Argentina	5
Australia	19
Austria	2
Bahamas	4
Bangladesh	2
Barbados	2
Belgium	13
Benin	1
Bermuda	1
Bolivia	1
Botswana	12
Brazil	21
Bulgaria	3
Burkina Faso	1
Cameroon	6
Canada	891
Cayman Island	1
Chile	3
China	86
Colombia	4
Costa Rica	6
Cote D'Ivoire	1
Croatia	2
Cyprus	1
Czech Republic	2
Denmark	13
Egypt	1
El Salvador	2
Eritrea	1
Ethiopia	8
Fiji	1
Finland	7
France	11
Gabon	6
Gambia	1
Germany	17
Ghana	20
Greece	5
Guatemala	3
Guyana	2
Haiti	1
Honduras	1
Hong Kong	4
Hungary	2
Iceland	4
India	66
Indonesia	4
Iran	5
Iraq	1
Ireland	15
Israel	16
Italy	12
Jamaica	6
Japan	65
Jordan	5
Kenya	12
Korea, Republic of	19
Kuwait	3
Lebanon	3
Liberia	1
Malaysia	19
Mali	1
Mexico	15
Mongolia	3
Morocco	1
Nepal	1
Netherlands	15
New Zealand	4
Nigeria	88
Norway	15
Oman	1
Pakistan	8
Panama	2
Paraguay	2
Peru	4
Philippines	24
Poland	1
Portugal	1
Russian Federation	3
Rwanda	1
Saint Kitts and Nevis	1
Samoa	1
Saudi Arabia	39
Sierra Leone	2
Singapore	21
Slovakia	2
Slovenia	1
South Africa	19
Spain	10
Sri Lanka	8
Sudan	1
Sweden	44
Switzerland	5
Taiwan, Province of China	21
Tanzania	2
Thailand	10
Trinidad and Tobago	3
Turkey	2
Uganda	4
Ukraine	1
United Arab Emirates	9
United Kingdom	24
Uzbekistan	1
Venezuela	4
Vietnam	4
Yugoslavia	1
Zambia	2
Zimbabwe	1
Total	**1,885**
Countries	**108**

[1]Includes enrollment thorugh Fall 2025.

Fall 2024 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Race/Ethnicity			
International/U.S. Non-Resident	56	16	3
American Indian/Alaska Native	0	0	0
Asian	29	16	8
Black/African American	108	47	29
Hispanic of any race	122	72	52
Native Hawaiian/Other Pacific Islander	5	3	3
Two or more	25	13	7
White	231	152	96
Race and ethnicity unknown	12	9	4
Gender			
Male	265	152	92
Female	323	176	110
Hearing Status			
Deaf/Hard of hearing	484	299	183
Hearing	102	29	19
Unknown	2	0	0
Application Type			
First-time freshmen	403	234	142
Transfers	168	91	59
Second Degree	17	3	1
Total for each category	**588**	**328**	**202**

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

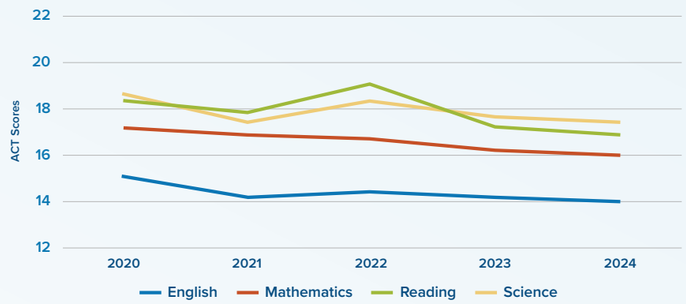
	2020	2021	2022	2023	2024
Applied	619	632	553	638	588
Admitted	375	367	303	358	328
Enrolled	231	228	218	214	202
Enrollment Yield	**62%**	**62%**	**72%**	**60%**	**62%**

Fall New Undergraduate Degree-Seeking Demographics Trend

	2020	2021	2022	2023	2024
Race/Ethnicity					
International/U.S. Non-Resident	8	7	8	6	3
American Indian/Alaska Native	2	3	2	1	0
Asian	15	14	6	6	8
Black/African American	32	35	38	35	29
Hispanic of any race	51	65	47	63	52
Native Hawaiian/Other Pacific Islander	3	2	1	1	3
Two or more	6	4	0	2	7
White	107	78	101	85	96
Race and ethnicity unknown	7	20	15	15	4
Gender					
Male	99	98	105	103	92
Female	132	130	113	111	110
Hearing Status					
Deaf/Hard of hearing	186	206	199	189	183
Hearing	45	22	19	25	19
Application Type					
First-time freshmen	152	152	161	149	142
Transfers	79	74	56	61	59
Second Degree	0	2	1	4	1
Total for each category	**231**	**228**	**218**	**214**	**202**

Fall New Undergraduate Degree-Seeking Average ACT Trend

	2020	2021	2022	2023	2024
English	15.0	14.2	14.4	14.2	14.0
Mathematics	17.2	16.9	16.8	16.1	16.0
Reading	18.4	17.9	19.1	17.2	16.9
Science	18.6	17.4	18.4	17.7	17.4



Fall New Degree-Seeking Hearing Undergraduate Trend

	2020	%	2021	%	2022	%	2023	%	2024	%
Total Degree-Seeking New Undergraduate Enrollment	**231**		**228**		**218**		**214**		**202**	
Hearing Undergraduate (HUG)	25		15		15		14		16	
Online Degree Completion Program (ODCP)	4		7		3		5		2	
Non-ODCP	21		8		12		9		14	
Bachelor of Arts in Interpretation (BAI)[1]	20		7		4		11		3	
Total New Hearing Enrollment	**45**	**19%**	**22**	**10%**	**19**	**9%**	**25**	**12%**	**19**	**9%**
Total New HUG Enrollment[2]	**25**	**11%**	**15**	**7%**	**15**	**7%**	**14**	**7%**	**16**	**8%**

[1]Bachelors of Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment.
[2]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 2024 New Graduate Degree-Seeking Enrollment to Program by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Certificates	**25**	**17**	**11**
Deaf Cultural Studies	11	7	5
DEP[1]	8	6	4
Early Intervention Studies[2]	6	4	2
Sexuality and Gender Studies	0	0	0
Master's	**397**	**275**	**154**
Accessible Human-Centered Computing	23	15	9
Counseling	37	25	21
Clinical Mental Health	24	16	14
School Counseling	13	9	7
Deaf Studies	17	14	6
Early Intervention Studies[2]	11	10	6
Education	21	12	8
Deaf Education Studies Program	15	10	6
Deaf Education Studies: ASL/English Bilingual ECE	3	1	1
Deaf Education Studies: Deaf Students w/Disabilities	3	1	1
Education - Teachers Preparation Program	17	7	4
Deaf Education	8	3	2
Early Childhood Education and Deaf Education	2	1	0
Elementary Education and Deaf Education	3	1	0
Secondary Education and Deaf Education	4	2	2
International Development	16	8	6
Interpretation and Translation	17	13	9
Interpreting Practice/Research	16	12	9
Interpreting Research	1	1	0
Linguistics	11	10	3
Public Administration	41	30	20
Sign Language Education	48	34	24
Social Work	37	35	28
Speech-Language Pathology	101	62	10
Specialists	**13**	**8**	**5**
Deaf Education	13	8	5
Doctorates	**107**	**54**	**24**
Audiology, Au.D.	61	32	12
Clinical Psychology	17	4	2
Critical Studies in the Education of Deaf Learners	0	0	0
Educational Neuroscience	4	2	0
Hearing, Speech and Language Sciences	6	2	2
Linguistics	7	6	3
School Psychology, Ps.D.	12	8	5
Translation and Interpretation Studies	0	0	0
Total Program Enrollment[3]	**542**	**354**	**194**
Headcount	**542**	**354**	**188**

[1]Disability-Inclusive Disaster Risk Reduction (DRR) & Emergency Planning
[2]Early Intervention Studies is formerly known as Deaf & HH Infants, Toddlers & Families: Collaboration & Leadership Interdisciplinary Program.
[3]Dual program enrollments are included.
Due to the transition to a new information system, the 'New Graduate Degree-seeking' category now includes both 'New to Graduate Career' and 'New to Program' students.
This count reflects all new graduate applications, admits, and enrolled students.



Fall 2024 New Graduate Degree-Seeking Demographics by Applied, Admitted, and Enrolled

	Applied[1]	Admitted[1]	Enrolled
Race/Ethnicity			
International/U.S. Non-Resident	16	15	12
American Indian/Alaska Native	0	0	0
Asian	19	11	9
Black/African American	42	31	23
Hispanic of any race	36	34	34
Native Hawaiian/Other Pacific Islander	3	2	1
Two or more	8	6	3
White	200	152	88
Race and ethnicity unknown	218	103	18
Gender			
Male	137	77	46
Female	403	276	142
Unknown	2	1	0
Hearing Status			
Deaf/Hard of hearing	252	187	121
Hearing	217	132	64
Unknown	73	35	3
Total for each category	**542**	**354**	**188**

[1]Applied Count and Admitted Count are not distinct counts.
Due to the transition to a new information system, the 'New Graduate Degree-seeking' category now includes both 'New to Graduate Career' and 'New to Program' students.
This count reflects all new graduate applications, admits, and enrolled students.

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

	2020	2021	2022	2023	2024
Applied	483	504	434	461	542
Admitted	288	275	276	303	354
Enrolled	172	154	166	170	188
Enrollment Yield	**60%**	**56%**	**60%**	**56%**	**53%**

Fall New Graduate Degree-Seeking Demographics Trend

	2020	2021	2022	2023	2024
Race/Ethnicity					
International/U.S. Non-Resident	8	6	0	9	12
American Indian/Alaska Native	3	0	2	0	0
Asian	10	7	15	10	9
Black/African American	12	19	19	20	23
Hispanic of any race	24	18	22	26	34
Native Hawaiian/Other Pacific Islander	1	0	0	0	1
Two or more	11	2	6	2	3
White	93	95	88	96	88
Race and ethnicity unknown	10	7	14	7	18
Gender					
Male	35	41	42	37	46
Female	130	113	124	132	142
Unknown	7	0	0	1	0
Hearing Status					
Deaf/Hard of hearing	102	67	99	96	121
Hearing	66	76	67	71	64
Unknown	4	11	0	3	3
Total for each category	**172**	**154**	**166**	**170**	**188**

VII. Academic Enrollment Trends

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Major

	2020	2021	2022	2023	2024
Certificates					
Sexuality and Gender Studies	N/A	N/A	N/A	3	0
Total Certificates	**N/A**	**N/A**	**N/A**	**3**	**0**
Bachelor's					
Accounting	14	19	13	7	7
American Sign Language	8	6	4	8	6
Art and Media Design	34	22	19	26	18
Biology	23	24	23	17	22
Biology, B.A.	3	3	3	3	3
Biology, B.S.	20	21	20	14	19
Business Administration	26	21	29	30	53
Chemistry, B.S.	8	4	5	0	0
Communication Studies	26	31	24	17	17
Communication Studies	26	31	24	17	15
Communication Studies - ODCP[1]	N/A	N/A	N/A	0	2
Deaf Studies	23	40	48	46	51
Deaf Studies	9	9	17	11	17
Deaf Studies – ODCP	14	31	31	35	34
Education	18	12	7	8	9
English	23	15	15	13	9
Government	18	12	12	11	16
History	19	19	12	9	12
Information Technology	31	29	29	27	23
Interdisplinary Spanish	N/A	N/A	N/A	1	1
International Studies	15	18	8	10	13
Interpretation	47	35	26	35	20
Mathematics	16	18	16	15	9
Mathematics, B.A.	10	12	8	12	8
Mathematics, B.S.	6	6	8	3	1
Philosophy	4	2	1	2	3
Physical Education and Recreation	49	48	43	52	53
Psychology	50	48	37	42	41
Psychology	46	37	29	28	36
Psychology - ODCP	4	11	8	14	5
Public Health	7	10	10	8	11
Risk Management and Insurance	16	18	18	21	16
Self-directed Major	3	5	6	5	3
Social Work	53	54	37	38	30
Sociology	9	7	9	14	6
Spanish	8	7	5	N/A	1
Theatre Arts	5	4	5	8	13
Total Bachelors	**553**	**528**	**461**	**470**	**463**
Total Program of Study Enrollment[2]	**553**	**528**	**461**	**473**	**463**

[1]Online Degree Completion Program (ODCP)
[2]This is not a headcount; dual degree enrollments are included, but students who have not yet declared a major are not. Declared majors are as of the census date.

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Minor

	2020	2021	2022	2023	2024
Accounting	0	0	0	2	1
American Sign Language	3	2	1	0	0
Art	3	2	3	4	1
Athletic Coaching	22	20	19	21	11
Biology	4	4	8	5	6
Black Deaf Studies	N/A	N/A	N/A	2	3
Business Administration	4	3	0	1	6
Chemistry	4	4	3	4	5
Communication Studies	6	4	0	2	3
Communication Studies	6	4	0	2	2
Communication Studies - ODCP[1]	N/A	N/A	N/A	0	1
Criminology	0	0	0	0	1
Dance	2	2	2	3	3
Data Science	N/A	0	4	9	7
Deaf Studies	2	5	3	7	3
Deaf Studies	2	5	3	7	2
Deaf Studies – ODCP	N/A	0	0	0	1
Disaster and Emergency Planning	N/A	N/A	N/A	1	2
Education	6	12	13	14	9
English	8	5	4	6	4
Family and Child Studies	24	24	14	11	8
Government	3	3	1	0	1
History	0	0	0	0	1
Information Technology	4	3	3	3	2
Linguistics	3	4	4	3	6
Mathematics	4	3	3	1	1
Philosophy	0	0	1	1	0
Psychology	6	8	8	4	6
Psychology	6	8	8	4	6
Psychology - ODCP	N/A	0	0	0	0
Public Health	5	3	2	6	5
Recreation and Sports Program	1	1	1	N/A	N/A
Risk Management and Insurance	2	0	1	2	2
Sports Management	N/A	0	2	5	3
Sociology	1	3	1	2	N/A
Spanish	6	3	2	11	9
Theatre Arts	3	3	1	2	4
Writing	0	0	0	0	3
Total Program of Study[2]	**126**	**121**	**104**	**132**	**116**

[1]Online Degree Completion Program (ODCP
[2]This 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 Majors

	2020	2021	2022	2023	2024
Art and Media Design	1	0	0	0	1
Biology	4	3	3	1	1
Biology, B.A.	1	0	0	0	0
Biology, B.S.	3	3	3	1	1
Business Administration	0	0	1	1	1
Chemistry, B.S.	1	0	0	0	0
Communication Studies	0	0	1	1	0
Deaf Studies	7	11	15	16	13
Deaf Studies	3	2	6	4	5
Deaf Studies - ODCP[1]	4	9	9	12	8
Education	1	0	0	1	2
English	1	0	1	0	0
Government	1	0	1	1	1
History	2	1	0	0	0
Information Technology	1	1	1	1	0
International Studies	1	2	3	1	1
Mathematics	0	0	0	1	1
Philosophy	1	0	0	0	0
Physical Education and Recreation	0	0	0	1	2
Psychology	8	7	7	5	2
Psychology	6	3	0	2	1
Psychology - ODCP	2	4	0	3	1
Public Health	0	1	2	0	0
Self-directed major	2	1	1	1	1
Social Work	2	1	1	1	0
Sociology	1	1	1	2	1
Spanish	1	1	1	0	0
Theatre Arts	0	1	0	1	1
Undeclared	35	36	23	19	22
Total Majors Declared[2]	**70**	**67**	**62**	**54**	**50**
Total Headcount[3]	**69**	**66**	**60**	**54**	**49**

[1]Online Degree Completion Program (ODCP)
[2]Dual program enrollments are included. Declared majors and minors as of census. Total Majors Declared could exceed Headcount because some students have dual majors.
[3]Headcount includes students who have not yet declared a major.



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

	2020	2021	2022	2023	2024
Certificates					
ASL/English Bilingual Early Childhood Education	1	0	0	0	0
Deaf Cultural Studies	4	5	4	8	10
Deaf Students with Disabilities	1	0	0	0	0
DEP[1]	N/A	N/A	N/A	7	9
Early Intervention Studies[2]	2	11	8	2	3
Sexuality and Gender Studies	N/A	0	2	1	3
Certificates Total	**8**	**16**	**12**	**18**	**25**
Master's					
Accessible Human-Centered Computing	N/A	N/A	6	13	17
Counseling	6	3	11	28	45
Clinical Mental Health Counseling	4	2	11	N/A	43
School Counseling	2	1	0	N/A	2
Early Intervention Studies[2]	N/A	N/A	N/A	5	11
Deaf Studies	22	21	14	12	12
Education	36	8	9	12	12
Deaf Education Studies Program	8	8	9	12	8
Deaf Education Studies: ASL/English Bilingual ECE	N/A	N/A	N/A	N/A	3
Deaf Education Studies: Deaf Students w/Disabilities	N/A	N/A	N/A	N/A	1
Education - Teachers Preparation Program	28	22	14	7	8
Deaf Education	11	6	4	2	3
Early Childhood and Deaf Education	5	1	1	0	0
Elementary Education and Deaf Education	10	12	8	5	3
Secondary Education and Deaf Education	2	3	1	0	2
International Development	17	17	16	16	14
Interpretation and Translation	26	25	21	17	20
Interpreting Practice/Research	26	22	18	17	20
Interpreting Research	0	3	3	0	0
Linguistics	19	22	16	17	9
Public Administration	32	20	29	41	43
Sign Language Education	59	46	36	38	38
Social Work	36	36	46	50	51
Speech-Language Pathology	25	32	40	37	32
Master's Total	**278**	**252**	**258**	**293**	**312**
Specialists					
Deaf Education	7	11	8	12	16
School Psychology	13	9	N/A	N/A	N/A
Specialists Total	**20**	**20**	**8**	**12**	**16**
Doctorates					
Audiology, Au.D.	46	40	32	29	30
Audiology, Ph.D.	0	0	0	0	0
Clinical Psychology	32	30	27	28	24
Critical Studies in the Education of Deaf Learners	5	10	17	19	14
Deaf Education	0	0	0	0	0
Educational Neuroscience	6	6	8	8	5
Hearing, Speech, and Language Sciences	8	10	9	9	9
Interpretation and Translation	22	19	14	14	9
Interpretation	19	16	10	10	5
Translation and Interpretation Studies	3	3	4	4	4
Linguistics	12	14	11	11	14
School Psychology, Psy.D.	0	10	13	13	13
Doctorates Total	**131**	**139**	**131**	**131**	**118**
Total Program Enrollment[3]	**437**	**427**	**409**	**454**	**471**
Total Headcount	**423**	**412**	**399**	**437**	**451**

[1]Disability-Inclusive Disaster Risk Reducation and Emergency Planning
[2]Early Intervention Studies is formerly known as Deaf & HH Infants, Toddlers & Families: Collaboration & Leadership Interdisciplinary Program.
[3]Dual program enrollments are included.

VIII. Persistence and Graduation Data

Undergraduate Degree-Seeking Fall 2024 to Fall 2025 Attrition/Persistence by Demographics

	Fall 2024	Graduated	Academically Dismissed	Withdrew	Returned Fall 2025[1]
Race/Ethnicity					
International/U.S. Non-Resident	30	8	0	1	21
American Indian/Alaska Native	1	0	0	0	1
Asian	40	15	0	3	22
Black/African American	149	27	6	24	92
Hispanic of any race	210	33	3	35	139
Native Hawaiian/Other Pacific Islander	6	0	0	1	5
Two or more	18	2	1	4	11
White	334	59	5	45	225
Race and ethnicity unknown	24	4	2	5	13
Gender					
Male	390	49	6	67	268
Female	422	99	11	51	261
Hearing Status					
Deaf/Hard of hearing	746	126	17	112	491
Hearing	66	22	0	6	38
Hearing Undergraduate (HUG)	49	15	0	4	30
Non-HUG	17	7	0	2	8
Class					
Freshmen	233	2	17	63	151
Sophomores	172	0	0	27	145
Juniors	190	13	0	19	158
Seniors	207	130	0	7	70
Second Degree	10	3	0	2	5
Academic Load					
Full-time	766	125	17	108	516
Part-time	46	23	0	10	13
Total for each category	**812**	**148**	**17**	**118**	**529**

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

Graduate Degree-Seeking Fall 2024 to Fall 2025 Attrition/Persistence by Demographics

	Fall 2024 Enrollment	Graduated	Withdrew	Returned Fall 2025
Race/Ethnicity				
International/U.S. Non-Resident	26	9	4	13
American Indian/Alaska Native	2	0	0	2
Asian	25	12	1	12
Black/African American	51	13	11	27
Hispanic of any race	72	31	7	34
Native Hawaiian/Other Pacific Islander	1	0	0	1
Two or more	10	4	2	4
White	235	82	15	138
Race and ethnicity unknown	29	7	1	21
Gender				
Male	107	41	14	52
Female	343	117	27	199
Unknown	1	0	0	1
Hearing Status				
Deaf/Hard of hearing	242	84	28	130
Hearing	189	66	11	112
Unknown	20	8	2	10
Degree				
Certificates	14	9	2	3
Master's	304	118	32	154
Specialists	16	8	3	5
Doctorates	117	23	4	90
Academic Load				
Full-time	269	85	21	163
Part-time	182	73	20	89
Total for each category	**451**	**158**	**41**	**252**



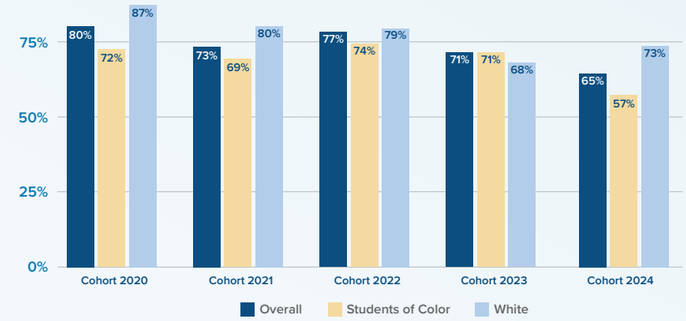
Persistence of Full-Time, First-Time Freshmen by Demographics

Group in the Cohort	Cohort 2020	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024
# in Cohort	**150**	**150**	**161**	**149**	**141**
Male	68	66	83	79	71
Female	82	84	78	70	70
Students of Color[1]	76	81	70	78	65
White	63	51	72	62	70
Deaf/Hard of hearing	139	148	156	146	136
Hearing	11	2	5	3	5
Hearing Undergraduate (HUG)	6	2	5	2	5
Non-HUG	5	0	0	1	0
% Retained to Year 2	**80%**	**73%**	**77%**	**71%**	**65%**
Male	79%	65%	76%	70%	63%
Female	80%	80%	78%	73%	67%
Students of Color[1]	72%	69%	74%	71%	57%
White	87%	80%	79%	68%	73%
Deaf/Hard of hearing	79%	72%	76%	71%	65%
Hearing	91%	100%	100%	100%	60%
Hearing Undergraduate (HUG)	100%	100%	100%	100%	60%
Non-HUG	80%	N/A	N/A	100%	N/A
% Retained to Year 3	**67%**	**63%**	**62%**	**51%**	
Male	72%	59%	60%	53%	
Female	63%	65%	64%	49%	
Students of Color[1]	63%	59%	56%	50%	
White	71%	71%	68%	53%	
Deaf/Hard of hearing	65%	62%	61%	51%	
Hearing	91%	100%	100%	67%	
Hearing Undergraduate (HUG)	100%	100%	100%	100%	
Non-HUG	80%	N/A	N/A	0%	
% Retained to Year 4	**63%**	**61%**	**56%**		
Male	68%	61%	54%		
Female	60%	62%	58%		
Students of Color[1]	58%	62%	47%		
White	68%	63%	63%		
Deaf/Hard of hearing	63%	63%	55%		
Hearing	73%	62%	80%		
Hearing Undergraduate (HUG)	67%	0%	80%		
Non-HUG	80%	N/A	N/A		
% Retained to Year 5	**39%**	**37%**			
Male	46%	38%			
Female	34%	36%			
Students of Color[1]	38%	43%			
White	40%	29%			
Deaf/Hard of hearing	40%	37%			
Hearing	27%	0%			
Hearing Undergraduate (HUG)	33%	0%			
Non-HUG	20%	N/A			
% Retained to Year 6	**18%**				
Male	24%				
Female	13%				
Students of Color[1]	20%				
White	16%				
Deaf/Hard of hearing	19%				
Hearing	9%				
Hearing Undergraduate (HUG)	17%				
Non-HUG	0%				

[1]Students of Color includes: American Indian or Alaska Native, Asian, Black or African American, Hispanic of any race, Native Hawaiian or Other Pacific Islander, and Two or more races.

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

	Cohort 2020	Cohort 2021	Cohort 2022	Cohort 2023	Cohort 2024
Overall	80%	73%	77%	71%	65%
Students of Color	72%	69%	74%	71%	57%
White	87%	80%	79%	68%	73%



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

Group in the Cohort	Cohort 2017		Cohort 2018		Cohort 2019		Cohort 2020		Cohort 2021	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	99	10%	100	11%	83	12%	68	16%	66	17%
Female	148	22%	101	30%	100	29%	82	29%	84	29%
Race/Ethnicity										
International/U.S. Non-Resident	7	43%	5	40%	4	50%	7	29%	7	0%
Male	2	0%	2	50%	1	0%	6	33%	4	0%
Female	5	60%	3	33%	3	67%	1	0%	3	0%
American Indian/Alaska Native	4	0%	3	33%	2	50%	1	0%	2	0%
Male	2	0%	1	0%	1	0%	1	0%	0	N/A
Female	2	0%	2	50%	1	100%	0	N/A	2	0%
Asian	9	33%	4	50%	12	33%	11	36%	6	33%
Male	2	50%	1	0%	9	22%	4	0%	2	50%
Female	7	29%	3	67%	3	67%	7	57%	4	25%
Black/African American	45	7%	40	5%	40	8%	24	13%	21	5%
Male	21	0%	21	0%	24	4%	17	12%	14	7%
Female	24	13%	19	11%	16	13%	7	14%	7	0%
Hispanic of any race	14	7%	44	18%	36	19%	33	15%	49	16%
Male	7	0%	19	11%	13	8%	13	8%	21	10%
Female	7	14%	25	24%	23	26%	20	20%	28	21%
Native Hawaiian or Other Pacific Islander	2	0%	1	0%	0	N/A	3	33%	2	0%
Male	1	0%	0	N/A	0	N/A	2	0%	2	0%
Female	1	0%	1	0%	0	N/A	1	100%	0	N/A
Two or More	14	21%	1	0%	4	25%	4	0%	1	0%
Male	8	25%	0	N/A	0	N/A	0	N/A	0	N/A
Female	6	17%	1	0%	4	25%	4	0%	1	0%
White	122	21%	93	24%	77	26%	63	29%	51	37%
Male	43	16%	50	14%	33	18%	24	21%	16	31%
Female	79	24%	43	35%	44	32%	39	33%	35	40%
Unknown	30	13%	10	40%	8	13%	4	50%	11	27%
Male	13	0%	6	17%	2	0%	1	100%	7	14%
Female	17	24%	4	75%	6	17%	3	33%	4	50%
Students of Color[1]	88	11%	93	14%	94	17%	76	17%	81	14%
Male	41	7%	42	5%	47	9%	37	8%	39	10%
Female	47	15%	51	22%	47	26%	39	26%	42	17%
Hearing Status										
Deaf/Hard of Hearing	233	17%	191	19%	174	19%	139	20%	148	23%
Hearing	14	21%	10	40%	9	67%	11	64%	2	50%
Hearing Undergraduate(HUG)	13	23%	9	44%	9	67%	6	67%	2	50%
Non-HUG	1	100%	1	0%	0	N/A	5	60%	0	N/A
Total Within the Cohort	**247**	**17%**	**201**	**20%**	**183**	**21%**	**150**	**23%**	**150**	**23%**

[1]Students of Color includes: American Indian or Alaska Native, Asian, Black or African American, Hispanic of any race, Native Hawaiian or Other Pacific Islander, and Two or more races.

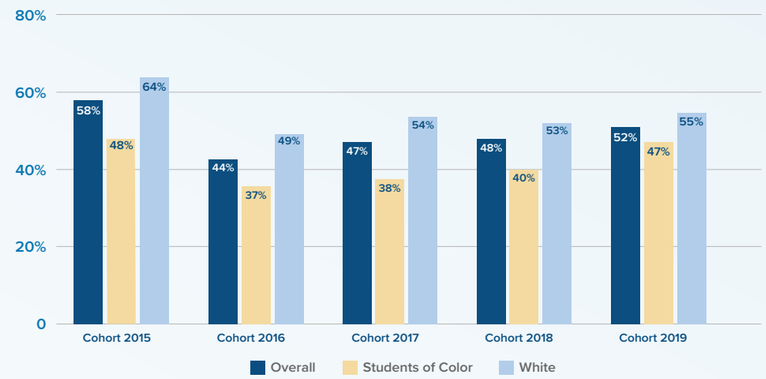
Six-year Graduation Rate of Full-time, First-time Freshmen by Demographics

Group in the Cohort	Cohort 2015	%	Cohort 2016	%	Cohort 2017	%	Cohort 2018	%	Cohort 2019	%
Gender										
Male	99	55%	124	35%	99	36%	100	44%	83	48%
Female	79	62%	121	53%	148	53%	101	51%	100	55%
Race/Ethnicity										
International/U.S. Non-Resident	12	58%	17	29%	7	71%	5	60%	4	100%
Male	8	50%	14	29%	2	50%	2	100%	1	100%
Female	4	75%	3	33%	5	80%	3	33%	3	100%
American Indian/Alaska Native	3	33%	1	100%	4	25%	3	100%	2	50%
Male	1	0%	1	100%	2	0%	1	100%	1	0%
Female	2	50%	0	N/A	2	50%	2	100%	1	100%
Asian	3	100%	12	50%	9	67%	4	100%	12	75%
Male	1	100%	6	33%	2	50%	1	100%	9	78%
Female	2	100%	6	67%	7	71%	3	100%	3	67%
Black/African American	28	29%	47	32%	45	31%	40	30%	40	35%
Male	18	28%	31	29%	21	14%	21	24%	24	33%
Female	10	30%	16	38%	24	46%	19	37%	16	38%
Hispanic of any race	11	45%	15	40%	14	43%	44	41%	36	53%
Male	6	50%	7	43%	7	29%	19	53%	13	38%
Female	5	40%	8	38%	7	57%	25	32%	23	61%
Native Hawaiian or Other Pacific Islander	0	N/A	4	50%	2	50%	1	0%	0	N/A
Male	0	N/A	1	0%	1	100%	0	N/A	0	N/A
Female	0	N/A	3	67%	1	0%	1	0%	0	N/A
Two or More	15	80%	4	25%	14	36%	1	0%	4	25%
Male	9	78%	1	0%	8	25%	0	N/A	0	N/A
Female	6	83%	3	33%	6	50%	1	0%	4	25%
White	91	64%	124	49%	122	54%	93	53%	77	55%
Male	48	65%	52	37%	43	51%	50	44%	33	58%
Female	43	63%	72	58%	79	56%	43	63%	44	52%
Unknown	15	60%	21	48%	30	37%	10	70%	8	63%
Male	8	38%	11	45%	13	31%	6	50%	2	0%
Female	7	86%	10	50%	17	41%	4	100%	6	83%
Students of Color[1]	60	48%	83	37%	88	38%	93	40%	94	47%
Male	35	46%	47	32%	41	22%	42	40%	47	43%
Female	25	52%	36	44%	47	51%	51	39%	47	51%
Hearing Status										
Deaf/Hard of Hearing	172	59%	234	44%	233	47%	191	47%	174	49%
Hearing	6	33%	11	36%	14	36%	10	60%	9	100%
Hearing Undergraduate (HUG)	6	33%	8	25%	13	31%	9	67%	9	100%
Non-HUG	0	N/A	3	67%	1	100%	1	0%	0	N/A
Total Within the Cohort	**178**	**58%**	**245**	**44%**	**247**	**47%**	**201**	**48%**	**183**	**52%**

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

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

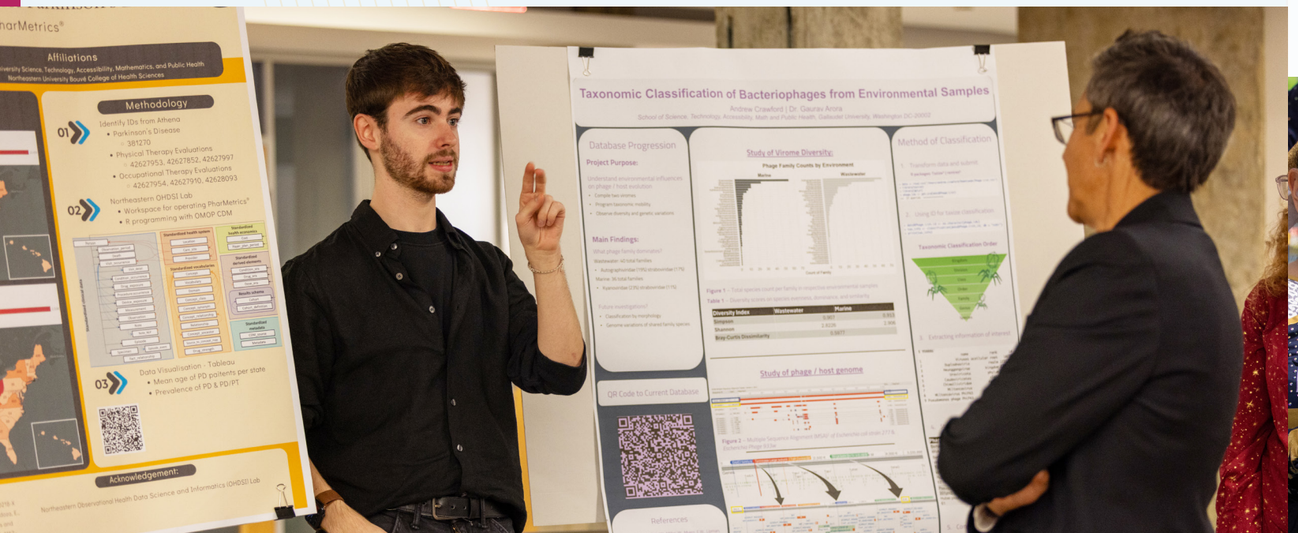
	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018	Cohort 2019
Overall	58%	44%	47%	48%	52%
Students of Color	48%	37%	38%	40%	47%
White	64%	49%	54%	53%	55%



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

Group in the Cohort	Cohort 2015		Cohort 2016		Cohort 2017		Cohort 2018		Cohort 2019	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	140	54%	170	38%	139	45%	142	42%	116	54%
Female	136	69%	188	59%	207	57%	160	59%	147	59%
Admit Type										
First-time freshmen	178	58%	245	44%	247	47%	201	47%	183	52%
Transfer/Second Degree	98	67%	113	60%	99	67%	101	59%	80	69%
Hearing Status										
Deaf/Hard of Hearing	232	60%	306	45%	291	51%	254	48%	234	54%
Hearing	44	66%	52	69%	55	58%	48	67%	29	83%
Hearing Undergraduate (HUG)	29	55%	30	63%	33	45%	35	60%	25	80%
Non-HUG	15	87%	22	77%	22	77%	13	85%	4	100%
Total Within the Cohort	**276**	**61%**	**358**	**49%**	**346**	**52%**	**302**	**51%**	**263**	**57%**
Total Graduated		**169**		**175**		**181**		**155**		**150**

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





Undergraduate Degrees Awarded by Major Trend

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Certificates					
Sexuality and Gender Studies	N/A	N/A	1	2	3
Certificates Total	**N/A**	**N/A**	**1**	**2**	**3**
Bachelors					
Accounting	2	10	5	3	5
American Sign Language	8	9	3	6	6
Art and Media Design	18	12	11	9	10
Biology, B.A.	2	3	1	2	3
Biology, B.S.	2	3	10	3	8
Business Administration	11	6	10	7	15
Chemistry, B.A.	0	0	0	N/A	N/A
Chemistry, B.S.	3	1	1	N/A	N/A
Communication Studies	18	17	17	10	9
Deaf Studies	15	20	29	17	25
Deaf Studies	10	8	14	6	9
Deaf Studies – ODCP	5	12	15	11	16
Education	4	4	3	3	5
English	10	4	8	7	3
Government	11	6	7	3	7
History	7	11	8	3	6
Information Technology	13	8	13	12	11
Interdisciplinary Spanish	N/A	N/A	N/A	1	2
International Studies	4	7	8	4	6
Interpretation	13	15	9	15	8
Mathematics	6	4	7	6	1
Mathematics, B.A.	3	4	3	5	1
Mathematics, B.S.	3	0	4	1	0
Philosophy	2	0	1	0	0
Physical Education and Recreation	16	15	9	20	15
Psychology	20	25	19	20	26
Psychology	18	23	18	18	6
Psychology – ODCP	2	2	1	2	20
Public Health	1	6	4	3	4
Risk Management and Insurance	3	9	6	11	5
Self-directed Major	3	1	11	16	7
Social Work	10	24	14	15	10
Sociology	5	2	3	4	7
Spanish	1	3	4	0	1
Theatre Arts	3	3	0	4	3
Bachelors Total	**211**	**228**	**221**	**204**	**208**
Total Degrees Awarded	**211**	**228**	**222**	**206**	**211**
Distinct Headcount of Graduates	**205**	**222**	**203**	**199**	**193**

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2020-2021 (9/14/2021), 2021-2022 (9/13/2022), 2022-2023 (9/12/23), 2023-2024(9/10/2024), 2024-2025 (9/9/2025)

Degrees Awarded to Hearing Undergraduates (HUG) by Major Trend

	2020-2021[1]	2021-2022[2]	2022-2023[3]	2023-2024[4]	2024-2025[5]
Art and Media Design	1	0	0	0	1
Biology, B.A.	1	1	1	1	0
Business Administration	0	0	0	1	0
Communication Studies	0	0	1	1	1
Deaf Studies	4	7	9	8	6
Deaf Studies	3	3	5	2	3
Deaf Studies – ODCP	1	4	4	6	3
Education	1	0	0	0	0
English	1	0	1	0	1
Government	2	0	1	0	1
History	1	1	0	0	0
Informtation Technology	0	0	1	1	0
Interdisciplinary Spanish	N/A	N/A	N/A	1	1
International Studies	0	0	1	0	1
Mathematics	0	0	0	0	1
Philosophy	1	0	0	0	0
Physical Education and Recreation	0	0	0	0	1
Psychology	3	2	2	5	2
Psychology	3	1	2	5	1
Psychology – ODCP	0	1	0	0	1
Public Health	0	0	2	0	0
Self-directed Major	2	0	2	2	0
Social Work	0	1	1	1	0
Sociology	0	1	0	0	1
Spanish	0	0	1	0	0
Theatre Arts	0	1	0	1	1
Total Degrees Awarded	**17**	**14**	**23**	**22**	**18**
Distinct Headcount of Graduates	**17**	**14**	**23**	**22**	**17**

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2020-2021 (9/14/21), 2021-2022 (9/13/2022), 2022-2023 (9/12/2023), 2023-2024 (9/10/2024), and 2024-2025 (9/9/2025)

[1]Eleven additional hearing undergraduates graduated in 2020-2021 who are not considered HUGS with a degree in Interpretation.

