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

— *Celebrating* —

**150** **YEARS**
**1864 - 2014**

*of*

*Visionary Leadership*

# ANNUAL REPORT OF ACHIEVEMENTS

**October 1, 2012-September 30, 2013**

## FISCAL YEAR 2013

June 12, 1964

*"It is a privilege to congratulate Gallaudet — and to salute each of you — on the observance of this inspiring institution's Centennial Year. The meaning of democracy is expressed in many ways. Gallaudet College stands — alone in the world as a college for the deaf — as a unique expression of the compassion and vision of the American people under our democratic way of life. Since Abraham Lincoln signed the Charter for Gallaudet in 1864, we have kept open a door of opportunity for the deaf which is open in no other land. Today the value of this vision is clear to us all. While the teaching mission for Gallaudet graduates remains great and vital, the horizons are broadening. A vast new array of opportunities for the deaf is opening in industry, government, and all the professions as well as teaching. The role of the deaf in the future of our society and economy has never been so promising and for this we can all be grateful and proud. Your individual support and interest mean much to your college's continuing success and I am confident that your efforts will help make the second one hundred years the best years of Gallaudet's life and service."*

President Lyndon Johnson

June 28, 1964

*"We look forward to the second century, convinced that what we have at Gallaudet College today is good. It can be made better, and that must be our goal. One hundred years ago Gallaudet College was a dream becoming a reality. The enrollment was very small, the staff was small, and the physical facilities were less than adequate. Yet spirit and determination made up for what was lacking. Growth came slowly but surely. The beginning of the second century finds the college with an exploding population, a large and eager staff and facilities that are very adequate. We must be enriching the curriculum. We must match quantity with quality, and we must continually strive to improve the intellectual climate. The true evaluation of a college can best be determined by the success of those who have been its students. Gallaudet College can be proud of its sons and daughters who down through the years have justified the faith of Kendall and Gallaudet in the ability of deaf persons to achieve a college education. You are a gallant lot. We face the future with confidence, thankful for all who gave so much for so many years that the college could reach its present status. Certainly the difficulties today are not as great as they were in the early days. Better results should be forthcoming. We have faith they will be."*

Leonard M. Elstad

May 13, 1994

*"You students of Gallaudet University who have struggled so mightily, first for simple dignity and then for equal opportunity, have built yourselves -- and in the process, you have built for the rest of us, your fellow citizens of this country and the world -- a much better world. You have regiven all of us our hope. Gallaudet is a national treasure. It is fitting, as Dr. Anderson said, that President Lincoln granted your charter, because he understood better than others the sacrifices required to preserve a democracy amid diversity. And ultimately Lincoln gave his life to the cause of renewing our national life. He signed your first charter in the midst of the Civil War. He had the vision to see not just farmland and a tiny school, but the fact that we could use education to tear down the walls between us, to touch and improve our lives, and lift the spirits of those who, for too long, had been kept down. Over the years, pioneers have built Gallaudet, sustained by generations of students and faculty committed to the richness and possibility of the deaf community and the fullness of the American dream. This school stands for the renewal that all of American needs today."*

President Bill Clinton

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## 150 YEARS
### 1864 - 2014

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# ANNUAL REPORT OF ACHIEVEMENTS

## October 1, 2012-September 30, 2013

## FISCAL YEAR 2013

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

Dear Secretary Duncan:

This annual report on Gallaudet University, including the Laurent Clerc National Deaf Education Center at Gallaudet University (the "Clerc Center"), is submitted in accordance with the requirements of the Education of the Deaf Act, which provides in two separate sections that we will:

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

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

This is an extraordinarily meaningful year for Gallaudet University, as throughout the current year we are celebrating our sesquicentennial anniversary. Congress authorized the institution to confer college degrees in 1864, and President Abraham Lincoln signed the bill into law on April 8, 1864. Now, 150 years later, Gallaudet University continues to thrive by serving deaf, hard of hearing, and hearing students.

This edition of the Annual Report of Achievements celebrates that anniversary through the inclusion of 150 images, each with a brief text description, that highlights each of those years.

As always, we would like to take this opportunity on behalf of our students, and the faculty and staff and so many others, to thank the Department and Congress for the continuing faith shown in the good work being conducted at Gallaudet University.

With our thanks and warm regards,

T. Alan Hurwitz
President

# Fiscal Year 2014 Highlights

All of the data contained in this chapter was collected for the fall semester of Academic Year 2013-2014, which is the first quarter of Fiscal Year (FY) 2014. The data in subsequent chapters covers FY 2013. This chapter contains a variety of numeric tables highlighting the activities of Gallaudet during the current year. Included are data on enrollment, demographics of undergraduate and graduate students, home states of students, international students by country, students with cochlear implants, and data on entering students—including ACT scores, applied/accepted/enrolled students, declared majors and minors.

## Definitions of Terms Used

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

**Academic year –** At Gallaudet, the academic year is considered to be the fall, spring, and summer (September 1 through August 30), unless otherwise noted. Academic Year is the calendar by which courses are offered.

**Accepted –** See "Admitted"

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

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

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

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

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

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

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

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

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

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

**Dual program enrollments –** Those enrolled in two or more programs.

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

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

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

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

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

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

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

**Hearing Undergraduate (HUG) –** HUGs are hearing undergraduates enrolled in a degree-seeking undergraduate program. Gallaudet adjusts the slots for potential newly enrolled hearing undergraduate students, by increasing or decreasing the number of new applicants admitted, so that overall numbers of

undergraduate students who are hearing does not exceed a 5% limit for FY 2013, 6% for FY 2014, 7% for FY 2015, and 8% for FY 2016. The cap does not include hearing undergraduates accepted into the Bachelor of Arts in Interpretation program.

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

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

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

**Professional Studies (PST) –** An array of professional development and outreach programs and services designed to promote career development, advocacy and leadership abilities, and other life-long learning. Programs and courses may be offered for graduate, undergraduate, or non-degree professional studies credit and are held on-campus, online, or at sites across the United States through collaboration with sponsoring schools, programs, agencies, and Gallaudet regional centers.

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

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

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

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

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

Data in this annual report cover several different "years." Primarily the report covers Fiscal Year 2013 (from October 1, 2012 to September 30, 2013). However, this one chapter ("FISCAL YEAR 2014 HIGHLIGHTS,") covers the beginning quarter of fiscal year 2014. Both of these periods are shown in the table below.

| Partial Calendar Year 2011 (by month) | | | | | Calendar Year 2012 (by month) | | | | | | | | | | | | Calendar Year 2013 (by month) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D |
| Partial Fiscal Year 2011 | Fiscal Year 2012 | | | | | | | | | | | | Fiscal Year 2013 (Note: This report primarily covers this time period.) | | | | | | | | | | | | Partial Fiscal Year 2014 (Note: This chapter primarily covers this time period.) | | |
| Academic Year 2011-2012 | | | | | | | | | | | Academic Year 2012-2013 | | | | | | | | | | | | | | Partial Academic Year 2013-2014 | | | |
| Fall Semester 2011 | | | Spring Semester 2012 | | | | | Summer 2012 | | Fall Semester 2012 | | | | | Spring Semester 2013 | | | | | Summer 2013 | | Fall Semester 2013 | | | | | | |

**Fall 2013 Census University and Clerc Center Enrollment**

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

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

## Fall 2013 Degree-seeking Diversity by Career Level

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

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

| | Freshmen | Sophomores | Juniors | Seniors | Second Degree | TOTAL |
|---|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | | |
| International/Resident Alien | 29 | 16 | 13 | 14 | 3 | 75 |
| American Indian/Alaska Native | 2 | | | 2 | | 4 |
| Asian | 9 | 6 | 15 | 8 | 2 | 40 |
| Black/African American | 41 | 25 | 23 | 27 | 1 | 117 |
| Hispanic of any race | 42 | 34 | 31 | 39 | | 146 |
| Native Hawaiian/Other Pacific Islander | 1 | | 1 | | | 2 |
| Two or more | 16 | 4 | 4 | 4 | | 28 |
| White | 161 | 140 | 147 | 181 | 7 | 636 |
| Race and ethnicity unknown | 1 | | 4 | 0 | 0 | 5 |
| **GENDER** | | | | | | |
| Male | 134 | 113 | 115 | 121 | 7 | 490 |
| Female | 168 | 112 | 123 | 154 | 6 | 563 |
| **HEARING STATUS** | | | | | | |
| Deaf/Hard of hearing | 295 | 213 | 214 | 229 | 11 | 962 |
| Hearing | 7 | 12 | 24 | 46 | 2 | 91 |
| **ACADEMIC LOAD** | | | | | | |
| Full-time | 300 | 225 | 234 | 235 | 12 | 1,006 |
| Part-time | 2 | | 4 | 40 | 1 | 47 |
| **TOTAL FOR EACH CATEGORY** | **302** | **225** | **238** | **275** | **13** | **1,053** |

**Undergraduate Degree-seeking Fall 2013**



INTERNATIONAL/
RESIDENT ALIEN
7%

RACE AND ETHNICITY
UNKNOWN
<1%

AMERICAN INDIAN/
ALASKA NATIVE
<1%

ASIAN
4%

BLACK/
AFRICAN
AMERICAN
11%

WHITE
60%

HISPANIC OF
ANY RACE
14%

NATIVE HAWAIIAN/
OTHER PACIFIC ISLANDER
<1%

TWO OR MORE
3%
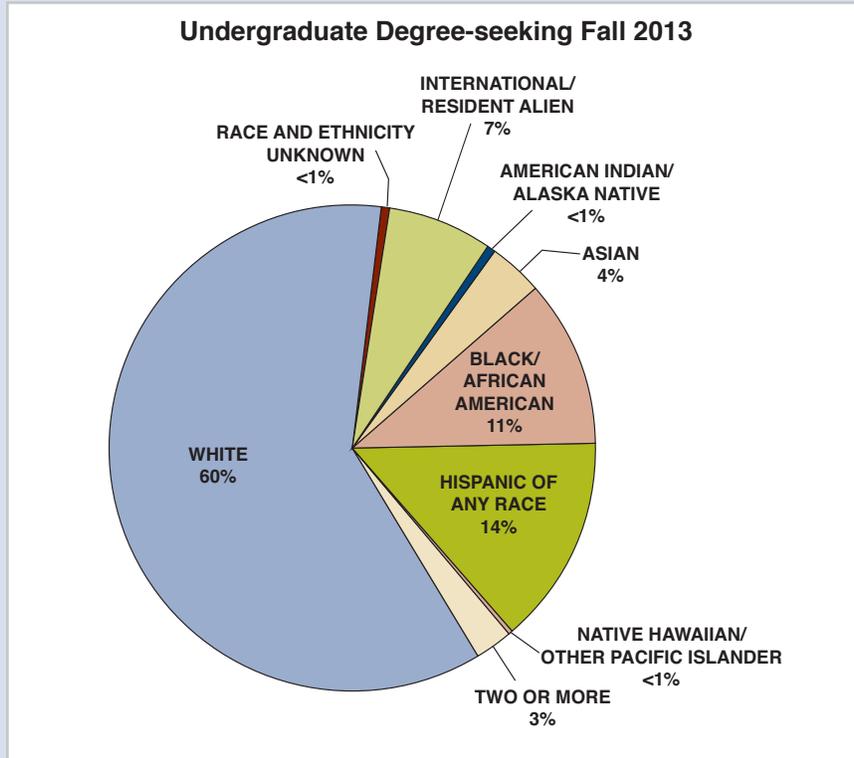
# 1864





U.S. President Abraham Lincoln signs the charter allowing the Columbia Institution for Instruction of the Deaf and Dumb and the Blind to grant collegiate degrees. Edward Miner Gallaudet (left) becomes president of the Institution.