[2]Twelve additional hearing undergraduates graduated in 2021-2022who are not considered HUGS with a degree in Interpretation..

[3]Nine additional hearing undergraduates graduated in 2022-2023 who are not considered HUGS with a degree in Interpretation.

[4]Thirteen additional hearing undergraduates graduated from 2023-2024 who are not considered HUGS with a degree in Interpretation.

[5]Seven additional hearing undergraduates graduated from 2024-2025 who are not considered HUGS with a degree in Interpretation.



Graduate Degrees Awarded by Program Trend

	2020-21	2021-22	2022-23	2023-24	2024-25
Certificates					
Deaf Cultural Studies	0	3	2	2	4
DEP[1]	1	4	8	0	7
Early Intervention Studies[2]	N/A	N/A	N/A	1	1
Sexuality and Gender Studies	N/A	N/A	2	1	3
Certificates Total	**1**	**7**	**12**	**4**	**15**
Master's					
Accessible Human-Centered Computing	N/A	N/A	N/A	7	7
Counseling	3	3	0	0	5
Clinical Mental Health Counseling	2	2	0	0	5
School Counseling	1	1	0	0	0
Deaf Studies	4	8	5	4	4
Developmental Psychology	3	3	2	2	6
Early Intervention Studies[2]	N/A	N/A	N/A	N/A	4
Education	7	7	5	5	1
Deaf Education Advanced Studies	7	7	5	5	1
Deaf Education Special Programs	0	0	0	0	0
Education - Teacher Preparation Programs	8	4	8	2	7
Deaf Education	6	2	4	0	5
Early Childhood and Deaf Education	0	0	0	0	0
Elementary Childhood and Deaf Education	1	2	3	2	2
Secondary Childhood and Deaf Education	1	0	1	0	0
Hearing, Speech, and Language: Non-clinical	14	9	12	9	11
International Development	4	6	6	6	5
Interpretation	9	6	11	3	9
Linguistics	6	10	7	8	5
Psychology	1	5	2	2	10
Public Administration	11	9	8	15	12
Sign Language Education	42	30	24	24	44
Social Work	16	12	20	21	25
Speech-Language Pathology	10	13	18	14	22
Master's Total	**138**	**125**	**128**	**122**	**177**
Specialists					
Deaf Education, Ed.S.	1	4	0	1	10
School Psychology, Psy.S.	4	5	N/A	N/A	N/A
Specialists Total	**5**	**9**	**0**	**1**	**10**
Doctorates					
Audiology, Au.D.	16	16	10	11	14
Audiology, Ph.D.	0	0	0	0	0
Educational Neuroscience	1	1	1	2	2
Critical Studies	2	0	0	3	0
Hearing, Speech, and Language Sciences	0	1	0	2	1
Interpretation	4	3	0	5	2
Linguistics	0	4	1	0	3
Clinical Psychology	4	7	2	5	9
School Psycohology, Psy.D.	N/A	N/A	N/A	4	4
Translation and Interpreting Studies	N/A	N/A	N/A	N/A	1
Doctorates Total	**27**	**32**	**14**	**32**	**36**
Total Degrees Awarded	**171**	**173**	**154**	**159**	**238**
Headcount	**169**	**169**	**149**	**153**	**230**

[1]Disability-Inclusive Disaster Risk Reduction and Emergency Planning
[2]Early Intervention Studies is formerly known as Deaf & HH Infants, Toddlers & Families: Collaboration & Leadership Interdisciplinary Program.
Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2020-2021 (9/14/2021), 2021-2022 (9/13/2022), 2022-2023 (9/12/2023), 2023-2024 (9/10/24), and 2024-2025 (9/9/2025).

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

Alabama	115
Alaska	20
Arizona	198
Arkansas	90
California	1,387
Colorado	179
Connecticut	276
Delaware	56
District of Columbia	386
Florida	562
Georgia	265
Guam	4
Hawaii	64
Idaho	54
Illinois	633
Indiana	327
Iowa	149
Kansas	178
Kentucky	157
Louisiana	156
Maine	66
Maryland	1,286
Massachusetts	374
Michigan	310
Minnesota	378
Mississippi	43
Missouri	237
Montana	53
Nebraska	108
Nevada	35
New Hampshire	62
New Jersey	473
New Mexico	102
New York	1,199
North Carolina	339
North Dakota	62
Ohio	463
Oklahoma	67
Oregon	127
Pennsylvania	718
Puerto Rico	30
Rhode Island	62
South Carolina	105
South Dakota	73
Tennessee	126
Texas	670
Utah	81
Vermont	37
Virginia	695
Virgin Islands	5
Washington	248
West Virginia	84
Wisconsin	293
Wyoming	13
Total	**14,280**

[1]Includes all those who graduated through Summer 2025.



Cumulative Listing of International Alumni by Country Since 1864[1]

Argentina	4
Australia	10
Austria	2
Bahamas	3
Bangladesh	1
Barbados	1
Belgium	7
Benin	1
Botswana	9
Brazil	8
Bulgaria	2
Burkina Faso	1
Cameroon	4
Canada	529
Cayman Island	1
Chile	3
China	74
Colombia	3
Costa Rica	3
Cyprus	1
Czech Republic	2
Denmark	1
El Salvador	2
Ethiopia	5
Fiji	1
Finland	3
France	6
Gabon	6
Gambia	1
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	5
Iraq	1
Ireland	6
Israel	11
Italy	3
Jamaica	5
Japan	37
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	69
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	20
Sierra Leone	2
Singapore	20
Slovakia	2
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	2
Uganda	3
United Arab Emirates	3
United Kingdom	12
Uzbekistan	1
Venezuela	2
Vietnam	3
Zambia	1
Total	**1,191**
Countries	**96**

[1]Includes all those who graduated through summer 2025.

IX. Academic Programs

During Fiscal Year 2025, Gallaudet University's Division of Academic Affairs implemented several initiatives. They include:

The newly approved Liberal Studies (LST) major, which launched in fall 2025, offers students a flexible and interdisciplinary academic pathway that empowers them to tailor their education to their unique interests and career goals. Foundational coursework requires students to complete one course in each of three key areas: analysis of reasoning or rhetoric, data analysis, and global awareness. Options include courses such as PHI 104, "Critical Reasoning"; DAS 101, "Introduction to Data Analysis"; and WLC 315, "Contemporary African Issues," or participation in a study abroad experience. Students then choose two minors from the University's offerings.

This approach enables students to tailor their education to specific career goals or interdisciplinary interests. For example, a student interested in criminal justice could pair minors in criminal justice and ethics, sociology, or government; a student planning for graduate work in linguistics might combine minors in linguistics and American Sign Language (ASL); or an aspiring entrepreneur could choose minors in education and business administration. The major encourages students to integrate their chosen disciplines through a capstone project.

All LST majors are required to complete an internship, which may be credit or non-credit bearing, and culminate their studies with the LST 400 capstone course, where they draw connections between their academic experiences and demonstrate the synthesis of their interdisciplinary education. This structure ensures that graduates are not only well-versed in multiple fields but skilled in critical thinking, data analysis, and global perspectives, preparing them for a wide range of professional and academic pursuits.

Academic Program Reviews

- The Office of the Dean of the Faculty, in collaboration with the Office of Curriculum Outreach Resources and Effectiveness, coordinated the Academic Program Review process for several undergraduate and graduate programs. This initiative is a key component of the University's ongoing commitment to ensuring the quality and relevance of our academic offerings. By strategically managing and aligning our resources, the aim is to provide students with an exceptional academic experience and the support they need to graduate in a timely manner. These efforts are also integral to advancing Gallaudet's broader goal of increasing student enrollment and fostering student success.
- General Education: The First Year and Transfer Enrichment (FYTE) program within Gallaudet's General Education curriculum achieved remarkable success in its fourth year. This past year, the program continued to provide invaluable support to first-year and transfer students through its VEE 101, 102, 150, and 300 courses.
  During summer 2024, the FYTE program continued the VEE Mentor initiative, which began in summer 2023. VEE mentors have consistently demonstrated outstanding leadership and peer support, playing a pivotal role in helping first-year and transfer students navigate their transition to Gallaudet. Their ongoing success is reflected in both student feedback and retention data – VEE mentors remain the most valued component of the FYTE program, with their guidance contributing significantly to students' sense of belonging and persistence. This initiative not only fosters the personal and professional growth of the mentors themselves but also has a measurable, positive impact on the retention and success of our newest Bison.
- The Graduate School celebrated the first graduating classes to complete new Master of Arts programs in Counseling and Early Intervention Studies. It also began accepting students to join the graduate certificate program in Educational Neuroscience and the Doctor of Education program in Transformational Leadership and Administration in Deaf Education.

Several academic centers at Gallaudet continued to make progress in their work in Fiscal Year 2025:

- The Center for Black Deaf Studies (CBDS) launched the Necessity of Now campaign to raise $23 million for programming, scholarships, and the construction of the Louise B. Miller Pathways and Gardens – a landmark honoring the history and contributions of the Black Deaf community. Under Dr. Joseph Hill's leadership, CBDS expanded its academic offerings, hosted cultural events, provided mentorship, and created opportunities for student research and community engagement.
- Nuestra Casa – the Center for Latine Deaf Studies – advanced research, education, and community engagement through impactful programming, including two presentations by Dr. Omar Ruiz-Trejo: "My Identity is My Superpower" and "Cultivating Seeds: Latine Deaf Knowledge Series" on April 10, 2025. The center also organized documentary screenings, forums, and workshops, while developing an interdisciplinary Latine Deaf Studies minor and providing academic support to empower students and foster community leadership.
- The Center for Democracy in Deaf America (CDDA) significantly advanced civic engagement and democratic skills within the Deaf community through a variety of impactful initiatives. The CDDA's debate team achieved notable success, highlighted by Junior Trent Mora's championship win at the Sierra Sustainability Summit and additional victories at national and regional tournaments, including the British Parliamentary Novice Nationals at Cornell and the Huber British Parliamentary tournament at the University of Vermont. The CDDA also launched the SignVote campaign in August, aiming to inform and mobilize deaf students and community members for the 2024 election. This included voter registration booths, campus and national workshops, debate viewing parties, and an election night event that brought together hundreds of participants for discussions in ASL on political engagement and the election process. The center hosted the third annual Gallaudet Distinguished Debate, organized the fifth annual Youth Debate Finals for deaf and hard of hearing youth, and co-hosted a documentary screening on the history of the Americans with Disabilities Act. Through these programs, CDDA empowered deaf individuals to develop critical thinking, public speaking, and civic participation skills, fostering a more informed, engaged, and democratic Deaf America.
- The Center for Teaching and Learning (CTL) organized an annual Professional Development Week (PDW) that took place shortly before the first day of classes. Topics included innovation, marketing, strategic enrollment, classroom management with disruptions, and voting. Prior to PDW, CTL ran the New Faculty Orientation program and supported the onboarding process for all new faculty hires. The center maintains the CTL microsite that includes information on syllabus development; resources for instructors, including the use of artificial intelligence in courses; and materials from PDW sessions.

- Gallaudet Innovation Entrepreneurship Institute (GIEI) offered one section of VEE 102 for first-year students with an academically rigorous, three-week entrepreneurship module. The curriculum included immersion in the Deaf ecosystem while developing critical skills in sustainable problem-solving and effective business communication. Academic highlights included in-depth instruction on crafting business pitches and engaging with industry experts through a panel presentation. The course concluded with the annual BisonTank competition, where students applied their learning in a real-world, competitive setting, demonstrating both their academic growth and entrepreneurial potential.
- The Office of International Affairs (OIA) programs advanced The Gallaudet Promise by making "global learning for all" the core of Global Gallaudet, equipping students with the skills and perspectives needed for global citizenship and success beyond graduation. During the academic year, OIA collaborated with admissions to boost international student enrollment and retention, managed education abroad programs, and provided guidance for prestigious scholarships such as the Gilman and Fulbright. OIA also facilitated academic exchanges and partnerships oversaw immigration and transition support for international students and scholars including those in the English Language Institute. Guided by the American Council on Education's (ACE) internationalization labs, Academic Affairs and campus partners have embraced four grand themes to fully internationalize the university, integrating global dimensions and cultural sensitivity into all aspects of campus life. OIA also serves as a hub for campus dialogues on global issues, and the development of a "Global Knowledge Base" focused on nations' deaf communities. Recognized by ACE as "the heartbeat of the global deaf community," Gallaudet remains committed to supporting both international and domestic students in pursuing global experiences, fostering a vibrant, inclusive environment that addresses the grand challenges facing deaf communities worldwide.

Faculty

The University began the 2025–2026 academic year with 158 full-time regular faculty members. Three new full-time, regular-status faculty members joined the following programs in the schools:

- Counseling
- M.S. in Speech-Language Pathology



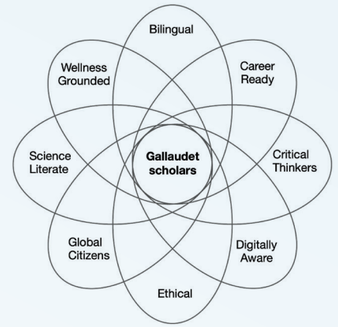
X. Institutional Student Learning Outcomes and Gallaudet's Core Curriculum

Gallaudet University's Institutional Student Learning Outcomes (SLOs) define the characteristics of Gallaudet scholars and provide the framework for learning opportunities throughout their 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**.*

Mission statement of the Core Curriculum:

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 its communities. The University does so by deeply respecting its deaf and other interacting identities, and being grounded by them as it explores ways to engage more deeply with each other and the world.



- Bilingualism
- Career Readiness
- Critical Thinking
- Digital Awareness
- Ethics
- Global Citizenship
- Science Literacy
- Wellness

The program is structured around three components:

Examine: Welcoming everyone to this journey of deaf academic co-creation, setting the foundation for continuously striving to better understand themselves in relation to each other, and the skills everyone continually strives to improve.

The Examine component comprises six classes:

- *VEE 101 – the Examine Seminar
- VEE 102 – the Explore Seminar
- MAT 101 (or above)
- ASL 125
- ENG 102 (or above)
- VEE 150 – Bilingual Research Approaches

**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 Gallaudet uses VEE as the name for its core curriculum courses, it is celebrating its bilingualism and encouraging its students to be intellectually curious in both ASL and English – and other languages they use..*

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

For the Explore component, students must complete at least two classes from each of the four Areas of Inquiry:

- Identities and Cultures
- Communication and Creativity
- Science and Technology
- Ethics and Civics

A full list of the designated courses for each Area of Inquiry can be found at **https://gallaudet.edu/academics/general-education/overview.**

Engage: Practicing deep and positive interaction with one another and honing individual skills for long-term community engagement throughout the lifespan.

- Two semesters of on-campus engagement (clubs, athletics, work-study, etc.)
- One semester of off-campus engagement (internship, study abroad, etc.)
- VEE 300 Core Capstone class

The following values were assigned for the rubrics used for assessment in General Education courses as presented in the following tables and graphs:

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

The Core Curriculum serves as the foundation for all Gallaudet undergraduate students, supporting them as they branch into one of the University's five schools and declare their major(s) and minors. As such, the Core Curriculum seeks to ensure that students participate in a range of academic and co-curricular experiences that introduce them to all eight SLOs. It is expected that scores will average closer to 2 for students in their VEE 101 and 102 classes, while students progressing through their Core Explore electives will be averaging closer to 3.

This year's report focuses on the four Areas of Inquiry that make up Core Explore. The Core Curriculum began in the fall of 2021 and has become more robust each year, as students move up through the structure of the curriculum. Gallaudet now has more than 100 courses designated as satisfying Core Explore. Each Area of Inquiry has classes from multiple programs and disciplines, and as the offerings have grown and diversified, the University also has continued to adapt the rubrics used for each area. Because bilingualism is a cornerstone of the Gallaudet experience and identity, it is the primary SLO that is measured across multiple levels of the Core Curriculum; therefore Bilingualism also has its own section, which caps off the General Education report.

Identities and Cultures: Core Explore - Area of Inquiry

Student Learning Outcome:

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.*

Student understanding of the Identities and Cultures Area of Inquiry is measured using American Association of Colleges and Universities' Value Assessment of Learning in Undergraduate Education rubrics:

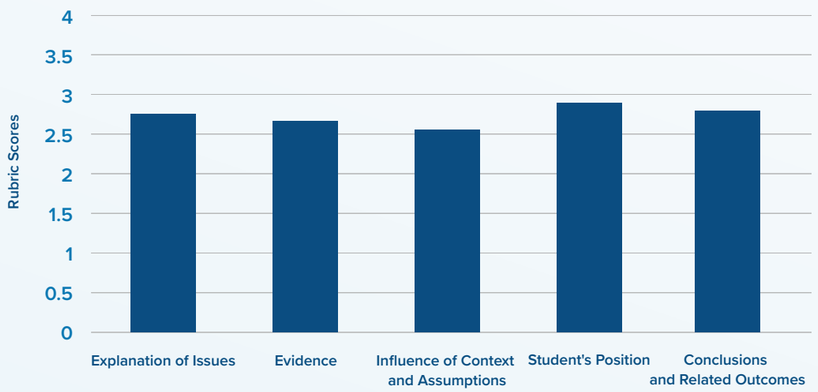
- Critical Thinking
- Global Learning

Core Explore – Identities and Cultures
Academic Year 2024-2025: Intercultural Knowledge and Competence Data

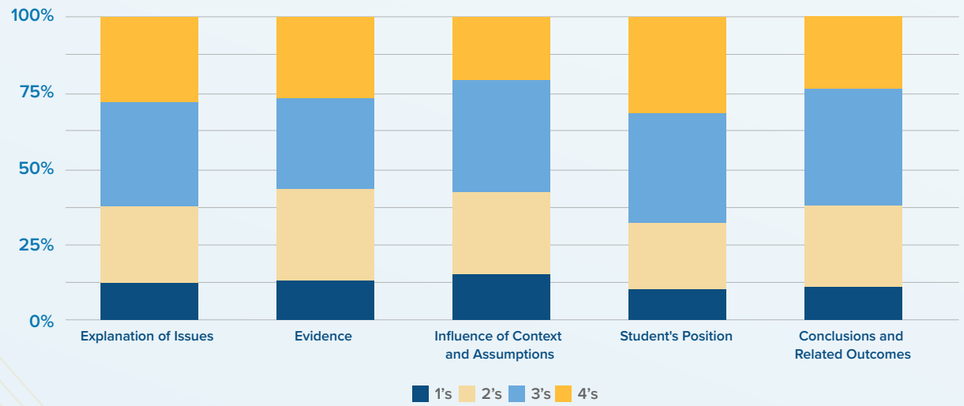
Critical Thinking Average Scores – Core Explore: Identities & Cultures classes
The table and graphs below show the average Critical Thinking scores for students in the Core Explore classes. The average scores across all five criteria range by only 0.26, with all scores between 2.61 and 2.87. Most students scored 3's, but fully half of the students scored either a 2 or a 4, showing that the range is quite wide, around 3.

CORE EXPLORE - Average Critical Thinking Rubric Scores

Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
2.77	2.70	2.61	2.87	2.73



	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
1's	12%	13%	15%	10%	11%
2's	25%	30%	27%	22%	27%
3's	34%	30%	37%	36%	39%
4's	28%	27%	21%	32%	24%

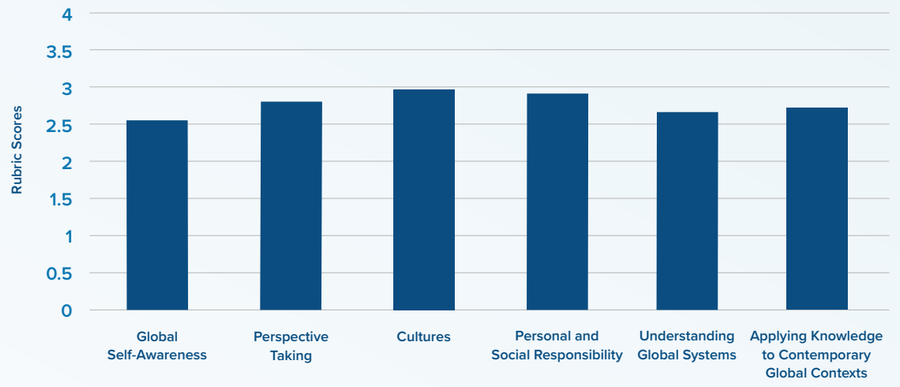


Core Explore – Identities and Cultures
Academic Year 2024-2025: Global Learning Data

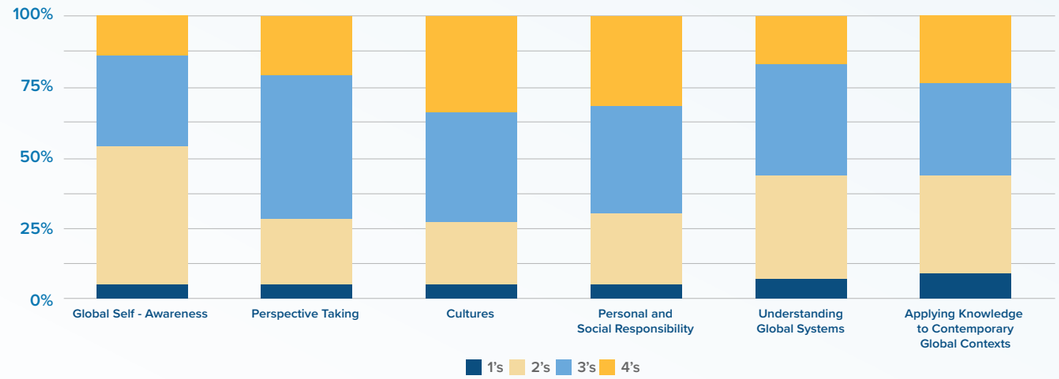
Global Learning Average Scores – Core Explore: Identities and Cultures classes
The table and graph below show the average Global Learning scores for students in the Core Explore classes designated as satisfying the Identities and Cultures Area of Inquiry. Scores cluster around 2.75, showing that this is an emerging area of understanding for students at this level. While the majority of students earned 3 or above on Perspective Taking, Cultures, and Personal and Social Responsibility, the other three areas had lower scores, showing that overall awareness, global understanding, and application are areas that students may not yet be aware of.

CORE EXPLORE Average Global Learning Rubric Scores

Global Self-Awareness	Perspective Taking	Cultures	Personal and Social Responsibility	Understanding Global Systems	Applying Knowledge to Contemporary Global Contexts
2.53	2.80	2.95	2.90	2.62	2.73



	Global Self-Awareness	Perspective Taking	Cultures	Personal and Social Responsibility	Understanding Global Systems	Applying Knowledge to Contemporary Global Contexts
1's	5%	5%	5%	5%	5%	6%
2's	47%	25%	24%	27%	41%	40%
3's	32%	49%	37%	36%	37%	29%
4's	15%	20%	34%	32%	17%	25%



Communication and Creativity: Core Explore - Area of Inquiry

Three American Association of Colleges and Universities' Valid Assessment of Learning in Undergraduate Education rubrics were used to assess student understanding of the Communication and Creativity Area of Inquiry::

- Creative Thinking
- American Sign Language (ASL) Presentation
- Written Communication

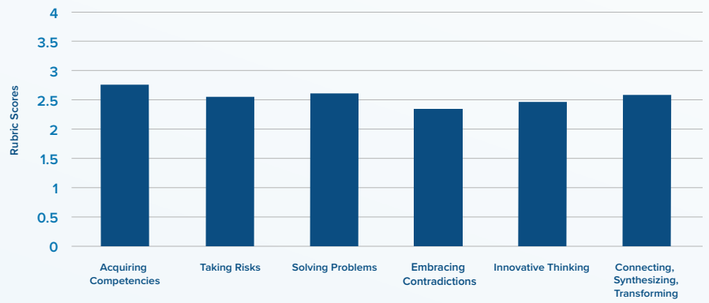
The data related to Written Communication and ASL Presentations is also provided in the Bilingualism section, where it is compared with results from the Bilingual Research Approaches classes (VEE 150) and the Core Capstone (VEE 300).

Core Explore – Communication and Creativity
Academic Year 2024-2025: Creative Thinking Data

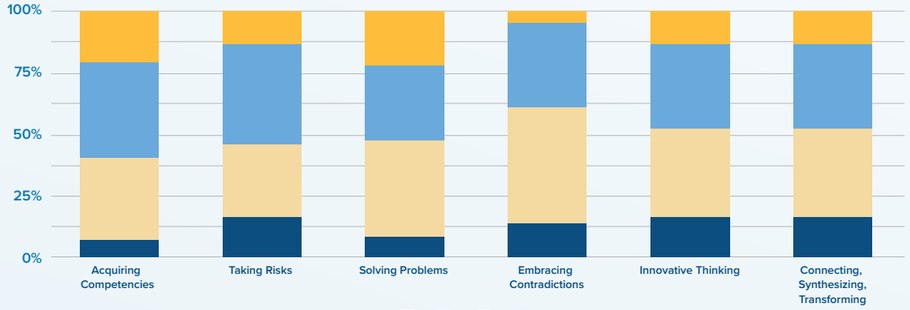
The tables and graphs below show the average Creative Thinking scores for students in the Core: Explore classes designated as satisfying the Communication and Creativity Area of Inquiry. Scores averaged 2.5, with 70% of the students split evenly between 2's and 3's. Students did best on Acquiring Competencies and Solving Problems, while they struggled more with Embracing Contradictions and using Innovative Thinking.

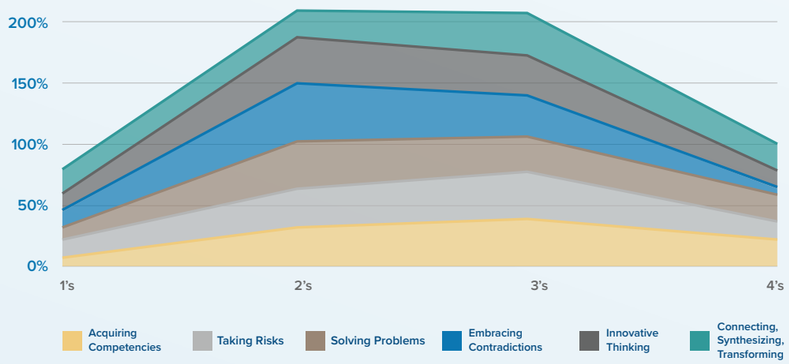
CORE EXPLORE Average Creative Thinking Rubric Scores

Acquiring Competencies	Taking Risks	Solving Problems	Embracing Contradictions	Innovative Thinking	Connecting, Synthesizing, Transforming
2.76	2.54	2.63	2.30	2.48	2.59



	Acquiring Competencies	Taking Risks	Solving Problems	Embracing Contradictions	Innovative Thinking	Connecting, Synthesizing, Transforming
1's	7%	15%	10%	13%	15%	20%
2's	32%	32%	39%	48%	38%	22%
3's	39%	39%	29%	34%	33%	35%
4's	22%	15%	22%	5%	15%	22%



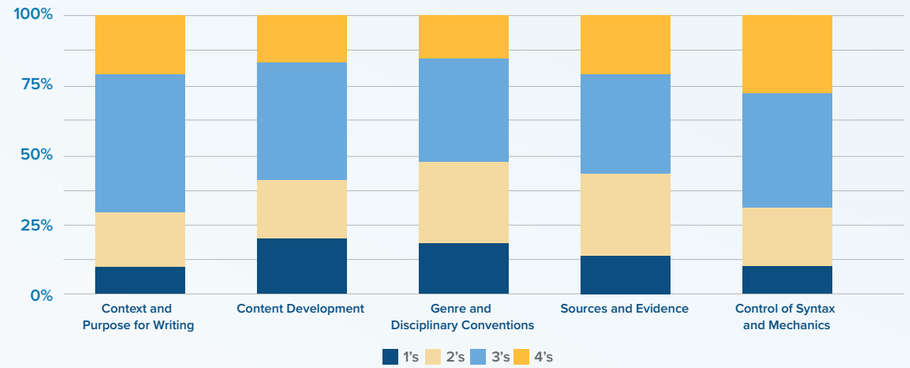


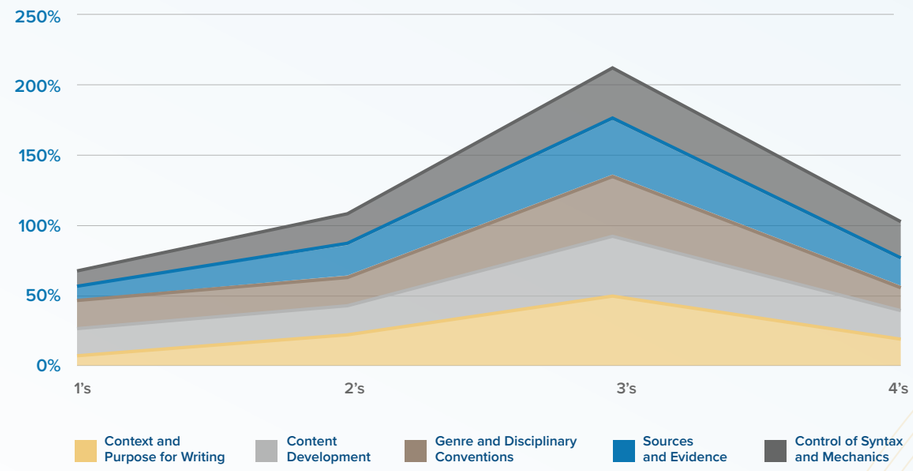
Core Explore – Communication and Creativity
Academic Year 2024-2025: Written Communication Data

The tables and graphs below show the Written Communication scores for students in the Core Explore classes designated as satisfying the Communication and Creativity Area of Inquiry. The vast majority of students scored 3's, with less than 40% of students scoring 2 or below. This trend was consistent across all areas on the rubric. The strongest area for students was Context and Purpose for Writing.

CORE EXPLORE - Written Communication Rubric Scores

	Context and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
1's	9%	21%	18%	12%	10%
2's	20%	19%	25%	25%	22%
3's	49%	42%	42%	42%	42%
4's	22%	19%	15%	21%	26%



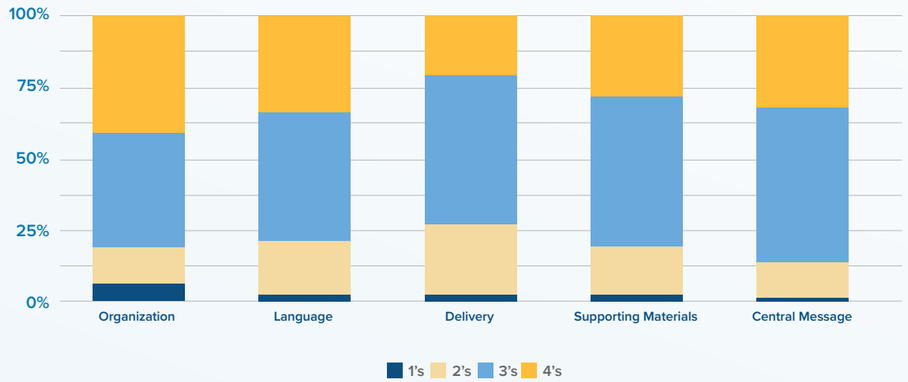


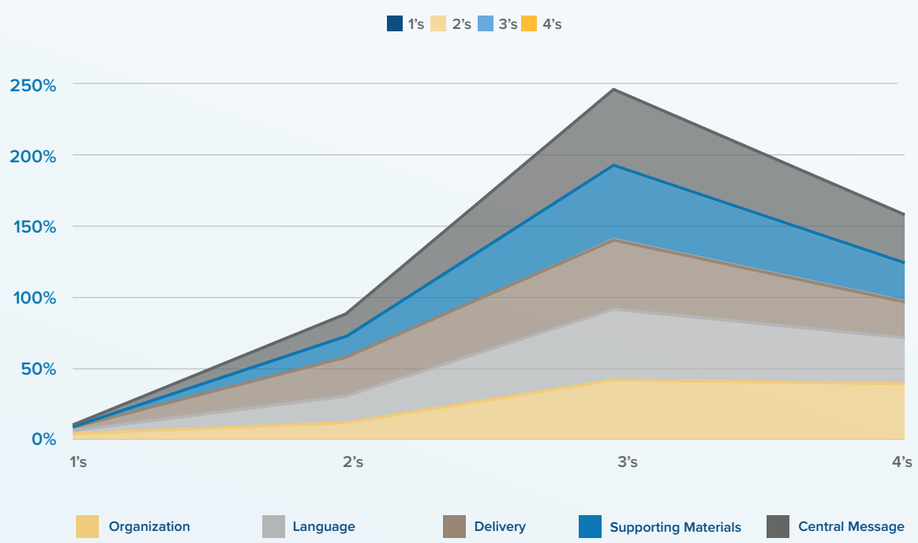
Core Explore – Communication and Creativity
Academic Year 2024-2025: ASL Data

The tables and graphs below show the ASL Presentation scores for students in the Core Explore classes. Over 80% of students scored at or above the benchmark of 3. The weakest area was Delivery, while the strongest areas were Central Message and Organization.

CORE EXPLORE - ASL Presentation Rubric Scores

	Organization	Language	Delivery	Supporting Materials	Central Message
1's	5%	2%	2%	2%	1%
2's	13%	18%	24%	17%	13%
3's	42%	45%	52%	54%	53%
4's	40%	35%	22%	27%	33%





Science and Technology
Core Explore - Area of Inquiry

Related Student Learning Outcomes:

Digital Awareness: *Employ data and technology in effective, competent, fair, accountable, transparent, and responsible (ethical) ways.*

Science Literacy: *Evaluate evidence derived from a systematic analysis of quantitative and qualitative data to address issues that pertain to the experiences of individuals in societies.*

Three American Association of College and Universities' Valid Assessment of Learning in Undergraduate Education rubrics are used to assess student understanding of the Science and Technology Area of Inquiry:

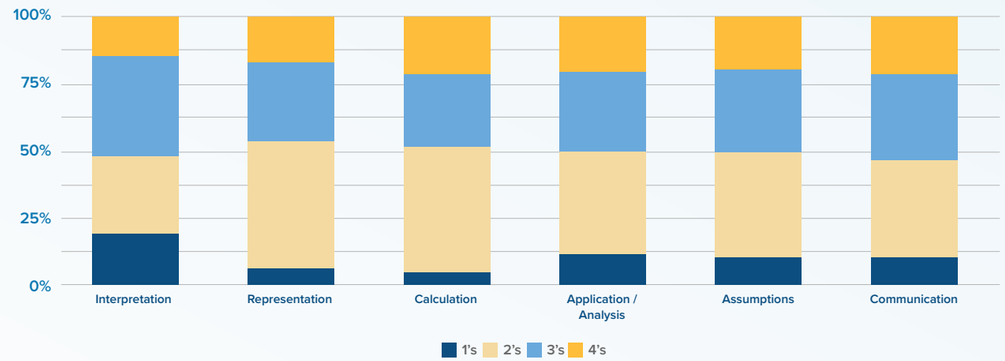
- Quantitative Literacy
- Problem Solving
- Inquiry and Analysis

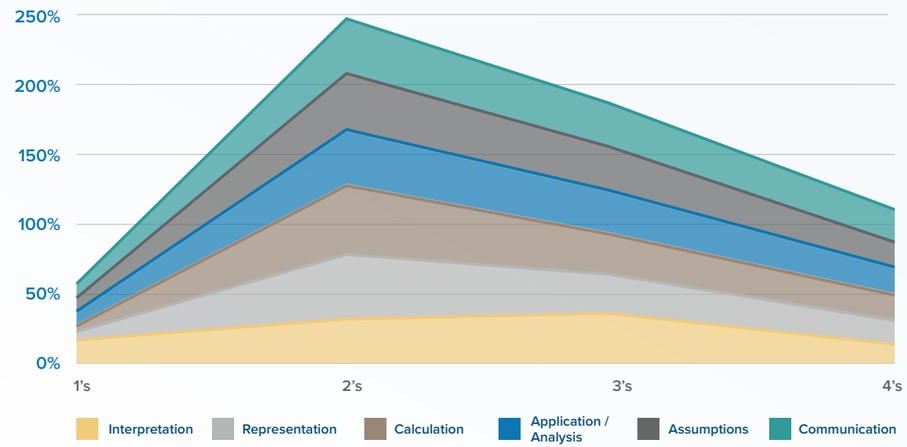
Core Explore – Science and Technology
Academic Year 2024-2025: Quantitative Literacy Data

The tables and graphs below show the average Quantitative Literacy scores for students in the Core: Explore classes designated as satisfying the Science and Technology Area of Inquiry. Scores average just above 2.5 and are fairly consistent across all criteria. Fifty percent or more of the students scored the benchmark 3 or above in all categories except Representation and Calculation.