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

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

**Graduate Degree-seeking Fall 2013**

- INTERNATIONAL/RESIDENT ALIEN 7%
- RACE AND ETHNICITY UNKNOWN 13%
- AMERICAN INDIAN/ALASKA NATIVE <1%
- ASIAN 3%
- BLACK/AFRICAN AMERICAN 8%
- HISPANIC OF ANY RACE 8%
- NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER <1%
- WHITE 60%
- TWO OR MORE 2%
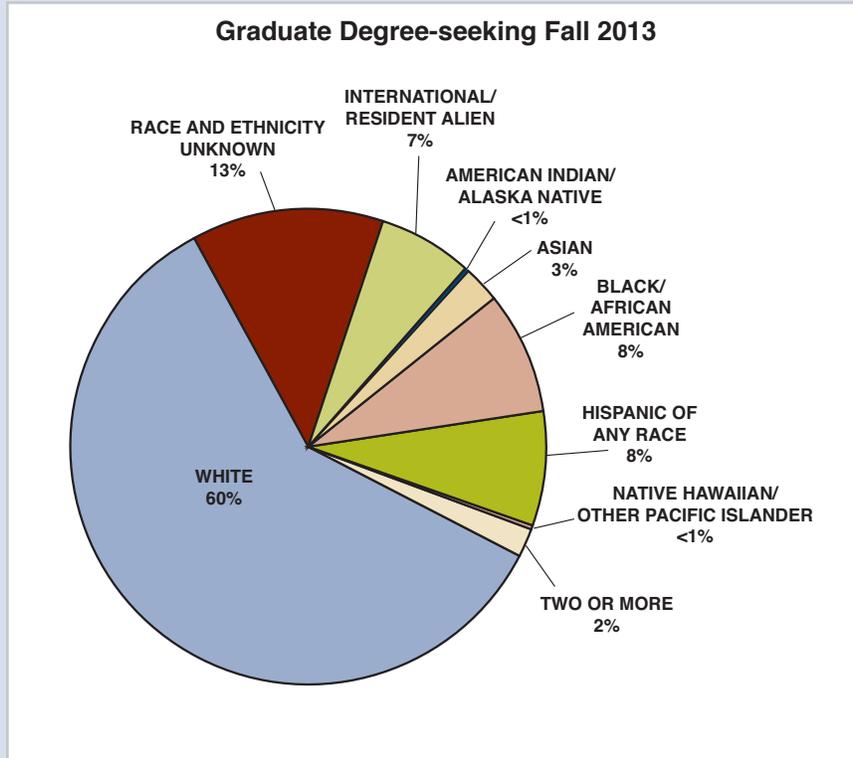
# 1865
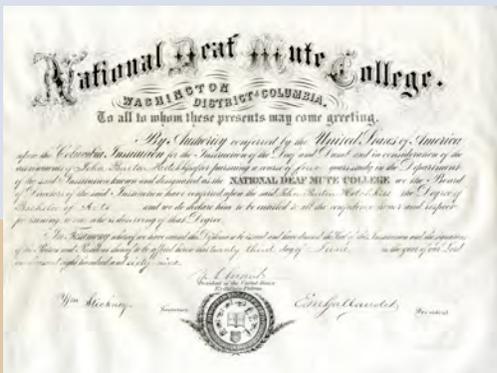
The first graduating class of what is now known as the National College for the Deaf and Dumb consists of three young men (Joseph G. Parkinson, James H. Logan and John B. Hotchkiss). Their diplomas are signed by U.S. President Ulysses S. Grant, beginning a tradition that continues to this day of the sitting U.S. president signing the diploma for each graduate.

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

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

**Fall 2012 International Undergraduate Degree-seeking Enrollment by Country**

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

# Fiscal Year 2014 Highlights

### Fall 2013 Degree-seeking Hearing Undergraduates

|  | 2013 |
|---|---|
| Hearing undergraduate (HUG) | 43 |
| Percentage of new undergraduate enrollment | 4% |
| Bachelors of Interpretation (BAI) | 42 |
| Adult Degree Completion Program (ADCP) | 6 |
| **TOTAL HEARING STUDENTS** | **91** |
| **Percentage of new undergraduate enrollment** | **9%** |

### Fall 2013 Degree-seeking Student Cochlear Implant Use

|  | Cochlear Implants | % of Enrollment |
|---|---|---|
| **UNDERGRADUATE** | **94** | **9%** |
| Freshmen | 30 | |
| Sophomores | 19 | |
| Juniors | 20 | |
| Seniors | 25 | |
| Second degree | 0 | |
| **GRADUATE** | **8** | **2%** |
| **TOTAL** | **102** | **7%** |

## 1866

The Institution completes the east wing of a new building, College Hall. Designed by Frederick Clark Withers, the east wing holds classrooms, dormitory rooms, professors' rooms, laboratory, art studio, chapel, and administrative offices.

# Fiscal Year 2014 Highlights

**Fall 2013 Hearing Undergraduate (HUG) Enrollment by Declared Majors**

|  | 2013 |
|---|---|
| Biology, B.S. | 1 |
| Chemistry, B.A. | 1 |
| Deaf Studies | 3 |
| Education | 2 |
| English | 1 |
| International Studies | 1 |
| Interpretation | 3 |
| Philosophy | 1 |
| Psychology | 2 |
| Self-Directed | 1 |
| Social Work | 1 |
| Spanish | 2 |
| Undeclared | 26 |
| **TOTAL MAJORS DECLARED**[1] | **19** |
| **TOTAL HEADCOUNT**[2] | **43** |

[1]Dual program enrollments are included.

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

## 1867



During this era, entering freshmen are tested on their knowledge of mathematics, including algebra, English grammar, history, geography, physiology, and Latin. Annual tuition is $150.

# Fiscal Year 2014 Highlights

**Fall 2013 Undergraduate Degree-seeking Enrollment Trend by Declared Majors and Minors**

| | Majors | Minors |
|---|---|---|
| Accounting | 14 | 1 |
| American Sign Language | 9 | 1 |
| Art | | 7 |
| Art and Media Design | 12 | |
| Athletic Coaching | | 24 |
| Biology | | 3 |
| Biology, B.A. | 10 | |
| Biology, B.S. | 22 | |
| Business Administration | 39 | 1 |
| Chemistry | | 6 |
| Chemistry, B.A. | 2 | |
| Chemistry, B.S. | 1 | |
| Communication Studies | 24 | 6 |
| Dance | | 3 |
| Deaf Studies | 32 | 1 |
| Digital Media | 1 | |
| Economics & Finance | | 2 |
| Education | 13 | |
| English | 14 | 5 |
| Family & Child Studies | 4 | 5 |
| French | | 1 |
| Government | 18 | 3 |
| Graphic Design | 6 | |

| | Majors | Minors |
|---|---|---|
| History | 17 | 2 |
| Information Technology | 14 | 5 |
| International Studies | 19 | |
| Interpretation | 47 | |
| Linguistics | | 2 |
| Mathematics | | 2 |
| Mathematics, B.A. | 6 | |
| Mathematics, B.S. | 4 | |
| Philosophy | 3 | 4 |
| Photography | 5 | |
| Physical Education | 16 | |
| Physical Education & Recreation | 26 | |
| Psychology | 46 | 5 |
| Recreation and Sports Program | 12 | 5 |
| Self-directed Major | 3 | |
| Social Work | 42 | |
| Sociology | 6 | 9 |
| Spanish | 4 | 6 |
| Studio Art | 3 | |
| Theatre Arts | 11 | 3 |
| Undeclared | 586 | |
| **TOTAL PLAN ENROLLMENT**[1] | **505** | **112** |
| **HEADCOUNT** | **1,053** | **104** |

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

**Fall 2013 Graduate Degree-seeking Enrollment by Degree Program and Discipline**

| | 2013 |
|---|---|
| **CERTIFICATES** | |
| ASL/Deaf Studies | 2 |
| ASL/English Bilingual Early Childhood Education | 2 |
| Deaf and Hard of Hearing Infants, Toddlers, and Families | 11 |
| Deaf Students with Disabilities | 1 |
| **CERTIFICATES TOTAL** | **16** |
| **MASTERS** | |
| Counseling: Mental Health | 12 |
| Counseling: School | 18 |
| Deaf Studies | 26 |
| Deaf Education: Advanced Studies | 2 |
| Deaf Education: Special Programs | 3 |
| Developmental Psychology | 1 |
| Education | 25 |
| International Development | 15 |
| Interpretation | 29 |
| Interpreting Research | 2 |
| Linguistics | 20 |
| Public Administration | 36 |
| Sign Language Teaching | 35 |

| | 2013 |
|---|---|
| Social Work | 48 |
| Speech-Language Pathology | 30 |
| **MASTERS TOTAL** | **302** |
| **SPECIALISTS** | |
| School Psychology | 13 |
| **SPECIALISTS TOTAL** | **13** |
| **DOCTORATES** | |
| Audiology, Au.D. | 44 |
| Audiology, Ph.D. | 6 |
| Clinical Psychology | 43 |
| Critical Studies in the Education of Deaf Learners | 18 |
| Deaf Education | 3 |
| Educational Neuroscience | 2 |
| Hearing, Speech, and Language Sciences | 7 |
| Interpretation | 26 |
| Linguistics | 10 |
| **DOCTORATES TOTAL** | **159** |
| **TOTAL PROGRAM ENROLLMENT**[1] | **490** |
| **HEADCOUNT** | **469** |

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

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

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

## 1868



The Edward Miner Gallaudet Residence, commonly known on campus as "House One," is built. It will become home to all of the College presidents and their families.

# Fiscal Year 2014 Highlights

**Fall 2013 New Undergraduate Degree-seeking Average ACT**

|  | All New | First-time Freshmen |
|---|---|---|
| **ENGLISH** | 17.2 | 16.8 |
| **MATH** | 18.3 | 18.4 |
| **READING** | 20.1 | 19.7 |

## 1869

Annie Szymanoskie Smithson becomes the first student enrolled at Kendall School. She was also the first of many deaf people to be married in Chapel Hall.

# Fiscal Year 2014 Highlights

## Fall 2013 New Degree-seeking Hearing Undergraduates

|  | 2013 |
|---|---|
| Hearing undergraduate (HUG) | 18 |
| Percentage of new undergraduate enrollment | 6% |
| Bachelors of Interpretation (BAI) | 13 |
| Adult Degree Completion | 1 |
| **TOTAL HEARING STUDENTS** | **32** |
| **Percentage of new undergraduate enrollment** | **11%** |

## 1870



Kendall Green is purchased. With the land, the College moves forward with expanding the campus.

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

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

# 1871

U.S. President Ulysses S. Grant dedicates Chapel Hall.

# Fiscal Year 2014 Highlights

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

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **CERTIFICATES** | | | |
| ASL/English Bilingual Early Childhood Education | 8 | 7 | 5 |
| ASL/Deaf Studies | 5 | 3 | 2 |
| Deaf and Hard of Hearing Infants, Toddlers, and Families | 25 | 20 | 13 |
| Deaf Students with Disabilities | 1 | 1 | 1 |
| **MASTERS** | | | |
| Counseling: Mental Health | 19 | 8 | 7 |
| Counseling: School | 9 | 5 | 3 |
| Deaf Education: Advanced Studies | 4 | 2 | 1 |
| Deaf Education: Special Programs | 7 | 4 | 3 |
| Deaf Studies | 22 | 11 | 9 |
| Education | 32 | 15 | 10 |
| International Development | 12 | 8 | 5 |
| Interpretation | 37 | 17 | 9 |
| Linguistics | 32 | 19 | 12 |
| Public Administration | 33 | 27 | 21 |
| Social Work | 43 | 29 | 21 |
| Sign Language Teaching | 74 | 37 | 30 |
| Speech-Language Pathology | 136 | 38 | 14 |
| **SPECIALISTS** | | | |
| Deaf Education | 2 | 1 | 0 |
| School Psychology | 8 | 8 | 4 |
| **DOCTORATES** | | | |
| Audiology | 101 | 49 | 12 |
| Clinical Psychology | 28 | 9 | 7 |
| Critical Studies in the Education of Deaf Learners | 18 | 9 | 9 |
| Educational Neuroscience | 6 | 2 | 2 |
| Hearing, Speech, and Language Sciences | 7 | 5 | 2 |
| Interpretation | 16 | 8 | 6 |
| Linguistics | 7 | 2 | 1 |
| **TOTAL PROGRAM ENROLLMENT**[1] | **692** | **344** | **209** |
| **HEADCOUNT** | **649** | **333** | **205** |

[1]Dual program enrollments are included.

# About Gallaudet University

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

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

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

## I. Mission Statement

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

*Approved by the Board of Trustees, November 2007*

## II. Vision Statement

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

Gallaudet will achieve these outcomes through:

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

- A commitment to excellence in learning and student service

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

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

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

*Approved by the Board of Trustees, May 2009*

## 1872



A group of superintendents and principals of schools for deaf students meets on campus. Along with Edward Miner Gallaudet (center, seated), the group discusses the status of deaf education in America.

## III. The Gallaudet Credo

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

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

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

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

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

## 1873

Laura Redden Searing is an accomplished deaf poet and journalist, interviewing Abraham Lincoln and other leaders during the American Civil War. More than 600 of her poems are published, most of them under the pen name Howard Glyndon. She also becomes a correspondent for the *New York Times.*

# IV. History of Gallaudet

## The first 100 years

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

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

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

## A time of expansion

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

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

## 1874



Under the direction of Edward Miner Gallaudet, the College purchases 600 rare books on deaf education. The collection includes *Chirologia: or the natural language of the hand.* This book, dating to the 17th century, is the oldest sign language manual in existence. It is currently housed at the American School for the Deaf.

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

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

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

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

# 1875



Laura Bridgman is the first deaf-blind American to gain a significant education in the English language. Her story is documented by renowned author Charles Dickens, who portrays her as an example of the capabilities of deaf-blind people, gaining her international recognition.

# V. Pictorial History of Diplomas and Institutional Name

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

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

## Gallaudet College



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

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

## National Deaf-Mute College



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

## Gallaudet University



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

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# VI. Fast Facts

## Location

800 Florida Avenue, NE, Washington, DC 20002

## Website

www.gallaudet.edu

## Founded

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

## Programs

Deaf and hard of hearing undergraduate students can choose from more than 40 majors leading to a bachelor of arts or a bachelor of science degree. The University also admits a small number of hearing, degree-seeking undergraduate students—5% limit for FY 2013, 6% limit for FY 2014, 7% limit for FY 2015, and 8% limit for FY 2016. Undergraduate students also have the option of designing their own majors, called "self-directed majors," in which they select classes from a variety of departments at Gallaudet or take courses offered at 13 other institutions of higher learning that are members of the Consortium of Universities of the Washington Metropolitan Area.

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

Gallaudet University offers exemplary educational programs to deaf and hard of hearing students at all learning levels. The Kendall Demonstration Elementary School (KDES) serves infants and their parents and continues service through the eighth grade. The Model Secondary School for the Deaf (MSSD) offers programs for students in grades nine through

12. Both of these schools are part of the Laurent Clerc National Deaf Education Center, which has a federal mandate for a national mission to develop and disseminate innovative curriculum, materials, and teaching strategies to schools and programs nationwide.

## Technology

Gallaudet is a leader in uses of technology in its academic programs and services. Approximately 94 percent of courses at Gallaudet have an online component and virtually all students take at least one course using an online learning system. Such technology integration is higher than the average of universities nationwide. Many courses make extensive use of video, including video recordings of classes. Students are encouraged to bring a computer to campus, and popular software is available at a discounted price.

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

## Research

Gallaudet has a unique obligation to contribute knowledge and scholarship likely to benefit deaf and hard of hearing people, especially in the areas of education and human services. Accordingly, the Gallaudet Research Institute conducts studies related to demographics and assessment of deaf and hard of hearing people in the educational system, as well as language and learning processes, and engages students in research, while stimulating and supporting work directed towards priorities consistent with Gallaudet's national mission and internal strategic objectives.

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

## Public Service

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

In fulfilling its national mission role via training and technical assistance, information dissemination, and exhibits and performances, the Clerc Center served tens of thousands of individuals and disseminated over 31,000 products and publications this year.

## Enrollment

In the fall of academic year 2013-2014 we experienced the following enrollments:

| UNIVERSITY | |
|---|---|
| Undergraduate (degree/non-degree, full- and part-time) | 1,077 |
| Graduate (degree/non-degree, full- and part-time) | 484 |
| English Language Institute/Consortium | 70 |
| UNIVERSITY SUBTOTAL | 1,631 |
| CLERC CENTER | |
| Kendall Demonstration Elementary School | 92 |
| Model Secondary School for the Deaf | 149 |
| CLERC CENTER SUBTOTAL | 241 |
| TOTAL FALL ACADEMIC YEAR 2013-2014 ENROLLMENT | 1,872 |

In addition, on the fall census date, we had 122 students enrolled in Professional Studies activities.

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

## Alumni

Gallaudet University has more than 19,000 alumni around the world. The Gallaudet University Alumni Association, organized in 1889, has 53 chapters.

According to a survey conducted by the University, 98 percent of the Gallaudet undergraduate student respondents who graduated between December 2010 and August 2011 are either employed or furthering their education. Ninety-nine percent of the survey respondents who graduated with graduate degrees during the same time frame are employed or furthering their education.

During the same period, 93 percent of the Model Secondary School for the Deaf graduates are in advanced education or training programs within one year after graduation.

## Employees

The University and the Clerc Center have 968 employees, 489 of whom are deaf or hard of hearing. A total of 234 employees are faculty members or teachers.

## Annual University Tuition and Room and Board (Academic Year 2013-2014)

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

| | Undergraduate | Graduate |
|---|---|---|
| U.S. Student Tuition | $13,424 | $14,774 |
| International Student Tuition (non-developing countries) | $26,848 | $29,548 |
| International Student Tuition (developing countries) | $20,136 | $22,162 |
| Room and Board | $11,580 | $11,580 |

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

## Funding

Total revenues and other support for FY 2013 were $168,139,362.

## Endowment

As of the end of FY 2013, the University's endowment was approximately $182 million.

## Fundraising

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

## Community Impact

Gallaudet is one of the area's largest businesses, with direct salaries, wages, and benefits totaling more than $107.2 million in FY 2013. The University spent another $58.9 million on goods and services and $12.8 million on capital improvements.

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

# 1876

The Emperor of Brazil, Pedro II, visits the campus and plants an ivy vine given to him by Sophia Gallaudet at the corner of the Chapel terrace. The ivy eventually covers many of the older campus buildings.

# VII. Accreditation

Gallaudet University is accredited by:

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

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

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

• American Psychological Association (APA)

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

• Association of Collegiate Business Schools and Programs (ACBSP)

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

• Council on Social Work Education (CSWE)

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

• Council on the Education of the Deaf (CED)

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

• District of Columbia State Education Agency (SEA)

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

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

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

• Association for Childhood Education International (ACEI)

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

• Council for Exceptional Children (CEC)

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

• National Association of School Psychologists (NASP)

• National Council for Social Studies (NCSS)

• National Council of Teachers of English (NCTE)

• National Council of Teachers of Mathematics (NCTM)

• National Science Teachers Association (NSTA)

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

## 1877

Sophia Fowler Gallaudet, mother of Edward Miner Gallaudet and matron of the college, dies. She played an important role in deaf history. In 1918, a dormitory is named for her.

# VIII. Board of Trustees

## Executive Committee

# IX. The Office of Diversity and Inclusion

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

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

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

ODI's many activities during FY 2013 included special presentations; educational and professional development offerings; internal studies and institutional activities; and campus events.

## Special Presentations and Campus Events

- The Diversity Lecture Series brought nationally prominent speakers to campus. The lecturers included:

    o  Angela Davis, an educator and civil right activist with a speech entitled "The Indivisibility of Justice."

    o  Tim Wise, an American anti-racism activist and writer who spoke to our community about "Slavery Emancipation, and the Residual Impact of Slavery on the African American Community Today."

    o  Additionally, Shane Windmeyer, a national leader in gay and lesbian civil rights and champion for Lesbian, Gay Bisexual and Transgender (LGBT) issues on college campuses presented on "Cross-Training: A New Approach to  Building Allies Across Boundaries."

- The documentary film "Lives Worth Living," was screened on campus. The film captured the events leading to the passage of the American with Disabilities Act of 1990 and included panelists and cast members Judith Huemann and Michael Winter, and Claudia Gordon.

- A panel discussion following the showing of the documentary "Stonewall Uprising" was presented. The film features eyewitness accounts of the events surrounding the 1969 police raid of the Stonewall Inn, a popular New York City gay bar. A panel discussed the effects of the Stonewall riots and how they undergird the current LGBT movement.

**1878**

The student body gathers for a photograph on the back steps and porch of Chapel Hall.

- "On the Border of a New America: Wall of Shadows" told the story of two Latinos, Jose who lived his entire life in the United States but was wrongfully exported and trapped on the border, and Manuela who must cross the border into the United States in order to leave the economic crisis in her homeland.