Science & Technology - Average Quantitative Literacy Rubric Scores

	Interpretation	Representation	Calculation	Application / Analysis	Assumptions	Communication
1's	18%	6%	4%	10%	10%	10%
2's	32%	48%	48%	40%	40%	39%
3's	36%	29%	29%	30%	30%	30%
4's	15%	17%	19%	19%	19%	22%



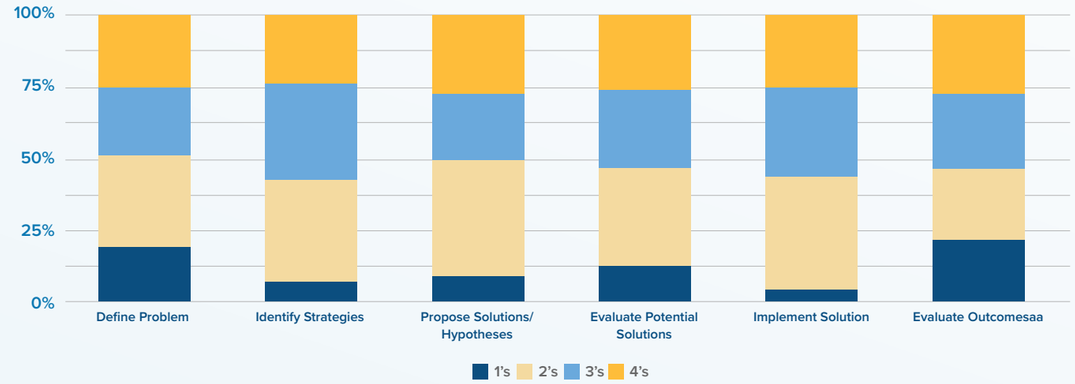


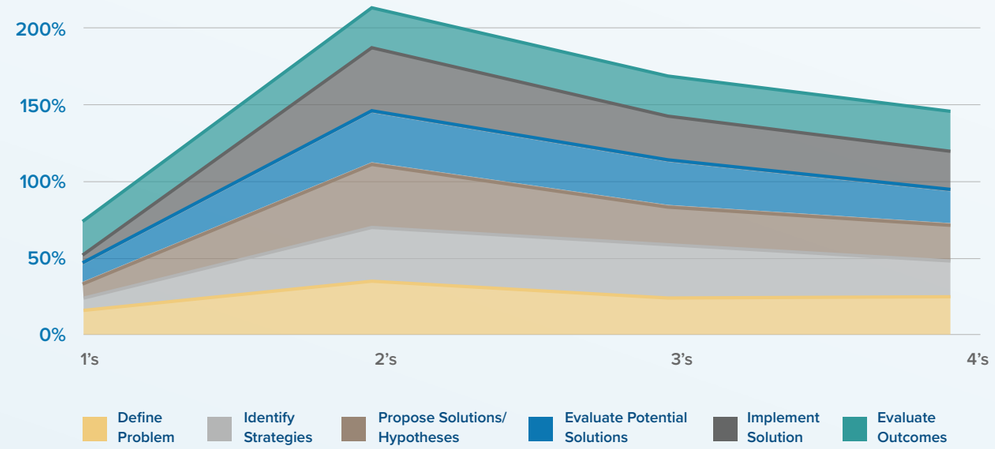
Core Explore – Science and Technology
Academic Year 2024-2025: Problem Solving Data

The tables and graphs below show the average Problem Solving scores for students in the Core: Explore classes designated as satisfying the Science and Technology Area of Inquiry. Identify Strategies had the most scores at 3 or above. In all categories more students scored 2's than 3's (or those two scores were equal), with those two scores making up 60% to 70% of the scores in every category. This shows that students are still new to scientific problem-solving when taking their Core Explore courses.

Science & Technology - Problem Solving Rubric Scores

	Define Problem	Identify Strategies	Propose Solutions/ Hypotheses	Evaluate Potential Solutions	Implement Solution	Evaluate Outcomes
1's	17%	7%	9%	14%	5%	22%
2's	35%	35%	41%	35%	41%	26%
3's	24%	35%	26%	29%	30%	26%
4's	25%	23%	24%	23%	25%	26%



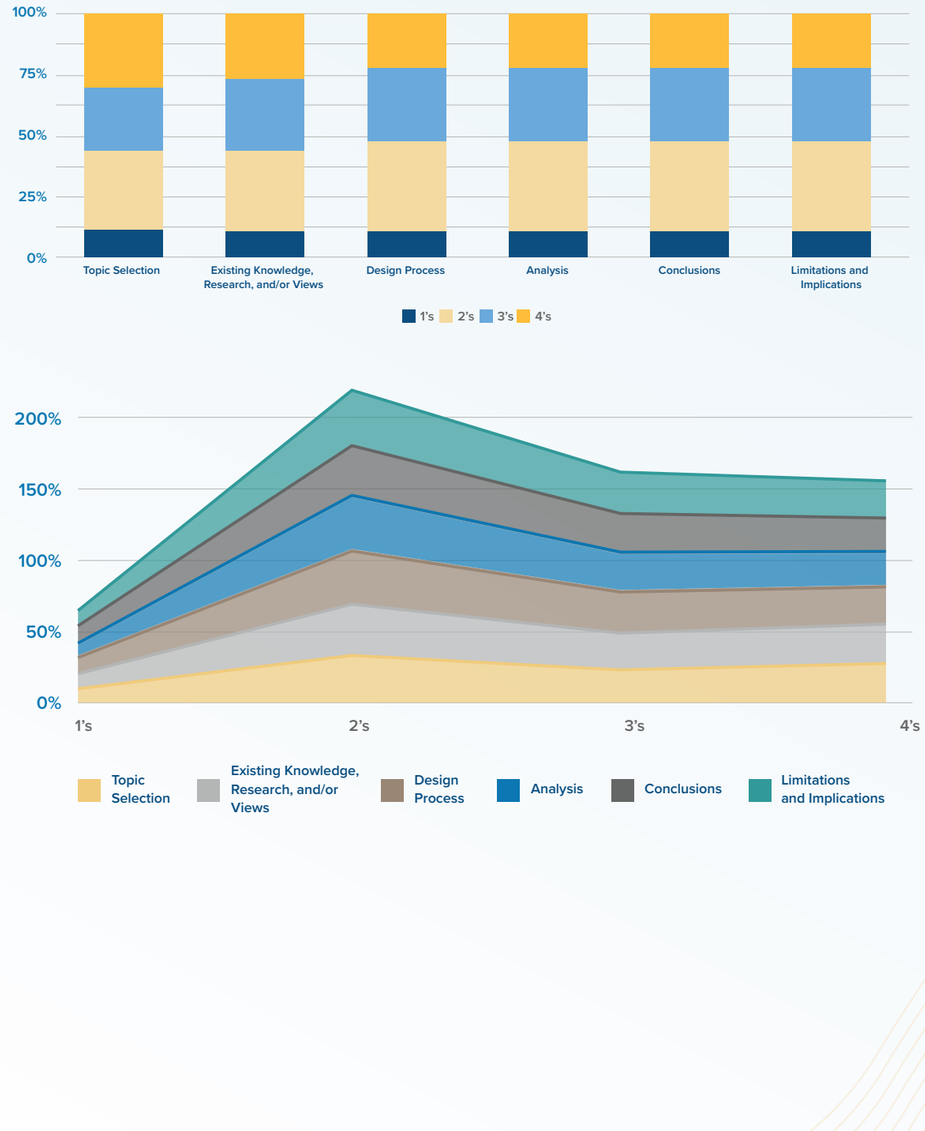


Core Explore – Science & Technology
Academic Year 2024-2025: Inquiry and Analysis Data

The tables and graphs below reflect the average Inquiry and Analysis scores and the breakdown of the scores for students in the Core Explore classes designated as satisfying the Science and Technology Area of Inquiry. More than 50% of students scored 3 or above on all six criteria. They were the strongest on the criteria Topic Selection and Existing Knowledge, Research, and/or Views.

Science & Technology - Inquiry and Analysis Rubric Scores

	Topic Selection	Existing Knowledge, Research, and/or Views	Design Process	Analysis	Conclusions	Limitations and Implications
1's	11%	10%	11%	11%	11%	11%
2's	34%	35%	37%	37%	37%	37%
3's	23%	27%	28%	28%	28%	28%
4's	32%	28%	24%	24%	24%	24%



Ethics and Civics
Core Explore - Area of Inquiry

Related Student Learning Outcomes:

Ethics: *Formulate reasoned decisions about ethical issues that lead to wise action.*

Critical Thinking: *Think critically and innovatively, and express myself creatively, making connections within and across disciplines.*

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.*

Three American Association of College and Universities' Valid Assessment of Learning in Undergraduate Education rubrics are used to assess student understanding of the Ethics and Civics Area of Inquiry:

- Civic Engagement
- Critical Thinking
- Ethical Reasoning

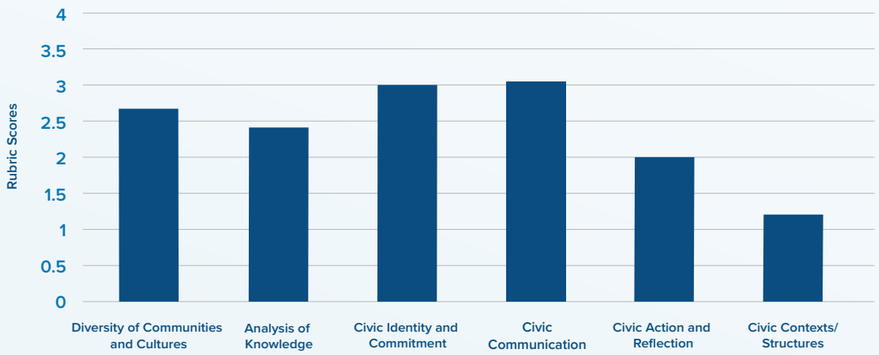
Core Explore – Ethics and Civics
Academic Year 2024-2025: Civic Engagement Data

Civic Engagement Scores – Core Explore: Ethics and Civics classes

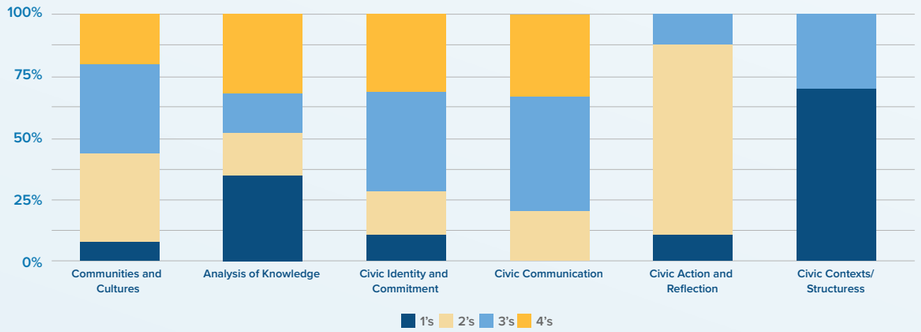
The table and graph below show the average Civic Engagement scores for students in the Core: Explore classes designated as satisfying the Ethics & Civics Area of Inquiry. Unlike many of the other assessment areas, Civic Engagement is not something that has been introduced in depth in other classes before students take their Core Explore requirements. As expected, the scores vary widely. While the average of all scores was 3 or above on Civic Communication and Civic Identity and Commitment, it was quite low for Civic Context/Structures.

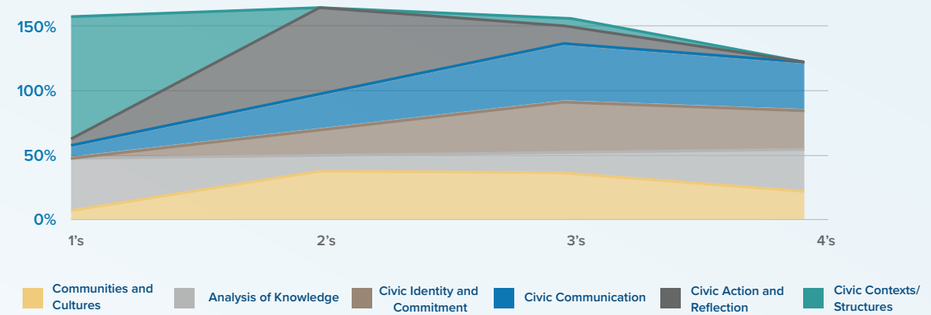
Science & Technology - Inquiry and Analysis Rubric Scores

	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts/ Structures
Ethics and Civics	2.71	2.40	3.00	3.14	2.00	1.14



	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts/ Structures
1's	7%	40%	3%	0%	14%	93%
2's	36%	13%	23%	21%	71%	0%
3's	36%	13%	43%	43%	14%	7%
4's	21%	33%	30%	36%	0%	0%





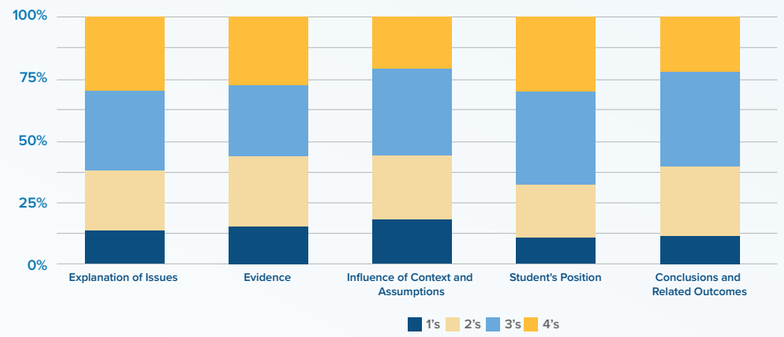
Core Explore – Ethics and Civics
Academic Year 2024-2025: Critical Thinking Data

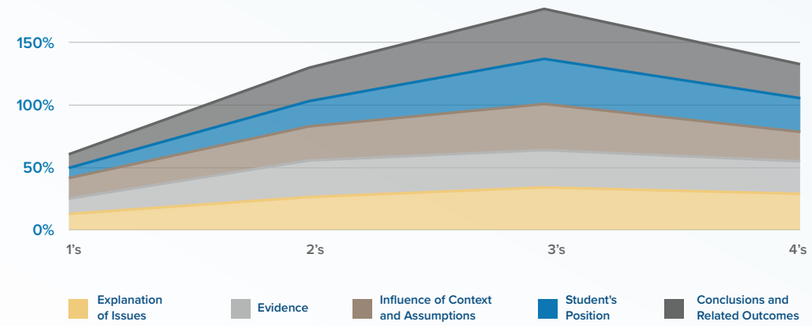
Critical Thinking Scores – Core Explore: Ethics and Civics classes

The table and graph below show the Critical Thinking scores for students in the Core Explore classes designated as satisfying the Ethics and Civics Area of Inquiry. In every category, the majority of students scored at the benchmark of 3 or above, and 15% or fewer scored 1's. The highest scores were on Student's Position as well as Explanation of Issues.

CORE EXPLORE Average Critical Thinking Rubric Scores

	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
1's	12%	13%	15%	10%	11%
2's	25%	30%	27%	22%	27%
3's	34%	30%	37%	36%	39%
4's	28%	27%	21%	32%	24%





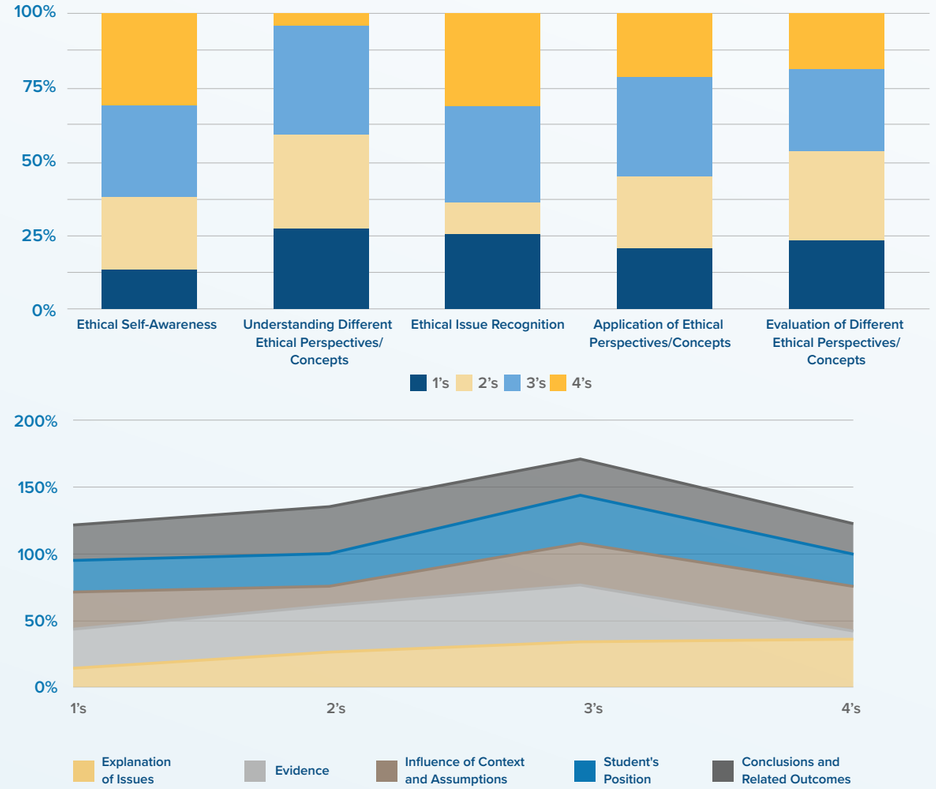
Core Explore – Ethics and Civics
Academic Year 2024-2025: Ethical Reasoning Data

Ethical Reasoning Scores – Core Explore: Ethics and Civics classes

The table and graph below show the Ethical Reasoning scores for students in the Core Explore classes designated as satisfying the Ethics and Civics Area of Inquiry. More than half of students scored above benchmark in Ethical Self-Awareness, Ethical Issue Recognition, and Application of Ethical Perspectives/Concepts.

Ethics & Civics - Ethical Reasoning Rubric Scores

	Ethical Self-Awareness	Understanding Different Ethical Perspectives/Concepts	Ethical Issue Recognition	Application of Ethical Perspectives/Concepts	Evaluation of Different Ethical Perspectives/ Concepts
1's	12%	27%	26%	21%	24%
2's	24%	32%	12%	24%	31%
3's	31%	37%	31%	33%	24%
4's	33%	5%	31%	22%	21%



Bilingualism

Student Learning Outcome:

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

Assessment of this Student Learning Outcome

Gallaudet has adapted the American Association of Colleges and Universities' (AAC&U) Oral Presentation Rubric as the ASL Public Presentation Rubric to assess ASL in presentations. Where videos are submitted for ASL assignments rather than having in-class presentations, courses use Gallaudet's ASL Video Assignment Rubric. These two rubrics have been aligned for this report by averaging the scores on Genre and Disciplinary conventions. The AAC&U Written Communication Value Rubric is used for the assessment of written English.

Assessment of ASL - General Education
Academic Year 2024-2025: ASL Public Presentation and Video Assignment Data

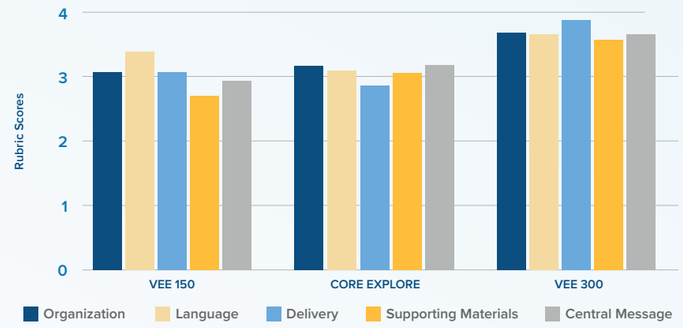
ASL Averages – VEE 150, Core Explore, and VEE 300-level classes

The table and graph below compare the average ASL scores for students in three levels of General Education classes. The scores across the Core Curriculum generally indicate steadily increasing skill improvement as students progress from their Bilingual Research Approaches course (VEE 150), through the Core Explore electives, to the Capstone Course (VEE 300). The difference is not as pronounced between VEE 150 and the Core Explore classes, as some students are taking VEE 150 simultaneously with their Core Explore electives. By the time they reach VEE 300, instructors see that their skills have clearly grown across all categories.

The average score for students in VEE 150 was 3, already achieving the benchmark. The Core Explore students averaged 3.07 and the Capstone students averaged 3.66. The Core Explore students averaged above the benchmark score of 3 on four of the five criteria, while Capstone students averaged above the benchmark of 3 on all five criteria.

Core Curriculum Average ASL Scores

	Organization	Language	Delivery	Supporting Materials	Central Message
VEE 150	3.02	3.27	3.02	2.73	2.94
CORE EXPLORE	3.15	3.09	2.91	3.03	3.17
VEE 300	3.64	3.61	3.88	3.56	3.59



Assessment of Writing - General Education
Academic Year 2024-2025: Written Communication Data

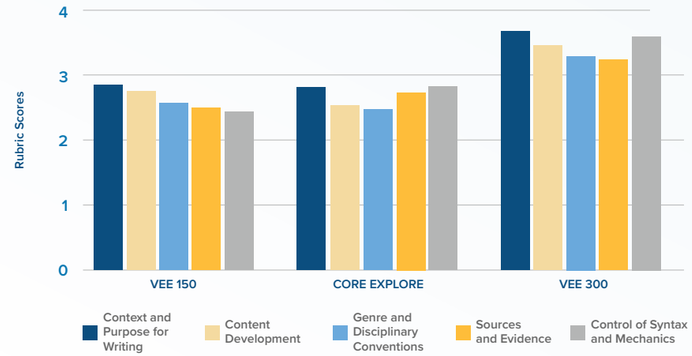
Written Communication – VEE 150, Core Explore, and VEE 300-level classes

The following table and graph compare the written communication scores for students in three levels of General Education classes. The scores reflect skill improvement as students progress from the Bilingual Research Approaches courses (VEE 150), through the Core Explore electives in Creativity and Communication, to the Capstone Course (VEE 300), with those at the 300 level averaging the highest. As seen with ASL, the scores at the VEE 150 and Core Explore levels are more similar, with more pronounced growth happening between Core Explore and the VEE 300 level.

The average score for students in VEE 150 was 2.67. The Core Explore students average score was 2.71. The VEE 300 Capstone students achieved or exceeded the benchmark score of 3 on all five criteria, with an average score of 3.54.

Core Curriculum Average Written Communication Scores

	Context and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
VEE 150	2.87	2.81	2.62	2.54	2.52
CORE EXPLORE	2.85	2.59	2.54	2.73	2.84
VEE 300	3.74	3.56	3.39	3.38	3.65



XI. 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 The Gallaudet Promise.

The University's five research priority areas for 2025-2028 include:

1. **Education:** Practices and policies across the lifespan in education and beyond;
2. **Language and Cognition:** Brain and language processing; multilingual learning;
3. **Artificial Intelligence/Big Data:** Advanced computational approaches to signed language and accessibility;
4. **Accessibility:** Universal design, technology transfer, captioning, AR/VR/Avatars; and
5. **Deaf Experience:** Lived experience as deaf, deafblind, and hard of hearing (DDBHH) people, language deprivation, intersectional identities, mental health/wellbeing, genetic therapies.

A Look at the University's Growth

Researchers at Gallaudet continue making significant impacts on our campus community and beyond. With the establishment of the Research and Innovation initiative led by Strategic Research Officer Poorna Kushalnagar, Gallaudet's awarded grants and contracts have increased substantially, representing a strong annual compound growth rate. This increase has been fueled by innovative idea generation, strategic investment and support, and from a talented research ecosystem that includes faculty, staff, and students. Phase 2 of the strategic plan is designed to accelerate this momentum by providing targeted support to the five priority research areas, while strengthening research infrastructure and opportunities well into the future.

Institutional Alignment: Phase 2 Priorities

Gallaudet University Strategic Plan: Phase 2

Phase 2 emphasizes creating an inclusive research environment where all members of our community can contribute and thrive. Gallaudet's research strategies directly support its four key goals:

- **Unrivaled Academic Excellence**
  Gallaudet will strengthen its position as the world leader in bilingual education (American Sign Language/English) while advancing innovative research across its five priority areas.
- **Champ Student Experience**
  Gallaudet will provide exceptional research opportunities for all students in its priority areas, ensuring access and support throughout their academic journey.
- **All Deaf Thrive**
  Gallaudet's research in Education, Language and Cognition, AI/Big Data, Accessibility, and Deaf Experience will directly benefit DDBHH communities.
- **We Are Home**
  Gallaudet will create a research environment where everyone feels a sense of belonging, with inclusive practices embedded in all research activities across its five priority areas.

XII. 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, deafblind, and hard of hearing scholarship, and provide students with unparalleled opportunities to collaborate on research that changes lives throughout the world.

Artificial Intelligence, Accessibility, and Sign Language Center (AIASL)

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/

NRT-IPP: Universal AI

PI: Dr. Raja Kushalnagar
National Science Foundation (NSF): 2440601
9/1/2025-8/31/2030
$4,498,537

CONSENT-ASL Toolkit for Deaf and Hard of Hearing People

PI: Dr. Raja Kushalnagar
National Institutes of Health (NIH): 1G08LM013797
9/1/2021-8/31/2025
$420,248

Products:
Seita, M. S., Usha, M. J., Skwersky, R.F., Kushalnagar, P., and Kushalnagar, R. (2025). Joint Bilingual Navigation of Informed Consent and Intake Forms in American Sign Language and Written English. W4A 2025.
https://doi.org/10.1145/3744257.3744271

Broadening Participation in Computing-Alliance Extension: AccessComputing Fourth Extension

PI: Dr. Raja Kushalnagar
University of Washington (NSF): 2137312
10/1/2021-12/31/2024
$169,880

Products:
Brianna Blaser, Maya Cakmak, Richard E. Ladner, Andreas Stefik, Raja Kushalnagar, Stacy Branham, and Amy J. Ko. 2025. Disability and Accessibility in Computer Science Education. *In Proceedings of the 56th ACM Technical Symposium on Computer Science Education V. 2 (SIGCSETS 2025). Association for Computing Machinery*, New York, NY, USA, 1717.
https://doi.org/10.1145/3641555.3705091

Gallaudet GenCyber Camp for Deaf and Hard of Hearing High School Students (GGC-DHHS)

PI: Dr. Raja Kushalnagar
University of Alabama-Huntsville (National Security Agency): H98230-22-1-0147
8/1/2024-12/31/2025
$90,000

NSF - Research Experiences for Undergraduates (REU) Site: Accessible Information and Communications Technologies

PI: Dr. Raja Kushalnagar
NSF: 2150429
3/1/2022-2/28/2025
$405,000

NSF: 2150429 Supplement
3/1/2022-2/28/2025
$45,360

NSF: 2150429 Supplement
3/1/2022-2/28/2025
$10,000

Products:
Si Chen, Haocong Cheng, Suzy Su, Stephanie Patterson, Raja Kushalnagar, Yun Huang, and Qi Wang. 2025. Customizing Generated Signs and Voices of AI Avatars: Deaf-Centric Mixed-Reality Design for Deaf-Hearing Communication. Proc. ACM Hum.-Comput. Interact. 9, 2, Article CSCW055 (April 2025), 31 pages. https://doi.org/10.1145/3710953

Shuxu Huffman, Si Chen, Kelly Avery Mack, Haotian Su, Qi Wang, and Raja Kushalnagar. 2025. "We do use it, but not how hearing people think": How the Deaf and Hard of Hearing Community Uses Large Language Model Tools. In Proceedings of the Extended Abstracts of the CHI Conference on Human Factors in Computing Systems (CHI EA '25). Association for Computing Machinery, New York, NY, USA, Article 33, 1–9. https://doi.org/10.1145/3706599.3719785

Han Zhang, Rotem Shalev-Arkushin, Vasileios Baltatzis, Connor Gillis, Gierad Laput, Raja Kushalnagar, Lorna C Quandt, Leah Findlater, Abdelkareem Bedri, and Colin Lea. 2025. Towards AI-driven Sign Language Generation with Non-manual Markers. In Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems (CHI '25). Association for Computing Machinery, New York, NY, USA, Article 278, 1–26. https://doi.org/10.1145/3706598.3713855

NSF- REU Site: Accessible Information and Communications Technologies (renewal)

PI: Dr. Raja Kushalnagar
NSF: 2447704
06/15/2025-05/31/2028
$456,342

Collaborative Research: Early-concept Grants for Exploratory Research: Visual Prosody Annotation in American Sign Language Corpus

PI: Dr. Abraham Glasser
NSF: 2429900
9/1/2024-8/31/2026
$129,730

CRII: HCC: American Sign Language-enabled Digital Assistants: Models and Metrics for User Satisfaction

PI: Dr. Abraham Glasser
NSF: 2348221
6/1/2024-5/31/2026
$174,999

BPC-AE: Access Computing Fifth Extension

PI: Dr. Abraham Glasser
University of Washington/NSF
01/01/2025-12/31/2029
$312,167

Speech Accessibility Project

PI: Dr. Raja Kushalnagar
UIUC Consortium
6/13/2025-6/30/2026
$293,881

Product:
Wu, S., Wenzel, K., Li, J., Li, Q., Pradhan, A., Kushalnagar, R., Lea, C., Koenecke, A., Vogler, C., Hasegawa-Johnson, M., Su, N. M., & Ratner, N. B. (2025). Speech AI for all: Promoting accessibility, fairness, inclusivity, and equity. In *Proceedings of the Extended Abstracts of the CHI Conference on Human Factors in Computing Systems*. Association for Computing Machinery.
https://doi.org/10.1145/3706599.3706746

Center for Deaf Health Equity (CDHE)

Poorna Kushalnagar, Ph.D., Director

CDHE conducts population health, patient-reported outcomes, and clinical trial studies that include individuals who are deaf, deafblind, or hard of hearing. Learn more at: **https://deaf-health.com/**

Using Technology-enhanced Approaches to Advance Cancer Health Equity Among Diverse Deaf, Deafblind, and Hard of Hearing Populations

PI: Poorna Kushalnagar
NIH: 5U01DC021718-04
9/23/2021-8/31/2026
$4,422,938

Women Health Supplement

PI: Poorna Kushalnagar
NIH: 3U01DC021718-04S1
9/1/2025-8/31/2026
$201,600

Products:

Kushalnagar, P., Rao, SR., Bergeron, E., Valdez, R., Wang, R., Kushalnagar, R., and Sadler, G.R. (2025). Using American Sign Language-Fluent Community Health Navigators to Advance Cancer Screening Adherence through Videoconferencing with Deaf, DeafBlind, and Hard of Hearing Adults: A Protocol for a Randomized Controlled Trial. *Journal of Medical Internet Research, Research Protocols*: 14:e65078. DOI: 10.2196/65078

Kushalnagar, P. (2025). Deaf Cancer Health Equity: Where Are We Now?. In *PSYCHO-ONCOLOGY* (Vol. 34). 111 RIVER ST, HOBOKEN 07030-5774, NJ USA: WILEY.

Visual Language and Visual Learning Center (VL2)

Melissa Malzkuhn, MFA and Lorna Quandt, Ph.D., 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/**

Numeracy and Educational Neuroscience Lab

Impact of language experience on early numerical cognition

PI: Ilaria Berteletti
NSF: 1916524
7/2/2019-6/30/2026 NCE
$1,025,958

Deaf signers and mathematical cognition: How language modality and time of language acquisition affect the neural correlates of arithmetic processing

PI: Ilaria Berteletti
NSF: 2349782
5/15/2024-4/30/2027
$1,413,844

NSF - Research Experiences for Undergraduates Site: ASL-English Bilingual Cognitive and Educational Neuroscience Training and Research Experience

PI: Ilaria Berteletti
Center on Visual Language and Visual Learning
NSF: 2349454
5/1/2024-4/30/2027
$449,611

Conference: Creating an accessible conference to support inclusive research in Mathematical Cognition and Learning

PI: Ilaria Berteletti
NSF: 2348499
2/1/2024-1/31/2025
$99,979

Action & Brain Lab

New Dimensions of ASL Learning: Implementing and Testing Signing Avatars and Immersive Learning

PI: Dr. Lorna Quandt
NSF: 2118742
10/1/2021-9/30/2025
$879,699.00

Products:

Alam, M. S., Palagano, J., Quandt, L. C. (2024). Insights from immersive learning: Using sentiment analysis and real-time narration to refine ASL instruction in virtual reality. ASSETS '24: Proceedings of the 26th International ACM SIGACCESS Conference on Computers and Accessibility, 108, 1-4. 10.1145/3706598.3713855

Collaborative Research: Building Real-time Intelligent Grounding in Deaf Education

PI: Lorna Quandt
Center on Visual Language and Visual Learning
NSF: 2418662
9/15/2024-8/31/2026
$370,522

Conference: Advancing research on the neurobiology of language

PI: Lorna Quandt
NSF: 2515190
8/15/2025 - 7/31/2026
$79,610

Deaf and Hard of Hearing Child Resilience Center (DHHCRC)

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
9/30/2021-9/29/2026
$2,903,350

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/**

Deaf in Motion: A Documentary about Pioneers in Early Space Studies

PI: Dr. Brian Greenwald
Drs. John S. and Betty J. Schuchman Deaf Documentary Center
NSF: 2415706
10/1/2024-9/30/2028
$1,300,059

National Beacon Center

Christi Batamula, Ph.D., Director

The National Beacon Center works to support the EHDI programs and strengthen EHDI systems by providing tailored technical assistance, sharing data-driven insights, and fostering collaboration to enhance programs and improve outcomes.

Health Resources and Services Administration: 5U52MC52990

04/01/2024 - 03/31/2029
$3,750,000

HRSA Supplemental Funding

04/01/2025-03/31/2026
$89,999

Technology Access Program (TAP)

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/**

Improvements in Sign Language Detection for Videoconferencing (SLDVC Phase I)

PI: Dr. Patrick Boudreault and Dr. Christian Vogler
GoVoBo, LLC/NIDILRR SBIR
SLDVC_01_062024
8/16/2024-11/30/2024
$18,302

Sign Language Detection for Videoconferencing Phase II (SLDVC Phase II)

PI: Dr. Christian Vogler
GoVoBo, LLC/NIDILRR SBIR
06/01/2025 – 05/31/2026
$89,219.00

Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing

PI: Dr. Christian Vogler
ACL – NIDILRR:
90REGE0013-04-00
9/30/2019-9/29/2026
$5,170,213

Product:

Thornton, K., Bosworth, C, Smith, A., Lopez, M., Buxton, C., Oliver, M., Bernstein, C. (2025) A Clinical Tool for Evaluating the Competence of Caregivers, Educators, and Speech-Language Service Providers: Reliability and Validity of the Pediatric Cochlear Implant Skills Review. *American Journal of Audiology*. In Press

Rehabilitation Engineering Research Center on Technology for People who are Deaf or Hard of Hearing
PI: Dr. Christian Vogler
NIDILRR: 90REGE0027
9/1/2024-9/29/2029
$924,999

Evaluation of VRS and IPCTS
PI: Dr. Christian Vogler/Dr. Matt Seita
MITRE
9/30/2024-8/31/2025: $325,775
8/2/2025-7/31/2026: $430,700

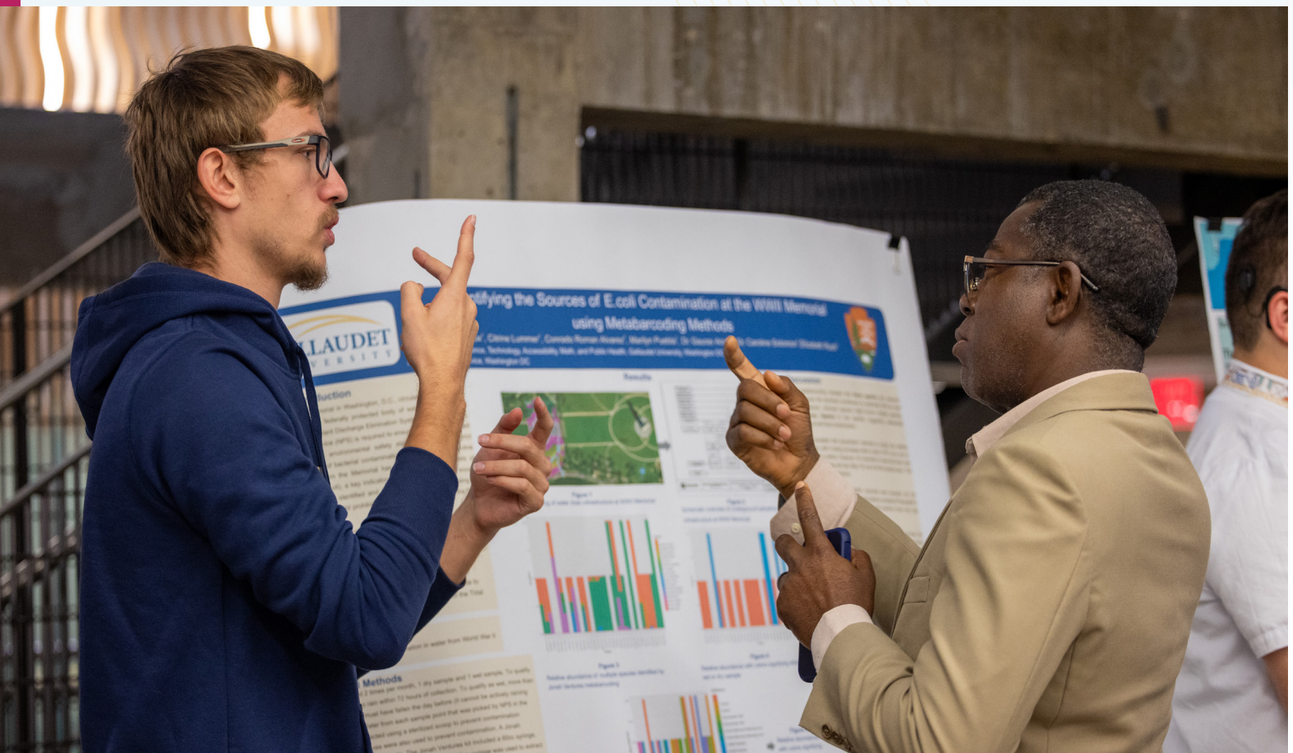
Sign Language Detection in Videoconferencing
PI: Dr. Christian Vogler
GoVoBo/NIDILRR
9/1/2025-5/31/2027
$178,519

Products:
Christian Vogler, Abraham Glasser, Raja Kushalnagar, Matthew Seita, Mariana Arroyo Chavez, Keith Delk, Paige Devries, Molly Feanny, Bernard Thompson, and James Waller. 2025. Barriers to Employment: The Deaf Multimedia Authoring Tax. *In Proceedings of Proceedings of 22nd International Web for All Conference* (W4A '25). Sydney, Australia, ACM, New York, NY, USA, 5 pages doi: 0.1145/3744257.3744269

Twenty-First Century Captioning Technology, Metrics, and Usability
PI: Dr. Christian Vogler
NIDILRR: 90DPCP0002
9/30/2018-9/29/2025
$2,374,999

Products:
Gage, A., Sahaf, A., Pidathala, P., Seita, M., Kushalnagar, R., & Vogler, C. (2025). Haptic Feedback in Movies with a Sony PS5 Controller. *The Journal on Technology and Persons with Disabilities*, 240.

Caluã de Lacerda Pataca, Saad Hassan, Lloyd May, Michelle M Olson, Toni D'aurio, Roshan L Peiris, and Matt Huenerfauth. 2025. Tactile Emotions: Multimodal Affective Captioning with Haptics Improves Narrative Engagement for d/Deaf and Hard-of-Hearing Viewers. In *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems (CHI '25). Association for Computing Machinery*, New York, NY, USA, Article 68, 1–17. **https://doi.org/10.1145/3706598.3713304**



XIII. Fiscal Year 2025 Projects Supported by External Grants

Faculty, staff, and students at Gallaudet University were awarded $12,079,814 for new projects supported by external awards that began during Fiscal Year 2025. Approximately 86% of these new awards were procured by the University's designated Research Centers. The remaining 12% of the new awards were procured by faculty, staff, and students across Gallaudet's Schools and units. New and continuing total award amounts outlined in the Research Center section, as well as those shown below, are contingent on the availability of funds and satisfactory project progress.

Artificial Intelligence, Biomedical Informatics, and Data Science (AIBIDS)
Principal Investigator (PI): Dr. Gaurav Arora
School of Science, Technology, Accessibility, Mathematics, and Public Health
University of Pittsburgh
(National Institutes of Health [NIH]): R25LM014208
9/15/2022 - 8/31/2025
$138,400

Expanding Opportunities for the Success of Deaf and Hard-of-Hearing STEM Majors
PI: Dr. Gaurav Arora
School of Science, Technology, Accessibility, Mathematics, and Public Health
National Science Foundation (NSF): 2130275
1/15/2022 - 12/31/2027
$1,357,125

Graduate Research Fellowship Program (GRFP)
Melissa Avino (Graduate Research Fellow)
School of Language, Education, and Culture
NSF: 2444847
9/01/2024 - 8/31/2027
$53,000

Returning Citizen Peer Mentoring for Incarceration Reduction Amendment Act Participants
PI: Dr. M. Elizabeth Bowman
School of Civic Leadership, Business, and Social Change
Contract from Changing Perceptions (District of Columbia Office of Victim Services and Justice Grants)
10/1/2024 - 9/30/2025
$1,581

Innovations in Citizenship Education
PI: Dr. Patrick Boudreault
School of Language, Education, and Culture
Contract from DEAF Inc. (Department of Homeland Security)
10/1/2022 - 12/31/2024
$26,999

Langston University Rehabilitation Research and Training Center (LU-RRTC) on Research and Capacity Building for Minority Entities
PI: Dr. Jeremy Brunson
Office of Belonging & Engagement
Subaward from Langston University (NIDILRR): LU-520133-5
9/1/2022 - 8/31/2027
$125,000

Gallaudet University Pantry Pilot
PI: Kyle Amber Clark
Student Affairs
Capital Area Food Bank
8/28/2025 - 6/01/2026
$10,000

Let's Talk Money: Building Community Understanding of the Institutional Compensation System
PI: Dr. William T. Ennis III, Dr. Caroline Solomon
School of Arts and Humanities
Subaward from Rochester Institute of Technology (NSF): 2121930
10/1/2021 - 5/02/2025
$80,404

Collaborative Research: Advancing Language Research and Outreach in a Language Museum
PI: Dr. Deanna Gagne
School of Language, Education, and Culture
NSF: 2116811
9/1/2021 - 2/28/2026
$73,236

Doctoral Dissertation Research: Effects of non-verbal working memory and spoken first language proficiency on sign language acquisition by deaf second language learners
PI: Dr. Deanna Gagne, Kaj Kraus (student)
School of Language, Education, and Culture
NSF: 2336589
3/1/2024 - 8/31/2025
$14,608

Evaluating the Rehabilitative Potential of Tactile Number Expressions for Multisensory Vision and Hearing Loss Using Wearable Haptics
PI: Dr. Deanna Gagne
School of Language, Education, and Culture
NIH: 1R01EY033761
8/1/2022 - 7/31/2027
$2,491,357

Gallaudet University Collegiate Traffic Safety Project
PI: Dr. Christine Gannon
School of Science, Technology, Accessibility, Mathematics, and Public Health
Ohio State University
1/01/2025-9/01/2025
$25,000

Honoring the Legacy of One Mother's Fight for Her Black Deaf Son's Education in D.C.
PI: Dr. Joseph Hill
Center for Black Deaf Studies
National Endowment for the Arts: 1888982-41-22
1/1/2022 - 12/31/2025
$25,000

Conference: STEM-APWD: LangDiv: SBP: Strengthening the Pipeline for Deaf Scientists in Signed Language Research
PI: Dr. Julie Hochgesang
School of Language, Education, and Culture
NSF: 2416465
8/15/2024 - 7/31/2025
$160,551

Circle of Signers Building Preservation
PI: Christopher Hoffman
Campus Design and Facilities
Department of the Interior - National Park Service: P25AP01869-00
9/23/2025 - 4/30/2029
$750,000

Graduate Research Fellowship Program (GRFP)
Christina Kim (Graduate Research Fellow)
Program in Educational Neuroscience
NSF: 2444847
9/01/2024 - 8/31/2029
$53,000

NSF INCLUDES Alliance: The Alliance of Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM)
PI: Dr. Tugba Kucukkal
School of Science, Technology, Accessibility, Mathematics, and Public Health
Ohio State University (NSF): SPC #1000006143/GR125912
8/21/2022 - 5/02/2025
$108,662

Designing Plk1 Inhibitors Through Multiscale Computational and Experimental Methods
PI: Dr. Tugba Kucukkal
School of Science, Technology, Accessibility, Mathematics, and Public Health
NIH: R15GM148942
9/20/2022 - 4/30/2025
$368,671

Products:
Kucukkal, T. G., & Lawal, M. (2024). Computational assessment of potential nonpeptidic inhibitors for PLK1 polo-box domain. *Biophysical Journal, 123*(3), 470a.

Bilingual ASL/English Grant Management Training Module
PI: Dr. Poorna Kushalnagar
Office of the President
Subaward from University of Kentucky (NIH): 5U24GM146576-02
5/1/2024 - 8/31/2025
$50,000

Collaborative Research: Function and Form in the "What'" Family of Signs in American Sign Language
PI: Dr. Ryan Lepic
School of Language, Education, and Culture
NSF: 2141363
10/1/2022 - 3/31/2026
$149,999

Products:
Lepic, Ryan. "Idioms and other constructions in American Sign Language." *Cognitive Linguistics* 0 (2025).

Lepic, Ryan. "Identifying ASL Compounds: A Functionalist Approach." *Sign Language Studies* 23, no. 4 (2023): 461-499.

Inclusive Ventures: 21st Century Strategies for Entrepreneurs with Disabilities
PI: Lorenzo Lewis, Russell Stein
Gallaudet Innovation and Entrepreneurship Institute
National Disability Institute
10/01/2024 - 9/30/2029
$818,000

National Space Grant College Fellowship Program
PI: Dr. Daniel Lundberg
School of Science, Technology, Accessibility, Mathematics, and Public Health
National Aeronautics and Space Administration: 80NSSC20M0092
6/1/2021 - 12/31/2025
$137,371

Promoting Equity in Healthcare Interpreting
PI: Dr. Campbell McDermid
School of Language, Education, and Culture
Subaward from Idaho State University (U.S. Department of Education): H160D210007
10/1/2021 - 9/30/2026
$519,987

Ruth L. Kirschstein National Research Service Award (NRSA) Individual Postdoctoral Fellowship
PI: Meghan McGarry (postdoctoral fellow)
NIH: 1F32DC022467-01
01/15/2025 - 01/16/2028
$232,188

Parents Empowering Parents: National Research Center for Parents with Disabilities
PI: Dr. Julie Mitchiner
Subaward from Brandeis University (Department of Health and Human Services – Administration For Community Living): 90DPCP0012-04-00
9/1/2023-8/31/2026
$26,066

Gallaudet in Nigeria-Africa (GAIN) Strengthening Deaf Education, Empowerment and Employment (Deaf-E^3)
PI: Amanda Mueller
Gallaudet in Nigeria-Africa (GAIN)
U.S. Agency for International Development (USAID): 72062021CA00003
10/1/2020 - 2/26/2025
$2,065,000

Family ASL: Bimodal Bilingual Acquisition of Deaf Children of Hearing Parents
PI: Dr. Deborah Chen Pichler
School of Language, Education, and Culture
University of Connecticut (NIH): 365789
8/10/2017 - 7/31/2025
$310,878

Products:
Chen Pichler, D., & Lillo-Martin, D. (2025) Translanguaging in sign language communities. Commentary on keynote article 'Translanguaging: What is it besides smoke and mirrors?' by Jeanine Treffers-Daller. *Linguistic Approaches to Bilingualism.*
https://doi.org/10.1075/lab.24076.che

Internship opportunities for Gallaudet Students With the National Park Service (D.C. Region)
PI: Dr. Carol Riddick
School of Human Services and Sciences
Department of the Interior – National Park Service: P24AC01233
8/1/2024-12/31/2024
$23,104

Revitalizing Deaf Studies, Theorizing the contemporary
PI: Dr. Octavian Robinson, Tabitha Jacques
School of Arts and Humanities
National Endowment for the Humanities: AA-284517-22
9/1/2022 - 4/2/2025
$146,547

Center for Integrated Quantum Materials
PI: Dr. Paul Sabila
School of Science, Technology, Accessibility, Mathematics, and Public Health
Subaward from Harvard University (NSF): DMR-1231319
10/1/2017 - 3/31/2025
$287,807

Short-range Order Materials for Neuromorphic Electronic and Photonic Devices
PI: Dr. Paul Sabila
School of Science, Technology, Accessibility, Mathematics, and Public Health
Subaward from George Washington University (Department of Defense): FA9550-23-1-0497
9/1/2023 - 8/31/2025
$49,787

Curriculum-to-Career Campus Models Grant
PI: Dr. Roberto Sanchez
Office for Career Success
American Association of Colleges & Universities
11/01/2024 - 9/01/2025
$18,000

Ruth L. Kirschstein National Research Service Award (NRSA) Individual Predoctoral Fellowship
PI: Melody Schwenk (predoctoral fellow)
NIH: 1F31DC022182-01
9/1/2024 - 12/31/2026
$90,005

Internship Opportunities for Gallaudet Students With National Park Service (D.C. Region)
PI: Dr. Caroline Solomon
School of Science, Technology, Accessibility, Mathematics, and Public Health
Department of the Interior – National Park Service: P24AC01584
8/1/2024 - 5/9/2025
$42,877.60

Conference: Access and Equity in STEM: Disability and Innovation in Fundamental Research
PI: Dr. Caroline Solomon
School of Science, Technology, Accessibility, Mathematics, and Public Health
Subaward from Rice University (NSF): 2433830
7/1/2024 - 4/25/2025
$16,860

REU Site: Undergraduate Research Experiences in Estuarine Processes
PI: Dr. Caroline Solomon
School of Science, Technology, Accessibility, Mathematics, and Public Health
Subaward from University of Maryland/NSF: SA75281930-A
4/1/2018-2/28/2025
$42,657

Shake Alert
PI: Dr. Kota Takayama and Dr. Audrey Cooper
School of Civic Leadership, Business, and Social Change
United States Geological Survey
1/1/2023-12/31/2025
$55,000

Fall Prevention in ASL – Using Deaf Older Adults
PI: Dr. Chizuko Tamaki
School of Human Services and Sciences
National Institutes of Health: 1R15AG087454-01
4/1/2024-3/31/2027
$397,077

Collaborative Research: Advancing STEM Online Learning by Augmenting Accessibility with Explanatory Captions and AI
PI: Dr. Qi Wang
School of Civic Leadership, Business, and Social Change
National Science Foundation: 2118824
9/15/2021-8/31/2025
$133,918

Conference: A Review of the Current State of STEM Sign Language Lexicons
PI: Dr. Alicia Wooten
School of Science, Technology, Accessibility, Mathematics, and Public Health
National Science Foundation: 2309972
4/1/2023-3/31/2025
$99,960

ASL and Deaf Culture Pre-Institute Program
PI: Gregoire Youbara
School of Language, Education, and Culture
InterNational Research and Exchanges Board (U.S. Department of State): S-ECAGD-21-CA-3082
5/05/2025 - 6/30/2025
$28,458

Fleet Electrification Initiative
PI: Davina Kwong Yu
Facilities, Maintenance, and Operations
District of Columbia Department of Energy and Environment: GAN-FY23/GU-190
3/4/2024-3/30/2026
$254,721

XIV. Fiscal Year 2025 Projects Supported by Internal Grants

Gallaudet University's Internal Research Funding and Awards invigorate its research enterprise through targeted investment in the University's five research priority areas. The Research and Innovation program provides opportunities to students to apply for and fund their research, and provide faculty with funds to support the submission of competitive research proposals externally.

The President and Provost Research Excellence awards were introduced in October 2023 to inspire Gallaudet University researchers to develop projects that dismantle traditional barriers to inclusion and support meaningful career opportunities for Gallaudet students. As required by the stipulations of the awards, both projects emphasize the use of sign language in arts, technology, or education, while fostering collaborations that showcase the University's creative contributions to both the deaf, deafblind, hard of hearing, and hearing communities, as well as embodying Gallaudet Promise imperatives of the bilingual mission, belonging and engagement, and innovation for impact. They demonstrate, once again, what Gallaudet is doing, not only to make the world a better place for deaf, deafblind, and hard of hearing people, but also what the University is contributing to the body of knowledge in numerous disciplines.

The President's Research Excellence Award for FY 2025 was granted to Dr. Kenneth DeHaan, associate professor of American Sign Language, School of Language, Education, and Culture, and Dr. Abraham Glasser, assistant professor, Accessible Human-Centered Computing program, School of Science, Technology, Accessibility, Mathematics, and Public Health. This award, "Smart DeafSpace: Innovative and Interactive Technological Sensoryscapes," aims to create a scalable model for future smart environments that prioritize user agency and cultural relevance. Smart DeafSpace is not limited to the users' homes, creating a significant innovation with an impact on the deaf community. The technologies being developed from this project will allow users to interact with smart technologies, including their own personal devices, such as an iPhone or Android, leading to private, sign language devices of the near future.

The Provost's Research Excellence Award for FY25 went to Drs. Geoffrey Whitebread (associate professor, Public Affairs, School of Civic Leadership, Business, and Social Change), Kathleen Wood (professor of English, School of Language, Education, and Culture), and Pamela Collins (assistant professor, Interpretation and Translation, School of Language, Education, and Culture), for "Generative AI Tools for Language Equity for Deaf and Non-Native English Students and Professionals." The goal of "Generative AI Tools for Language Equity for Deaf and Non-Native English Students and Professionals" is to create a public scholarship about using artificial intelligence for greater language equity. As demonstrated with tools such as Grammarly, AI can be a powerful force to improve written communication. The team seeks to maximize this benefit for the students and professionals Gallaudet serves.

Student research funds were granted on a rolling basis. During Fiscal Year 2025, 23 small research projects by students were funded. The funds were largely requested from graduate students for participant payments, supplies, travel, and access to specialized software to conduct research. They are listed below.

ASL in Motion: An Exploration of Spatial Expression
PI: Melissa Avino
$1,100

Speech Intelligibility, Naturalness, and Likability of Deaf Talkers
PI: Sima Azhang
$1,200

An American Sign Language Translation & Feasibility Study of the Behavioral Risk Factor Surveillance System Adverse Childhood Experiences (BRFSS ACE) and World Health Organization Well-Being Index (Who-5) Modules
PI: Kalissa Bailey
$1,500

The Pupil as a Window to Language Processing
PI: Marjorie Bates
$1,220

Black Deaf Students' Experiences: Algebra Preparedness from High School to College
PI: Reginald Bess
$500

Team interpreting in a virtual world: An action research study
PI: Sarah Biello
$1,500

ASL 494
PI: Patrick Boudreault
$860

Word Association Skills in Bilingual Children with Autism
PI: Barbara Bustamante
$1,500

Assessment of production and comprehension of non-manual markers in ASL
PI: Ariana Cipoletta
$600

Heritage
PI: Aireyonah Crockett
$1,212.50

Interpreter Decision-Making and the Deaf Community
PI: Haley Freedman
$500

Deaf Education in Morocco: How Bi/Multilingual Teacher Training Shapes Attitudes and Beliefs of Teachers of the Deaf Towards Inclusion and Accessibility
PI: Zahra Ketoun
$1,500

Layering of affective and grammatical facial expressions in American Sign Language
PI: Desiree Kirst
$1,456

Biological correlates of reading and dyslexia in bilingual deaf children
PI: Amanda Kline
$1,500

Narratives about Alcohol Use in the Deaf Community: A Qualitative Study with Deaf Adults
PI: Amy Lambert
$699

Clinical Mindfulness Practice in the Deaf Community
PI: Voytilla Gianni
$250

Clinical psychologists' attitudes towards knowledge of, and experience with animal-assisted psychotherapy in the United States
PI: Alexandra Grillo
$300

Deaf Women's Studies in the Czech Republic: Exploring Herstory, Roles, and Gendered Language
PI: Marie Maslanova
$1,500

The influences of cultural identity on help-seeking behaviors in Asian American, Native Hawaiian, and Pacific Islander Deaf people
PI: Thanh-Ha Christina Nguyen
$1,500

Emotion identification study for cochlear Implant users and hearing adults: Do normal hearing listeners utilize the same strategies as cochlear implant users do in order to identify emotion?
PI: Rianna Passino
$630

A data collection trip for "The Sign Language: A Manual of Signs, Being a Descriptive Vocabulary of Signs Used by the Deaf of the United States and Canada" by Joseph Schuyler Long
PI: Jennette Phillips
$1,500

Taking a Look at Depiction in Protactile Interpreting
PI: Kenni Ramirez
$250

More Than Signs: The Cultural Connection in Sign Language Interpreting from a Black Deaf Lens
PI: Chelsea Sampson
$375

Fiji Sign Language Research
PI: Krystal Sanders
$600

Biological correlates of reading and dyslexia in bilingual deaf children
PI: Amanda Kline
$1,500

Japanese Sign Language (JSL) Word Order
PI: Masashi Tamura
$600





Goal Two: CHAMP Student Experience

Gallaudet University will prioritize and enhance the student journey, ensuring an exceptional and supportive environment that fosters academic success, personal growth, and a strong sense of belonging.

Objective 2.1: Cultivate student wellness and well-being.

Gallaudet University focuses on nurturing a holistic and supportive environment that prioritizes the physical, mental, and emotional health of students. This involves implementing comprehensive wellness programs and support services that address the diverse needs of students, promoting healthy lifestyle choices, providing access to mental health resources and counseling services, fostering a culture of inclusivity and acceptance, and creating opportunities for social connection and community engagement.

Objective 2.2: Center campus spaces around students.

Gallaudet University prioritizes the creation and utilization of campus spaces that are designed to meet the needs and preferences of students. This involves reimagining physical environments to be more student-centric, inclusive, and conducive to learning, collaboration, and social interaction.

Objective 2.3: Invest in student leadership and engagement.

Gallaudet University will allocate resources and implement initiatives to empower students to take on leadership roles and actively engage in campus life. This involves providing opportunities for leadership development, such as workshops, training programs, and mentorship opportunities, to cultivate students' skills and confidence in leading initiatives and advocating for their interests. By investing in student engagement and leadership, Gallaudet University seeks to nurture a dynamic and inclusive campus environment where students are empowered to make meaningful contributions to their development and the broader community.

I. Student Affairs

The Division of Student Affairs made significant strides during FY 2025 in advancing its mission to challenge students to thrive through exploration, engagement, and collaboration, and in fulfilling its vision of creating an enriching and immersive Gallaudet University experience. Across the division, departments strengthened programs, expanded services, and introduced new initiatives that supported students' academic, social, and personal growth. Through innovative leadership opportunities, enhanced wellness and mental health support, various housing options, and strengthened accountability practices, each department contributed to a more connected and empowering campus environment. These accomplishments reflect a division working with a purpose and unity to foster belonging, elevate student voices, and ensure every student has the resources and opportunities to flourish.

Athletics

The Athletics Department is committed to promoting academic and athletic success for all student-athletes. As an integral part of each student-athlete's educational experience, the department encourages personal growth, leadership development, and the opportunity to compete at the highest level possible. Grounded in the University's values, the Athletics Department embraces an identity that fosters pride in the competitiveness, ethics, and integrity of Gallaudet Athletics. Last year, that commitment was reflected in the participation of 415 student-athletes competing across 23 sport programs, all working to achieve excellence on and off the field of play.

As the only place in the world of its kind, Gallaudet brings together deaf and hard of hearing students from around the globe to learn in a bilingual environment. Student-athletes compete in a supportive and visually rich communication setting, and contribute to a vibrant community. The Athletics Department continues to champion a respectful environment, and prohibits discrimination in any form, actively working to create opportunities that reflect these values.

Gallaudet Athletics comprises a broad range of competitive offerings, including 17 varsity teams, six club teams, and a robust recreation program. FY 2025 was particularly notable, marked by strategic expansion and program development. The department added four new sports – women's flag football, women's STUNT, women's triathlon, and men's volleyball – to meet the rising interest of students and strengthen recruitment pathways, especially for women in sports. These enhancements, coupled with a 3.05 average GPA across all student-athletes and multiple conference and national recognitions, reflect a year of meaningful progress and set a strong foundation for continued growth.

Notable Bison Tracks:

- Women's Basketball captured the United East Conference Championship, earning an NCAA Division III Tournament berth. In the first round, the Bison pushed undefeated, top-ranked New York University to a closely contested finish – one of the program's strongest national showings in recent years.
- Women's Flag Football completed an undefeated 7–0 spring season, won the conference tournament by a combined 64-6 record, and were recognized as club national champions, with plans underway to transition the team into full varsity competition.
- Track and Field athletes contributed significantly to the Athletic Department Directors' Cup record point total, earning national placements and elevating Gallaudet to its highest-ever finish in the national standings.
- Women's Volleyball had an exciting 22 straight win streak.

Bison Shop

The Bison Shop reached a major milestone last year with the launch of Gallaudet's first official online store, giving students, alumni, families, and supporters worldwide an easy way to browse and purchase Gallaudet apparel and merchandise. With real-time inventory updates, regular new product additions, domestic and international shipping, streamlined account setup, and active social media outreach, the online store expands access to official University gear while strengthening engagement and visibility across the global Gallaudet community.

Counseling and Psychological Services

CAPS at Gallaudet supports students' academic and social-emotional growth through counseling, psychological assessments, crisis intervention, and psychiatric services. CAPS, which is accredited by the International Association of Counseling Services, also offers prevention programs tailored to the University's needs, consults with faculty and staff, and trains both student paraprofessionals and mental health graduate students in psychology, social work, and counseling programs. CAPS had notable success last year in increasing its campus presence, and invested in strengthening its collaboration with on-campus and off-campus organizations for mental health awareness and support.

Outreach

Alcohol and Cannabis Awareness Events

Each year, CAPS hosts awareness and educational events about relevant mental health topics. The program hosted a depression screening day in the fall and an alcohol screening day in the spring.

FY 2025 marked CAPS' first cannabis awareness event. It was hosted in response to the growing need for more education regarding cannabis use and its impact on college students' mental health. The event was held during the same week as the alcohol awareness event, in collaboration with Student Health Services and the DC Alcohol Beverage and Cannabis Administration.

Together in Hope and Healing: Suicide Awareness Event

CAPS was proud to host a suicide awareness and fundraising event in April that was geared towards the entire Gallaudet community. The event, named "Together in Hope and Healing," raised money for the Kevin Werneck Peacock Fund to support suicide prevention efforts on campus. The event was a success, with six local mental health organizations sharing remarks and information about their services, and approximately 100 members of the campus community participating in a walk around campus in honor of lives lost to suicide. CAPS looks forward to expanding this event and inviting more departments on campus to participate.

Collaboration with 988 Lifeline and CrisisTextLine

CAPS led a concerted effort to raise campus awareness about accessible crisis services in collaboration with 988. Staff participated in booths and created promotional materials to disseminate information about 24/7 resources available via text and VideoPhone.

Process and Therapy Groups

CAPS offered two Dialectical Behavior Therapy groups for students in FY 2025, focusing on emotion regulation and distress tolerance skills. These groups were very well received by those who attended, and CAPS aims to expand its group offerings next year to continue meeting the needs of the student body.

CAPS also offered three drop-in process groups in response to the community's needs. The first group focused on suicide and grief, while the subsequent two groups were offered post-election dialogue.

Health and Wellness Programs

HWP offers a set of initiatives designed 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.

HHWP successfully completed the 2022-2024 Alcohol and Drug Prevention Program Biennial Review in compliance with the Drug-Free Schools and Communities Act. This comprehensive evaluation involved collecting and analyzing data from various campus departments involved in education, prevention, and intervention efforts.

The review findings emphasize the need to strengthen outreach, improve digital access, and utilize data to inform effective prevention strategies. Key recommendations for 2025-2027 include:

- Expanding outreach efforts,
- Enhancing access to online prevention resources,
- Adopting a data-driven approach, and
- Promoting inclusive, evidence-based programming to reduce high-risk behaviors.

In response to a notable increase in student use of the Food Pantry over the past year – underscoring the continued need for basic needs security – Health and Wellness Programs took a strategic step forward by launching a comprehensive data collection and analysis initiative. This effort tracks key metrics, including the number of users, visit frequency, types of support sought, and demographic information. One key outcome of this work is the ability to conduct week-by-week and month-by-month comparisons, allowing HWP to identify patterns in pantry usage and pinpoint weeks or months with the highest demand. This data-driven approach equips the program with actionable insights to serve the student body that experiences basic needs insecurity.

One of the key accomplishments for HWP was the successful collaboration with four Student Affairs departments to co-produce a comprehensive and engaging Sex Week. Over the course of five days, more than 300 students participated in six events, including interactive workshops, engaging and peer-led discussions, and wellness-focused tabling. Each department brought its unique lens and expertise, contributing to the broad dissemination of information related to aspects including sexual health, consent, and relationships. This collaborative milestone significantly advanced student awareness and well-being while showcasing how the dimensions of wellness can be meaningfully integrated through campuswide partnerships.

Student Accountability and Restorative Practices

SARP promotes a supportive community where students can address and navigate conflict in a peaceful, fair and respectful, and self-reflective manner. SARP strives to foster students' personal development by emphasizing their understanding of their behavior and their responsibilities to the campus community.

FY 2025 was marked by continued growth in prevention education, alignment of policies with federal mandates, and a commitment to fostering a more accountable and supportive campus environment.

To kick off Sexual Assault Awareness Month, a Master's of Social Work intern led an interactive session during Student Engagement and Leadership's (SEL) "Bring Your Own Bowl" training. Her presentation, Beyond 'Toxic': Addressing Harm in Organizations & on Campus, engaged many student organization leaders in a conversation about accountability, the impact of leadership behaviors, and the importance of effective bystander intervention in creating a healthier campus climate.

Throughout April, SARP hosted weekly Talk, Engage, Awareness, and Learn (TEAL) Tuesdays, featuring activities designed to raise awareness and deepen understanding of issues related to sexual violence.

The first TEAL Tuesday included an awareness booth where students were invited to write messages of hope to survivors on large teal ribbon stickers. These messages were publicly displayed, and teal ribbon pins were distributed to students, staff, and faculty to wear in solidarity throughout the month.

Later in April, another booth provided information about consent and distributed educational index cards outlining the concept of consent, along with a list of confidential and non-confidential support resources.

SARP also hosted a screening of Unlearning Sex, followed by a roundtable discussion with therapists, social workers, and psychologists. The event focused on how trauma operates and how societal factors shape the experiences of survivors. Attendees received SARP pouches filled with handmade positive affirmation cards, stickers, and resource information.

In late 2024 and early 2025, the SARP Title IX team focused on ensuring a fair and student-centered process during a period of significant regulatory change. In response to the new Title IX guidelines, the team updated educational materials and delivered targeted training to student leaders and paraprofessionals, equipping them to understand and comply with the new expectations.

In preparation for implementation of the Stop Campus Hazing Act, Student Affairs' associate deans and project manager, along with representatives from SARP, SEL, and Greek organizations, reviewed and revised hazing policies, investigating and reporting protocols, and prevention strategies.

As SARP looks to the future, it remains dedicated to fostering a culture of care, education, and accountability. FY 2025's efforts reflect a sustained commitment to student well-being, proactive prevention strategies, and compliance with federal regulations. SARP is grateful for the collaborative partnerships that made these initiatives possible and looks forward to building on this momentum in the coming year.

Commuter Programs

The Commuter Programs' lounge underwent a significant transformation in FY 2025, with the addition of new furniture, facility upgrades, an improved kitchen area, and refreshed supplies. A donation arranged through Institutional Advancement allowed the purchase of a top-of-the-line billiard table that is well-loved by the students. These enhancements created a more welcoming, functional, and inclusive environment for commuter students. The upgraded space has contributed to a stronger sense of belonging, increased daily use of the lounge, and a measurable boost in commuter student engagement and retention. These improvements reflect Commuter Programs' continued commitment to supporting the needs of commuter students and fostering their success at Gallaudet.

Multicultural Student Programs

MSP made significant strides in FY 2025 of addressing the needs of all Gallaudet University students. One of MSP's recent developments was establishing the Pride and Affirmation Center, an LGBTQ+ resource space that provides any interested student with information, opportunities to connect, and supportive services as they navigate their academic and personal lives.

MSP has seen increased use of the Meditation Room by students with different comfort needs, prompting an update to furniture to ensure the space supports all users. MSP also organized three successful campuswide educational activities to foster understanding, awareness, and a sense of community:

During Vote Week, students had a chance to explore the history of voting rights and learn how to stay engaged in civic duties while at Gallaudet. MSP brought in a deaf vote educator who led sessions on a range of topics, including the historical impact of voter suppression, the Electoral College, and the overall structure of the U.S. voting system. The educator also met with student groups to help break down common misunderstandings and remove feelings of shame or confusion around voting. These sessions empowered students to approach the voting process with confidence and understanding their options, the candidates, their rights, and how history continues to shape access to civic participation today.

As part of MSP's Fat Antagonism Series, it tackled the harmful effects of size-based exclusion. The sessions helped students feel seen and validated, and some even shared that it changed how they view weight, body size, and the subtle ways bias shows up in everyday life.

MSP invited independent filmmaker Selene Alvarez to lead the discussion, where Alvarez emphasized the importance of understanding, respecting, and connecting with body diversity without shame or exclusion. MSP also screened Your Fat Friend, a documentary about fatness, family, and the complicated feelings many people carry about their bodies. The film sparked deep self-reflection – students began naming their own biases and exploring how they've viewed others. The conversations that followed revealed a strong need for continued awareness and dialogue. Due to overwhelming interest, this session has been repeatedly requested, and MSP plans to bring it back next year.

During Sex Week, MSP hosted an interactive forum that centered on the experiences of trans students, people with disabilities, and individuals on the asexual and aromantic spectrums. The forum offered an affirming space for students to ask questions, share their experiences, and challenge harmful myths and assumptions. Through guided discussions and interactive activities, participants explored topics such as consent, desire, accessibility, and identity from a perspective rooted in inclusion and lived experience. The event fostered deeper understanding and empathy, and many students expressed appreciation for finally seeing their identities reflected in conversations about sexual health and connection.

Residence Life and Housing

After extensive engagement with stakeholders, focus groups, and students, Residence Life and Housing successfully implemented a gender-inclusive housing option to expand students' choices in residential assignments. Early feedback indicates that providing this option has improved housing satisfaction and contributed to stronger student engagement and retention..

Student Engagement and Leadership

This year, SEL launched several dynamic initiatives to foster civic awareness, build student leadership skills, and cultivate a vibrant campus life.

Alcohol and Cannabis Awareness Events

In partnership with the Center for Democracy in Deaf America and over five campus departments, SEL led a robust election awareness and voter registration campaign through SignVote that.aimed to empower students to take ownership of their civic responsibilities, deepen their understanding of the democratic process, and encourage voter turnout. The campaign spanned 11 weeks and featured 10 major events, along with weekly voter registration booths. The campaign concluded with an Election Night watch party, which drew over 400 students that night!

New Leadership Training Series: BYOB (Bring Your Own Bowl)

SEL introduced BYOB: Bring Your Own Bowl, a creative and accessible leadership training series designed to nourish both body and mind. Across 10-hour workshops, students explored essential skills such as cultural awareness and conflict resolution. With a rotating selection of bowl meals from local restaurants and an average attendance of 25-30 students per session, BYOB was envisioned as development training for student organization/club leaders, but remained open to all students.

Debuts of New Signature Events

SEL also unveiled three new marquee programs that energized campus life:

- Face Your Fears, a "Fear Factor"-inspired competition event,
- FrostFest, a festive winter celebration welcoming students back to campus,
- Goat yoga, which blended wellness with whimsy.

Each drew at 150-plus students, reflecting strong interest in innovative programming.

Reinvigorating Student Traditions and Celebrating Organization Milestones

In collaboration with the Student Body Government, SEL supported the revival of Tower Clock, the University's yearbook, which was suspended five years ago due to the COVID-19 pandemic. The reintroduction of this beloved publication reflects a renewed commitment to documenting campus history and celebrating school pride.

Several more of our student organizations also marked significant anniversaries this year.

The Latine Student Union, which promotes Latine culture, heritage, and identity while providing a supportive space for Latine students, celebrated its 40th anniversary in the spring. The milestone was honored through events that welcomed alumni, faculty, staff, and students to reflect on four decades of community and impact.

The Rainbow Society, Gallaudet's LGBTQ+ student organization, also celebrated 40 years byof advocacy and inclusion, hosting special Homecoming events that welcomed current and former members to recognize the group's long-standing presence and activities on campus.brought together current and past members to commemorate their shared history and look ahead to the future.

The Black Student Union (BSU) reached a landmark 50th anniversary this year, celebrating a lasting legacy rooted in culture, community, and leadership. Through decades of fostering connection, cultural pride, and advocacy, BSU continues to be a cornerstone of black student life at Gallaudet.

These initiatives reflect SEL's mission to create meaningful and transformative experiences that shape student leaders and foster a thriving campus culture.









II. Support Programs and Strategies

Gallaudet University promotes and encourages student learning and development in all campus activities that support students' persistence to graduation and help prepare them for careers or to further their education. Academic Affairs, Student Affairs, and Belonging & Engagement 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 those programs have on persistence and graduation rates.

Academic and Career Advising

The office provides academic and career advising beginning when students first matriculate to the University, and begin onboarding and continuing until they declare their major. Academic and Career Success advisors work with students to support student academic performance and goal achievement. 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 educational 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. Advisors are assigned to one of the University's five schools and serve as an advising resource for school directors, program coordinators, faculty advisors, and instructors in the school in supporting their students. In addition to advising support, advisors are actively involved in partnering with Student Success and Tutoring, the Office for Career Success, and the General Education program to provide timely and relevant co-curricular programs and events throughout the academic year.

During the fall 2024 semester, academic advisors at Gallaudet delivered a comprehensive range of services aimed at promoting students' academic progress and overall success. Over this period, a total of 741 advising sessions were held, serving 364 students. These services encompassed both individual concerns and more complex academic planning needs, demonstrating the advisors' responsiveness to the diverse challenges students face throughout the academic year.

General advising was the most frequently utilized service, comprising 34.4% of all appointments (255 sessions). These sessions typically addressed a variety of student needs that may not fall into a single category, including guidance on navigating University resources, program requirements, and time management strategies. Academic planning was the second most utilized service, representing 19.6% of scheduled meetings (145 sessions). These appointments helped students develop structured course plans, track progress toward degree completion, and make informed decisions about future semesters. Closely following were sessions focused on academic or course concerns, which made up 17.8% (132 sessions). These included discussions about course performance, strategies for academic improvement, and support for students experiencing academic difficulties.

Appointments focusing on course registration and course changes were another highly requested area, comprising 15.5% of sessions for 30-minute appointments (115 sessions) and an additional 2.4% for 60-minute appointments (18 sessions), indicating that students sought both quick support and more in-depth advising based on their needs. Other key services provided included support with academic contract meetings (1.9%), financial concerns (2.3%), major declarations (2.0%), and guidance regarding University withdrawals or leaves of absence (1.6%). Although a smaller percentage of sessions involved multiple advising topics – such as combinations of academic planning, financial concerns, career assessments, and general advising – these complex appointments underscore the holistic approach advisors take in addressing student needs.

In terms of service delivery format, a strong majority of sessions (80.7%, or 598 appointments) were conducted in person at the Academic Advising offices in the Student Academic Center, reflecting the continued value of face-to-face interaction in advising. Meanwhile, 19.3% (143 sessions) were held virtually, providing students with flexible options to access support remotely.

A notable operational shift occurred between semesters: during fall 2024, advisors utilized the Navigate platform for scheduling, which allowed for consistent data collection and tracking. However, in spring 2025, the University transitioned to the Workday platform. This change created unexpected challenges due to the platform's incompatibility with Gallaudet's Google Calendar system, which prevented full data synchronization and led to incomplete records for that semester. Despite these limitations, academic advisors remained committed to delivering high-quality, accessible advising services across multiple formats, continuing to support students' academic, financial, and career planning needs throughout the academic year. Beginning in the Summer of 2025, Advisors adopted Zoom Scheduler for scheduling and tracking student appointments, and they are seeing this to be a much more effective system for engaging with students and documenting advising appointments.