- In a Transgender Speakout and Panel, discussion was presented to raise awareness of issues that LGBT people face in the community. The panel of several transgendered individuals, including actress/entertainer Kisha "Deja'vu" Allure, discussed and debunked myths about the LGBT community.

- A campus-wide presentation on "Pro-Tactile: Culture, Experience, Respect and DeafBlind Way" challenged the medical view of deafbliness requiring "special" services and possessing limited capabilities due to a perceived disability.

- In honor of the late Revered Dr. Martin Luther King, Jr., the Office of Diversity and Inclusion collaborated with the Office of Diversity and Equity for Student, the Black Deaf Student Union and the Student Body Government to commemorate and celebrate the life and legacy of civil rights leader Dr. Martin Luther King, Jr.

## Education and Professional Development Offerings

- The Office of Diversity and Inclusion, in partnership with the Office of Campus Ministries and the Philosophy department offered 10 campus-wide dialogues designed to discuss religious faith and hosted a series of diversity dialogue about diversity issues, cultural tolerance, inclusion, and discrimination.

- "Creating and Maintaining a Socially Justice Campus Community" was a 2-day workshop on social justice that deepen the level of authentic dialogue engagement to foster a more welcoming and inclusive environment.

- A workshop focus on teaching the DeafBlind Way was offered to faculty and deafblind students, with this workshop exploring boundaries when applying various tactile techniques.

- The Office of Diversity and Inclusion at George Washington University in collaboration with the Gallaudet University Office of Diversity and Inclusion, hosted its second annual D.C. Emancipation Day celebration-featuring speaker Michelle Alexander, the author of the "New Jim Crow: Incarceration in age of Colorblindness."

## 1879
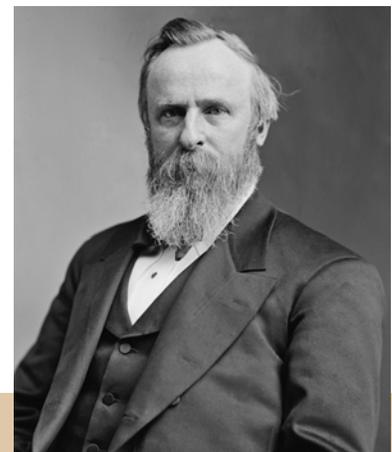


U.S. President Rutherford B. Hayes and his wife visit campus and dedicate College Hall.

# X. Climate Survey

The Climate Survey was developed in 2007 to better understand, respond to, and monitor concerns of Gallaudet University employees regarding climate and campus strategies designed to improve the campus climate. The survey has been administered every year since its pilot in 2007. The 2013 survey consisted of 48 statements: 46 statements each describing a climate characteristic and 2 open response questions.

The survey was shared with 812 faculty, professional staff, staff, and administrators. 345 responses were received for a 42% response rate, a 3% increase from 2012. 60% of professional staff, 53% of faculty, 35% of administrators, and 20% of staff responded to the survey.

The survey's 46 statements required respondents to report agreement or disagreement with the statement. The statements centered around six main themes: (1) respect and trust; (2) institutional communication and information sharing; (3) management style; (4) academic culture; (5) freedom of expression; and (6) bilingualism.

Each of the 46 non-open ended questions asked respondents to select one of the five possible responses below. Then in the summary data, each of those responses was counted as "positive," or "neutral," or "negative,' as shown below.

| | Possible responses to 46 questions | How was this response counted? |
|---|---|---|
| 1 | Strongly Agree | Positive response |
| 2 | Agree | Positive response |
| 3 | Neither agree nor disagree | Neutral response |
| 4 | Disagree | Negative response |
| 5 | Strongly Disagree | Negative response |
| 6 | Not applicable | Neutral response |

Responses to climate statements of Strongly Agree or Agree were categorized as "positive;" responses of Disagree or Strongly Disagree were labeled "negative." 54% of statements received a positive response, a decrease from 63% of responses in the 2012 survey. This year, 22% of the responses were categorized as negative, in comparison to 11% of the statements in 2012.

Data for the last five years are shown below.

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|
| Positive responses | 43% | 35% | 45% | 63% | 54% |
| Neutral responses | 28% | 32% | 35% | 26% | 24% |
| Negative responses | 30% | 33% | 20% | 11% | 22% |

**Climate Survey Results Trend**
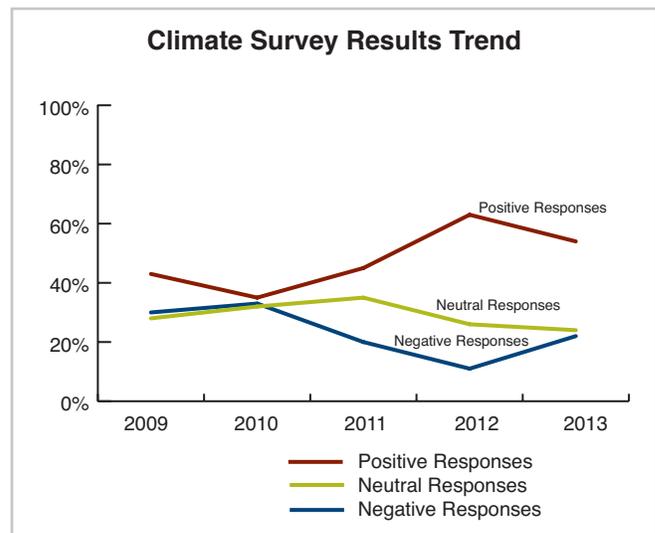


Comparing this year's responses to last year's, the majority of statements (85%) remained in the same response category (i.e., positive, negative, or neutral). Seven items received more negative responses than last year. The greatest change, from positive response to negative response, were on two items, one related to a sense of security and freedom to express diverse perspectives, the other regarding the extent to which the University uses input from the community to solve problems proactively. The remaining items receiving more negative responses all relate to communication, particularly between administrators/leaders and the campus community.

These seven items, and their response change, are listed below.

- Positive to Negative

    o There is a sense of security and freedom to express diverse perspectives.

    o The University is proactive in creating and applying solutions to problems/barriers with input from the community.

- Positive to Neutral

    o    There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.

    o    There are specific processes for resolving conflicts between units and individuals.

- Neutral to Negative

    o    Information flows upward and is recognized at higher levels of the administration.

    o    University administrators are accessible and receptive to input.

    o    Transparent and informed communication is practiced consistently throughout the University community.

And, although 85% of the responses to climate characteristics remained in the same category (i.e., positive, negative, or neutral) there were noticeable drops in responses in the area of freedom to express diverse perspectives, and a sense that the university takes a proactive and coordinated approach to resolving problems. Respondents also expressed concerns regarding communication and other issues of transparency. These issues are not new to Gallaudet. However, in times such as the present when we are under stress due to budget cuts and increasing pressure on higher education in general, proactive problem-solving, freedom to express ideas and a sense that they are being "heard" become critical to the health and well-being of a university.

This year's survey (as last year) also included two open response questions asking respondents to state what they appreciate about working at Gallaudet as well as what they would like to improve about Gallaudet University.

Responses were categorized into themes. Regarding what is appreciated about Gallaudet, more than half said the campus community (29%), communication access/bilingualism (17%), or education/students (17%). Regarding what should be improved about Gallaudet, almost half said they would improve employment issues (35%), leadership and accountability (12%), and structure/restructuring (11%).

The full climate survey report for this year and previous years is located on the Office of Institutional Research's website: http://www.gallaudet.edu/Office_of_Academic_Quality/Institutional_Research/GU_Campus_Climate_Survey.html

# 1880

The National Association of the Deaf, consisting of members from 21 states, is founded. As a result of the historic Milan Conference of 1889, where international educators of deaf students agree to ban sign language in schools, more deaf people and their supporters fight to save the language and culture.

# Performance Requirements

The Education of the Deaf Act (EDA) states that Gallaudet University will provide "... an annual report" to the Secretary of the U.S. Department of Education and to committees of the Congress; this entire document satisfies that requirement. In addition the EDA also details requirements of that reporting. In this section of the annual report, we quote the relevant reporting requirements of the EDA and cross-reference the relevant submittal of material in this document or in separate documents.

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

# I. Education of the Deaf Act Reporting Requirements

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

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

## From the EDA

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

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

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

(2) "For the preceding academic year, and to the extent possible, the following data on individuals who are deaf and from minority backgrounds and who are students (at all educational levels) or employees:

    A. "The number of students enrolled full- and part-time."

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

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

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

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

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

## 1881
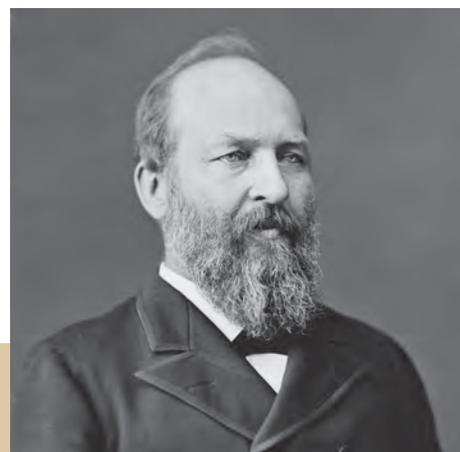
U.S. President James A. Garfield's commencement speech turns out to be his last public address: He is assassinated one month later. A bust of Garfield, a staunch supporter of the College, is unveiled in Chapel Hall in 1883.

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

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

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

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

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

Refer to the chapter entitled *Strategic Plan Goal C: Resource Efficiency* for available data.

G. "Strategies (such as parent groups and training classes in the development of individualized education programs) used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who

are deaf or hard of hearing and the number of parents who have been served as a result of these activities."

Detailed information is available on these strategies for the Clerc Center and is provided in the chapter *Laurent Clerc National Deaf Education Center (Clerc Center).*

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

Refer to our audited financial statements, submitted separately.

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

Refer to our audited financial statements, submitted separately.

(5) "A statement showing the use of funds (both corpus and income) provided by the Federal Endowment Program under section 4357 of this title."

Refer to our audited financial statements, submitted separately.

(6) "A statement showing how such Endowment Program funds are invested, what the gains or losses (both realized and unrealized) on such investments were for the most recent fiscal year, and what changes were made in investments during that year."

Refer to our audited financial statements, submitted separately.

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

# 1882



*Library of Congress/Charles Milton Bell*

U.S. President and Mrs. Chester A. Arthur and a group of government officials tour the College.

## From the EDA on Research

(a)  "Research priorities

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

Refer to the chapter *Strategic Plan Goal E: Research and Outreach*

(b)  "Research reports

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

(1) "a summary of the public input received as part of the establishment and dissemination of priorities required by subsection (a) of this section, and the University's … response to the input; and"

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

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

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

## 1883



The first football team organizes at the College, coached by John B. Hotchkiss, for whom today's football field is named. The team dominates D.C. collegiate football, defeating every local team until 1890.