In the fall of 2024, Academic and Career Success advisors once again hosted a course registration rally during Course Registration Week. First initiated in spring 2024 with the launch of Workday, it was noted that having advisors in close proximity to the Financial Aid Office, Student Financial Services, and Registrar during the course registration period helped to facilitate a seamless registration experience. Students were not only able to register for classes, but to work closely with Financial Aid and Student Finance to address holds impacting their registration, and with the Registrar to address course waivers, course override processes, and related course issues. In this effort, the Academic and Career Success advisors supported 330 students to complete fall 2024 course registration for both new and returning students. During the spring of 2025, the Academic and Career Success team relocated from the Student Academic Center to the One Stop Service Center in the Sorenson Language and Communication Center (SLCC), joining Financial Aid, Student Financial Services, and the Registrar's Office to continue to provide a truly ideal student support experience. This move was a result of the visible and direct impact of the course registration rallies that were hosted in spring and fall 2024 at the SLCC.

Student Success Events Programming

The Student Success team hosted a series of events throughout the academic year that were open to all first year through senior year undergraduate students. These programs were designed to support student development, promote academic success, and build essential life skills.

Events and Workshops offered included:

- Financial Literacy Series
- Social Security Income Series
- Vocational Rehabilitation Series
- How to Use Google Doc Features for Efficient Writing
- Technology Series
- How to Read Tuition Bill Statement
- Get Your S@#T Together

These sessions addressed key areas such as financial wellness, academic tools, and personal organization. Student Success remains committed to providing inclusive, relevant programming that meets the needs of Gallaudet's students.

Bison Orientation Week

Gallaudet University provides orientation for all new students (first-year, transfer, and international), including English Language Institute (ELI), undergraduate, and graduate students. Designed as a key transition experience, new students are provided with the information and resources they need to successfully begin their academic journey at Gallaudet.

During Bison Orientation Week, students check in and pick up their Bison ID, then head to the Information Center at the Sorenson Language and Communication Center to complete various onboarding tasks while learning about programs and resources critical for student success at Gallaudet. This onboarding process is also an opportunity for students to meet other students.

After that, students settle into their residence halls and engage with Community Advisors. They also attend daily sessions with their Academic Advisors and Bison Mentors, as well as daily educational programs offered by Student Affairs. Bison Orientation Week also features programming in the evenings.

For fall 2025, Bison Orientation Week welcomed nine ELI students, 220 undergraduate students, and 58 graduate students.

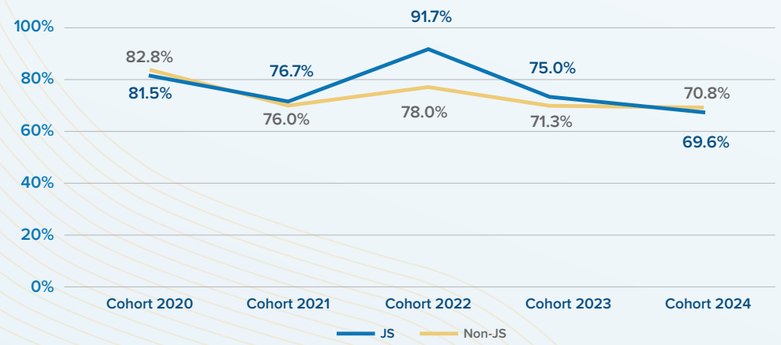
JumpStart: American Sign Language Program

JumpStart: American Sign Language program is a four-week summer immersion experience for first-year undergraduate and transfer students who are new or emerging users of American Sign Language (ASL). It is held four weeks before the start of the fall semester, and participants receive intensive sign language training and instruction in ASL, deaf culture, and Gallaudet history and traditions.

ASL program staff and faculty work closely with JumpStart staff to provide a holistic ASL curriculum and co-curriculum. The JumpStart ASL program provides a program delivery model that focuses on an immersive, active learning experience.

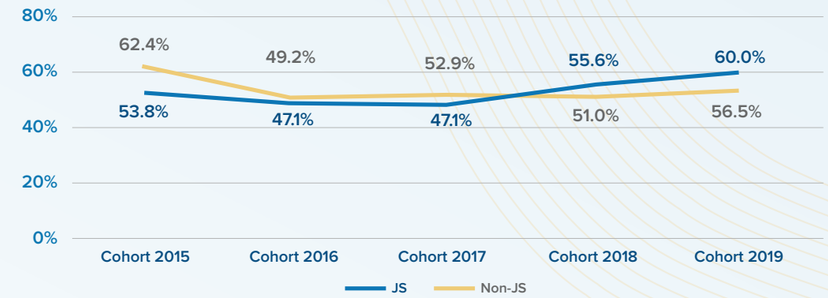
A total of 25 students completed the Summer 2025 JumpStart ASL program. In general, students who participate in the JumpStart program are retained at a higher rate than those who do not participate in the JumpStart program. Below is a graph that shows a five-year trend of fall-to-fall retention and six-year graduation rates comparing students who participated in JumpStart to the larger cohort of students who did not participate in the program.

Fall Cohort JumpStart (JS) and Non-JS Retention to Second Year



	JumpStart			Non-JumpStart		
Cohort	N	Returned	%	N	Returned	%
2020	27	22	81.5%	203	168	82.8%
2021	30	23	76.7%	196	149	76.0%
2022	36	33	91.7%	182	142	78.0%
2023	36	27	75.0%	178	127	71.3%
2024	23	16	69.6%	178	126	70.8%

Fall Cohort JumpStart (JS) and Non-JS Six-Year Graduation Rates



	JumpStart			Non-JumpStart		
Cohort	N	Graduated	%	N	Graduated	%
2015	39	21	53.8%	237	148	62.4%
2016	51	24	47.1%	307	151	49.2%
2017	34	16	47.1%	312	165	52.9%
2018	45	25	55.6%	257	131	51.0%
2019	40	24	60.0%	223	126	56.5%

For Cohort 2024, the retention rate was 1.7% higher than that of non-JumpStart students. For graduation rates in recent years, there has been a slightly higher or equivalent graduation rate. For Cohort 2019, JumpStart students had a 13.6% higher graduation rate than non-JumpStart students.

Disability Services Center

The Disability Services Center (DSC) at Gallaudet University represents the merger of the Office for Students with Disabilities and the Accessibility Resource Center. DSC provides classroom accommodations for students with disabilities to ensure their access to an exemplary learning experience. DSC also reviews requests for housing accommodations and assistance animals, administers the CoNavigator program to support deafblind students, and works collaboratively with other offices to ensure accessibility at University events and the campus at large.

This year, DSC provided academic accommodations to 245 students, which is approximately 20% of the University's total student body.

Accommodations

Typical accommodations provided to support the success of students with disabilities in and out of the classroom include:

- Interpreting services
- CoNavigation
- Equipment (e.g., large monitors, enlarged keyboards)
- Alternative print services (e-books, large print materials)
- Referrals to outside training and support services
- Orientation and mobility training to build familiarity with the Gallaudet campus (new students)

CoNavigators

CoNavigators work with deafblind students, staff, faculty, alumni, and visitors by providing them with environmental information and physical guidance. Twelve students were employed as co-navigators this past academic year.

Housing Accommodations

DSC reviews housing accommodation requests to support students with a variety of disabilities. Typical accommodations provided include:

- Single Bedroom
- Single Bedroom and Private Bathroom
- Single Bedroom with Shared Bathroom
- Fan Doorbell and Fire Alarm (no flashing lights)
- First-Floor Housing

Assistance Animals

The term "assistance animals" refers to two categories: Emotional Support Animals (ESA) as defined by the Fair Housing Act, and Service Animals (SA) as defined by the Americans with Disabilities Act. ESAs provide comfort and therapeutic benefits to students, including those experiencing mental health challenges or emotional distress during their time at the University. SAs support students with disabilities by enhancing their independence and access, enabling them to navigate the campus and learning environment more effectively and with fewer barriers.

During the past academic year, DSC's Campus Accommodations Animal Lead approved 29 requests for ESAs and three requests for SAs.

Scholarships

DSC administers the awarding of scholarships from the Charlotte H. Newcombe Foundation for students with disabilities. Awards are calculated based on need and are directed toward Gallaudet tuition and fees. In academic year 2024-2025, DSC distributed $12,500 in award money to 23 students, with an average award amount of $569.

Peer Academic and Career Advisors

Peer Academic and Career Advisors (PACAs) are upper-level undergraduate students who support their peers in navigating academic and career success. They are the first point of contact at the advising office to help students prepare for appointments, resolve academic issues, and connect with campus resources. PACAs maintain office hours to assist with class schedules and provide guidance on navigating platforms such as Blackboard, Handshake, Workday Student, Navigate, and the *Undergraduate Catalog*.

PACAs also host weekly informational pop-up booths across campus, offering checklists and timely advice to help students stay on track. Additionally, they play an active role in two major events for students to explore internships and career opportunities: the Federal Fair, where they network with representatives from various federal government agencies, and the Business Fair, offering the chance to interact with employees from deaf-owned businesses and corporations. Through these efforts, PACAs empower fellow students with the tools and support needed to thrive academically and professionally.

In FY 2025, five PACAs were hired to support students and the Academic and Career Success team.

PACA collaborated with the General Education VEE Mentors to receive training one week before Orientation Week for incoming students. Both student groups worked together this week to welcome new students and support their transition to University life.

Tutorial Center

The Tutorial Center provides tutoring support to students in all of Gallaudet University's five schools and their programs by partnering with faculty to identify and hire tutors and support tutors in various disciplines. Tutors are available for 1:1 tutoring and group tutoring sessions. Tutors provide academic support, including free tutoring, coaching, and instructional support services, both online and on-campus, for all undergraduate and graduate students at Gallaudet. The Tutorial Center supports 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 course material, participate in discussions, and provide tailored tutoring support with content that is aligned with the curriculum.

For FY 2025, the Tutorial Center recorded a total of 1,590 scheduled appointments and served 321 students through walk-in sessions.

With many students receiving laptops upon admission to the University, there was a notable decline in students using the on-campus computer lab. In an effort to both centralize tutoring support to students and revitalize the space, the Tutorial Center collaborated with Gallaudet Technology Services' eLearning team to provide walk-in tutoring support in the computer lab, starting with the STAMP Math Walk-In Services.

New for the 2025 spring semester, the Tutorial Center expanded its services to include support for the Academic Learning Lab for Student Training, Achievement, and Readiness, a tutoring and mentoring program designed for Black, Indigenous, and Students of Color, and those identified as having additional academic needs.

For the 2025-2026 academic year, the Tutorial Center is looking to continue centralizing tutoring space for the various programs.







Goal Three: All Deaf THRIVE

Gallaudet University will provide a foundation for deaf, deafblind, deaf-disabled, and hard of hearing people to flourish academically, personally, and professionally. This includes initiatives providing supporting quality of life; increased representation and leadership opportunities for deaf, deafblind, deaf-disabled, and hard of hearing individuals; and greater recognition of the strengths and contributions of the deaf community.

Objective 3.1: Create networked pathways.

Gallaudet University will create interconnected systems and partnerships to support students throughout their education and careers. This includes working with other schools, businesses, and community organizations to offer clear and accessible paths for learning and professional growth. By using these networks, Gallaudet aims to provide strong support, internship and job opportunities, mentorship programs, and resources to help students succeed academically and professionally.

Objective 3.2: Collaborate globally with deaf communities.

Gallaudet University will build and strengthen partnerships with deaf communities and organizations worldwide to advance education, research, and advocacy efforts. This involves engaging in international collaborations to share knowledge, best practices, and resources, fostering cultural exchange and mutual learning, and working together on initiatives that address common challenges and opportunities faced by deaf, deafblind, deaf-disabled, and hard of hearing people globally.

Objective 3.3: Expand and strengthen sign language commerce and ecosystem.

Gallaudet University will enhance the economic and social infrastructure that supports the use and development of sign languages. This involves fostering the growth of businesses and services owned by and serving the deaf community, promoting sign language education and professional training, and encouraging innovation in sign language technology and resources.

I. Center for Continuing Education

During FY 2025, Gallaudet University's Center for Continuing Education (CCE) began transitioning to operate under Gallaudet Opportunities for Advancement and Learning (GOAL), a University-wide initiative focused on expanding access to learning, training, and career advancement for the Deaf community, and on meeting the "All Deaf Thrive" component of the Gallaudet Promise. CCE 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 non-degree credit and non-credit 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 – online synchronous, online asynchronous, hybrid, and self-paced – to deliver professional development and enrichment courses, programs, training, and services.

CCE manages a diverse portfolio of non-degree credit courses 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 online. The following tables show enrollment figures for PST classes from Fiscal Year 2021 through Fiscal Year 2025.

PST Annual Headcount Enrollment Trend

	FY 2020[1]	FY 2021[2]	FY 2022[2]	FY 2023[2]	FY 2024[2]	FY 2025[2]
Students enrolled only in PST/Professional Studies Graduate (PSG) courses	819	225	130	192	116	150
Undergraduate/Graduate students also enrolled in PST/PSG courses	70	20	40	53	19	3

PST Enrollment Counts per Class by Student Type

	FY 2020[1]	FY 2021[2]	FY 2022[2]	FY 2023[2]	FY 2024[2]	FY 2025[2]
Students enrolled only in PST courses	1,118	291	204	266	146	205
Graduate students enrolled in PST courses	79	25	46	47	22	4
Undergraduate students enrolled in PST courses	19	8	9	16	-	-
Total	**1,216**	**324**	**259**	**329**	**168**	**209**
Faculty/Staff	46	7	2	5	24	6
Online	1,081	299	217	164	128	205
Extension	-	17	-	-	-	-

[1]Does not include consortium student enrollment.
[2]Does not include consortium student enrollment or ASLC student enrollment

PST Fall Census Enrollment Trend[1]

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Students	199	306	270	233	272	210

[1]Includes students enrolled in ASL Connect (ASLC) and excludes graduate and undergraduate students enrolled in PST/PSG classes.

Non-Credit Program Offerings

Learning and Training Center (LTC): A major highlight of FY 2025 was the launch of the LTC platform on March 10, 2025. This initiative provides an easy-to-navigate environment for external learners to access asynchronous deaf-centered professional development content.

All of CCE's non-credit offerings such as Center for the Assessment of Sign Language Interpretation Test Prep courses (PST 169, 170, 171) and Deaf-Centric National Caregiver Training (PST 93) were migrated to the new LTC platform, and as such, no longer appear in PST reporting data. It is important to understand that these non-credit offerings were hosted as PST courses due to the previous unavailability of an independent platform which LTC now provides.

In addition, GOAL has partnered with several outside parties to provide their content on LTC, including StreetLeverage for interpreting Continuing Education Units and Tradeeer for financial training. Additional partnerships include working with internal Gallaudet resources to provide training on artificial intelligence, customer service, and conflict resolution with a target audience of administrative assistants at various schools for the deaf. These trainings will be expanded to a general audience and offered on the LTC platform.

II. Youth Programs

Gallaudet University's Youth Programs Office serves deaf and hard of hearing students from elementary through high school. Its 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 Programs.

National Academic Bowl

FY 2025 marked the 29th year of the Gallaudet's 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 2025, the California School for the Deaf at Fremont won the national championship.

Youth Programs held four Regional Academic Bowl competitions and one National Academic Bowl competition in FY 2025. During the 2025 competition year, 71 high school teams participated, with a total of 345 students and 137 coaches.

Participation in National Academic Bowl for Deaf and Hard of Hearing Students Trend

	FY 2022	FY 2023	FY 2024	FY 2025
Schools/Programs	57[1]	69	70	71
Teachers/Staff	105	130	134	137
Students	220	270	336	345

[1]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 2025, four schools for the deaf collaborated with the Youth Programs Office to host their respective Regional Academic Bowls.

FY 2025 Regional Academic Bowl Host Institutions

Region	Host Institution
West	California School for the Deaf, Fremont
Midwest	Colorado School for the Deaf and Blind
South	Alabama School for the Deaf
East	Maryland School for the Deaf

FY 2025 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	West	Midwest	South	East
Schools/Programs	15	16	16	16
Teachers/Staff	30	34	33	33
Students	57	62	63	61

Battle of the Books

During FY 2025, Gallaudet's Battle of the Books for deaf and hard of hearing middle school students entered its 13th year. The purpose of the competition is multi-faceted: promote literacy, foster a spirit of academic competition, instill a spirit of good sportsmanship, and develop critical thinking and independent reading skills among participants. In 2025, Youth Programs hosted 13 teams across three divisions at the National Battle of the Books event. Rocky Mountain Deaf School won the Buff Division, Metro Deaf School won the Blue Division, and Indiana School for the Deaf won the Bison Division.

For the 2025-2026 competition season, 67 teams from 38 schools or programs participated, with a total of 338 students and 69 chaperones.

Participation in Battle of the Books Trend

	FY 2022	FY 2023	FY 2024	FY 2025
Schools/Programs	34[1]	38	42	38
Teachers/Staff	55	58	78	69
Students	244	259	347	338

[1]Reduced numbers due to the COVID-19 pandemic.

National Literary Competition

Gallaudet held its seventh annual National Literary Competition (NLC) during FY 2025. The event is open to all deaf and hard of hearing students in grades 2-12 across the nation. There are two categories in the competition: American Sign Language (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 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.

Participation in the National Literary Competition Trend

	FY 2022	FY 2023	FY 2024	FY 2025
Students	373	336	487	322

Summer Youth Camps

Youth Programs hosted two Summer Youth Camps during FY 2025, serving a total of 148 students across eight different programs, an increase from 140 campers in FY 2024. This marks the fourth consecutive year of growth in the office's summer programming, with participation more than doubling since FY 2022 when it served 70 students.

The camps included "GenCyber," a program in which 18 deaf and hard of hearing high school students learned about cybersecurity and potential careers relating to this field. The "Immerse Into ASL" camp attracted 32 deaf, hard of hearing, and hearing high school students, who learned ASL and immersed themselves in deaf culture.

Youth Programs partnered with CSD Learns to offer "Financial Wizards," which served 11 students. This program was designed for deaf and hard of hearing students to enhance their financial literacy skills and explore careers in finance and administration.

"Discover College and Careers (DC2)" entered its second year, building on the success of last year's transformation. 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. A total of 23 students participated in DC2, with an additional 12 students joining the specialized "Discover College and Careers in STEM" camp. During DC2, students were able to explore Gallaudet's five schools, meet with faculty members, and learn about Gallaudet's programs. In Discover College and Careers in STEM, students focused specifically on exploring the School of Science, Technology, Accessibility, Mathematics, and Public Health. Across both programs, students were able to connect with peers and develop a career portfolio while they enjoyed the sights and culture of Washington, D.C.

Additional offerings in FY 2025 included "Got Skills?" (31 participants), "Bison Filmmakers" (13 participants), and "Campo Listo: Medramos!" (8 participants), reflecting our commitment to providing a wide range of programming that meets the varied interests of deaf and hard of hearing youth.

Total Participation in Summer Youth Camps Trend

	FY 2022	FY 2023	FY 2024	FY 2025
Number of Campers	70	99	140	148

FY 2025 Participation in Summer Youth Camps

Camp	Participants
Discover College and Careers	23
Discover College and Careers in STEM	12
GenCyber	18
Immerse Into ASL	32
Got Skills?	31
Financial Wizards	11
Bison Filmmakers	13
Campo Listo: Medramos!	8



III. Office for Career Success

Overview

The Office for Career Success (OCS) remains dedicated to shaping career education and career readiness for Gallaudet University students and alumni by delivering targeted programs and personalized support. The office focuses on developing essential career competencies, expanding professional networks, and ensuring pathways to meaningful employment. In alignment with Gallaudet's Phase Two plan, its collaboration initiatives foster a dynamic environment dedicated to career growth and lifelong achievement.

Career Education and Advising

Throughout FY 2025, OCS delivered personalized career advising and skill-building workshops. Its dedicated career education team provided 189 advising sessions for students. These sessions covered a broad range of topics, including resume development, internship guidance, employment services, and career advising.

Career Readiness

The career education team hosted a series of workshops aimed at preparing students for experiential learning opportunities. These included sessions on topics such as a Remote vs In-Person panel and Grant Writing 101. The team collaborated with Gallaudet Innovation & Entrepreneurship Institute to host workshops such as "Deaf Talents in Risk Management and Insurance Industry," "Level Up: Confident Career Connections" with alumna Storm Smith, and "Building your LinkedIn Brand" with alumna Leah Katz-Hernandez. Additional programming included a Central Intelligence Agency resume workshop to support federal job applications, classroom presentations on career strategies, and a resume clinic to provide individualized feedback. Students also engaged in the Workforce Recruitment Program through an informative panel session, and participated in a "Deaf Diplomacy at State" virtual panel featuring Foreign Service officers sharing career insights. The team also delivered targeted sessions for senior students focused on acing interviews and networking, and supported other classes through initiatives like the "Girls Who Invest" informational session. In collaboration with the Office of International Affairs, the team hosted a booth at the Go Global Fair, enriching students' access to international career development opportunities. Additional efforts to expand global service careers included a webinar on careers with the United Nations.

Career Milestones Framework

The career education framework continued to guide students' career readiness, encompassing five essential milestones: Career Articulation, Competencies, Connections, Experiences, and Reflections. During the 2025 spring semester, freshmen engaged with a career-focused, five-week module embedded in General Education's VEE 102 course, exploring diverse resources and honing their ability to articulate skills and achievements.

In 2024, OCS received a $10,000 grant from the American Association of College & Universities (AAC&U) to support the continued development of our milestones framework. During the 2024-2025 academic year, the grant supported a range of efforts, including outreach through spotlighting success stories involving faculty and students on the OCS website and Instagram account. It also supported the attendance of an OCS representative at the AAC&U Conference on Learning and Student Success. Additionally, the grant supported a full revamp of the OCS website and upgraded equipment to better serve the Gallaudet community.

Alumni Advising

OCS provides lifelong advising services to Gallaudet alumni, regardless of their graduation year. For the 2024-2025 academic year, approximately 39 alumni sought assistance with career services, including resume development, job searches, and support with Handshake (see section below) accounts. Additionally, approximately 35 alumni registered for Handshake during the year, bringing the total number of alumni with active Handshake accounts to 522.

Experiential Learning

Handshake

Handshake has officially replaced Bison Career Link as the primary platform for students and alumni to search for internships, jobs, and on-campus employment. This transition was made to provide students and alumni with a more modern, user-friendly experience and greater access to opportunities. Handshake is used by thousands of colleges and universities across the United States, allowing Gallaudet students and alumni to connect with a broad national network of employers.

One of the key advantages of Handshake is its "collections" feature, which allows OCS to curate and spotlight employers who are deaf-friendly, deaf-owned, or have demonstrated a commitment to accessibility and inclusion. This functionality aligns with OCS's mission to foster access to meaningful career pathways for our students and alumni.

As of August 2025, student engagement on Handshake demonstrates promising growth. Key activity metrics include 1,335 unique logins, 76% of students with an active campus profile; a 13% profile completion rate (159/1,144); 29% of mobile logins (375/1,303), and 30% of web logins (1,303/3,044). These numbers reflect the office's ongoing efforts to increase student engagement with the platform and enhance career readiness.

To build on this momentum, OCS will plan to host Handshake Campaign Week at the start of the 2025 - 2026 academic year. This aimed to increase platform visibility and drive student engagement. The campaign encouraged students to activate their Handshake accounts, complete their profiles, and explore the platform's full range of career development tools and resources.

Experiential Learning Opportunities

Gallaudet undergraduate and graduate students gained hands-on experience through internships, practicums, and research placements across a wide range of sectors, including government agencies,non-profit organizations, Fortune 500 companies,private sector businesses, educational institutions, and healthcare, technology, media, and advocacy groups, such as: Academy of Hope; Accessible and Inclusive Biomedical Informatics and Data Science; Cornerstone Montgomery; CorpsTHAT; DAWN; Dawn Sign Press: Deaf Abused Women's Network: Deaf and Hard of Hearing Child Resilience Center; Dell Technologies; Department of Insurance, Securities, and Banking; District of Columbia Mayor's Office of Deaf, DeafBlind, and Hard of Hearing; Duluth Technology Village; Eudora High School; Center for Deaf Health Excellence; Center for Democracy in Deaf America; Center for Deaf Empowerment and Recovery; Georgetown University Hospital; Lombardi Comprehensive Cancer Center at Georgetown University Medical Center; Global Deaf Research; Hands On Travels; Harbor Heaven; Hawai'i International Conference on Education; The Hartford Insurance Company; Jewish Social Service Agency; Kramer Wealth Managers; Loggerhead Marinelife Center; Metro Water Services; National Institutes of Health; National Park Service; Niki Integrated Network Consultants; NorCal Services for Deaf and Hard of Hearing; Pantex Plant; Philadelphia Insurance Companies, pi00a; Potomac Institute for Policy Studies; Procter & Gamble; ReDiscover; San Diego State University; Scare Microgrid; Smithsonian Folklife Festival; Sound Health; The White House; United Nations; U.S. Department of Agriculture; University of California, Los Angeles; Zenith Insurance; 360 Direct Access; The Learning Center for the Deaf: Walden School; Indiana, Lexington, Maryland, Ohio, and Texas Schools for the deaf; and the following programs at Gallaudet University: Academic & Career Success, Office of Belonging and Engagement, Bison Shop, Counseling and Psychological Services, Facilities Department, Office of Financial Aid, Finance Office, Kellogg Conference Center & Hotel, Kendall Demonstration Elementary School, Model Secondary School for the Deaf, Nuestra Casa, Numeracy and Educational Neuroscience Lab, Department of Psychology,Strategic Sourcing Office, STAMP, Student Financial Services, Student Health Service, Technology Services, and Vocational Rehabilitation Outreach.

This broad outreach ensures students have access to inclusive opportunities that align with their academic backgrounds and career interests.

Stipends

OCS continued to award stipends to support experiential learning expenses. All students who meet the eligibility criteria are encouraged to apply. To date, OCS has awarded approximately $88,000 in stipends for the 2024-2025 academic year. Funding was made possible through support from the Johnson and Newcombe Foundations. Stipends were dispersed to 19 undergraduate and 10 graduate students in fall 2024; 48 undergraduate and 15 graduate students in spring 2025; and 42 undergraduate and 6 graduate students for summer 2025.

On-Campus Student Employment

In partnership with Human Resources, Academic & Career Success (ACS) now oversees the student employment process to promote fairness for all students seeking on-campus opportunities. Campus hiring departments began posting student employment opportunities on Handshake.

ACS held a Student Paraprofessional Fair on February 19, 2025, in collaboration with Student Engagement and Leadership and Human Resources. The event featured 25 participating departments and 267 attendees, which included students, staff, and others engaging in on-campus opportunities.

Employer Engagement

The Employer Relations team continues to foster meaningful engagement with a wide range of employers across varying industries in the nonprofit and for-profit sectors. These employer engagements take place through a variety of strategic channels:

- **Niche Fairs:** Hosted several targeted fairs – Federal Fair, Education & Non-profit Fair, and Business Fair – featuring over 50 participating organizations.
- **Internship & Job Fair:** Attracted a record-high attendance of 457 students, alumni, faculty, and staff, with 35 employers present.
- **Networking Sessions and Classroom Visits:** Highlights included events with, but not limited to, the World Wildlife Fund, CorpsThat, Convo, PNC Bank, Defense Financial Accounting Services, United Nations, Alaska Airlines, Girls Who Invest, National Credit Union Administration, the Office of the Comptroller of the Currency, and the Central Intelligence Agency.
- **On-Campus Employer Visits:** Hosted in-person visits with the Health Resources and Services Administration and the Bureau of Ocean Energy Management, which included campus tours and discussions with administrators, faculty, and staff, as well as several classroom visits.
- **Professional and Regional Engagements:** A team member currently serves on the Board of Disability: IN DC Metro and attended the conference in Orlando, Fla., advancing inclusive hiring initiatives and employer education across the region. The team also conducted a site visit to Erickson Senior Living in the D.C. Metropolitan area to explore emerging partnership opportunities. Additionally, the team participated in key external forums to advance regional talent development and cross-institutional collaboration, including the Greater Washington Partnership's "Future of Talent" panel event, where higher education leaders discussed workforce development and educator-employer partnerships, and the D.C. Metropolitan Universities Career Services Conference, fostering professional knowledge exchange across career services teams in the region.
- **Handshake:** Over 1,300 employers have connected with Gallaudet's profile in Handshake. Hundreds of internship and job postings are personally reviewed and approved by the Employer Relations team on a daily basis.

Workforce Recruitment Program

The Workforce Recruitment Program (WRP), overseen by the U.S. Department of Labor and highlighted in OCS's annual report, is a premier recruitment initiative connecting qualified students with disabilities to employment opportunities in both federal and private sectors. Through this partnership, students gain valuable work experience and career readiness support, paving the way for long-term professional success. Through outreach efforts by OCS, such as hosting panels involving WRP recruiters and alumni, as well as workshops about federal resumes, the number of applicants received was approximately 90 in fall 2024.

Community Outreach

Deaf Awareness Training

OCS continued its community outreach initiatives by providing Deaf Awareness training for partners such as Dell Corporation, Philadelphia Insurance Companies, and Erickson Senior Living.

Parent Symposium

OCS was invited by the Undergraduate Admissions Office to deliver a presentation to 12 hearing parents of deaf and hard of hearing high school students, along with two administrators, the OCS team provided an overview of career readiness services, internship pathways, and employment support, helping families better understand how Gallaudet prepares students for meaningful careers.

IV. Development and Alumni Relations

Office of Institutional Advancement

The Office of Institutional Advancement (IA) closed FY 2025 with more than $4.3 million in new gifts and pledges. The University also collected more than $6.6 million in cash from philanthropic donations, including pledges from previous years. The most significant gifts were $640,000 from the Johnson Scholarship Foundation, $300,000 from the Estate of Lewis M. Merkin, $280,000 from the Engelke Family Foundation, $250,000 from Deloitte LLP, and a $246,344 grant from the National Endowment for Financial Education.

During FY 2025, Gallaudet continued its Necessity of Now (NOW) fundraising campaign, the first deaf-led campaign in the University's history. As of September 30, 2025, $22,107,502.15 has been raised, which is more than 96% of the $23 million campaign goal. NOW funds a vibrant outdoor learning space on campus called the *Louise B. Miller Pathways* and *Gardens: A Legacy to Black Deaf Children*, research and programming at our Center for Black Deaf Studies, and student scholarships. More than 1,000 individuals, couples, families, corporations, foundations, and organizations have contributed to the campaign since its beginning. In early FY 2025, IA issued a digital Necessity of Now Donor Book, which celebrates campaign milestones and includes a list of all donors. The donor book can be found at **gu.live/NOW**.

Office of Alumni Relations

In FY 2025, the Office of Alumni Relations hosted Gallaudet Club events in winter 2025 in Fremont, Calif., Colorado Springs, Colo., Talladega, Ala., and Frederick, Md. Alumni Relations also hosted events in collaboration with Gallaudet's Innovation and Entrepreneurship Institute, Office for Career Success, Center for Democracy in Deaf America, and Nuestra Casa. The Alumni Relations team attended the Deaf Seniors of America Conference in Kansas City, Mo. in August, where it hosted a Gallaudet alumni reception.

The 2024-2028 Gallaudet University Alumni Association (GUAA) Board of Directors began its term in October 2024 and has visited the following GUAA chapters: St. Augustine, Central, and Southeastern Fla.; Connecticut; Wisconsin; Minnesota; and Ontario, Canada.

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 2025	$4,318,795.00	$1,465,429.02	$652,826.23	$1,977,425.14	$6,616,131.00
FY 2024	$14,472,881.00	$2,072,531.02	$8,981,303.54	$3,838,055.00	$8,418,373.00
FY 2023	$9,024,134.00	$2,178,676.80	$427,500.00	$6,410,056.98	$5,602,275.00

FY 2025 Individual Gifts or Pledge Payments of $10,000 and More

- Mr. Paul and Dr. Mary Jan Bancroft
- Dr. Philip W. and Mrs. Judith R. Bravin
- Ms. Abigail B. Chough
- Mr. Robert G. Christiansen
- Mr. Clark A. and Mrs. Rosalee. Connor
- Edna Conway
- Ms. Roberta J. Cordano and Ms. Mary S. Baremore
- Mr. Robert M. and Mrs. Susan L. Engelke
- Mr. Alan M. and Mrs. Louise A. Fisch
- Ms. Gena E. Fischer
- Dr. Natwar Gandhi and Ms. Panna Naik
- Dr. Ernest E. and Mrs. Menice M. Hairston
- Anonymous (2)
- Dr. Tom L. Humphries and Dr. Carol A. Padden
- Ms. Phoene F. Kuo and Lamont Jefferson
- Ms. Dorothea Levenhagen
- Mr. Andrew H. Lowe and Ms. Shelby X. Jia
- Dr. Linda Lytle
- Dr. William J.A. Marshall and Dr. Juanita Cebe
- Miss Jacqueline A. Muller
- Ms. Patricia A. Underbrink and Capt. Joni L. Henderson
- Ms. Pamela Young-Holmes
- Mrs. Miriam and Dr. Robert Zadek

FY 2025 Bequest Gifts or Pledge Payments of $10,000 and More

- The Estate of Dr. Sonia Berman
- The Estate of Mr. Leonard Cutler
- The Estate of Ms. Barbara J. Friedberg
- The Estate of Mr. Lewis M. Merkin
- The Estate of Mrs. Marthada Reed
- The Estate of Dr. Betty J. Schuchman

FY 2025 Corporate and Foundation Gifts or Pledge Payments of $10,000 and More

- Al Van Nevel Memorial Foundation
- American College Health Foundation
- ASML Foundation
- Bou Family Foundation
- Canadian Hearing Services
- Anonymous (1)
- The Class of 1965
- The Coca-Cola Foundation, Inc.
- Convo Communications, LLC
- Delaplaine Foundation
- Deloitte LLP
- The Elevate Prize Foundation
- The Engelke Family Foundation
- ETC, Inc.
- *Fortegra Foundation*
- Gallaudet University Alumni Association
- Greater Washington Partnership
- Hearst Foundations
- Johnson Scholarship Foundation (JSF)
- Kantor Foundation, Inc.
- Lever for Change
- Mars Foundation
- The Maguire Foundation
- The Andrew W. Mellon Foundation
- The National Endowment for Financial Education (NEFE)
- The Charlotte W. Newcombe Foundation
- Northwest Arlington Lions Charities, Inc. (NWARLions)
- Philadelphia Insurance Companies Foundation
- Sorenson Communications
- State Farm Insurance Companies
- Hattie M. Strong Foundation
- Visa Foundation
- World 50 Group

V. Alumni Survey Information

This section includes information compiled by the Office of Institutional Research. The data is drawn from two main sources:

- Our Annual Survey of Recent Graduates (for December 2022–August 2023 graduates).
- External sources, such as the National Student Clearinghouse and LinkedIn.

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 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.

Post-Graduation Employment Experience

During the year since graduation:

- 41% (n=59) of bachelor's degree alumni stated that they worked either full-time or part-time.
- 76% (n=92) of graduate degree alumni worked either full-time or part-time.
- 54% (n=79) of bachelor's degree alumni were pursuing additional education.
- 21% (n=25) of graduate degree alumni were pursuing additional education.

Employment Fields

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

- 42% – education, training, and library occupations.
- 25% – healthcare practitioners and technical
- 17% – life, physical, and social science

Eighty-three percent (83%) of Gallaudet University alumni are working in the three fields listed above.

Internship Participation

Overall, eighty-seven percent (87%) of responding alumni reported completing an internship during their time at Gallaudet, with participation rates of eighty-six percent (86%) among bachelor's degree alumni and eighty-eighty percent (88%) among graduate degree alumni.

Hearing Undergraduate Outcomes

- Sixty one percent (61%) of the hearing undergraduates stated that they were employed.
- Thirty-nine percent (39%) of the hearing undergraduates stated they were pursuing additional education.

Current Employment by Standard Occupational Group and by Service to Deaf and Hard of Hearing Individuals[1]

				% of total who provide service to deaf or hard of hearing people by occupational group		
	Undergraduate (N=4)	Graduate (N=8)	TOTAL (N=12)	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
Architectural and Engineering						
Arts, Design, Entertainment, Sports, and Media						
Building and Grounds Cleaning and Maintenance						
Business and Financial						
Community and Social Services		13%	8%		100%	100%
Computer and Mathematical						
Education, Training, and Library	50%	38%	42%	50%	67%	60%
Food Preparation and Serving Related						
Healthcare Practitioners and Technical		38%	25%		33%	33%
Healthcare Support	25%		8%	0%		0%
Legal						
Life, Physical, and Social Science	25%	13%	17%	100%	0%	50%
Management						
Military						
Office and Administrative Support						
Personal Care and Service						
Protective Care						
Production						
Sales and Related						
Transportation and Material Moving						
Total				**50%**	**50%**	**50%**

[1]Percentages may not sum up to 100 percent due to rounding.

VI. Office of International Affairs

The Office of International Affairs (OIA) was restructured in May 2025 to better align with Gallaudet University's academic, student service, and compliance functions. It no longer serves as a separate unit. Its current functions are as follows:

- International Student & Scholar Services will be overseen by B. Mutisya Nzyuko in the Graduate School. He will continue supporting both undergraduate and graduate students, including visa advising and admissions certification.
- Education Abroad and International Fellowships reports to Dr. Roberto Sanchez, Dean of Academic and Career Services, with Fiona Grugan continuing in her role as manager. This move enhances support for all students and fosters closer faculty collaboration.
- International Coordination and Compliance is overseen by Rue Winiarczyk, who works with both Curriculum, Outreach, Retention, and Effectiveness (CORE), led by Dr. Caroline Kobek Pezzarossi, and the Provost's Office.
- International Relations is managed by Senda Benaissa with the President's Office and Amanda Mueller with the Provost's Office (See Special Projects section), who assumed this responsibility when Dr. Charles Reilly retired.

These changes are designed to clarify responsibilities, improve service delivery, and align our international efforts more closely with student and institutional needs.

To best reflect the University's global achievements in FY 2025, the name Office of International Affairs (OIA) is being used for this edition of the Annual Report of Achievements.

OIA programs continued to advance The Gallaudet Promise by making "global learning for all" the core of a Global Gallaudet (see Special Projects section). The University defines global learning for all as "an infusion of our undergraduate, graduate, and professional students with the capacity of creating positive change for deaf individuals worldwide, and equipping our students with the skills and perspectives needed for global citizenship and success beyond graduation."