# II. Government Performance Results Act Report

This section contains the performance indicators for both the University and for the Clerc Center for FY 2013, as submitted to the U.S. Department of Education. This material was submitted as specified in the Government Performance Results Act (GPRA) of 1993. The purposes of the act, paraphrased here, are to: hold Federal agencies accountable for achieving results; set goals, measure performance, and reporting publicly on progress; improve effectiveness and public accountability; help Federal managers improve services; improve Congressional decision making on Federal programs; and improve internal management of the Federal Government. (For additional information, refer to the Office of Management and Budget's website at: www.whitehouse.gov/omb/mgmt-gpra/gplaw2m).

## Program Goal

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

**Objective 1 of 4:**

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

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

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

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University reported a total of 1,006 full-time, degree-seeking undergraduate students enrolled in the fall of 2013 (FY 2014), a decrease of 39 students from the previous year. The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University includes students who are deaf and hard of hearing, as well as hearing undergraduate students (HUGS) and hearing undergraduates in the bachelor's of interpreting program. This measure does not include part-time students or non-degree seeking undergraduate students.

In FY 2008 this measure was revised to be consistent with Integrated Postsecondary Education Data System (IPEDS) methodology to report only full-time, degree-seeking undergraduates.

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

**Explanation.** Gallaudet University raised the admission standard for the 2007-2008 academic year admissions to require ACT scores of reading, English and math. This decision resulted in a smaller pool of applicants who met the eligibility requirements than in previous years. The University also strengthened the academic rigor of its offerings by revising the general studies requirements and using student-learning outcomes measures to improve programs. Gallaudet University states that the increased academic rigor results in the elimination of most freshmen students who had historically returned as second year freshmen with academic conditions preventing them from progressing to sophomore status—thereby reducing the number of potential enrollees by 65 students. At the same time, Gallaudet University through FY 2013 made steady progress in increasing enrollment each year since the fall of 2008 (FY 2009 in this table).

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

The following table reports the total enrollment each fall for Gallaudet University (e.g. FY 2006 is the fall of the 2005-2006 academic year), which includes the number of full-time, degree-seeking undergraduate students, students enrolled part-time in degree programs or in non-degree granting programs, and graduate students.

# 1884

A typical College Hall dorm room. Courses offered at the time include moral and political sciences, history, natural science, mathematics, chemistry, Latin, gymnastics, and drawing.

| Fiscal Year | Full-time, degree-seeking undergraduate students | Part-time, degree-seeking or non-degree-seeking undergraduate students | Full-time and part-time graduate students | TOTAL ENROLLMENT |
|---|---|---|---|---|
| 2006 | 1,174 | 320 | 466 | **1,960** |
| 2007 | 1,101 | 318 | 430 | **1,849** |
| 2008 | 973 | 277 | 383 | **1,633** |
| 2009 | 927 | 277 | 377 | **1,581** |
| 2010 | 1,002 | 460 | 408 | **1,870** |
| 2011 | 1,012 | 368 | 413 | **1,793** |
| 2012 | 1,029 | 274 | 410 | **1,713** |
| 2013 | 1,045 | 330 | 446 | **1,821** |
| 2014 | 1,006 | 278 | 469 | **1,753** |

# 1885
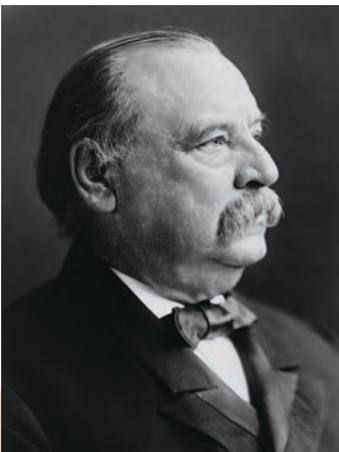
*Library of Congress/Frederick Gutekunst*

U.S. President Grover Cleveland is next in the line of distinguished visitors attending commencement.

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

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | Not available. | 320 | Historical Actual |
| 2007 | Not available. | 318 | Historical Actual |
| 2008 | 295.0 | 277 | Target Not Met |
| 2009 | 295.0 | 277 | Target Not Met |
| 2010 | 295.0 | 460 | Target Exceeded |
| 2011 | 295.0 | 368 | Target Exceeded |
| 2012 | 295.0 | 274 | Target Not Met |
| 2013 | 295.0 | 330 | Target Exceeded |
| 2014 | 295.0 | 278 | Target Not Met |
| 2015 | 295.0 | (October, 2014) | Pending |
| 2016 | 295.0 | (October, 2015) | Pending |

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

**Frequency of Data Collection:** Annual

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

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

**Explanation.** The target of 295 was met in fall 2012 (FY 2014), due to an increased number of professional studies and English Language Institute students enrolled by the census date that year. However, in fall 2013 (FY 2013), the target was not met, due to a decrease, from the previous year in the number of professional studies and English Language Institute students.

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

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

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

**Frequency of Data Collection:** Annual

**Data Quality.** The number of students enrolled in graduate programs at Gallaudet University includes all full- and part-time students enrolled in degree-granting programs at the certificate, master's, specialist, and doctoral levels. Census data is collected and reported in the fall of each year. Consequently, this data does not include new students who enroll in the spring of the same academic year.

**Target Context.** The Department reduced the target for the number of graduate students enrolled at Gallaudet University in FY 2008 to better reflect the actual enrollment data for these students. In addition, in FY 2008, the definition of graduate enrollment was changed to include only degree-seeking enrollment. Non-degree graduate enrollment is counted in Measure 1.2. Gallaudet University exceeded the target for this measure in fall 2012 (FY 2013) and again in fall 2013 (FY 2014).

**Explanation.** Gallaudet University reported that during academic year 2009-2010, a program prioritization process was conducted to develop a long-term roadmap for academic programs. While that process resulted in closing four graduate programs, new graduate programs have been developed since the prioritization process including an M.A. in Sign Language Education, and M.A. in Public Administration, a Ph.D. in Educational Neuroscience, and graduate certificate programs. These new programs have contributed to the increase in enrollment in graduate programs.

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

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

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

**Frequency of Data Collection:** Annual

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

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

**Explanation.** MSSD serves the local tri-state area (Maryland, Virginia, and the District of Columbia) and all 50 states, as well as U.S. territories. A trend analysis over the last several years indicates that MSSD receives a steady stream of inqui-ries and requests for applications. The Clerc Center plans to closely monitor inquiry rates and to improve its data collection process. This will enable the Clerc Center to review reasons given by prospective families on why they chose not to enroll after beginning the application process, with the goal of ensuring a higher percentage of inquiries and applications become enrollments.

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

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

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

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

**Frequency of Data Collection:** Annual

**Data Quality.** Gallaudet University reports the number of Kendall Demonstration Elementary School (KDES) students enrolled as of September 15 each year. Census data is collected and reported in the fall of each year. Consequently, this data does not include new students who enroll in the spring of the same academic year.

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

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

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

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

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

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

**Frequency of Data Collection:** Annual

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

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

the National Center for Educational Statistics data indicates that 4-year public colleges and universities have an average persistence rate of 73.4%, and 4-year private colleges and universities have an average persistence rate of 73.3%. Gallaudet University reported that data from the ACT Educational Services for 2012 indicates for students with ACT scores in the range of 17-22 at 4-year public colleges and universities have a persistence rate of 58.9%, and 4-year private colleges and universities in the same ACT range have a persistence rate of 51.9%. Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

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

Following the establishment of new admissions standards and a new general studies curriculum in 2007, the university began to see improvements in the persistence rates from 60% in FY 2008 to 75% in FY 2009. This improvement was sustained at similar rates of 73% in FY 2010 and 70% in FY 2011. In FY 2012, Gallaudet University saw its highest persistence rate in at least 15 years with its persistence rate at 77%. However, in FY 2013, there was a decrease in the persistence rate to 69%.

Potential factors for this decline are being explored. As in the past, primary indicators that predict student success indicate that students lack of academic readiness and preparedness for

college level academic work has an impact on student success. Of those who departed, over half of the students who departed were in developmental courses; the average GPA of these students who departed was at or below 1.5; and the course progress percentages were below 50%.

During AY 2012, the Retention Council revised the Gallaudet Strategic Plan Goal B: Retention objectives and strategies to align with areas of identified need, including continuing attrition of students who are academically underprepared. Various strategies address the needs of students identified as high-risk or underprepared, including those who are identified early in the admissions process or first year as needing additional support. Key areas being addressed in the Gallaudet Strategic Plan Goal B: Retention include: (1) a focus on reviewing and updating admissions review processes, particularly for effectively identifying underprepared students and connecting them to key resources early in the admissions process (GSP B.1.3); (2) review of the impact of JumpStart: Academic Success on

identified students at-risk, particularly developmental students (GSP B.1.2 and GSP B.1.3); (3) evaluation and assessment of developmental students and their progress into credit-based courses and the major and subsequent graduation (GSP B.1.2); (4) continued tracking of high-fail gateway courses and assessment of high-impact practices for improving student learning in these courses, such as Supplemental Instruction and MyMathLab (GSP B.1.6 and GSP B.3.3); (5) continued focus and strengthening of support through Peer Mentoring for underprepared students and students of color as they progress into their second-year (GSP B.1.4 and GSP B.2.3); (6) evaluation of pre-major student's progress to the major and identification of barriers in their progress (GSP B.3.2); (7) evaluating both professional and faculty advising practices to ensure continuity of advising services from pre-major to major (GSP B.2.1); and (8) assessment and evaluation and revision of early alert interventions that help identify students at risk early in the semester and connect them to key resources (GSP B.1.5).

# 1886

Edward Miner Gallaudet travels to England to testify on deaf education at the Royal Commission. The commission, which has international interests, supports a combination of oral and manual methods of deaf education.and combined. After the meeting, Francis Maginn (pictured) helps establish the British Deaf Association.

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

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

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

**Frequency of Data Collection:** Annual

**Data Quality.** Historically, Gallaudet University has calculated the graduate student persistence rate as the ratio of the number of returning graduate students in a particular fall to the number of graduate students "available to return." This methodology was changed in September 2011 to calculate the persistence based on a cohort formula to include all students enrolled at the master's level at the University each fall, as the master's enrollment has a more consistent enrollment period than students at other graduate degree levels.

**Target Context.** Based on five years of historical data (2006, 2007, 2008, 2009, and 2010) on the graduate student persistence rate that was provided by Gallaudet University, the Department set the target at 77% for FY 2012 and subsequent years. Gallaudet University exceeded this target with its 83% persistence rate in FY 2013.

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

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

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

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

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

**Frequency of Data Collection:** Annual

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

**Target Context.** The dropout rate for MSSD students has ranged from 2% to 13% from FY 2004 to 2008, with an average of 7% dropout rate over the five years. The year-to-year variability in the dropout rate is due to the small population of students at MSSD. In addition, the NCES reported that the national event dropout rate for students in public schools in grades 9-12 in 2003-2004 was 3.9%. Based on the analysis of the national data and MSSD historical data, the target of 6% dropout rate was determined to be an ambitious, yet achievable goal. In FY 2012 and FY 2013, MSSD exceeded this target with less than 1% dropout rate each year.