During the academic year, OIA collaborated with the admissions offices to boost international student enrollment and retention, manage education abroad programs, and provide guidance for prestigious scholarships, such as Benjamin A. Gilman and Fulbright. OIA also facilitated academic exchanges and partnerships, and oversaw immigration and transition support for international students and scholars.

Guided by the American Council on Education's (ACE) internationalization labs, Academic Affairs, and campus partners have embraced four grand themes to fully internationalize the University, integrating global dimensions and cultural sensitivity into all aspects of campus life:

- Making "Global Learning for all" the nucleus for internationalizing the University, through establishing an array of global learning offerings and elaborating on the theme of global citizenship in the general education curriculum.
- Ensuring academic success for international students and scholars by examining testing and placement methods, financial aid opportunities, and academic and career advising; clarifying international students' academic and career ambitions and helping them achieve these goals; identify innovative approaches to help international students overcome obstacles such as lack of English language proficiency and employing customized learning activities and technical assistance, both on and off campus.
- Making institutional changes to assess University-wide measures of success for all global learning activities and providing professional development for faculty in applying these assessments.
- Elevating internationalization to share equal footing with other institutional priorities; syncing leadership and structure with global aims.

OIA also served as a hub for campus dialogues on global issues and the development of a "Global Knowledge Base" focused on nations and deaf communities.

Recognized by ACE as "the heartbeat of the global deaf community," Gallaudet remains committed to supporting both international and domestic students in pursuing global experiences, fostering a vibrant, inclusive environment that addresses the grand challenges facing deaf communities worldwide.

OIA's notable accomplishments toward creating a Global Gallaudet during FY 2025 are included in this report. A few highlights are mentioned below:

Four-day Global Gallaudet Celebration showcases power of international learning

From the time Gallaudet admitted its first international student to the dynamic partnerships abroad it engages in today, 160 years after its founding, the University's global influence has made it the nucleus of education, advocacy, and proponent of signed languages for deaf and hard of hearing people the world over.

For the past seven years, OIA has hosted the Global Gallaudet Fair (GGF). This year marked the inaugural Global Gallaudet Celebration (GGC), a four-day event that expanded on GGF to honor Gallaudet's legacy of global impact and highlight new opportunities to integrate global learning into the curriculum. Attendance for the week indicated that the GGC was a great success – the events drew 460 individuals.

The GGC kicked off on November 12, 2024 with a keynote address by Dr. Charles Reilly (now retired), the University's senior international officer, who shared highlights of Gallaudet's positive influence around the world between its founding in 1864 to the present.

Today, thanks to the leadership of President Roberta Cordano and Provost Khadijat Rashid, '90, Reilly said Gallaudet is expanding the scope of its tagline: Connect. Discover. Influence. This year alone, formal agreements are in place with like-minded institutions in Bulgaria, Australia, the Philippines, Italy, Norway, India, Ethiopia, and Japan. In addition, expanding opportunities for global learning for all with a growing number of study abroad and internship sites, and international scholars on campus teaching and conducting research.

Reilly ended his presentation by announcing that, as "a current generation of global leaders is emerging," a new Global Gallaudet Award has been established to recognize their work. Fiona Grugan, manager of Education Abroad and International Fellowships, announced one faculty member and two students as inaugural award winners.

A faculty member who truly exemplifies Global Learning for All by making significant contributions to advancing global education and fostering Deaf culture is Dr. Joseph Murray, a professor in the Deaf Studies program and president of the World Federation of the Deaf.

Students receiving the award were undergraduate Jeffrey Levitt, nominated by Dr. Pilar Piñar, a professor in the World Languages and Cultures program, and undergraduate student Christopher Arguello; and graduate student Tashinalynn Sanders, in the International Development Master's (IDMA) program, nominated by Dr. Audrey Cooper.

A perennially popular event, the Global Gallaudet Fair (GGF), shares international fellowship and study abroad opportunities with the University community to harness the power of global learning, including study abroad programs, scholarships, fellowships, and global internships.

Reflecting on the event, Tracy Dunlap, Education Abroad Coordinator, who coordinated and managed the fair with the Education Abroad team's support, remarked: "The Global Gallaudet Fair breaks down barriers and opens doors for the Deaf community to thrive globally. It's a powerful reminder that the world is full of opportunities waiting to be embraced, and Gallaudet is here to ensure those opportunities are accessible to everyone."

The fair began with a welcome by Neal Murata, deputy director of the U.S. Department of State's (DOS) Bureau of Democracy, Human Rights, and Labor, Office of East Asian and Pacific Affairs, and U.S. Foreign Service Officer as Diplomat-in-Residence at the University for 2025–2026. For more than 16 years, Murata has been dedicated to exchange programs and other initiatives to engage Deaf communities globally. He spoke of the "power of study abroad," and the strong relationship between the University and the DOS, one of the vendors at the fair. "Gallaudet is the breeding ground for the next generation of deaf leaders," said Murata.

In addition, several study abroad and international internship alumni, International Visiting Scholars, international student alumni, and students who attended international conferences shared their experiences through posters displayed in the Hall Memorial Building's first-floor halls. This exhibit offered the Gallaudet community an inspiring view of global learning opportunities and the personal growth fostered through these experiences.

The extended celebration featured a variety of events, including the annual Global Fair, Opening Ceremony, Siena Workshop, International Sign Language Demonstration, and a panel discussion in the JSAC G-Area by first-year IDMA program students.

Dunlap summarized the event's significance: "In celebration of Gallaudet's 160 years of global impact, this year's Global Gallaudet Celebration was bigger than ever. We wanted our student body to experience what it truly means to be a global university – not just hear about it but see it in action."



Global Gallaudet Award winners, and their nominators and mentors, gather for a photo. Pictured (from left) are Fiona Grugan, Dr. Pilar Piñar, Dr. Charles Reilly, Jeffrey Levitt, Christopher Arguello, Tashinalynn Sanders, Dr. Audrey Cooper, Dr. Brian Greenwald (accepting Dr. Joseph Murray's award in absentia), and Provost Khadijat Rashid.

In FY 2025, OIA led the international marketing strategy to bring international students and scholars to Gallaudet and to work closely with the faculty to integrate global learning opportunities into their curriculum. This helps students build on their global citizenship skills – one of the University's eight student learning outcomes – to prepare them for their lives as responsible, ethical citizens of the world during their time at Gallaudet and after graduation.

OIA has also developed Virtual Exchange-Collaborative Online International Learning (VE-COIL) opportunities for students. VE-COIL infuses awareness, learning, and shared action as part of global citizenship by linking Gallaudet students and faculty to peers from institutions in other countries (e.g., the Philippines, Peru, Norway, and Japan). In addition, OIA has developed courses/degree programs at Gallaudet that have a global focus, including study abroad options (e.g., Peru, Japan, and Spain).

**The Diplomacy Lab was terminated in 2025 prior to Gallaudet's first engagement.*

Education Abroad and International Fellowships

The mission of OIA's 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.

Record-breaking Gilman Scholarship results

This year, 16 Gallaudet students were awarded the prestigious Benjamin A. Gilman International Scholarship, representing nearly half of all Gallaudet's Gilman recipients since 2019. The scholarship, a U.S. Department of State program, supports Pell Grant-eligible students to study or intern abroad, helping them build essential skills for global leadership and economic development.

2025 Gilman results at a glance:

- 16 students awarded ($3,000 each, totaling $48,000)
- 70% success rate for spring/summer applicants (national average ~30%)
- 100% success rate for fall applicants
- Destinations: Spain, Peru, Italy, and the United Kingdom

This success reflects the collaborative efforts of several key offices, including the EA, Office, Financial Aid, and World Languages and Cultures. Their combined efforts in mentoring, outreach, and application support helped ensure that students were well-prepared for the competitive process.

Global Bison: Empowering Global Citizens Through Hands-On Learning

Gallaudet University proudly launched four transformative global learning journeys for its students in FY 2025. Through sustained international engagement, such as these programs exemplify, Gallaudet's traveling students and faculty actively promote the University's reputation and attract interest from prospective students and institutions worldwide, showcasing Gallaudet as an appealing destination for "inclusively excellent" education. This year, 52 Gallaudet students are studying abroad in faculty-led groups, as well as attending conferences and interning abroad.

In March 2025, Dr. Franklin Torres, associate professor of English and OIA faculty administrator for global learning, and Tracy Dunlap, Education Abroad and International Fellowships advisor, led a study abroad group of 13 Gallaudet University students to Peru. The program ran from March 12 to 24, 2025, as the culminating experience for students enrolled in VEE 150 "PAH, I Understand!" and VEE 195 "Travel to Peru."

Students explored themes of Deaf identity, language, and culture through immersive site visits in Lima and Cusco, including time with deaf schools and organizations, archaeological sites, and local communities. The group was supported by two navigators, including a local deaf Peruvian guide who provided cultural insights and supported bilingual communication in ASL and Peruvian Sign Language (LSP).

The program emphasized reflection, intercultural understanding, and the diversity of deaf experiences worldwide – reinforcing Gallaudet's commitment to accessible, community-based global learning.

Sign Language of Spain (LSE) and Spanish Deaf Culture in Madrid



Students in the 2025 Madrid program take in the stunning architecture of Park Güell during a weekend excursion to Barcelona – part of their exploration of Spanish Deaf culture, history, and design through a visual and immersive lens.

From June 1 to June 30, 2025, 11 Gallaudet students participated in an immersive, month-long study abroad experience in Madrid, engaging deeply with Spanish Sign Language (LSE) and deaf culture in Spain. The program was led by Dr. Pilar Pinar, a faculty member in Gallaudet's World Languages and Cultures Department, and was designed specifically for deaf students to meet the international experience requirement for majors in International Studies and Spanish.

This was the second year that Hervás y Panduro Center, Soc. Coop. Mad (HERPAN), a deaf-led cooperative based in Madrid), managed all logistics and academic content for the program. HERPAN's coordination provided a fully accessible and culturally aligned experience, integrating classroom instruction with community engagement, cultural excursions, and bilingual interaction in LSE and Spanish.

Program highlights included a cooking class with a deaf chef, guided storytelling workshops, and the creation of original skits in LSE, where students explored video editing, acting, and visual storytelling techniques entirely in immersion. These hands-on projects deepened students' expressive skills and cultural understanding, connecting language learning with creative expression and community connection.

The program emphasized linguistic immersion, intercultural learning, and global citizenship, putting students in contact with local deaf professionals, educators, and organizations. The Madrid Experience continues to contribute to the growth of a global signing ecosystem, offering students a transformative opportunity to live, learn, and sign abroad.



Gallaudet students visit the Prado Museum in Madrid, standing in front of Goya's The Family of Charles IV – part of their exploration of Spanish history, art, and Deaf cultural perspectives during the 2025 LSE and Spanish Deaf Culture program.

Siena, Italy Deaf Studies Program

From June 8 to 28, 2025, seven Gallaudet students took part in a deeply immersive Deaf Studies program at the Siena School for Liberal Arts, focusing on Italian Sign Language (LIS) and Italian deaf culture and history. For the first time, a Gallaudet faculty coordinator, Dr. Julie Mitchener, joined the program on-site, supporting students alongside Italian deaf faculty and staff.

This collaboration strengthened the academic foundation of the program and expanded opportunities for guided reflection and mentorship. Students engaged in coursework, field visits, and direct interaction with the Italian deaf community, building linguistic skills and global cultural fluency. The program continues to exemplify Gallaudet's commitment to inclusive, community-based global learning.



Gallaudet students pose with their Italian language instructors during a written Italian class at the Siena School for Liberal Arts – an integral part of the 2025 Deaf Studies program that supports full cultural and linguistic immersion.

Global Internships:

Gallaudet students continue to make a meaningful impact through international internships that connect academic learning with community engagement, Deaf leadership, and global development.

- A senior majoring in International Studies and Deaf Studies completed a March internship at the Fiji Gospel School for the Deaf in Suva, blending deaf education, diplomacy, and international development. The student returned in April 2025 to lead a video storytelling project documenting deaf student experiences and strengthening institutional ties.
- A Public Health major is completing a two-month summer internship with Comunidad Connect in the Dominican Republic, focusing on Deaf community engagement, health access, and inclusive development initiatives.
- Three students in the International Development M.A. (IDMA) program completed spring 2025 internships in:
  - **Chile:** Partnering with the Instituto de la Sordera (INDESOR) and En Señas Foundation in Santiago, supporting sustainability planning, deaf education, and community outreach.
  - **Tanzania:** Working with partners in Dodoma and Dar es Salaam, including participation in Water Week events and outreach to Tanzania Joy Women Entrepreneurship for the Deaf (FUWAVITA), exploring partnerships in WASH (Water, Sanitation, and Hygiene) for deaf women.
  - **Ghana:** Two students completed internships at Ashesi University in Berekuso, supporting the Disability and Accessibility Support Services Office with student services, faculty training, and inclusive policy development.

These placements exemplify Gallaudet's commitment to community-based global learning and its growing presence in international Deaf-led spaces. With coordination from EA, students are gaining hands-on experience that positions them for leadership in global development, advocacy, and accessibility.

The campus hosted delegations of international officials from the following countries during the 2024-2025 academic year:

- Experts and civil society representatives from the non-governmental organization ITeachMe, who focus on disability in Kazakhstan, along with Mr. Kenzhegul Seitzhan, a member of the Parliament and Ombudsman for Rights of Socially Vulnerable Groups of Population of Kazakhstan, visited Gallaudet on November 11, 2025 to exchange views and learn best practices in disability, including inclusive education, skills development, and assistive technologies.
- On December 4, 2024, OIA hosted a large group from Saudi Arabia, comprising Deaf leaders and government officials, and sponsored by the U.S. Department of State's International Visiting Leaders Program (IVLP), on learning more about how to educate deaf and hard of hearing students. Highlights of the visit included tours of the School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP), led by Dr. Daniel Lundberg, Professor of Chemistry and Director of STAMP; and the Technology Access Program, led by Dr. Christian Vogler, director.
- Thirteen visitors from the United States-India Educational Foundation traveled to the University campus on October 24, 2024 to address the topics of education and empowerment.
- Thirty-five members of the former U.S. Agency for International Development from the United States and Egypt visited Gallaudet on November 20, 2024 to discuss issues of education and empowerment.
- Fourteen Fulbright Scholars in Residence and five representatives from the Institute of International Education, Inc., visited Gallaudet's Kendall Green campus on November 21, 2024 to explore issues of education and empowerment. Countries represented were the United States, Argentina, Australia, Brazil, Cameroon, Canada, Chile, El Salvador, Ethiopia, and Fiji.
- Two members of the teaching staff from a deaf school in Warsaw, Poland came to the Gallaudet campus on June 3, 2025 for a tour and to learn more about the education of deaf people on the University level, including methods of teaching in a specific academic field, and meeting with faculty, students, and department directors.
- Her Royal Highness Princess Lalla Asma of Morocco and a delegation of Moroccan officials and leaders from the Lalla Asmaa Foundation for the Deaf were at Gallaudet on May 1 and 2, 2025, to explore strategic learning opportunities between Morocco and the University. Princess Lalla Asma is an advocate for deaf education and inclusion. She founded the Lalla Asma Foundation, establishing Morocco's first public school specializing in teaching deaf students.

The Future of Global Engagement

With the restructuring of OIA, some International Relations functions transitioned to a Global Gallaudet team, a cross-functional initiative jointly led by Senda Benaissa, Office of the President, and Amanda Mueller, Office of the Provost. (Note: The Gallaudet in Nigeria-Africa GAIN program, explained in detail elsewhere in this document, continues as equitable tertiary deaf education in Nigeria and is regarded as one of the initiatives under Global Gallaudet.)

Rather than operating as a standalone office, the Global Gallaudet team functions as a strategic initiative from the President's and Provost's offices to coordinate and advance Gallaudet's high-level international engagement, diplomatic relationships, and partnership development. The initiative collaborates with relevant University divisions, depending on the nature of each effort (e.g., Academic Affairs [AA], Enrollment, Institutional Advancement, Alumni Engagement, etc.).

As part of the University's broader effort to streamline and strengthen institutional effectiveness, some of the International Relations work is to be revitalized and realigned to ensure integration within the University programs that lead these functions for domestic audiences to ensure consistency in messaging, strategy, and outreach – regardless of geographic focus – and is designed to strengthen coordination across the University, eliminate duplication, and build a more unified, campuswide approach to engagement and advancement. The work of staff and faculty in International Relations, Education Abroad, and International Student and Scholar Services, as well as other programs within AA, contributes to building a Global Gallaudet through their emphasis on diversity and global citizenship. These efforts help align international priorities and diplomatic initiatives with the university's broader goals.

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.

The IDMA program saw a number of successes in FY 2025: significant 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. The Disability-inclusive Disaster Risk Reduction & Emergency Planning Program (DEP) graduate certificate, an innovation of the IDMA program, also advanced key partnering and training opportunities, expanding training opportunities to the campus community, broader D.C. Deaf and Hard of Hearing (DHH) communities, and DHH communities in North Carolina.

FY 2025 Student Achievements & Milestones:

- **Fall 2024 field placements:** IDMA students conducted practicums with Washington, D.C.-based community and international non-governmental organizations: Binta Badjie (Water for the People – U.S.), Claire Coffey (Humanity & Inclusion), Eric Hidalgo and Robert Todd (policy analysts, D.C. Mayor's Office of Deaf, DeafBlind, and Hard of Hearing), Latvia Roberts (Public Communications, D.C. Mayor's Office of Deaf, DeafBlind, and Hard of Hearing), and Jose Rodrigo Uresti (Office of Presidential Correspondence, White House Internship Program).
- **Spring 2025 field placements:** Binta Badjie (Water for the People -- U.S. & Tanzania), Claire Coffey (Ghana - Ashesi University in the Disability and Accessibility Support Services Division), Eric Hidalgo (Chile – Instituto de la Sordera), Latvia Roberts (Ghana – Ashesi University in the Disability and Accessibility Support Services Division), Jose Rodrigo Uresti (Innivee Strategies, Inc. – primarily serving projects in Louisiana and Maine).
- **November 2024:** Binta Badjie (WDL Scholar and IDMA student) gave a campus presentation on her summer 2024 capacity-building project, titled "Nurturing Emerging Deaf Leaders in The Gambia 2024"; Tashinalynn Sanders (IDMA and DEP dual-program student) was awarded the Office of International Affairs' first-ever Graduate Student Global Leadership Award.

FY 2025 IDMA Notable Alumni Achievements

- Emma Henriksen (nee DeCaro; G-'23) and Elias Henriksen (G-'23) worked with Semester at Sea to ensure programming participation for two Gallaudet undergraduate students, as well as coordinating visits with local DHH communities in more than 15 countries.
- Elias Henriksen (G-'23) serves as a data analyst with Innivee Strategies, Inc., as well as working with the Mandela Washington Fellowship – Young African Leadership Initiative.
- Aanuoluwapo Omoleye (G-'24) continues to consult for the International Labour Organization, as well as continuing to grow her "AbleBooks Initiative," focused on educational inclusion through developing books and other materials with protagonists who are deaf and persons with disabilities. Find her on Instagram at @ablebooksinitaitve.
- Nelly Perez (G-'24) is now based in Asheville, NC, working as a deaf services specialist for the North Carolina Department of Health and Human Services, Division of Deaf and Hard of Hearing Services.
- Samantha Wulz (G-'23) serves as a consultant with Innivee Strategies, Inc, contributing to the design and implementation of deaf-led organizational initiatives.
- Four alumni are making great strides in their doctoral programs. In fall 2025, two alumni entered their second year of studies: Jarvis Grindstaff (G-'19), Ph.D. program in Urban Leadership and Entrepreneurship at the University of the District of Columbia, and Bethany Yance (G-24), Ph.D. program in Educational Leadership at the University of Kentucky; and two alumni are Ph.D. candidates, preparing to defend their doctoral dissertations: Kate McAuliff (G-'15), at Oxford Brookes University, Centre for Development and Emergency Practice, and Phoebe Tay (G-'17), at Nanyang Technological University, Singapore.

FY2025 IDMA Notable Service to National & International Partnerships

- **October 2024:** The IDMA program hosted Rupmani Chhetri (co-founder, SignAble VRS – India) for a week of campus engagements and course presentations, culminating with a campus presentation, "Journey of an Empowered Deaf Woman in India"; the IDMA and DEP Programs partnered with Serve DC and the D.C. Mayor's Office of Deaf, DeafBlind, and Hard of Hearing to offer the first-ever ASL Community Emergency Response Team Training (CERT). Twenty Gallaudet undergraduate and graduate students, faculty, and staff earned CERT certifications for basic training.
- **November 2024:** The U.S. Agency for International Development hosted the IDMA program for a Career Exploration day at its D.C. headquarters in the Ronald Reagan Building.
- **March 2025:** The IDMA and DEP Programs partnered with the D.C. Fire and Emergency Services and the D.C. Mayor's Office of Deaf, DeafBlind, and Hard of Hearing, to host a "Hands on Heart" event (hands-only CPR) for the campus and wider D.C. communities.
- **April 2025:** The IDMA and DEP Programs partnered with the D.C. Mayor's Office of Deaf, DeafBlind, and Hard of Hearing, the D.C. Fire and Emergency Services, the Federal Communications Commission, the Metropolitan Police Department's Deaf and Hard of Hearing Unit, and ServeDC to host an inaugural DeafBlind Legacy Week event titled "Securing Accessibility for Emergencies."
- **July 2025:** The DEP Program partnered with the North Carolina Department of Health and Human Services, Division of Services for the Deaf and Hard of Hearing, to offer DEP Summer Institute (DEP-602) in Asheville, Morganton, and Raleigh, collaborating with DHH-led organizations, environmental science agencies, and emergency management organizations.



VII. Gallaudet in Nigeria-Africa (GAIN)

Gallaudet in Nigeria-Africa (GAIN) led the Strengthening Deaf Education, Empowerment, & Employment (Deaf-E3) Activity, a three-year, $1.65 million United States Agency for International Development (USAID)/Nigeria-funded initiative launched in 2021 and which ended in February 2025. The program, designed to meet the educational and employment needs of deaf, hard of hearing, and deafblind Nigerians, exceeded expectations across four focus areas: bilingual education, deaf-led organizations, interpreter development, and development actor engagement.

In FY 2025, USAID increased the budget by $1.5 million with Dr. Khadijat K. Rashid, Provost, continuing as GAIN and Deaf-E3 Executive Director, and Amanda Mueller, GAIN Manager and Deaf-E3 Chief of Staff, overseeing the day-to-day operations.

Although this activity has ended, its impact endures. It was GAIN's foundation for extraordinary learning and academic excellence across the lifespan of deaf individuals in Nigeria, teaching the best practices in bilingual education and promoting deaf leadership and capacity-building. Deaf-E3 Summary Sheet Link. It also made global impacts beyond Nigeria through innovative initiatives and collaborations, such as:

- Presenting on bilingual education, employment, and inclusion to the USAID Higher Education Working Group – a global forum of USAID staff from Washington, D.C., and country missions across sectors (e.g., education and agriculture), focusing on partnering with higher education institutions to advance international development goals – providing guidance on building strong collaborations with Gallaudet University.
- Laying the groundwork for lifelong learning and deaf leadership in Nigeria, and supporting the development of an on-demand U.S. State Department International Visitors Leadership Program (IVLP), designed to complement Deaf-E3 and the IVLP, and establishing a foundation for potential future collaborations related to an international deaf IVLP program at Gallaudet – before funding for both programs ended.

Global Gallaudet

As stated in the Office of International Affairs (OIA) section, the office was realigned and integrated within the University programs that already lead these functions for domestic audiences. By integrating international efforts into the core work of the entire campus and existing units, Gallaudet is ensuring consistency in messaging, strategy, and outreach – regardless of geographic focus – and is strengthening coordination across the University, eliminating duplication, and building a more unified, campus-wide approach to engagement and advancement.

The Global Gallaudet Team – a cross-functional initiative jointly led by Senda Benaissa (Office of the President) and Amanda Mueller (Office of the Provost) is not a standalone team; rather, it is a University-wide vision and brand representing Gallaudet's global mission with integrity and consistency by advancing and supporting international engagement, diplomacy, and partnership development across the institution. What's more, Global Gallaudet is a shared commitment that includes every office, program, faculty member, staff, student, and alumnus. Whether through research, teaching, partnerships, or study abroad, each person plays a role in strengthening Gallaudet's global presence.

This work is deeply collaborative, involving various University divisions, depending on the nature of each initiative. Gallaudet's global efforts are also carried out by Education Abroad, Immigration Compliance, Continuing Education, and more – with strategic global leaders embedded across these units to align international priorities with the University's broader goals.

Together, the University community is building a more connected and inclusive world – through the lens of deaf culture, language, and leadership.

Global Gallaudet has facilitated the formalized relationship between Gallaudet University and the U.S. Department of State by:

- Securing Gallaudet's first government special detail – a U.S. Foreign Service Officer as Diplomat-in-Residence at the University for 2025-2026. With global experience working with deaf communities, the officer is supporting key initiatives in collaboration with the president and provost's offices to advance Gallaudet's global mission.
- Facilitating the introduction and secured approval of the former *Diplomacy Lab, which connected students with real-world research opportunities on global policy issues in collaboration with international partners. (*Terminated in 2025 prior to Gallaudet's first class engagement.)
- Supporting engagement between the U.S. Department of State's Bureau of Overseas Buildings Operations (OBO) and Gallaudet's Executive Director of Architecture and Facilities Management, resulting in OBO's endorsement of Gallaudet's first Human-Centered Design course.
- Promoting and facilitating formal engagement with global embassies to strengthen institutional relationships and deepen support for students and the University's global presence.

Global Gallaudet continues to engage with global deaf communities, families of deaf children, and other stakeholders in deaf-related fields throughout the world, connecting them with Gallaudet experts and resources, as well as in-country deaf leaders, organizations, schools, and resources, introducing them to each other to strengthen advocacy and capacity building of the deaf community's needs. Examples of this engagement in FY 2025 include:

- Hosting strategic meetings, learning, and a Letter of Intent between Gallaudet and the Lalla Asmaa Foundation, Morocco, to explore collaboration to enhance education, training, and opportunities for deaf individuals in Morocco, and to explore areas of potential collaboration grounded in values of inclusivity, accessibility, bilingual learning, and academic excellence.
- Facilitating connection with Farm Yield Africa, an Africa-based non-profit agricultural organization that supports farmers to improve yields and increase their income, and Nigerian National Association of the Deaf and Ghana National Association of the deaf leaders to collaborate on including and supporting deaf farmers in the neglected Northern regions of the countries.
- Supporting Gallaudet's Institutional Advancement Division in meeting with Masaka Creamery, an employer in Rwanda with a large deaf workforce, sharing strategic planning and resources supporting them working with the Rwanda deaf community to create opportunities for current and potential workforce members who are deaf.
- Continuing communication through WhatsApp, the preferred method for many global deaf communities. Global Gallaudet team members continue to utilize their personal WhatsApp numbers to support global students in identifying and accessing local funding resources to pursue a degree at Gallaudet University.
- Supporting the successful application of two former Deaf-E3 Nigerian educators who were awarded the Wikitonge Small Grant to document and promote Nigerian Sign Language and Hausa Sign Language.
- Continuing to drive operational excellence across campus by collaborating with key University units to identify and address gaps in systems, platforms, and policies related to international engagements. These improvements benefit the University's global initiatives and strengthen its domestic operations.

VIII. English Language Institute

The English Language Institute (ELI) is a unique, non-federally funded English as a Second Language (ESL) program designed specifically for deaf and hard of hearing students. Notably, it is the only ESL program serving this population that is accredited by the Commission on English Language Program Accreditation. A non-credit academic program, ELI operates under Gallaudet University's School of Language, Education, and Culture.

Enrollment from American students with international backgrounds continued to rise in FY 2025. However, due to various circumstances, only 17 out of the 25 admitted students in fall 2024 were able to attend the program. Among these 17, four were international students, while the remaining were domestic students. Five students originally scheduled to attend in fall 2024 deferred their enrollment to the spring 2025 semester.

ELI takes great pride in its alumni, including a recent graduate student who was chosen as the student speaker for the University's most recent Graduate commencement ceremony. The program's ongoing success demonstrates its vital role in preparing prospective University students and supporting their achievements in their chosen fields of study.

English Language Institute Enrollment Trend

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025
38	27	18	14	16	13	9	6	11	8	19	8

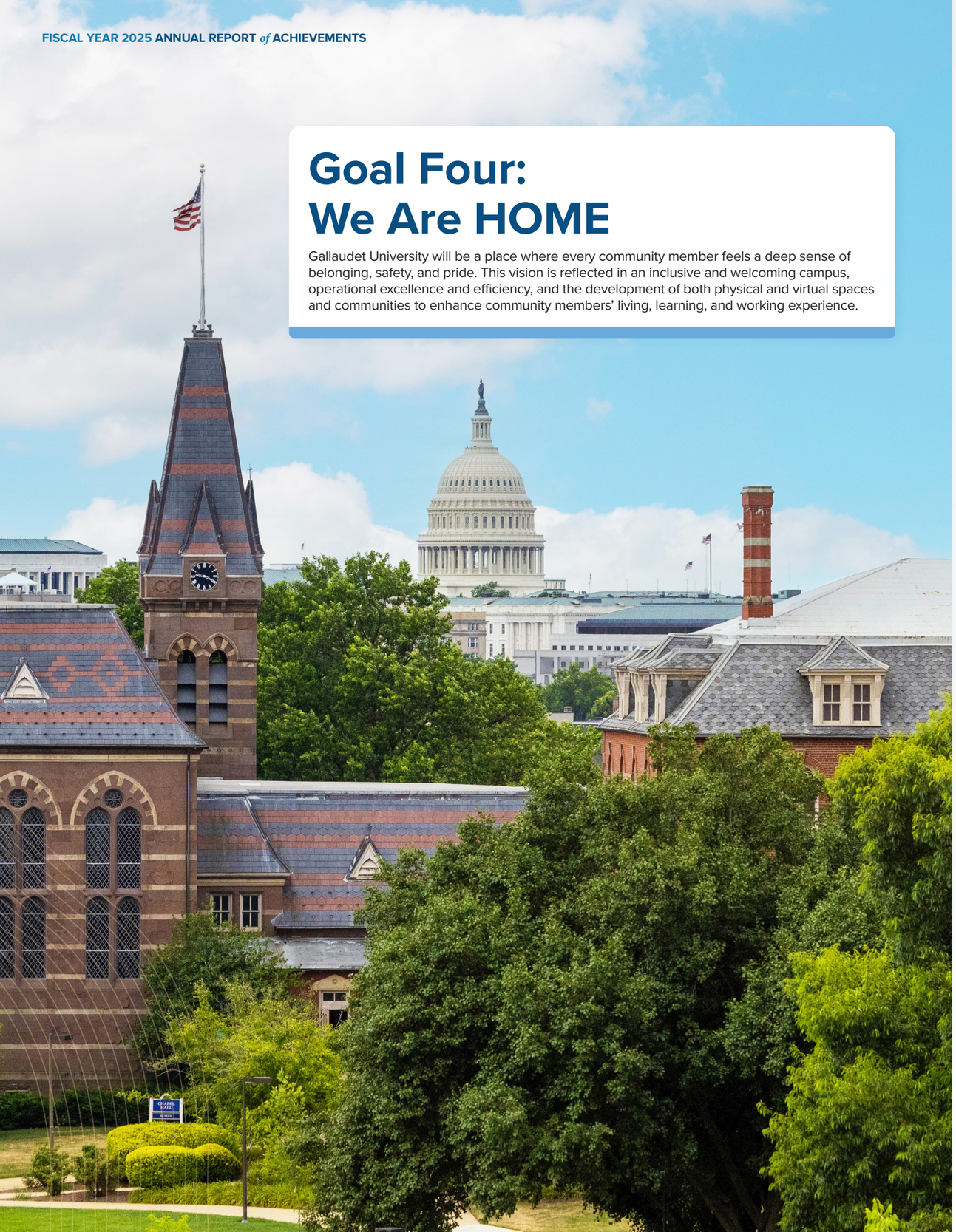


IX. ASL Connect

ASL Connect continued to solidify its leadership in American Sign Language (ASL) education In FY 2025 through strategic advancements that expanded access, improved user experience, and diversified learning opportunities. A major milestone of the year was formal approval by the Council on Undergraduate Education at Gallaudet University for ASL Connect to offer credit-bearing ASL courses through the ASL Department. As a result, enrollment in credit-bearing courses admitted 46 students for the year alone, reflecting strong demand and growing academic integration.

To further improve the student experience, ASL Connects's customer service was expanded to help prospective and current students more easily navigate Slate and Workday, as well as with onboarding and registration platforms, and stabilizing the enrollment process. Another key initiative was the revitalization of ASL Connect's in-person immersion program, now called Dynamic Immersion, Valuable Experience (DIVE). Hosted in both Washington, D.C. and Boston, Mass., DIVE welcomed 68 participants and provided culturally immersive ASL instruction grounded in Deaf community values. Student feedback was overwhelmingly positive, affirming the program's impact on real-world language fluency and cultural connection.

After four years of impactful growth and innovation, ASL Connect has returned from the former Office of the Chief Bilingual Officer to Academic Affairs, under the Office of the Provost. In this new structure, credit-bearing courses are housed under the ASL Department. Since May 2025, professional studies and training programs have been placed under Gallaudet Opportunities for Advancement and Learning (GOAL).



Goal Four: We Are HOME

Gallaudet University will be a place where every community member feels a deep sense of belonging, safety, and pride. This vision is reflected in an inclusive and welcoming campus, operational excellence and efficiency, and the development of both physical and virtual spaces and communities to enhance community members' living, learning, and working experience.

Objective 4.1: Provide an experience of belonging and engagement for all members of the community.

Gallaudet University will create an inclusive and supportive campus environment where everyone feels valued and connected. This involves implementing initiatives that promote belonging and engagement, fostering a culture of respect and understanding, providing resources and support for all groups, and encouraging active participation in campus life.

Objective 4.2: Promote operational excellence.

Gallaudet University will optimize administrative and operational processes to ensure efficiency, effectiveness, and high-quality service delivery. This involves enhancing technological infrastructure, utilizing data-driven decision-making, fostering a culture of continuous improvement, and streamlining workflows to reduce costs and improve productivity.

Objective 4.3: Actualize the campus plan and virtual life vision.

Gallaudet University will enhance University spaces – physical and virtual – to align with the University's long-term goals. Improved online and campus spaces will create a dynamic, sustainable, and accessible environment that supports learning, innovation, and community engagement and meets the needs of deaf, deafblind, deaf-disabled, and hard of hearing people.

I. Division of Belonging & Engagement

The Division of Belonging & Engagement (BE) leads Gallaudet in its efforts to build inclusive excellence for all students, staff, faculty, teachers, and visitors at the University and the Laurent Clerc National Deaf Education Center (Clerc Center).

BE includes the following units:

- Communications and Community Engagement
- Intercultural Alliances
- Disability Services Center which covers academic and campus accessibility
- Equal Opportunity Programs
- Title IX
- Gallaudet Interpreting Services

The Office of Students with Disabilities officially merged with the Accessibility Resource Center and was named the Disability Service Center (DSC). Within this new unit there are two interconnected programs: Academic Accessibility, which focuses on student and faculty accommodations in the classroom, and Campus Accessibility, which focuses on accommodations and accessibility outside of the classroom.

Communications and Community Engagement

The Executive Director of BE collaborated with the Center for Black Deaf Studies to finalize the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children memorial, which will break ground in the fall of 2025.

BE coordinated the effort to rename campus Building 103 in collaboration with the Office of the President and the Office of Campus Design and Planning, which culminated in a ceremony on October 17, 2024. The new name is *òkànkwèpihëna tëtpi* (Circle of Signers, in English) in the Lenape language used by the Nacotchtank and Piscataway peoples, the first residents of the land that became the District of Columbia. BE collaborated with Nuestra Casa, the Office of International Affairs, Office of General Counsel, and the President's Office to host a series of community engagement events for both University and Clerc Center students, staff, and faculty/teachers.

Belonging: Deaf-Centric Framing through LTC (Asynchronous Program)

Launched in July 2025, this program offers seven asynchronous workshops designed to foster inclusion and empowerment. The program centers on American Sign Language (ASL) and visual communication as essential to learning and engagement.

Mentoring

Few Gallaudet students have role models with whom they can identify. Community Alliance (CA) offers opportunities for students to meet weekly. The CA manager worked with three students in FY 2025.

VEE 101

In FY 2025, the Center for Continuing Education (CCE) Manager co-taught three sessions of VEE 101, the first semester of a two-semester first-year seminar, with the director of Multicultural Student Programs (MSP) in the fall semester.

A Day of Action at the National Portrait Gallery

The Center for Black Deaf Studies Director (CBDS) and the CCE manager helped coordinate booths for the Day of Action event hosted by the National Portrait Gallery on January 26, 2025. This is an annual event that brings a variety of groups together to provide information and resources to general audiences.

Training/workshops

- **Fall 2024 class: National Technical Institute for the Deaf (NTID)/Rochester Institute for Technology (RIT)** – Class with NTID/RIT, via Zoom: HIST/WGST 335, taught by a deaf woman.
- **Fall 2024 panel for PSY 734, Psychology and Deafness** – a graduate-level course at Gallaudet that recurs every fall and always results in a lively discussion.

Other workshops included topics on PHS 370 Health Disparities and medical interpreting.

Internship
Over the 2024-2025 academic year, CCE supervised an intern, a bachelor of social work student, who desired to help improve belonging for students, staff, and faculty on campus who are deafblind. Some achievements are:

- Engaged with various units on campus to better understand operations as it pertains to services for deafblind and disabled community members.
- Reviewed the *CoNavigator Handbook*, managed by DSC, and offered suggestions for edits; and successfully negotiated with the DSC and the Registrar's Office for the inclusion of a policy that requires all CoNavigators to complete annual Family Educational Rights and Privacy Act (FERPA) training. CoNavigators received FERPA training starting in the fall of 2025.
    - Hosted a Disabilities Town Hall on January 30, 2025 and again in April. BE collaborated with DSC, MSP, Student Engagement and Leadership, Health and Wellness Programs, Residence Life, and other units to provide space for students to discuss their experiences. This allowed BE to collect necessary data to better understand how policies, procedures, and practices at Gallaudet impact students, staff, and faculty.

Pluralism & Civil Discourse Workshop
BE offered noncredit educational programming with a faculty member from the Philosophy and Religion program. The session, titled "Breaking Silence and Building Pluralism," focused on practical skills for respectful dialogue across different viewpoints. This session brought in approximately 20 students, 5 staff members, and 4 faculty members (a total of 29 attendees).

Language Accessibility Statement
The Executive Director of BE continues to work with the Special Advisor to the President on Bilingualism, faculty from Deaf Studies, Human Resources, and the Office of General Counsel to develop a position statement about language access across both campuses.

Equal Opportunity Programs
Equal Opportunity Programs (EOP) works to ensure that everyone has an equal opportunity to participate and is treated fairly at Gallaudet without discrimination based on protected characteristics, such as race, color, religion, sex, national origin, age, or disability.

EOP provides at least six trainings each year on anti-discrimination policies and practices to all incoming staff, during New Student Orientation, and faculty onboarding.

Gallaudet's Service Animals and Emotional Support Animals application and appeals processes are overseen by EOP.

During FY 2024-2025, EOP provided seven presentations to over 25 participants.

Title IX
Title IX is a federal law that prohibits sex-based discrimination in educational programs and activities receiving federal financial assistance. The Title IX Office is responsible for overseeing the University's compliance with Title IX, including the prompt and fair resolution of complaints of sexual harassment, sexual assault, and other forms of sex-based discrimination. The office also provides training and education to the campus community, monitors policies and procedures to ensure fairness and accessibility, and serves as a resource for individuals seeking information about their rights and options under Title IX.



II. Recruitment of a Diverse Student Body

The Office of Undergraduate Admissions works to recruit and enroll academically talented deaf, deafblind, and hard of hearing students from a broad range of backgrounds and experiences. Admissions counselors develop outreach initiatives designed to attract prospective students with varying interests, perspectives, and communication styles.

Gallaudet has continued its recruiting efforts by visiting 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 are determined based on criteria that include the number of applications received, the number of current prospects and inquiries, participation in the University's Academic Bowl program, school location, recommendations, and new leads. Marketing efforts have included focusing on financial aid, scholarships, academic and career outcomes, and intensive summer programs designed to transition students into college, such as JumpStart: ASL.

Gallaudet has maintained interest in its programs not only by visiting schools, but by hosting three Open Houses this year, with a total of 101 deaf, hard of hearing, and hearing attendees. The University's Maguire Welcome Center collaborated with key campus stakeholders, such as the Athletic Department, to offer "Free Trip" experiences for prospects. This year, 16 prospective students visited campus with a parent or guardian on a free trip, and of these 16 prospects, 12 (75%) ultimately enrolled at Gallaudet.

Upon acceptance, to recruit academically talented students from a wide variety of backgrounds, scholarships and merit awards were structured to recognize their talents and abilities. Gallaudet awarded a total of 154 merit scholarships to students.

Recruitment Visits by Location Trend

	FY 2022	FY 2023	FY 2024	FY 2025
Schools for the Deaf	50	47	49	43
Mainstream/Public schools – Deaf/Hard of Hearing prospects	47	23	57	100
Public Schools – Hearing (BAI/HUG prospects)	1	14	3	2
Postsecondary programs – Deaf/Hard of Hearing prospects	0	2	1	1
Postsecondary programs – Hearing (BAI/HUG prospects)	1	2	0	1
Conventions/Conferences/Fairs	11	11	3	15
High School/Vocational Rehabilitation Counselor meetings	3	0	0	42
Parent events	2	0	2	1
Athletic events	0	5	1	7
Open Houses	10	7	4	3
Camps	1	2	1	1
Community Relations/Alumni/Youth	6	8	3	2
Home Visits	0	0	0	0
Webinars	5	4	2	2
Total	**137**	**125**	**126**	**220**



III. Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) supports communication access across the Gallaudet University campus through exemplary interpreting services for deaf, deafblind, hard of hearing, and hearing individuals during on campus and at off-campus Gallaudet-related events.

GIS Services

Primary Services

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

Other Services Provided

- Communication access services to students, faculty, and staff for the purpose of excellence in education, employment, and administration.
- Captioning services to students in academic settings.
- Access to a comprehensive after-hours emergency response program for on-campus emergencies.
- Interpreter coordination and liaison activities to support large and/or complex university interpreting requests.
- Results! Mentoring Program, which offers mentoring, training, consultation, and supervision to GIS staff, intern interpreting students, and GIS freelance interpreters, with a 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 (CEUs) 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 29 permanent staff employees, including the Associate Director of Operations, the Manager of Interpreting Services, three Senior Interpreting Administrators who supervise 19 staff interpreters (five Deaf interpreters and 14 hearing interpreters), three staff schedulers and one Scheduling Supervisor, and one administrative assistant who supports departmental operations and GIS leadership. 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:

- Classrooms for 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

Continuing Education Units

Throughout FY 2024 and FY 2025 GIS has provided CEUs for 21 events. These included workshops, online modules, and independent studies.

Emergency Response Program

GIS provides emergency communication support to faculty, staff, and students, both at Gallaudet and at the Laurent Clerc National Deaf Education Center's (Clerc Center) Model Secondary School for the Deaf and Kendall Demonstration Elementary School. GIS works closely with the University's Department of Public Safety, Residence Life and Housing, 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.

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 Division of Belonging & Engagement. 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.

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.

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 student interns (seniors) and graduates of the Gallaudet Interpretation and Translation program.

This program collaborates across the campuses to provide appropriate and supervised mentoring opportunities for students and new or aspiring interpreters. A team has formed with the Interpretation and Translation program from Academic Affairs and GIS to provide wrap-around support to mentees, mentors, and consumers.

Service Hours Data

The following graphs and tables provide the number of hours of direct student services, including interpreting for classroom courses, 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.

Classes can be delivered on a single day or multiple days each week. The following chart shows the number of classes for the reporting period that GIS provided services for and what services were provided.

Courses Supported by Semester and Service

Service	Fall 2017	Spring 2018	Total AY18	Fall 2018	Spring 2019	Total AY19	Fall 2019	Spring 2020	Total AY20	Fall 2020	Spring 2021	Total AY21	Fall 2021	Spring 2022	Total AY22	Fall 2022	Spring 2023	Total AY23	Fall 2023	Spring 2024	Total AY24	Fall 2024	Spring 2025	Total AY25
Captioning	45	36	81	17	8	25	55	20	75	53	29	82	40	19	59	25	15	40	443	487	930	490	523	1013
ASL-English	56	53	109	97	78	175	51	37	88	109	102	211	31	42	73	81	72	153	1440	1946	3386	2106	2237	4343
Intralingual	-	-	-	-	-	-	35	5	40	22	21	43	12	1	13	4	11	15	174	309	483	198	211	409
DeafBlind	55	61	116	69	62	131	61	18	79	58	59	117	33	49	82	40	36	76	503	826	1329	498	570	1068
Total	**156**	**150**	**306**	**183**	**148**	**331**	**202**	**80**	**282**	**242**	**211**	**443**	**116**	**111**	**227**	**150**	**134**	**284**	**2560**	**3568**	**6128**	**3292**	**3541**	**6833**

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	FY 2024	FY 2025
President	-	13	67	32	1,263	803	78	76	106.5
Administration and Finance	7	6	7	3	2	-	33	31	45
Academic Affairs	42,508	42,719	49,389	34,397	32,680	33,227	33,027	30,206	31,567
Clerc Center	6,722	7,683	8,785	5,486	5,984	5,243	7,192	7,998	7,693
Total	**49,237**	**50,421**	**58,248**	**39,918**	**39,929**	**39,273**	**40,330**	**38,311**	**39,411.5**

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	FY 2024	FY 2025
Student	49,238	50,421	58,248	39,918	39,929	39,273	40,330	31,610.25	35,125
Student-Related	4,083	3,047	4,867	3,176	4,339	4,498	2,995	3,993.75	4,100
Other	22,538	25,916	24,712	14,426	24,094	52,880	37,993	44,201.5	40,113
Total	**75,859**	**79,383**	**87,827**	**57,520**	**68,362**	**96,651**	**81,318**	**79,805.5**	**79,338**

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

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Percent of student services	65%	64%	66%	75%	65%	45%	53%	45%	????%

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 system for screening staff and freelance interpreters to ensure that their skills meet campus needs. The GIS screening committee evaluates the interpreting, ethical, and professional skills of interpreters. GIS staff and leadership are currently recalibrating the screening system to ensure that it aligns with current unit and campus priorities and supports a pipeline to GIS and Gallaudet.



IV. Resource Efficiency Steps

Microgrid Project: Advancing Sustainability and Campus Integration

The Microgrid Project is one of the most forward-looking resource efficiency initiatives on Gallaudet University's campus. Designed to strengthen energy reliability while reducing environmental impact, the project is a model of how infrastructure investments can simultaneously support sustainability, resiliency, and innovation.

A New Approach to Campus Energy

Traditional campus energy systems rely heavily on the regional grid, exposing institutions to rising costs, power disruptions, and dependence on non-renewable resources. Gallaudet's Microgrid Project addresses these challenges by integrating renewable energy sources, energy storage, and smart distribution technologies into a unified, self-sustaining network.

The system will allow the University to:

- **Generate cleaner power onsite** by leveraging renewable energy resources such as solar and geothermal.
- **Store energy efficiently** through battery systems that balance supply and demand across campus.
- **Operate independently during outages,** ensuring continuity for essential services and student housing.
- **Monitor and optimize usage** with real-time controls that improve efficiency and reduce costs.

Integration with Campus Life and Learning

Beyond infrastructure, the Microgrid Project embodies Gallaudet's broader mission of innovation and inclusion. It is being designed not just as a utility upgrade but as a living laboratory for students, faculty, and researchers. Academic programs in engineering, sustainability, and public policy will have opportunities to engage directly with data, case studies, and applied projects that emerge from the system's implementation.

The project also supports Gallaudet's capital planning goals by reducing the carbon footprint of historic and modern facilities, aligning energy use with contemporary sustainability standards while honoring the legacy of our 99-acre Deaf-centered campus.

A Model for Transformation

The Microgrid Project demonstrates how Gallaudet is integrating forward-looking resource strategies into its long-term transformation. By pairing renewable energy with advanced technology, the University is:

- **Reducing operating costs** and reallocating savings to student-centered initiatives.
- **Enhancing resilience** in the face of climate change and grid instability.
- **Contributing to the District's sustainability goals,** reinforcing Gallaudet's leadership role in the community.
- **Showcasing innovation** as part of Gallaudet's identity as the world's hub for Deaf culture, language, and research.

Looking Ahead

As Gallaudet continues to modernize its campus through the Five-Year Capital Projects Plan, the Microgrid Project stands as a benchmark of what is possible when sustainability, efficiency, and community impact converge. It is both a practical step toward resource efficiency and a symbolic investment in the University's future – ensuring that it remains at the forefront of innovation, accessibility, and cultural leadership.



V. Investing in Our Future: Gallaudet University's Five-Year Capital Projects Plan

Gallaudet University's Five-Year Capital Projects Plan serves as a roadmap for stewarding its historic campus while creating spaces that meet the needs of today's students, faculty, and staff. Many of the University's cherished buildings are decades old and require thoughtful investment to remain safe, accessible, and welcoming.

Through this Plan, Gallaudet aims to:

- Preserve and revitalize historic structures that embody deaf culture and heritage.
- Modernize aging campus infrastructure to improve comfort, safety, and sustainability.
- Enhance classrooms, research facilities, theaters, and residence halls to support student learning and community life.
- Improve accessibility campus-wide, ensuring everyone can navigate all spaces with ease.

By addressing deferred maintenance and planning for future growth, Gallaudet is investing in an environment where students can thrive, research can flourish, and the deaf community's history and identity remain visible and celebrated.

Capital Projects Overview

- Campus Plan Renewal

Gallaudet University has begun developing a new Campus Master Plan, scheduled for completion in December 2027. This plan will succeed the current 2012–2027 master plan and provide a strategic framework for campus stewardship and growth.

The renewed plan will establish a forward-looking vision, outline improvements to buildings and open spaces, identify priority projects, and support the development of a funding strategy. At its core, it will emphasize the preservation and celebration of deaf culture, heritage, and American Sign Language on the world's only 99-acre deaf-centered campus.

Appleby Building Demolition

As part of the wider 6th Street Development, the Appleby Building – former home to the Gallaudet Department of Transportation – is slated for removal to create new opportunities along the western edge of Gallaudet's campus. Demolition began in spring 2025 and will conclude by February 2026.

Research & Innovation Hub MLC Research and Innovation Center

A cornerstone of the Five-Year Plan is the $47 million renovation of the Merrill Learning Center into a new Research & Innovation Hub. Following DC Zoning Commission approval in January 2025, the project is moving forward with a focus on preservation and renewal. The 74,000-square-foot project includes a new café, basement renovations, building-wide infrastructure upgrades, partial demolition of the first and second floors, and significant landscaping improvements. Relocation and clearance work was completed in summer 2025; and demolition began in late 2025. The project is on track for completion in summer 2027.

Historic District Revitalization Plan

Targeted upgrades are underway for several of Gallaudet's historic landmarks, including House One, Circle of Signers, Fowler Hall, and College Hall.

- Renovations to House One, including system upgrades, were completed in August 2025.
- Fowler Hall is in the abatement phase, with renovations to the third and fourth floors scheduled to begin in September 2025 and full project completion anticipated in early 2026.
- Critical renovation projects are planned for College Hall and the Circle of Signers, with work beginning in spring 2026.

These projects help to safeguard Gallaudet's architectural heritage while adapting spaces to current needs.

Elstad Theater Improvements

In fall 2025, Elstad Theater has commenced infrastructure upgrades to improve efficiency and bring the facility into compliance with current codes. The project includes full replacement of outdated mechanical, electrical, and plumbing systems, as well as the addition of an accessible restroom. Completion is expected by summer 2026.

Residence Halls Renovations

As part of the University's ongoing efforts to modernize the student housing conditions on campus, a major renovation to Carlin Residence Hall has been undertaken. The project, which began in May 2025, includes critical systems upgrades and interior renovations, with completion targeted for summer 2026.

Accessibility Improvements

Consistent with the University's accessibility goals, significant improvements are underway to Lincoln Circle. Sidewalks, ramps, and roadways are being upgraded to ensure safe and inclusive routes to residence halls. This work will be completed by the end of 2025.

Together, these projects represent Gallaudet's commitment to honoring its heritage while creating inviting spaces for future generations. Through investments in infrastructure, accessibility, and vibrant learning environments, the University is ensuring that its campus remains the global center of deaf culture, language, and innovation.

VI. Employee Demographics

The tables in this section provide the number of employees by demographic categories, with the first table providing a total number of all employees and the two subsequent tables each showing a different category of employee.

As of September 30, 2025, the employee demographics at Gallaudet are:

Total All Type Employees

Classification	Female	Male	White	Other	Unknown	Deaf and Hard of Hearing	Hearing	Unknown	Total
Administrator	16	11	17	10	0	18	7	2	**27**
Faculty	91	66	92	62	3	93	59	5	**157**
Professional Staff	212	140	218	128	6	255	71	26	**352**
Support Staff	93	97	46	141	3	79	75	36	**190**
Teacher	51	30	49	31	1	58	9	14	**81**
Total	**463**	**344**	**422**	**372**	**13**	**503**	**221**	**83**	**807**

Deaf and Hard of Hearing Individuals in the Workforce by Percentages

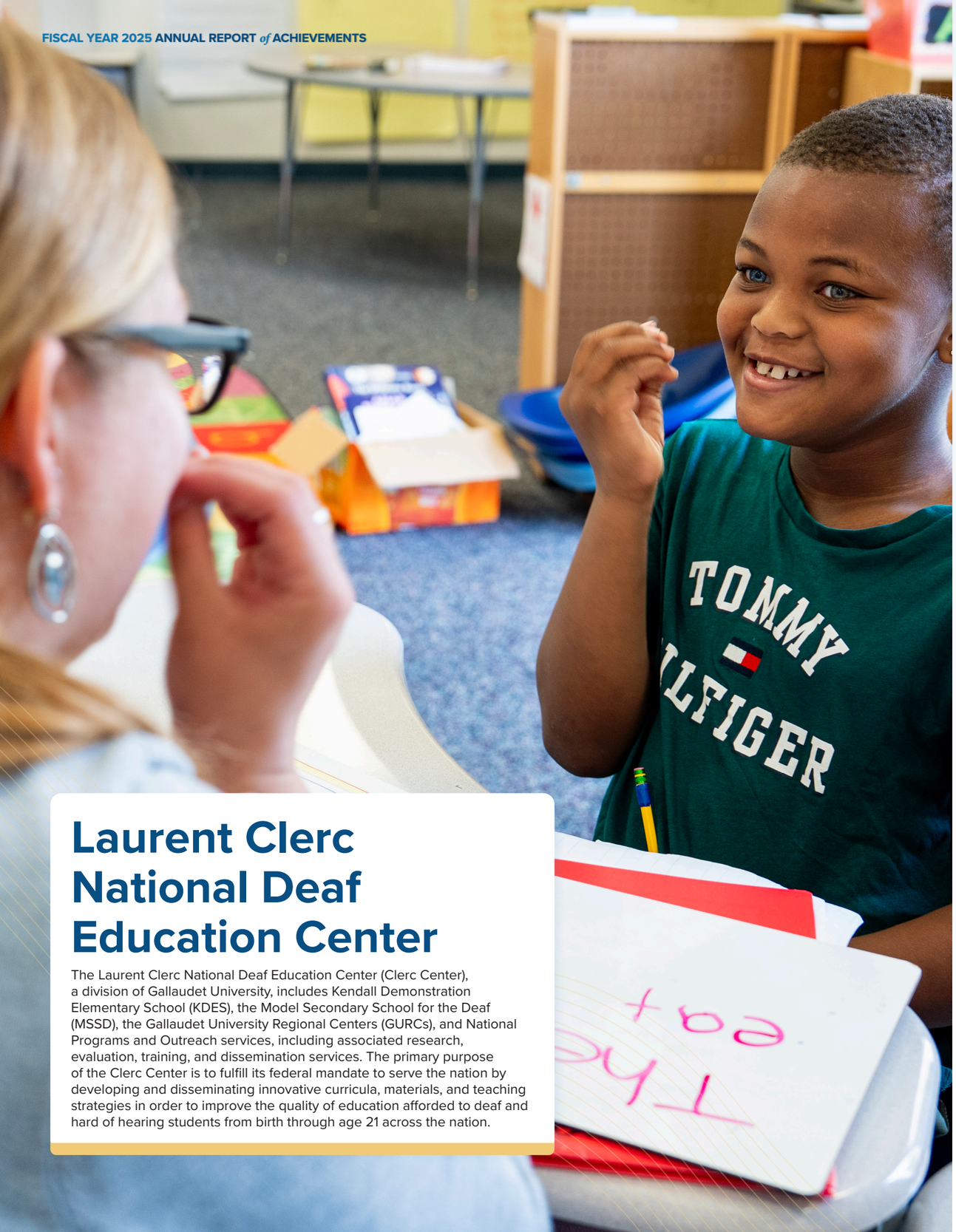
Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2025	67%	59%	72%	72%	42%	62%

Fiscal Year 2025 New Hire Demographics

Classification	Female	Male	White	Other	Unknown	Deaf and Hard of Hearing	Hearing	Uknown	Total
Administrator	1	0	1	0	0	0	0	1	**1**
Faculty	2	1	0	2	1	0	1	2	**3**
Professional Staff	12	5	8	9	0	11	2	4	**17**
Support Staff	3	12	2	13	0	6	4	5	**15**
Teacher	2	1	1	2	0	2	0	1	**3**
Total	**20**	**19**	**12**	**26**	**1**	**19**	**7**	**13**	**39**

"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.





Laurent Clerc National Deaf Education Center

The Laurent Clerc National Deaf Education Center (Clerc 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, as directed by the Education of the Deaf Act, is the provision of quality educational opportunities to all students, with emphasis on students who are lower-achieving academically, who come from families that speak a language other than English in the home, who have additional disabilities, who are members of diverse racial or 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.

Serving the Nation: Fiscal Year 2025 Highlights

During FY 2025, the Clerc Center continued its innovative work to meet the needs of professionals and families nationwide through both virtual and in-person professional development activities for schools, programs, and professionals working with families of deaf and hard of hearing children. Highlights include:

- **Regional Early Acquisition of Language (REAL) Project:** Over the past year, the Clerc Center's REAL Project significantly expanded its impact across regions by supporting families, early intervention providers, and medical professionals through targeted resources, training, and technical assistance focused on early language access for deaf and hard of hearing children. An example of this is the Bilingual Bookshelf App, which launched in fall 2024 and received over 22,600 downloads. Events included a national webinar for early intervention resources supporting Spanish-speaking families, with 216 attendees. New family tools included redesigned family resource kits, and completing development work on upcoming visual language apps like Rise and Sign, and the fall 2025 pilot of PLAYFVL, a family-centered visual language play resource developed with Gallaudet University's Motion Light Lab and Utah State University's SKI-HI Institute.
- **Knowledge Development:** Early in the fiscal year, the latest edition of Odyssey magazine, themed Language Rich Environments in Deaf Education, was distributed in print and digital formats. The Clerc Center launched Deaf Education Connections, a resource hub housing research, publications, on demand training, and self-paced courses, reaching over 1,000 members within the first six months. Developing bilingual content has been a key focus for the platform. The Clerc Center website showed strong engagement with its audiences and stakeholders, averaging over 2,000 clicks per month and 65,000 – 70,000 impressions. Four live webinars were hosted, with each having more than 200 attendees. The Language Abilities and Approaches Wheels resource, which supports language and literacy development for deaf and hard of hearing children, was presented at four conferences.
- **State and School Partnerships:** The priorities for the State and School Partnerships initiative this fiscal year focused on providing high quality training, coaching, mentoring, and technical assistance to the Clerc Center's seven partner schools, including five mainstreamed programs, a school for the deaf, and two state departments of special education. Partnerships are centered around action plans that provide clear focuses, goals, and objectives tailored to meet the specific needs of the school or agency with the goal of transforming the educational programs offered to deaf and hard of hearing students within the state, school district, or school. This year the Clerc Center also hosted a National Open House that welcomed partner organizations and provided enhanced opportunities for leaders and teachers to see best practices in action at the demonstration schools. In its second year, the Administrators Summer Immersion Experience welcomed program leaders from across the country to campus for a week focused on enhancing their knowledge and approaches to leading their deaf and hard of hearing programs.

II. Education of the Deaf Act

The Education of the Deaf Act (EDA)[1], 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 the 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.

[1]Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

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).

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 various 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 fullest 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 [IEPs]), as well as the number of parents who have been served as a result of these activities. (See Section VII.)

Note: The *ARA* satisfies these requirements.



III. Public Input

Through the Education of the Deaf Act (EDA), the Laurent Clerc National Deaf Education Center (Clerc Center) is required by the U.S. 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 (Education of the Deaf Act of 1986, 2015).[1]

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 Plan (CCSP).

[1]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 fiscal years 2020 and 2021.

Clerc Center Strategic Plan	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
				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 and Early Intervention						■	■	■	■
Knowledge Development – K-12						■	■	■	■
Reach						■	■	■	■

Determination of Critical Needs through Public Input (FY 2017-2019)

This stage is essential for 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 21. 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, English, Spanish, and Mandarin.

The public input survey was completed 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 through 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 to select from. 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, not the ranking, 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:

Barriers Reported by Respondents (N=1,438)

Barriers Selected by Percentages of Respondents[1]	
Language and communication*	66%
Family involvement and support*	65%
Qualified direct service personnel†	42%
Literacy†	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%

[1]Respondents 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, 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.

Information Dissemination Activities

The Public Input website is now available online and includes visual models, descriptions of qualitative findings in layperson language, and full research reports for seven barriers: early hearing detection and intervention; students with disabilities; resources; language and communication; literacies; family involvement and support; and lack of understanding. Qualitative findings are available in ASL, English, Spanish, and Mandarin.

The website also includes three sets of infographics about the demographics of the survey respondents. This information is available in English, Spanish, and Mandarin. The website underwent two rounds of beta testing, including parents and professionals who represent the intended audiences, to ensure the website is appropriately designed to meet their information needs. Their feedback was used to refine the web content for improved clarity and accessibility. A dashboard using Google Analytics was created to track navigation, and this information will be used to fine-tune future public input dissemination and project activities.

The research-to-practitioner information translation process using public input findings was presented to graduate students at Lamar University, Beaumont, Tex., as part of their learning about research translation. The presentations focused on describing the processes to: 1) translate academic content into usable, practical information, 2) ensure accessibility for people who identify as deafblind, blind, or low-vision, and 3) verify that images and icons are appropriate for different audiences.

Public input findings available on the website were shared with Clerc Center teachers and staff through two presentations, and with the Gallaudet University community through a newsletter. Findings about: 1) traditionally underserved groups, and 2) language and communication, were presented at the Association of College Educators - Deaf and Hard of Hearing and the Council for Exceptional Children Conference, respectively.



IV. Clerc Center Strategic Plan

The Clerc Center Strategic Plan (CCSP) focuses on the Clerc Center's national programs and services and demonstration school activities for 2023-2030. The national service portion of the plan supports professionals and families of students (birth through 21) who are deaf or hard of hearing in accordance with the Education of the Deaf Act (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 professionals who work with deaf and hard of hearing babies from birth to 3 years old, including those in medical, early intervention, and Early Hearing Detection Intervention (EHDI) systems, through the development and dissemination of resources, training, and evidence-based information related to early accessible language. These resources and trainings are designed to help professionals support parents and caregivers in understanding the importance of early identification and providing early accessible language after a child's hearing levels are identified. Families also receive support and resources from the Clerc Center to guide them through early identification, language access, and communication planning.

Early Intervention – Regional Early Acquisition of Language (REAL) Project

The Clerc Center significantly expanded its regional impact over the past year through the REAL project, providing targeted technical assistance and family-centered resources to support deaf and hard of hearing children. The REAL project continued to serve families, early intervention providers, and medical professionals with a strong focus on access to ASL services, early language acquisition, and support that reflects the unique communication needs and lived experiences of the families they serve. Under new leadership, the team strengthened partnerships and shared its work widely through customized training, regional collaborations, and national conference engagement.

Beginning in October 2024, the REAL project underwent a strategic restructure to strengthen coordination across national and regional efforts, with a particular focus on expanding and deepening the work of the REAL South center. Efforts to bolster the work in the South and West regions included refining communication systems, aligning service delivery models, and increasing regional engagement to better meet the needs of families and providers. The Clerc Center launched an exploratory study to identify potential sites and partners for a future REAL regional center in the East. This restructuring process also included revamping strategic priorities and internal operating systems to support more efficient and aligned work across all regions, ensuring consistency in the delivery of technical assistance and family support.

REAL activities and resource development continued to target three essential stakeholder groups: families, early intervention providers, and medical professionals. A multistate network is in development to reach and serve stakeholder groups within each region, ensuring access to ASL classes, whole-child focused supports, and information on engaging deaf and hard of hearing children in their homes and communities.

Reach to Families with Deaf and Hard of Hearing Infants and Toddlers

As part of the restructure of the REAL project within the Clerc Center to expand outreach and strengthen coordination across regions, the team is working toward increasing its impact in the coming years. Between January and May 2025, the REAL team received 94 new contacts for families with deaf and hard of hearing infants and toddlers, 70 specific to REAL South for regional support (of which, 61 received regional resources and support). Of all new contacts across regions and nationally, 85% received support through REAL resources, which included the Family Resource Package, access to the Bilingual Bookshelf App, a printed copy of the Shakur story (a series featuring Black deaf characters who use American Sign Language), ASL class enrollment, and scholarships to attend professional conferences. Contacts where resources were not provided were referred to appropriate entities for support, particularly for families with deaf and hard of hearing children over four years old (which is beyond the scope of the REAL project's commitment). These efforts underscore the REAL team's continued commitment to meeting families where they are and providing practical, language-rich support to foster early communication and development.

Access to ASL Resources for Families

The REAL team maintained its commitment to providing ASL services and family-based support through an ongoing memorandum of understanding with the American Society for Deaf Children (ASDC). Between October 2024 and May 2025, 56 families received ASL services and family-based support. Of the 61 new families who received REAL resources and support between January and May 2025, 69% also were registered with ASDC for ASL resources. Additionally, memorandums of understanding were established with three additional ASL providers: ASL at Home, ASL Spring, and the ASL Shop. These agreements were developed as part of ongoing efforts to create a "menu of options" for families to participate in a variety of ASL classes that meet their unique needs and interests. Access to these expanded services through REAL South was made available to REAL families starting in summer 2025.

Events

The REAL team hosted and supported several key events over the past year. In October 2024, the team held a Regional South Professional Networking Event in Mobile, Ala. In February 2025, the Clerc Center, through the REAL project, hosted a national Early Intervention Live Event focused on supporting Spanish-speaking families of deaf and hard of hearing children from birth to age three, featuring a parent organization from California. The event drew 383 registrations and 216 attendees. The same month, the Clerc Center partnered with the D.C. Mayor's Office and DC Early Hearing Detection and Intervention to coordinate One Team, One Goal, a professional development event that supported 51 participants from local communities working across systems that serve young deaf children and their families.

Conferences/Professional Development

REAL funds were used to support conference scholarship packages for professionals and families to attend 12 national and regional events. Team members represented the Clerc Center as presenters and exhibitors highlighting the REAL project at 21 conferences across the country, sharing tools, resources, strategies, and system-building insights. These include the conferences listed below (those with REAL presentations/exhibitors are in bold, those with sponsorships are listed in italics):

1. *Alabama Early Intervention/Preschool Conference: October 2024*
2. Deafestival: October 2024
3. **American Society for Deaf Children Literacy Conference: October 2024**
4. ***Freeing the Butterfly: Language Access for Deaf and Hard of Hearing Children (Language First): November 2024***
5. **Southeast Regional Institute on Deafness Conference: November 2024**
6. American Speech-Language-Hearing Association Annual Conference: December 2024
7. National Head Start Association Parent and Family Engagement Conference: December 2024
8. Association of College Educators: Deaf and Hard of Hearing Annual Conference: January 2025
9. Assistive Technology Industry Association: January 2025
10. ***Building Bridges Family Conference South Carolina: February 2025***
11. ***Early Hearing Detection and Intervention (EHDI) Annual Conference: March 2025***
12. **Deaf.Blind.Limitless: March 2025**
13. **Council of Exceptional Children Annual Conference: March 2025**
14. ***National ASL / English Bilingual Consortium Early Childhood Education Summit: April 2025***
15. **Conference of Educational Administrators of Schools and Programs for the Deaf: April 2025**
16. ***Language First Annual Conference: April 2025***
17. **National Deaf Education Conference: July 2025**
18. *Georgia Language and Literacy for Deaf and Hard of Hearing Learners: July 2025*
19. Office of Special Education Programs: August 2025
20. **Hands & Voices Leadership Conference: September 2025**
21. Western Regional Early Intervention Conference: September 2025

Upon invitation, the REAL team facilitated a roundtable discussion at the national EHDI conference in March 2025, with Birth to Three state coordinators who serve deaf and hard of hearing children across the country. This roundtable served to incorporate knowledge and input from these professionals and families. This helped to guide the identification and development of resources, training, and practices relevant to their work. It was also culturally relevant to families with whom they work, as well as to identify potential collaborators for future projects and professional development.

As part of its strategic efforts to expand early language access and strengthen cross-sector collaboration, the REAL team co-hosted the Cultivating New Beginnings Conference in partnership with Language First in September 2025 in Atlanta, Ga, welcoming at least 150 participants from the South region. This regional convening included a pre-conference session focused on curriculum and assessment training for early intervention and early childhood professionals working with deaf and hard of hearing children, equipping attendees with evidence-based tools to guide language acquisition and instructional planning.

The main two-day conference emphasized systems coordination, early identification, and family-centered practices across early childhood settings. Key sessions included:

- Supporting successful preschool transitions for children who are deafblind through coordinated planning, communication assessments, and team-based approaches;
- A cross-sector panel exploring state-level early childhood and EHDI collaboration models to address gaps in early access to language;
- A workshop on data-informed service delivery, focusing on how language acquisition data can guide individualized family service planning and regional program improvement.

This event advanced the goals of the Clerc Center of providing resources in early access to communication, strengthening interagency coordination, and improving long-term developmental outcomes for deaf and hard of hearing children and their families.

Over the past year, conferences using REAL funds drew an estimated 22,241 individuals as participants, presenters, or exhibitors, with the goal of improving early language acquisition for deaf and hard of hearing infants and toddlers, ages 0-3.

The REAL project is also charged with building a pipeline of deaf, hard of hearing, and signing early intervention providers. In FY 2025, 14 students received REAL academic scholarships to support their participation in Gallaudet University's Early Intervention Studies and master's in deaf education programs, helping grow a future workforce dedicated to supporting deaf and hard of hearing children and their families.

Bilingual Stories and Bookshelf App: Visual Resources for Families

In fall 2024, REAL launched the Bilingual Bookshelf App, available on both the App Store and Google Play, in collaboration with Eyeth Studios and Gallaudet University's Motion Light Lab. As of June 2025, the app has been downloaded over 22,600 times. It features 41 ASL-English bilingual books designed for young deaf children, with an emphasis on literacy development strategies in both sign and spoken languages.

Families registered with the REAL project receive exclusive access to five original stories on the app, as well as a free printed copy of one story, shipped directly from the Clerc Center. The remaining 39 books are available to the public on the app. These stories promote early language access and parent-child engagement in both home and community settings.

In fall 2025, REAL expanded the app with 15 additional books. This expansion is part of the REAL project's ongoing commitment through 2028 to grow the app's collection with stories that reflect the backgrounds, experiences, and identities of the communities in which deaf children take part.

Additional Resources

- Redesigned Family Resource Package to include more targeted content focused on visual language and early language acquisition. Families received enhanced tools to guide language-rich interactions at home, upon referral and registration with their regional REAL Center.
- Rise and Sign, the newest app developed in partnership between the REAL project and an ASL-fluent speech and language pathologist, will be launched summer 2025. It will have free access for families registered with REAL regional centers to learn language acquisition strategies for young deaf and hard of hearing children, in both ASL and spoken languages.
- In collaboration with Gallaudet University's Motion Light Lab and the SKI-HI Institute, the Play and Language Access for Your Family through Visual Learning, an interactive, family-centered resource that encourages play through visual language, has been finalized and will be piloted with families in the REAL South region beginning in fall 2025.

Knowledge Development (P-12)

The Clerc Center offers a range of training, information, and resources to support the knowledge and development needs of families with preschool-grade 12 children who are deaf or hard of hearing. According to the **U.S. Department of Education, Office of Special Education Programs, Individuals with Disabilities Education Act database, (2020),** "In the United States, there are an estimated 308,648 deaf or hard of hearing children between the ages of 5 and 17. Of these, approximately 75,000 are on IEPs, and roughly 20.8% are in specialized schools and programs for deaf and hard of hearing students." (National Association of the Deaf, 2018) With the remaining 80 percent being mainstreamed in general education classrooms in varying amounts of time, many deaf or hard of hearing children are in programs where school districts, schools, programs, and teachers may lack the necessary knowledge, expertise, or training to effectively educate these students. The technical assistance provided by the Clerc Center remains vital in equipping education professionals and families with the resources and information they need to support deaf and hard of hearing children from birth through high school.

The CCSP outlined specific goals and anticipated deliverables for FY 2025. These goals focused on engaging families, professionals, and service providers for deaf and hard of hearing children across various educational settings. The list provided below offers insight into the achievements over the past year.

Resources

The primary focus for the first quarter of FY 2025 was to launch a new centralized resource sharing hub. The resources and content from the previous platform were reviewed, selected, and revised as needed to be transferred to the new platform With the launch of the new resource hub, development of new resources became focused on creating more bilingual content through signed video. This included distributing at least four social media "quick tips" posts each month. These short videos were created to explicitly meet the needs of the Clerc Center's audiences seeking resources and application strategies. The content ranged from providing quick teaching tips to hands-on strategies for families and recognizing early signs of learning for children who are deaf, deafblind, deaf-disabled, and hard of hearing.

Teacher Tips

1. Student-Teacher Engagement
2. Read Aloud Bilingual Strategies
3. Access to Peers
4. Importance of Fingerspelling
5. Engaging through Play
6. Minimal Guidance-Student Empowerment

Early Signs of Learning

1. Getting Others' Attention, the Deaf Way
2. Creating Space for Mistakes
3. Significance of Repetition

Resource Spotlight

1. Hands Land New Season
2. Real Families. Real Stories. All in One Place.
3. Bilingual Stories BookShelf
4. Shakur Series Sneak Peak

Self-paced learning journeys are also available on the new hub, including 15 Principles of Reading to Deaf Children, and are designed to support language and literacy opportunities for families and professionals.

The total number of content views reached over 400,000 across all Clerc Center social media platforms. Unique individuals who were reached through these platforms increased by 54% over FY 2024. Overall, during FY 2025, the Clerc Center increased its social media engagement by 104%.

The Language Abilities and Approaches Wheels were added to the new resource sharing hub as PDF documents to allow audience members a quick glance at this fundamental resource available to guide instruction. This condensed version was a continuation of the interactive website published in FY 2024. The content for this resource was selected to be presented at four conferences and six workshop/training sessions during FY 2025.

State and School Partnerships Initiative (SSPI)

The Clerc Center has provided support and resources to programs and schools who want a more comprehensive approach to transforming their programs through our State and School Partnerships Initiative. Benefits of membership within this initiative include free registration for our Administrators Summer Immersion Experience, priority invitation to Clerc Center National Open Houses, invitations to Clerc Center State and School Partnership Initiative (SSPI)-sponsored events at national conferences, networking opportunities with leaders and professionals within the field from across the nation, program spotlights on Clerc Center social media, Deaf Education Connections resource platform, conference presentations, Odyssey magazine, and opportunities to become a subject matter expert within the SSPI work.

This year, the Clerc Center focused on formalizing the partnership model, making our process more clear and progressive. Our six-year partnership plan includes four phases: Assess, Act, Transfer, Sustain.