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

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

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

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

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

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

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

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

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

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

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

7. Death - The student is deceased.

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

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

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

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

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

## 1887



The College opens its doors to women students, although the practice does not become commonplace until the 1890s.

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

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2009 | Not available. | 94 | Historical Actual |
| 2010 | Set Baseline | 94 | Baseline |
| 2011 | 94.0 | 95 | Target Exceeded |
| 2012 | 95.0 | 95 | Target Met |
| 2013 | 95.0 | 95 | Target Met |
| 2014 | 95.0 | (October, 2014) | Pending |
| 2015 | 95.0 | (October, 2015) | Pending |
| 2016 | 95.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

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

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

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

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

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

| Year | Target | Actual (or date expected) | Status |
|---|---|---|---|
| 2006 | Not available. | 32 | Historical Actual |
| 2007 | 31.0 | 25 | Target Not Met |
| 2008 | 32.0 | 28 | Target Not Met but Improved |
| 2009 | 32.0 | 39 | Target Exceeded |
| 2010 | 32.0 | 35 | Target Exceeded |
| 2011 | 32.0 | 41 | Target Exceeded |
| 2012 | 32.0 | 33 | Target Exceeded |
| 2013 | 35.0 | 47 | Target Exceeded |
| 2014 | 39.0 | (October, 2014) | Pending |
| 2015 | 40.0 | (October, 2015) | Pending |
| 2016 | 42.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** This measure is consistent with the standard IPEDS methodology that uses a six-year cohort graduation rate, based on the same entering cohort as the IPEDS first-year persistence indicator; that is, the percentage of all incoming first-time, full-time freshmen students in one semester who have graduated by the end of six years after entry. Using the IPEDS methodology of calculating this graduation rate allows for comparisons with other colleges and universities. Gallaudet University reported the FY 2013 data on the percentage of first-time, full-time degree-seeking undergraduate students who graduate within six years of enrollment (that is, those who initially enrolled in the 2007 - 2008 academic year).

**Target Context.** The targets for FY 2008 through FY 2012 is 32% for the percentage of first-time, full-time, degree-seeking undergraduate students who graduate within six years of enrollment. The targets for FY 2013 and FY 2014 were raised to 35% and 39%, respectively. In FY 2011, the six-year graduation rate was 41%, the highest rate for Gallaudet University in years. However, the rate dropped in FY 2012. Gallaudet University stated that the decrease in the six-year gradua-

tion rate to 33% in FY 2012 may be a result of the negative publicity surrounding the protest against the selection of a new president in 2006 (which would have affected the 2006-2007 cohort's persistence rate in FY 2007 and graduation rate in FY 2012). The University anticipated a much higher six-year graduation rate for the 2007-2008 cohort in FY 2013, as this cohort's five-year graduation rate was already at 41% in FY 2012. The prediction was accurate and the 2007-2008 cohort ended up with a six-year graduation rate of 47% (the highest in recent years).

Recent comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges have a six-year graduation rate of 44.5% and private colleges at 54.3% respectively. Gallaudet University reports that data from ACT Educational Services for 2012 indicates that students with ACT scores in the range of 17-22 at 4-year public colleges and universities have an average six-year graduation rate of 38.6%, and 4-year private colleges and universities in the same ACT range have an average six-year graduation rate of 55.3%. Further analysis show that public and private institutions with open enrollment and large populations from low-income families have lower graduation rates; that is, these four-year public colleges have an average graduation rate of 28.5% and four-year private colleges have an average graduation rate of

32.6%. To date, Gallaudet University's graduation rates have been similar to public colleges with open enrollment and student populations from low-income families.

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

Gallaudet University's *2010-2015 Strategic Plan* identified objectives for improving its graduation rate from 28% in 2008 to 50% in 2015. To achieve this goal, Gallaudet University stated that it is employing a number of strategies to improve the six-year graduation rate of first-time, full-time, degree-seeking undergraduate students including, but not limited to: (1) renovating residence halls to improve the quality of campus life; (2) offering mentoring opportunities to students; (3) establishing a centralized student academic support center; (4) developing an early intervention program to provide supplemental instruction, as needed, to students; (5) establishing targets for graduation rates of students who are traditionally-underrepresented; (6) strengthening the continuity between academic and faculty advisors; (7) reducing barriers to declaring a major; and (8) developing a "Life After Gallaudet" program to inform and motivate students to work towards career options related to undergraduate majors.

# 1888



Staff member John B. Wight buys a little black and tan dog in 1878 that he names "Diamond." The dog becomes a fixture on campus. After Diamond dies, Wight purchases a statuette of an iron dog in a pawn shop that resembles Diamond and buys it. The statuette is now in the President's Office.

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

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

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

**Frequency of Data Collection:** Annual

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

**Target Context.** Gallaudet University proposed that the target for the revised measure be established at 70%. Based on five years of historical data (2006, 2007, 2008, 2009, and 2010) that was provided by Gallaudet University, the Department set the target at 74% for FY 2012 and subsequent years.

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

Historically, Gallaudet University has calculated the graduate student graduation rate by dividing the number of graduates in a given year, including master's and doctoral degree program students, by the number of entering students six years prior. This methodology was changed in September 2011 to calculate the graduate rate based on a cohort formula to include all distinct new students enrolled at the master's level at the University each fall that complete their program within a three year period. The calculation includes master's students who were already enrolled in a graduate program at the University and transferred to a different graduate program as a new student. This methodology parallels an established formula used to calculate undergraduate graduation rates.

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

| Year | Target | Actual (or date expected) | Status |
|---|---|---|---|
| 2006 | 90.0 | 89 | Target Not Met |
| 2007 | 90.0 | 98 | Target Exceeded |
| 2008 | 90.0 | 91 | Target Exceeded |
| 2009 | 90.0 | 92 | Target Exceeded |
| 2010 | 90.0 | 91 | Target Exceeded |
| 2011 | 90.0 | 94 | Target Exceeded |
| 2012 | 90.0 | 93 | Target Exceeded |
| 2013 | 90.0 | 88 | Target Not Met |
| 2014 | 90.0 | (October, 2014) | Pending |
| 2015 | 90.0 | (October, 2015) | Pending |
| 2016 | 90.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** In calculating senior cohort graduation rates of Model Secondary School for the Deaf (MSSD) students, a cohort is a mutually exclusive group of: (1) senior students who complete their fourth year of high school and graduate; and (2) senior students from the same group who return for a fifth year of school (as second year seniors) before graduating. These calculations remove students who transfer to other diploma-granting high school programs, and at the same time, retain students who withdrew or dropped-out of MSSD or whose destination is unknown.

## 1889



Library of Congress/Joseph Gray Kitchell

U.S. President Benjamin Harrison attends commencement, and returns the following month for the unveiling of a statue of Rev. Thomas Hopkins Gallaudet with his first student, Alice Cogswell, commissioned by the National Association of the Deaf.

The following table provides the percentage of seniors who graduated in four years and who graduated in five years.

**Target Context.** The target for the annual graduation rate of MSSD students was revised from 94% to 90% in FY 2006 and subsequent years. The target of 90% for FY 2006 and subsequent years is an ambitious, yet achievable, goal for the Clerc Center.

**Explanation.** Graduation from MSSD signals that students have completed the required course work and have successfully met their Individualized Education Program (IEP) goals, at which time graduation becomes an IEP decision. Students may graduate at the end of their senior year, or may they may return, as part of the IEP process, to MSSD for an additional year to complete their IEP goals. Of the students reported for FY 2013, 83% graduated in four years (during AY 2011-12, while 5% exercised the additional year option (AY 2012-2013).

**Percentage of Seniors Who Graduate in 4 Years and Those Who Graduate in 5 Years**

| Year | 4 Year Seniors | 5 Year Seniors |
|------|----------------|----------------|
| 2006 | 73 (04-05) | 16 (05-06) |
| 2007 | 78 (05-06) | 20 (06-07) |
| 2008 | 64 (06-07) | 27 (07-08) |
| 2009 | 72 (07-08) | 20 (08-09) |
| 2010 | 53 (08-09) | 37 (09-10) |
| 2011 | 75 (09-10) | 19 (10-11) |
| 2012 | 82 (10-11) | 11 (11-12) |
| 2013 | 83 (11-12) | 5 (12-13) |

# 1890



Deaf artist Cadwallader Washburn graduates from Gallaudet. In 1924, he receives an honorary doctor of science degree from his alma mater. The Washburn Arts Building is named in his honor.

## Objective 2 of 4:

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

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

| Year | Target | Actual (or date expected) | Status |
|---|---|---|---|
| 2006 | 55.0 | 84 | Target Exceeded |
| 2007 | 55.0 | 89 | Target Exceeded |
| 2008 | 55.0 | 54 | Target Not Met |
| 2009 | 55.0 | 43 | Target Not Met |
| 2010 | 55.0 | 34 | Target Not Met |
| 2011 | 55.0 | 31 | Target Not Met |
| 2012 | 55.0 | 181 | Target Exceeded |
| 2013 | 55.0 | 113 | Target Exceeded |
| 2014 | 55.0 | (October, 2014) | Pending |
| 2015 | 55.0 | (October, 2015) | Pending |
| 2016 | 55.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** Starting in FY 2012, this measure is a reflection of the sum of the number of programs that invested considerable resources in Clerc Center products, reported to the Clerc Center that they were using Clerc Center resources, and had multiple viewers for a Clerc Center webinar.

**Target Context.** Any program that may have been in more than one category or appeared multiple times within a category was counted only once.

**Explanation.** The Clerc Center's strategic plan is designed to engage programs in different ways and to disseminate information using mechanisms that can reach a broader audience. The Clerc Center is engaged in a process to revise this indicator with the Department that would better measure the outcomes of this work. This indicator was expanded by the Clerc Center in FY 2012 to include 112 schools and organizations that arranged, for multiple individuals, viewings of four online webinars offered by the Clerc Center. In FY 2013, the Clerc Center offered one online webinar which included 64 schools and organizations. Many of the schools and organizations who participated in the webinars also hosted follow-up activities.

## Objective 3 of 4:

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

**Measure 3.1 of 6:** The percentage of Gallaudet University Bachelor graduates who are employed during their first year after graduation. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | 82.0 | 73 | Target Not Met |
| 2007 | 82.0 | 70 | Target Not Met |
| 2008 | 82.0 | 80 | Target Not Met but Improved |
| 2009 | 82.0 | 83 | Target Exceeded |
| 2010 | 82.0 | 72 | Target Not Met |
| 2011 | 75.0 | 50 | Target Not Met |
| 2012 | 50.0 | 63 | Target Exceeded |
| 2013 | 50.0 | (October, 2014) | Pending |
| 2014 | 50.0 | (October, 2015) | Pending |
| 2015 | 50.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

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

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

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

**Explanation.** In FY 2010, Gallaudet University began reporting each alumnus in only one category—either employed, pursuing additional education, or neither employed nor pursuing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category. In addition, the current economic context including higher unemployment rates nationwide may be impacting the distribution between work and pursuit of graduate or additional education.