The first phase, Assess, is the beginning phase of a partnership, and typically lasts for a year. This phase focuses on data collection (informal and formal) of the partner program, and provides opportunities for the program to learn more about the Clerc Center. Key services provided during this phase include data collection, program assessment, Deaf culture immersion, and coaching. Within this phase, Clerc Center staff provide consultation, a program site visit, a program report that includes recommendations for program transformation, a program action plan, and membership within our SSPI initiative.

The second phase of SSPI, Act, lasts for two to three years. This highly collaborative phase focuses on building foundational change through direct support, teaching, and structured development to program staff who directly serve students, and to its leaders. Key services provided during this phase include workshops, mentoring, coaching, and Deaf culture immersion. Within this phase, Clerc Center staff provide opportunities for structured growth through an action plan that outlines the goals and objectives for the year. This includes learning workshops on identified topics/concepts from the program report and recommendations, consultation, check-ins with program leaders and other identified program staff, and membership within our SSPI Initiative.

The third phase, Transfer, lasts for one to two years. It focuses on supporting program leader(s) to apply what they've learned and take ownership of their program's development. By design, this phase shifts to a more consultative approach from the Clerc Center with a focus on empowering program leaders to manage and maintain change. Program leaders begin to take more responsibility for implementation of initiatives, as the Clerc Center provides more strategic advising through quarterly consultation.

The last phase, Sustain, is ongoing. It marks the point at which program leaders have fully internalized and institutionalized the changes initiated during the SSPI partnership. Having demonstrated the ability to lead independently, they now sustain and refine their practices without regular external support from the Clerc Center, but it remains available for quarterly advising to ensure continued alignment and momentum.

This year, the Clerc Center partnered with six programs/agencies: Bergen County Special Services School District (New Jersey), Newark Board of Education (New Jersey), Santa Clara Office of Education (California), Riverside County Office of Education (California), Prince George's County Public Schools (Maryland), and the Michigan School for the Deaf.

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.

Resource Sharing Hub (Deaf Education Connections at Clerc Center)

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. Formerly known as the Clerc Center Online Community, Deaf Education Connections at the Clerc Center embodies the purpose of the Clerc Center's work, to connect families and professionals with the resources they need to see their deaf and hard of hearing children thrive. The work on the platform focuses on ensuring that connections were made through resource sharing, self paced learning journeys, and video content highlighting best practices. The platform was launched in January 2025, and gained over 1,000 members and had 4,315 views of the homepage in the first six months. Content on the platform is easily accessible through the use of filters specific to the types of topics, audiences, and resources, as well as to traditionally underserved groups. Data was collected to identify the top five resources being viewed to guide content development.

1. Live Events
   a. Fitting the Individualized Education Program Pieces Together
   b. Steam is Everywhere
   c. Beyond Classroom Walls
2. ASL Resource Toolkit
3. K - 12 ASL Content Standards
4. IDEAL American Sign Language and English Language Developmental Milestones
5. Fingerspelling Our Way to Reading

The Clerc Center continues to find ways to provide training and technical assistance to a broad range of stakeholders, educators, and families through resource sharing efforts and making connections. The center is especially focusing on becoming more visible across our social media platforms, as noted in the resource section above.

While the Clerc Center is mandated to serve programs within the United States and its territories, it is important to note that content is being accessed globally through its website and Deaf Education Connections platform.

Live Events

The Clerc Center hosted four live events (webinars) during FY 2025, with an average of over 385 individuals (i.e., early intervention providers, families, and professionals) attending. The event topics included:

- Addressing Alcohol Use of Deaf and Hard of Hearing Youth (November 19, 221 attendees)
- Creciendo en Comunidad: Learning Together In Partnership with Deaf Latinos Y Familias and Nuestra Casa (February 26, 253 attendees)
- Inside Deaf Education: Planning Opportunities for Expressive Language (June 4, 459 attendees)
- The Power of 'And' in Deaf Education (September 17, 608 attendees)

Attendees were able to obtain a Certificate of Attendance that provided professional development seat hours or "points towards licensure." These events were recorded and added to the Deaf Education Connections video library for individuals who were unable to attend to have access to the information shared.

The recordings of these events were noted to be in the top five most viewed resources on Deaf Education Connections from January - September.

Reach - Information Distribution and Outreach Activities

The Clerc Center also provides technical assistance, as mandated by 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.

Conferences/Presentations

Clerc Center representatives performed outreach functions through attendance, presentations, and booths at state, regional, and national conferences. A total of 25 conferences were attended by Clerc Center team members, with a reported 20,000-plus participants potentially reached.

Samples of the conferences attended are as follows (those with presentations/exhibitors are in bold):

1. National Association of State Directors of Special Education: October 2024
2. National Family Engagement Summit: October 2024
3. National Autism in Deaf Education Conference: October 2024
4. Math and Science Conference: October 2024
5. ASL Roundtable: October 2024
6. American Society of Deaf Children Literacy: October 2024
7. Freeing the Butterfly Conference: Language Access for DHH Children: November 2024
8. **Southeast Regional Institute on Deafness: November 2024**
9. National Student Life Deaf/Hard of Hearing Board Retreat: November 2024
10. National Council of Teachers of English: November 2024
11. The American Speech-Language-Hearing Association: December 2024
12. Principals Roundtable: January 2025
13. **Association of College Educators: Deaf and Hard of Hearing Annual Conference: January 2025**
14. **Council of Exceptional Children Annual Conference: March 2025**
15. Early Hearing Detection and Identification Conference: March 2025
16. National Diversity & Leadership Conference: April 2025
17. Early Childhood Education Summit: April 2025
18. **Conference of Educational Administrators of Schools and Programs for the Deaf: April 2025**
19. National Deaf Interscholastic Association Conference: May 2025
20. **Midwest Conference on Deaf Education: June 2025**
21. National Deaf Education Conference: June 2025
22. **The American Library Association Annual Conference: June 2025**
23. National Student Life Deaf/Hard of Hearing Conference: July 2025
24. Office of Special Education Programs Conference: August 2025
25. Western Regional Early Intervention Conference: September 2025

V. Research Plan, Priorities, and Projects

The Laurent Clerc National Deaf Education Center's (Clerc Center) 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 across the nation serving individuals who are deaf or hard of hearing. 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 [EDA] of 1986, 2015).[1]

The Clerc Center also established an Evaluation Agenda due, in part, to increased expectations for evidence of impact of the Clerc Center's work and, in some measure, 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 Evaluation Agenda will be discussed following the Research Agenda section.

[1]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 FYs 2017-2019, gaps identified in research literature, and priorities identified by the Clerc Center's two schools, Kendall Demonstration Elementary School (KDES) and Model Secondary School for the Deaf (MSSD). The new research priorities are also aligned with the Gallaudet Promise as well as the Clerc Center's Strategic Plan (CCSP) 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 new CCSP priorities #1 (Knowledge Development–Early Intervention) and #2 (Knowledge Development – Pre-Kindergarten [PK] -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., inclusion, virtual teaching, learning, and 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 pre-kindergarten-12 (CCSP priorities #1 and #2), and its two schools' strategic plan priorities: 1) reading, writing, and American Sign Language (ASL), and 2) mathematics.

3. Advancing Engagement Through Research

A significant gap exists in research about successes and supports deaf and hard of hearing children in different educational settings need – both from their families and professionals who work with them and their families. These gaps are experienced by many families. The Clerc Center is also charged by the Education of the Deaf Act to address the needs of deaf and hard of hearing students who:

- Come from families who speak a language other than English;
- Live in a rural area;
- Are members of various racial or ethnic groups;
- Have a disability; and/or
- Are lower achieving academically.

This priority seeks to advance research engagement in two ways:

- Strengthen research and evaluation practices to include different stakeholders as part of the research processes.
- Support and/or lead research focused on strategies and supports for families of deaf and hard of hearing children with varying levels of skills and abilities, from birth through high school, including those from various communities, and professionals who work with them.

Scope of the Research Agenda

The scope of the Clerc Center's Research Agenda covers applied research that will be carried out by the Clerc Center and other programs and organizations with which it collaborates. For example, while the Clerc Center may not initiate basic research in language acquisition and learning, it will encourage collaborative research in those areas 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 2025 – 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 2025, the Clerc Center's Monitoring, Evaluation, and Research team used a Research Dashboard to summarize research requests through visual metrics for internal reporting and decision-making purposes. The Research Dashboard reports metrics for research requests received, accepted, and denied. Research metrics are also reported based on study type and site.

Fourteen research requests were received in FY 2025. Four of these were approved, one is under review, and one is an active inquiry. Eight requests were not approved or did not materialize. The reasons include researchers' non-response, their research project's nonalignment with research priorities, or insufficient internal resources to support the request.

Of the four approved research requests, breakdown by request type is as follows:

- Distribution of surveys or flyers only (2)
- Participation in research activities (2)

Some studies were specific to KDES and MSSD, while others were national studies.

Summary of FY 2025 Research Projects and Activities

Three research projects (excluding those classified as survey or flyer distribution only) were conducted during FY 2025. They fell under the following research priorities as follows (one project addressed two focus areas):

- Supporting Families of Deaf and Hard of Hearing Children (1)
- Strengthening Professional Knowledge and Practice (1)
- Advancing Engagement Through Research (1)
- Other Topic Areas (1)

Research Projects	Research Priority Areas of Focus			Other Topic Areas
	Supporting Families of Deaf and Hard of Hearing hildren	*Strengthening Professional Knowledge and Practice*	*Advancing Engagement Through Research*	
Families of Color Advocacy Study	√		√	
Strategic and Interactive Signing Instruction (SISI)		√		
"Deaf in Motion: A Documentary about Pioneers in Early Space Studies				√

These three projects are described in more detail below; one of the three studies includes an internal study led by the Clerc Center.

Areas of Focus

#1: Supporting Families of Deaf and Hard of Hearing Children
#3: Advancing Engagement Through Research

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 2025, the FOCA study was completed. The FOCA research team subsequently transitioned to the dissemination phase, focused on developing relationships with two groups of African-American/Black and Latino parents and/or caregivers to 1) review research findings about the experiences of African-American/Black and Latino families, and 2) provide guidance about resources that would strengthen their efforts to support their deaf or hard of hearing children.

Utilizing the Clerc Center's network through the State and School Partnerships Initiative, the FOCA team (including Clerc Center staff and three Latino and African-American/ Black professionals) established relationships with two schools in Santa Clara, Calif., and Newark, N.J., respectively. The two schools distributed bilingual flyers, in English and Spanish, to share with families opportunities to learn about selected research findings and, using these findings, to provide feedback about resources they need to support their deaf and hard of hearing children. Meetings with Santa Clara families were held in August and with Newark families in September.

These initial meetings will lead to future meetings with specific families in FY 2026 to identify and co-create, with the FOCA team, resources in support of their deaf and hard of hearing children.

Area of Focus #2: Strengthening Professional Knowledge and Practice

Strategic and Interactive Signing Instruction: An Intervention Program to Support Sign Language Development in Deaf Children

(External research project. Principal investigator: Dr. Leala Holcomb, University of Tennessee)

This two-year study examines how evidence-based instructional methods impact deaf children's ASL and English language development over an academic year. Partnering with 20 U.S. schools, the research involves PK to 3rd-grade teachers assigned to control experimental groups for two years. KDES consented to participate in this study. As part of its participation, baseline data, focused on ASL and English language skills, were collected from teachers and students in fall 2025.

Other Topic Areas

***Deaf in Motion: A Documentary* about Pioneers in Early Space Studies**

(External research project. Principal investigator: Dr. Brian Greenwald, Gallaudet University)

The *Deaf in Motion* project involves the development of a bilingual ASL and English film documentary that features deaf individuals whose work supported the U.S. space program in the 1950s and 1960s. This documentary film is designed to support learning about this history for people aged 11 and above. As part of this project, MSSD and the researcher set up a focus group of the Model school's students to provide feedback about a brief clip of the documentary. This student feedback will be used by the researcher to develop the final cut of the film.

FY 2025 Research Projects Summary Information

Project Title	Funding Source	Project Type	Internal Fiscal Year Allocation FY 2025	Estimated Number of Clerc Center Staff Involved
Families of Color Advocacy Study	Internal	Internal	$13,006	2
Strategic and Interactive Signing Instruction (SISI): An Intervention Program to Support Sign Language Development in Deaf Children	External	External	-	7
Deaf in Motion: A Documentary about Pioneers in Early Space Studies	External	External	-	2

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 FY 2022 in order to establish and align evaluation priorities with its strategic plan priorities.

The Clerc Center has engaged in state- and national-level initiatives to provide information and training for families of deaf and hard of hearing children (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 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 PK-12 deaf education.

The Evaluation Agenda focused its priorities in two areas of training for FY 2025:

1. ASL & English Bilingual Education
2. Early Intervention
3. Family Education

Twelve evaluations were completed during FY 2025.

1. ASL & English Bilingual Education

Evaluations of bilingual education training provided to PK-12 educators and professionals during FY 2025 included:

- Fingerspelling Our Way to Reading (N=6)
- Administrators Summer Immersion Experience
- Inside Deaf Education: Planning Opportunities for Expressive Language
- The Power of 'AND' in Deaf Education

2. Early Intervention

- The One Team One Goal training was provided by the Clerc Center, in collaboration with the D.C. Mayor's Office and DC Early Hearing Detection and Intervention (EHDI), to EHDI professionals and others working with families of deaf and hard of hearing infants and toddlers (birth to 3).

3. Family Education

- Addressing Alcohol Use of Deaf and Hard of Hearing Youth was a virtual workshop intended for families (as well as educators) focused on the impact of alcohol on deaf and hard of hearing people and ways people can identify opportunities to change behaviors involving alcohol.
- Creciendo en Comunidad: Learning Together was a live event providing information about the supports available for Spanish-speaking families with deaf and hard of hearing children.

See the Knowledge Development–PK-12 section for more details about these training sessions.

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 provide evaluation support for the Clerc Center's National Programs and Outreach team.

In FY 2025, 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 2025 were $602,580 in payroll and $21,968 in non-payroll expenses.

VI. Gallaudet University Regional Centers

Through partnerships with their host institutions, the four Gallaudet University Regional Centers (GURCs) share their expertise by providing consultation, information about Gallaudet's undergraduate and graduate programs, and access to the Laurent Clerc National Deaf Education Center's (Clerc Center) resources. The GURCs actively engage with local, state, and regional services and programs to exchange information, develop partnerships, identify needs, share resources, and design and deliver training.

The GURC regions and their respective host institutions are listed 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

FY 2025 Highlights

In support of Gallaudet's goal to promote extraordinary learning and academic excellence across the lifespan of deaf and hard of hearing individuals, the GURCs contributed their expertise, knowledge, and resources to facilitate opportunities in early intervention, Preschool-12, and transition. Central to these efforts is the GURCs' extensive reach and active engagement with local, state, and regional partners.

Early Intervention

In alignment with the missions of the University and the Clerc Center to support early language development for deaf and hard of hearing children, the Massachusetts Family Sign Language Program celebrated its 15th anniversary at GURC-East. In FY 2025, the program received 55 referrals from families enrolled in early intervention services who expressed interest in learning sign language — bringing the total number of referrals over the past 15 years to 884. The regional center's contract with the Massachusetts Department of Public Health to coordinate this statewide program will continue through FY 2026. In addition, this center maintained its support for families enrolled in its other program, the Rhode Island Sign Language Initiatives.

Complementing these efforts, the Shared Reading Saturday program at the regional center also marked its 21st year, continuing to serve families from across Massachusetts. With support from the center, the Shared Reading Saturday program at the Rhode Island School for the Deaf also remained active and well-attended.

In collaboration with the Clerc Center, the regional center organized a training exercise on the 15 Principles for Reading to Deaf Children for staff at the California School for the Deaf, Fremont, and for new staff at the Rhode Island School for the Deaf. The center also connected South Dakota Services for the Deaf with the Clerc Center to access the updated training module available on the Clerc Center's online platform, followed by a consultation with Clerc Center staff.

In addition, the Regional Center director and Early Intervention Project Director Stacy Abrams from the Clerc Center co-presented a session titled "Promoting Literacy in Deaf and Hard of Hearing Children: Understanding and Applying Principles from the Shared Reading Project" at the 2025 Early Hearing Detection and Intervention's annual meeting in Pittsburgh, Pa. The session was well attended, reflecting continued interest in the Shared Reading Project and its adaptation into the Shared Reading Saturday program.

The Regional Center also participated in workgroup meetings in New Hampshire and Rhode Island to help identify language assessments that could be used at the state level to meet Health Resources and Services Administration requirements for measuring language outcomes in deaf and hard of hearing children enrolled in early intervention programs. Using resources and expertise from the Clerc Center, the Regional Center contributed to these discussions and worked closely with the National Programs and Outreach early intervention director.

Regional Early Acquisition of Language (REAL) Project

The GURCs continued their work on the higher education component of the REAL initiative, which focuses on creating higher education pathways for deaf and hard of hearing and signing students working with children and families in early childcare settings. In coordination with the GURC host institutions from the West and East regions, initial planning moved forward to develop a structure for the program.

The GURC–West collaborated with the Director of Deaf Studies and Deaf faculty at Ohlone College to develop the initial framework for a new community college certificate. Once approved, this certificate will provide deaf and signing students with skills to prepare for jobs in early education and daycare for children from birth to age three.

Meanwhile, GURC–East initiated discussions with the Director of Northern Essex Community College's (NECC) competency-based Early Childhood Education Program – the only one of its kind in the state – to explore creating a pathway tailored for deaf and hard of hearing students. One option being considered is the addition of a deaf and hard of hearing track to complement the program's core coursework. These discussions are ongoing as GURC–East and NECC evaluate the best approach to support student enrollment before finalizing any plans.

P-12

Deaf education has been an ongoing focus for Gallaudet and the Clerc Center. Across the country, the GURCs have supported deaf education through one-on-one consultation, professional development, and sharing resources from both institutions. This fiscal year, the GURCs focused more on financial literacy for K-12 students, especially as more states require financial literacy courses. Working with Junior Achievement USA, the GURCs partnered with schools and programs to develop accessible financial learning opportunities for deaf and hard of hearing students.

With support from GURC–East, students from Kendall Demonstration Elementary School and the Maryland School for the Deaf (Columbia campus) participated in the BizTown capstone experience, a hands-on program that blends classroom learning with a simulated, student-run town to foster understanding of business, financial literacy, and civic responsibility. The event took place at Junior Achievement of Central Maryland in Baltimore, with a total of 63 students from both schools participating. Meanwhile, the Ohio School for the Deaf, Columbus, engaged in a similar BizTown simulation at Junior Achievement of Central Ohio, with 67 students taking part. All three schools expressed interest in continuing their partnership with GURC–East and plan to host the BizTown experience again next spring.

Junior Achievement partnerships also extended to daily classroom activities. The Orange County Department of Education's Deaf and Hard of Hearing Program in California began developing financial literacy lessons tailored to the language needs of their students. They plan to include deaf role models for both K-5 and 6-12 grade levels. With support from GURC–West, connections were made between Junior Achievement of Southern California and the Orange County Deaf and Hard of Hearing program, and existing model programs were reviewed. This collaboration helped set the foundation for a year-round curriculum that incorporates deaf role models and encourages collaboration among the school program, Junior Achievement, and the deaf community. The next step is curriculum mapping, with GURC–West continuing to provide consultation.

Looking ahead, the GURC–West host institution, Ohlone College, is planning to launch a summer camp in 2026. The camp will focus on topics such as financial literacy, advocacy, and college/career readiness. It will involve collaboration with local schools and programs serving deaf and hard of hearing high school students. Initial steps to establish these partnerships were explored and developed during FY 2025.

Reach

Another key element of the GURCs' mission is to cultivate partnerships and collaborations with organizations, schools, agencies, and other stakeholders to maximize the reach of the Clerc Center and Gallaudet University. These efforts promote information sharing both regionally and nationally, resulting in new connections and expanded opportunities.

During this fiscal year, GURC directors attended several regional and national conferences and events to engage with families and professionals and to share information about Gallaudet and the Clerc Center. For example, GURC–West supported a series of meetings for the California Educators of the Deaf Administrators Special Interest Group. This initiative brought together educational administrators from early childhood through grade 12 across California to better serve more than 17,000 deaf and hard of hearing students. GURC–West used this opportunity to build relationships with schools and programs focused on language acquisition and financial literacy. This work highlighted the partnership between Gallaudet and the GURC host institution, Ohlone College.

As part of efforts to increase deaf awareness programming at Northern Essex Community College, GURC–East hosted a community screening of Being Michelle on campus. This award-winning documentary – presented in English and Spanish, with ASL Picture-in-Picture – follows a deaf woman with autism who uses art to process trauma and begin healing after incarceration and abuse. A one-hour panel discussion followed, covering communication access rights, the need for law enforcement training on disabilities beyond deafness, and available resources for deaf and hard of hearing individuals in Massachusetts. This event resulted from a year-long collaboration among GURC–East, NECC departments, community organizations, and state agencies serving the deaf and hard of hearing community.



VII. Demonstration Elementary and Secondary Schools

The Laurent Clerc National Deaf Education Center's (Clerc Center) Demonstration Elementary and Secondary Schools, Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), are mandated by Congress to operate as exemplary programs by serving the nation through their work in developing innovative curricula and instructional practices. Innovative work is disseminated through the Clerc Center's outreach efforts, including the Deaf Education Connections resource hub, webinars, hard copy resources, *Odyssey* magazine, and other mechanisms for training and technical assistance.

Accreditation

Both KDES and MSSD 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. A report of progress toward school goals was submitted in January 2022, and it received an acceptable rating. As part of the accreditation self-study in 2018, the community identified three goal areas: American Sign Language (ASL)/English Language Arts, Mathematics, and School Climate.

The schools officially launched the self-study process again during the spring 2023 semester – the first step in the reaccreditation process. The site visit with both CEASD and MSA was held in December 2025. As part of this reaccreditation cycle, self-study goals were determined through an inclusive, community-centered process involving a broad range of stakeholders. The updated goal areas now include: (1) ASL Assessments, (2) English Language Arts, (3) Mathematics, and (4) School Climate.

During FY 2025, school leaders and accreditation coordinators began outlining priority actions for each goal area and gathering baseline data to inform the development of implementation plans. Progress continued through the remainder of calendar year 2025. Implementation of new goals began immediately in 2026, with progress monitored on an ongoing basis until the next reaccreditation cycle, slated for 2032.

Supporting National Initiatives via National Programs and Outreach Efforts

As part of their commitment to advancing education for deaf and hard of hearing students nationwide, KDES and MSSD actively engaged in a range of activities during FY 2025 that align with their roles as federally mandated demonstration schools.

- **National Open House:** Educators and administrators at KDES and MSSD hosted program and classroom observations for visiting teams from partner schools. These visits offered opportunities for professional dialogue, allowing school leaders across the country to explore effective models of bilingual instruction, student engagement, and program design. Observations were structured to promote the exchange of strategies that support academic achievement and access for deaf and hard of hearing students.
- **State and School Partnership Initiative: Professional Coaching and Mentoring:** Throughout the year, staff members provided ongoing mentorship and consultation to professionals in the field of deaf education who are engaged in partner schools, and other programs by request. These engagements included virtual and in-person meetings designed to support capacity-building at peer institutions, encourage reflection on instructional practice, and expand the implementation of inclusive and research-based approaches.
- **State and School Partnership Initiative – Presentations at Partner Schools:** Faculty and staff from both schools were invited to present on key topics, including ASL/English bilingual education, accessibility strategies, instructional equity, and classroom technology integration. These presentations served to strengthen partnerships, promote professional growth, and share insights rooted in the lived experience of the demonstration schools' student population.
- **Content Creation for Deaf Education Connections (online resource hub):** KDES and MSSD teachers and staff contributed to the development of publicly accessible resources aimed at educators, students, and families. This work included the creation of bilingual instructional materials, professional development modules, and digital tools that support equitable learning environments across a variety of school settings.
- **Participation in National Webinars/Live Events:** Team members from both schools were invited to participate in national webinars, panel discussions, and conference sessions during FY 2025. In these roles, they served as content experts and panelists, offering insights on topics such as language access, curriculum development, and systemic approaches to learning in deaf education. (For details about the live event topics see section IV: Clerc Center Strategic Plan.)

Through these ongoing efforts, KDES and MSSD continue to fulfill their national responsibilities by supporting peer institutions and advancing the broader field of deaf education.



Assessments

In August 2024, the Clerc Center renewed its contract with the Maryland State Department of Education, reaffirming its partnership in alignment with Education of the Deaf Act (EDA) requirements. As part of this partnership, the Clerc Center continues to implement the Maryland College and Career-Ready Standards for Language Arts and Mathematics, which are based on the Common Core State Standards (CCSS). In science, the Clerc Center follows the Maryland-adopted Next Generation Science Standards (NGSS). These standards continue to serve as the foundation for curriculum development, instruction, and assessment at both KDES and MSSD.

In FY 2025, the Clerc Center administered the following assessments:

Assessments in Language Arts and Mathematics

Measures of Academic Progress (MAP)

Students in both schools participated in the MAP assessments three times throughout the academic year. MAP is a computerized adaptive test aligned to the CCSS in English language arts and mathematics. It measures individual growth and helps teachers adjust instruction based on student performance. The English reading portion includes Lexile range scores, which assist educators in selecting appropriately leveled reading materials for each student.

The ACT Testing

MSSD encouraged college-bound juniors and seniors to participate in the ACT, a standardized college entrance exam measuring proficiency in English, mathematics, reading, and science. MSSD covered the cost of the ACT for all juniors and hosted multiple administrations of the ACT throughout the school year.

Maryland Comprehensive Assessment Program (MCAP)

The MCAP summative assessments were administered to students in grades 3–8 and high school. These assessments include performance-based components requiring multistep responses and are designed to measure critical thinking, reasoning, and the ability to apply learned skills across academic domains:

- English Language Arts/Literacy (ELA): Students engaged with literary and informational texts, as well as multimedia content such as videos or audio. They demonstrated comprehension through text-based questions and writing prompts. In early grades, oral response methods were also used. The ELA assessments align with the Maryland College and Career-Ready Standards.
- Mathematics: Students were assessed on problem-solving, quantitative reasoning, and application of mathematical principles to real-world scenarios. The math assessments are aligned to grade- or course-level standards, including Algebra I at the high school level.

6+1 Traits of Writing

The 6+1 Traits of Writing assessment was administered in English classes. Using a common prompt developed by English teachers at KDES and MSSD, and supported by school administrators, students submitted written responses evaluated on the criteria of ideas, organization, voice, fluency, word choice, conventions, and presentation. This assessment supports the development of written communication skills across grade levels.



Assessments in Science

Maryland Integrated Science Assessment (MISA)

The MISA was administered to all students in grades 5, 8, and high school. Aligned to the NGSS, the MISA assesses students' understanding through item sets built around real-world scientific phenomena. Each set includes stimulus materials such as text, videos, charts, or simulations. Students respond to selected response and technology-enhanced questions, as well as a constructed response item, to demonstrate scientific reasoning and literacy.

Alternate Assessments

- Multi-State Alternate Assessment (MSAA) and Alternate MISA (Alt-MISA)

The MSAA was administered to eligible students in grades 3-8 and grade 11 who have significant cognitive disabilities and are unable to participate in the MCAP and MISA, even with accommodations. These assessments cover reading/language arts, mathematics, and science using alternate achievement standards.

In addition, the Alt-MISA (also known as Dynamic Learning Maps) was used in grades 5, 8, and high school for students who cannot participate in MISA due to significant cognitive disabilities. These assessments are structured as online, stage-adaptive tests comprising multiple "testlets," each aligned with specific Essential Elements from the NGSS.

Report Cards

The U.S. Department of Education requires that state education agencies (SEAs) and local education agencies (LEAs) prepare and disseminate report cards each year on school performance and progress. As per federal guidance, report cards must be posted annually on SEA and LEA websites on or before December 31 for the preceding school year. The Clerc Center posted the report cards for the 2024–25 school year on its website in accordance with these requirements.

Accountability

Accountability principles at the Clerc Center, as in other educational settings nationwide, are intended to ensure that processes, programs, and systems are in place to support continuous improvement 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 on spring assessments and to publicly report this information.

In FY 2025, the Clerc Center fulfilled this requirement and an online report remains operational:

- Reported MCAP, MISA/Alt-MISA, and MSAA results in accordance with EDA requirements via the Clerc Center website.
- Met all Maryland and federal assessment and reporting requirements within the designated timelines.
- Provided ongoing communication about academic progress with teachers, staff, families, and the broader community.

The Clerc Center's results for the 2024–25 school year are available online at **clerccenter.gallaudet.edu/assessments**.



VIII. KDES Student Characteristics, Related Educational Services Received, and Achievements

Enrollment

KDES serves students from birth through age 15 who reside in the Washington, D.C., metropolitan area. On September 15, 2024, 91 students were enrolled at KDES. Twelve eighth grade students completed the KDES program in June 2025.

AY 2024-2025 Enrollment at KDES: ECE, Elementary (1-5), and Middle (6-8)

Enrollment	All Students	ECE[1]	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
September 15, 2024	91	28	6	6	6	6	7	13	8	11
First-time enrollments	17	9	0	0	0	1	1	2	2	2
Completed program	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	12
Left before completing program	2	2	0	0	0	0	0	0	0	0

[1]Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.

Student Characteristics

Hearing Levels of KDES Students

Fifty-seven percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2024-2025, the number of KDES students with cochlear implants was 23, or 25 percent of the school population. Seventeen of those students were still using their implants.

KDES Students by Hearing Level and Instructional Grouping

Hearing Level	All Students[1]	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
Normal[2] (<27dB)	1	1%	0	0%	0	0%	1	3%
Moderate (41-55 dB)	6	8%	0	0%	3	10%	3	9%
Moderately severe (56-70 dB)	11	14%	3	20%	6	20%	2	6%
Severe (71-90 dB)	15	20%	2	13%	8	27%	5	16%
Profound (91 dB & above)	44	57%	10	67%	13	43%	21	66%
All levels	**77**	**100%**	**15**	**100%**	**30**	**100%**	**32**	**100%**

Note: Percentages may not sum to 100 percent due to rounding.
[1]Test data available for 14 students.
[2]One student had unilateral hearing loss.

Minority Groups

Seventy-one percent of KDES students were members of minority 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	26	29%	12	43%	8	26%	6	19%
Minority groups (TUGs)	65	71%	16	57%	23	74%	26	81%
Black/African American	29	32%	7	25%	8	26%	14	44%
Hispanic of any race	20	22%	4	14%	10	32%	6	19%
Asian	7	8%	2	7%	1	3%	4	13%
Two or more or other racial/ethnic groups	9	10%	3	11%	4	13%	2	6%
All groups	**91**	**100%**	**28**	**100%**	**31**	**100%**	**32**	**100%**

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Thirty-five percent of KDES students were identified as having additional physical or cognitive disabilities.

KDES Students with Disabilities by Instructional Grouping

Disability Status	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
No disabilities	59	65%	26	93%	20	64%	13	41%
Deaf students with one or more additional disabilities[1]	32	35%	2	7%	11	36%	19	59%
All conditions	**91**	**100%**	**28**	**100%**	**31**	**100%**	**32**	**100%**

Note: Percentages may not sum to 100 percent due to rounding.
[1]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 groups received higher rates of support services than other students.

KDES Students Receiving Support Services by Instructional Grouping

Support Services	All Students (N=91)	% of All	ECE (N=28)	% of ECE	Elem. (N=31)	% of Elem.	Middle (N=32)	% of Middle
No support services	15	16%	12	43%	1	3%	2	6%
One or more support services	76	84%	16	57%	30	97%	30	94%

Note: Percentages may not sum to 100 percent due to rounding.

KDES Students Receiving Support Services by Race/Ethnicity

Support Services	All Students (N=91)	% of All	White (N=26)	% of White	Minority Groups (TUGs)[1] (N=65)	% of Minority Groups (TUGs)
No support services	15	17%	9	35%	6	9%
One or more support services	76	83%	17	65%	59	91%

Note: Percentages may not sum to 100 percent due to rounding.
[1]Due to the small number of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

Student Outcomes

Maryland Comprehensive Assessment Program Performance

The MCAP is used to measure KDES students' English language arts/literacy and mathematics skills. Thirty-seven percent of KDES students scored at the beginning learner level for English language arts/literacy, and 67% scored at the beginning learner level for mathematics.

KDES MCAP English Language Arts (ELA)/Literacy and Mathematics Performance

	All Students[1]	% Scoring Level 1: Beginning Learner	% Scoring Level 2: Developing Learner	% Scoring Level 3: Proficient Learner	% Scoring Level 4: Distinguished Learner
ELA	52	37%	56%	--[2]	--
Math	52	67%	25%	--	--

Note: No information will be reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10 percent or greater than 95 percent when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education's student performance standards in accordance with federal regulations.
[1]Includes students in grades 3-8 enrolled at the time of testing.
[2]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, 2024, 193 students were enrolled at MSSD; 32 seniors graduated in June 2025.

AY 2024-2025 MSSD Enrollment

Enrollment	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2024	139	21	34	47	37
First-time enrollments	55	20	14	15	7
Left before completing program	10	1	5	2	2
Completed program	32	N/A	N/A	N/A	32

Student Characteristics

Hearing Levels of MSSD Students

Eighty-three percent of MSSD students had hearing losses measured at the severe or profound levels. In 2024-2025, 23 MSSD students – 17 percent of the school population – had cochlear implants; 17 of those students were 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
Normal[1] (<27dB)	2	1%	1	5%	0	0%	0	0%	1	3%
Mild (27-40 dB)	5	4%	0	0%	0	0%	3	6%	2	5%
Moderate (41-55 dB)	4	3%	0	0%	2	6%	2	4%	0	0%
Moderately severe (56-70 dB)	13	9%	4	19%	1	3%	5	11%	3	8%
Severe (71-90 dB)	28	20%	4	19%	10	29%	6	13%	8	22%
Profound (91 dB & above)	87	63%	12	57%	21	62%	31	66%	23	62%
All levels	**139**	**100%**	**21**	**100%**	**34**	**100%**	**47**	**100%**	**37**	**100%**

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.
[1]Two students had unilateral hearing loss.

Minority Groups

Fifty percent of MSSD students were members of traditionally underserved 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	70	50%	9	43%	16	47%	23	49%	22	60%
Traditionally underserved racial/ethnic groups	69	50%	12	57%	18	53%	24	51%	15	40%
Black/African American	24	17%	4	19%	6	18%	9	19%	5	14%
Hispanic of any race	28	20%	5	24%	7	21%	11	23%	5	14%
Two or more and other racial/ethnic groups	11	8%	2	10%	3	9%	3	6%	3	8%
Other racial/ethnic groups	6	4%	1	5%	2	6%	1	2%	2	5%
All groups	**139**	**100%**	**21**	**100%**	**34**	**100%**	**47**	**100%**	**37**	**100%**

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Forty-three 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	79	57%	14	67%	17	50%	26	55%	22	59%
Deaf students with one or more additional disabilities[1]	60	43%	7	33%	17	50%	21	55%	15	41%
All conditions	**139**	**100%**	**21**	**100%**	**34**	**100%**	**47**	**100%**	**37**	**100%**

Note: Percentages may not sum to 100 percent due to rounding.
[1]Specific 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

Ninety percent of all MSSD students received one or more support services. Ninety-one percent of students from traditionally underserved groups received some type of support service compared to 89 percent of other students.

MSSD Students Receiving Support Services by Grade

Support Services	All Students (N=139)	% All	Grade 9 (N=21)	% 9	Grade 10 (N=34)	% 10	Grade 11 (N=47)	% 11	Grade 12 (N=37)	% 12
No support services	14	10%	2	9%	5	15%	3	6%	4	11%
One or more support services	125	90%	19	91%	29	85%	44	94%	33	89%

Note: Percentages may not sum to 100 percent due to rounding.

MSSD Students Receiving Support Services by Minority Groups (TUGs)

Support Services	All Minority Groups (TUGs) (N=69)	%	Black/ African American (N=24)	%	Hispanic of Any Race (N=28)	%	Two or More Racial/ Ethnic Groups (N=11)	%	Other Racial/ Ethnic groups (N=6)	%
No support services	6	9%	4	17%	2	7%	0	0%	0	0%
One or more support services	63	91%	20	83%	26	93%	11	100%	6	100%

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=70)	% White	Minority Groups (TUGs) (N=69)	% Minority Groups (TUGs)
No support services	14	10%	8	11%	6	9%
One or more support services	125	90%	62	89%	63	91%

Note: Percentages may not sum to 100 percent due to rounding.

Student Outcomes

Maryland Comprehensive Assessment Program Performance

The MCAP is used to measure MSSD students' English language arts/literacy and mathematics skills. Fifty-eight percent of MSSD students scored at the developing learner level for English language arts/literacy, and 48% scored at the developing learner level for mathematics.

MSSD MCAP English Language Arts (ELA)/Literacy and Mathematics Performance

	All Students[1]	% Scoring Level 1: Beginning Learner	% Scoring Level 2: Developing Learner	% Scoring Level 3: Proficient Learner	% Scoring Level 4: Distinguished Learner
ELA	96	21%	58%	18%	--[2]
Math	109	42%	48%	--	--

Note: No information is reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10 percent or greater than 95 percent when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education's student performance standards in accordance with federal regulations.
[1]Freshmen do not participate in MCAP testing. Once a student has met the expectation for the ELA test and/or math test, they are not required to take the test(s) in subsequent years.
[2]Dashes represent instances when reporting data is for fewer than 10 students.

Disposition of 2024 MSSD Graduates

A one-year follow-up was conducted for the 43 students who graduated from MSSD in 2024. Thirty-four graduates responded to the survey, for a response rate of 79 percent. Seventy-nine percent of all the graduates were either enrolled in a postsecondary program or working.

MSSD 2024 Graduates' One-Year Outcomes by Race/Ethnicity

Outcomes	All Graduates	% All	White	% White	All Minority Groups (TUGs)	% Minority Groups (TUGs)
Entered college or university	31	72%	15	75%	16	70%
Entered college or university and working	3	7%	2	10%	1	4%
Unknown	9	21%	3	15%	6	26%
All outcomes	**43**	**100%**	**20**	**100%**	**23**	**100%**

Note: Percentages may not sum to 100 percent due to rounding.



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