Each alumnus is counted only once in their primary category as: (1) working fulltime; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using the categories, Gallaudet prioritized and ranked respondents of the FY 2012 graduates when their answers indicated they fit the qualifications of more than one category.

| Survey Respondents | |
|---|---|
| Employed | 93 |
| Education | 52 |
| Neither | 3 |
| Total Respondents | 148 |
| Unknown/not responded | 33 |
| **TOTAL GRADUATES** | **181** |

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

# 1891

While in Washington, D.C. to meet with U.S. President Benjamin Harrison, members of the Native American Sioux Tribe visit Kendall Green and talk with students using gestures.

**Measure 3.2 of 6:** The percentage of Gallaudet University Bachelor graduates who are in advanced education or training during their first year after graduation.   (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | 41.0 | 13 | Target Not Met |
| 2007 | 37.0 | 14 | Target Not Met but Improved |
| 2008 | 37.0 | 12 | Target Not Met |
| 2009 | 38.0 | 7 | Target Not Met |
| 2010 | 38.0 | 18 | Target Not Met but Improved |
| 2011 | 15.0 | 45 | Target Exceeded |
| 2012 | 45.0 | 35 | Target Not Met |
| 2013 | 45.0 | (October, 2014) | Pending |
| 2014 | 45.0 | (October, 2015) | Pending |
| 2015 | 45.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

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

In 2011, an agreement between Gallaudet University and the Department stated that the advanced education and training rate reported in this indicator would be defined as those in full-time education, in part-time education, and in internships, practicum, and other unpaid educational experiences, divided by the total number of respondents to the survey.

Advanced education or training includes students enrolled in a master's or Ph.D. program, a vocational or technical program or another type of program (e.g., law school or medical school).

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

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

Each alumnus is counted only once in their primary category as: (1) working fulltime; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experi-ences. Using the categories, Gallaudet prioritized and ranked respondents of the FY 2012 graduates when their answers indicated they fit the qualifications of more than one category.

| Survey Respondents | |
|---|---|
| Employed | 93 |
| Education | 52 |
| Neither | 3 |
| Total Respondents | 148 |
| Unknown/not responded | 33 |
| **TOTAL GRADUATES** | **181** |

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

# 1892



Alto M. Lowman becomes the first woman to walk with the graduating class, receiving a bachelor's of philosophy degree. Co-education is an experiment at the College, but after Lowman's graduation, it becomes more established.

**Measure 3.3 of 6:** The percentage of Gallaudet University Bachelor graduates who are not employed nor in advanced education or training during their first year after graduation. (Desired direction: decrease)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2006 | Set Baseline | 15 | Baseline |
| 2007 | 10.0 | 16 | Target Not Met |
| 2008 | 10.0 | 8 | Target Exceeded |
| 2009 | 10.0 | 10 | Target Met |
| 2010 | 10.0 | 10 | Target Met |
| 2011 | 10.0 | 5 | Target Exceeded |
| 2012 | 5.0 | 2 | Target Exceeded |
| 2013 | 5.0 | (October, 2014) | Pending |
| 2014 | 5.0 | (October, 2015) | Pending |
| 2015 | 5.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** The source of this data is an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a Web-based survey with electronic reminders, in addition to the mailed survey. In the 2011-2012 and 2012-2013 academic years, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service. The information from the Student Tracker service provided information on alumni attendance at other universities, which likely impacted the distribution of alumni between 3.1 and 3.2. Measure 3.3 is the remaining percentage of alumni looking for work, not employed, not pursuing employment or additional education, or unknown.

In 2011, an agreement between Gallaudet University and the Department stated that the rate of reported in this indicator would be defined as those who are not employed (both those seeking work and those not seeking work) nor in advanced education or training, divided by the total respondents to this survey.

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

**Explanation.** In FY 2010, Gallaudet University began reporting each alumnus in only one category—either employed; pursuing additional education; or neither employed (including those seeking employment or not seeking employment) nor pursing additional education.

**Measure 3.4 of 6:** The percentage of Model Secondary School for the Deaf graduates who are in jobs within one year after graduation. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2007 | Not available. | 33 | Historical Actual |
| 2008 | Set Baseline | 4 | Baseline |
| 2009 | 4.0 | 0 | Target Not Met |
| 2010 | 4.0 | 21 | Target Exceeded |
| 2011 | 12.0 | 7 | Target Not Met |
| 2012 | 12.0 | 0 | Target Not Met |
| 2013 | 12.0 | (October, 2014) | Pending |
| 2014 | 12.0 | (October, 2015) | Pending |
| 2015 | 12.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** While the Clerc Center continues to conduct a three-month follow-up survey with MSSD's June graduates in the September immediately following graduation, since FY 2008 the Clerc Center has also been conducting a one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education, employed, and doing neither. Of the 37 members of the 2012 graduating class, 29 responded to the one-year follow-up survey—a response rate of nearly 79%, significantly more than the 50% response rate of previous years. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who choose to respond, which may lead to an over-representation on the true percentage of graduates in postsecondary education programs or training programs (due to the consistently higher response rate of those graduates), and an under-representation (due to a consistently lower response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking system to improve the overall response rate for this survey.

**Target Context.** Three years of data from the one-year follow-up (2007, 2008, and 2009 MSSD graduating classes reported in FY 2008, FY 2009, and FY 2010) was aggregated and used by the Department to set the targets for the percentage of MSSD graduates, one year after graduation, for those who are employed, who are in advanced education or training, and who are doing neither for FY 2011 and subsequent years. In setting this target, the Department recognizes that the percentage of students reporting they are employed and the number of students reporting they are enrolled in advanced education or training are interdependent. When more students are enrolled in advanced education or training, fewer are engaged in work and vice versa.

**Explanation.** The percentages for the three measures on post-school outcomes total more than 100% as some respondents were employed while also enrolled in a postsecondary education or training program within the same year.

The Clerc Center is working with the Department to revise indicators 3.4, 3.5, and 3.6 to better reflect the interdependency of the information captured on the outcomes for MSSD graduates. The Clerc Center wants to combine 3.4 and 3.5 into one indicator that would reflect the percentage of graduates who report they are working and/or enrolled in advanced education or training.

**Measure 3.5 of 6:** The percentage of Model Secondary School for the Deaf graduates who are in advanced education or training programs within one year after graduation. (Desired direction: increase)

| Year | Target | Actual (or date expected) | Status |
|------|--------|---------------------------|--------|
| 2007 | Not available. | 75 | Historical Actual |
| 2008 | Set Baseline | 89 | Baseline |
| 2009 | 89.0 | 100 | Target Exceeded |
| 2010 | 89.0 | 86 | Target Not Met |
| 2011 | 88.0 | 87 | Target Not Met but Improved |
| 2012 | 88.0 | 93 | Target Exceeded |
| 2013 | 88.0 | (October, 2014) | Pending |
| 2014 | 88.0 | (October, 2015) | Pending |
| 2015 | 88.0 | (October, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** While the Clerc Center continues to conduct a three-month follow-up survey with MSSD's June graduates in the September immediately following graduation, since FY 2008 the Clerc Center has also been conducting a one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education, employed, and doing neither. Of the 37 members of the 2012 graduating class, 29 responded to the one-year follow-up survey—a response rate of nearly 79%, significantly more than the 50% response rate of previous years. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who choose to respond, which may lead to an over-representation on the true percentage of graduates in postsecondary education programs or training programs (due to the consistently higher response rate of those graduates), and an under-representation (due to a consistently lower response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking system to improve the overall response rate for this survey.

**Target Context.** Three years of data from the one-year follow-up (2007, 2008, and 2009 MSSD graduating classes reported in FY 2008, FY 2009, and FY 2010) was aggregated and used by the Department to set the targets for the percentage of MSSD graduates, one year after graduation, for those who are employed, who are in advanced education or training, and who are doing neither for FY 2011 and subsequent years. In setting this target, the Department recognizes that the percentage of students reporting they are employed and the number of students reporting they are enrolled in advanced education or training are interdependent. When more students are enrolled in advanced education or training, fewer are engaged in work and vice versa.

**Explanation.** The percentages for the three measures on post-school outcomes total more than 100% as some respondents were employed while also enrolled in a postsecondary education or training program within the same year.

The Clerc Center is working with the Department to revise indicators 3.4, 3.5, and 3.6 to better reflect the interdependency of the information captured on the outcomes for MSSD graduates. The Clerc Center wants to combine 3.4 and 3.5 into one indicator that would reflect the percentage of graduates who report they are working and/or enrolled in advanced education or training.

**Measure 3.6 of 6:** The percentage of Model Secondary School for the Deaf graduates who are not in jobs nor postsecondary (advanced education or training) programs within one year after graduation.   (Desired direction: decrease)

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

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

**Frequency of Data Collection:** Annual

**Data Quality.** While the Clerc Center continues to conduct a three-month follow-up survey with MSSD's June graduates in the September immediately following graduation, since FY 2008 the Clerc Center has also been conducting a one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education, employed, and doing neither. Of the 37 members of the 2012 graduating class, 29 responded to the one-year follow-up survey—a response rate of nearly 79%, significantly more than the 50% response rate of previous years. Indicators 3.4, 3.5, and 3.6 are based on those members of the graduating class who choose to respond, which may lead to an over-representation on the true percentage of graduates in postsecondary education programs or training programs (due to the consistently higher response rate of those graduates), and an under-representation (due to a consistently lower response rate) of those employed or unemployed. The Clerc Center is reviewing data collection and graduate tracking system to improve the overall response rate for this survey.

**Target Context.** Three years of data from the one-year follow-up (2007, 2008, and 2009 MSSD graduating classes reported in FY 2008, FY 2009, and FY 2010) was aggregated and used by the Department to set the targets for the percentage of MSSD graduates, one year after graduation, for those who are employed, who are in advanced education or training, and who are doing neither for FY 2011 and subsequent years. In setting this target, the Department recognizes that the percentage of students reporting they are employed and the number of students reporting they are enrolled in advanced education or training are interdependent. When more students are enrolled in advanced education or training, fewer are engaged in work and vice versa.

**Explanation.** The percentages for the three measures on post-school outcomes total more than 100% as some respondents were employed while also enrolled in a postsecondary education or training program within the same year.

The Clerc Center is working with the Department to revise indicators 3.4, 3.5, and 3.6 to better reflect the interdependency of the information captured on the outcomes for MSSD graduates. The Clerc Center wants to combine 3.4 and 3.5 into one indicator that would reflect the percentage of graduates who report they are working and/or enrolled in advanced education or training.

## Objective 4 of 4:

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

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

| Year | Target | Actual (or date expected) | Status |
|---|---|---|---|
| 2006 | Not available. | 230,214 | Historical Actual |
| 2007 | Set Baseline | 245,356 | Baseline |
| 2008 | 245,356.0 | 227,940 | Target Exceeded |
| 2009 | 245,356.0 | 264,523 | Target Not Met |
| 2010 | 237,969.0 | 257,875 | Target Not Met but Improved |
| 2011 | 243,204.0 | 252,501 | Target Not Met but Improved |
| 2012 | 248,554.0 | 241,894 | Target Exceeded |
| 2013 | 253,277.0 | (January, 2014) | Pending |
| 2014 | 258,343.0 | (January, 2015) | Pending |
| 2015 | 263,510.0 | (January, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2012 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2007 to FY 2012. The Federal cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

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

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), for FY 2013, 2014, 2015 as follows:

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

The targets have been set for FY 2013 through FY 2015. However, targets may be annually adjusted for the next fiscal year, based on the most recent projected and agreed-on assumed inflation rate.

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

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

| Year | Target | Actual (or date expected) | Status |
|---|---|---|---|
| 2006 | Not available. | 273,068 | Historical Actual |
| 2007 | Set Baseline | 292,279 | Baseline |
| 2008 | 292,279.0 | 272,094 | Target Exceeded |
| 2009 | 292,279.0 | 313,142 | Target Not Met |
| 2010 | 284,066.0 | 301,652 | Target Not Met but Improved |
| 2011 | 290,315.0 | 291,548 | Target Not Met but Improved |
| 2012 | 296,702.0 | 276,785 | Target Exceeded |
| 2013 | 302,339.0 | (January, 2014) | Pending |
| 2014 | 308,386.0 | (January, 2015) | Pending |
| 2015 | 314,554.0 | (January, 2016) | Pending |

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

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2012 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2007 to FY 2012. The total educational cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

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

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), for FY 2013, 2014, 2015 as follows:

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

The targets have been set for FY 2013 through FY 2015. However, targets may be annually adjusted for the next fiscal year, based on the most recent projected and agreed-on assumed inflation rate.

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

# Gallaudet Strategic Plan

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

# I. Brief History

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

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

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

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

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

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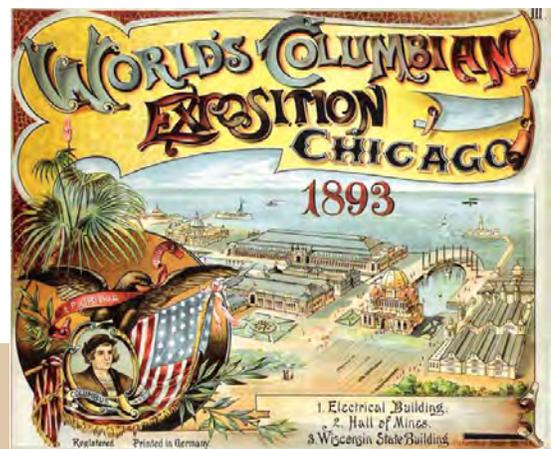


The Chicago World's Fair awards the College a gold medal in recognition of its dedication to higher education for deaf students.

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

**Objective 1**

Expand all undergraduate recruiting to become "top of mind" for all deaf and hard of hearing, and hearing students seeking deaf/HH-related careers

| Strategies | Strategies | Strategies | Strategies |
|---|---|---|---|
| **A.1.1** Increase enrollment of students from all programs serving deaf and hard of hearing students particularly from main-stream schools | **A.1.2** Develop an innovative media campaign to promote Gallaudet and frame Deaf people and their signed languages as positive aspects of human diversity, while iteratively assessing the impact of the campaign on enrollment (attracting/retaining diverse learners) | **A.1.3** Expand the pipeline of recreational and academic youth programs for middle and high school deaf, hard of hearing, and hearing students by increasing the number of prospects in the Admissions database | **A.1.4** Increase the visibility of the Honors program to prospective students |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| 82 mainstreamed students were enrolled; up from 76 students last year. | The Facebook page has grown from approximately 14,000 'likes' to over 20,000. The webinars "How to Apply" and "Financial Aid Easy as 1-2-3" were produced and implemented. We deployed an advertising campaign that promoted Gallaudet on the top-rated ABC Family program "Switched at Birth." One episode of the show referenced Deaf President Now and aired during the 25th anniversary of DPN. During that anniversary, media coverage was very positive. | A 'Battle of the Books' competition was established in 2012-2013 to serve deaf and hard of hearing middle school students, with teams from 17 schools, and with 35 teams in 2013-2014. The Academic Bowl was expanded from a maximum of 80 teams to a maximum of 88 for 2014. There are now four summer camps for high school students with several new ones for middle school students to be piloted in 2014. | An Honors program brochure was developed and deployed. The number of merit based scholarship awards for enrolled Honors increased from 8 in 2012 to 13 in 2013. |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal A (continued)

| Objective 1 continued | | | |
|---|---|---|---|
| **Strategies** | **Strategies** | **Strategies** | **Strategies** |
| **A.1.5** Increase enrollment of non-traditional students through targeted programs (i.e. online, ADP, transfer, readmits) | **A.1.6** Increase enrollment of international students to achieve the current university cap of 15% | **A.1.7** Increase enrollment of traditionally-underrepresented groups (TUGs) | **A.1.8** Increase enrollment of BAI/HUG students |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| 30% (85) of newly enrolled students were transfer students. A special Open House event for transfer students with a customized program itinerary has been scheduled. Additional Community College contacts were established in the database for recruitment purposes. | Recruitment visits occurred in Canada with prospective students, families, school officials, and government officials to familiarize them with application and admissions processes and financial information. The International Admissions Counselor worked with the English Language Institute program in town hall meetings and individual meetings to encourage applications. | "YES," a youth program hosted by the National Black Deaf Advocates supported admissions giving leadership and recruitment talks to 30 student prospects. The Admissions Office was supported by Keeping the Promise representatives in hosting a booth at Open House events and in one-to-one meetings with prospective TUGs. An ODES brochure was produced as part of the marketing and retention strategies. | A brochure about BAI/HUG programs was redeveloped with better marketing strategies. ASL honor societies' contact information was updated for recruitment activities. Admissions and BAI Department representatives re-established meetings to exchange information and ideas for the expansion of the BAI enrollment. |

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The Board of Directors for the National Deaf-Mute College changes the College's name to Gallaudet College in honor of Rev. Thomas Hopkins Gallaudet.

## Goal A (continued)

**Objective 2**
Expand all graduate recruitment to become top of mind for all deaf, hard of hearing, and hearing students seeking deaf or hard of hearing-related careers

| Strategies | Strategies | Strategies | Strategies |
|---|---|---|---|
| **A.2.1** Expand the graduate school pipeline by increasing the number of contacts | **A.2.2** Increase the enrollment of Traditionally Underrepresented Groups (See report from the Office of Distance Education for increasing Online Graduate Students) | **A.2.3** Increase department accountability to meeting new student enrollment targets | **A.2.4** Increase graduate program offerings based on student demand, market needs and enrollment trends |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| The Graduate School had a 37% increase in the number of individual students and group visits last year. Created or updated marketing materials. | There was a 5% increase in enrolled TUGs in the Graduate School last year. Conducted targeted marketing to our current undergraduates as well as underrepresented groups via the McNair Scholars Program. | Met with all graduate programs to develop more targeted marketing strategies to ensure that the most qualified students apply. | The Graduate School, along with CGE, continue to explore possible new graduate degree programs that contribute to the University's Mission, Strategic Plan, and overall array of academic programs. |

**Objective 3**
Expand the ELI program by reaching out to all constitutes that support ESL learning

| Strategies | Strategies | Strategies | Strategies |
|---|---|---|---|
| **A.3.1** Develop new programs to encourage students to enroll in a degree seeking program at Gallaudet University after the completion of their ESL studies | **A.3.2** Identify funding partners with strategic goals related to education of ESL students | **A.3.3** Collaborate with the Office of International Relations and Gallaudet University Regional Center-Pacific to strengthen international outreach efforts | **A.3.4** Expand summer offerings with an emphasis in ACT, GWE, DRP, and/or TOEFL preparation for current ELI students who intend to pursue undergraduate/graduate studies |
| **Major Activity Performed** | **Major Activity Performed** | | |
| Successful outreach to a new constituency in Oman occurred. | The embassy of Oman is a new funding partner, providing a financial guarantee for a student enrolled from Oman. We anticipate expanding this program. | | |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal A (continued)

| Objective 4 | | | | |
|---|---|---|---|---|
| The Center for Continuing Studies (CCS) will increase enrollment of students in professional studies courses and programs | | | | |
| **Strategies** | **Strategies** | **Strategies** | **Strategies** | **Strategies** |
| **A.4.1** Expand the number of in-demand professional studies courses and programs that support professional development and career advancement | **A.4.2** Expand niche market programs and courses in the areas of ASL, Deaf Studies, and Interpreting | **A.4.3** Provide courses and programs in delivery formats, schedules, and locations that address the learning needs of adult learners | **A.4.4** Create appropriate students service infra-structure to more appropriately service adult learners | **A.4.5** Strengthen marketing student service infrastructure to more appropriately service adult learners |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| CCS developed a professional studies enrollment plan, a listing of collaborating departments, assessments, and timelines. CCS worked with Gallaudet University Regional Centers to administer a needs assessment for program development. CCS developed two new courses in collaboration with academic departments. and presented on needs as-sessment to five academic departments. CCS supported faculty developing four new courses in visual language skills development in children 0-5, transition from secondary education to work or college, library skills, and a comprehensive overview of deaf students with disabilities. | CCS Offered a series of four ASL Linguistic cours-es in GURC-West for 70 participants, and cross-listed seven Deaf Studies and one ASL course with PST to expand ASL and DST courses. It conducted extensive marketing in collaboration with Graduate Admissions and GURCs, through: 13 e-blasts; 28 flyers posted on CCS, GURC, and Facebook walls; 823 Graduate packets; and flyers at 15 different conferences. | CCS successfully offered 143 PST courses and eight customized trainings in the following delivery formats: 60 face-to-face courses; 7 hybrid (online and face-to-face); 70 online courses; 6 extension courses offered in GURC—Southwest and West regions; 8 customized face-to-face trainings offered to various private and government agencies. | CCS is in the process of streamlining the online application process for PST certificate students, automating communica-tions with program coor-dinators, and accelerating workflow processes. It is establishing an online payment capability for processing payments from PST students and other non-credit program participants. | CCS conducted extensive marketing in collaboration with Graduate Admissions and GURCs through: 13 e-blast flyers; 28 flyers posted on CCS, GURC, summer and Facebook; 823 Graduate packets; and flyers at 15 different conferences. |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

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

**Objective 1**
Create environment and support systems to encourage retention and successful completion

| Strategies | Strategies | Strategies | Strategies | Strategies | Strategies |
|---|---|---|---|---|---|
| **B.1.1** Upgrade physical infrastructure (primarily dormitories) to meet 21st century student expectations for quality of campus life | **B.1.2** Strengthen the continuity of teaching and learning outcomes between developmental and "supported" courses and for credit courses | **B.1.3** Enhance collaboration connecting enrollment and retention support (e.g. ARC, placement testing, data analysis) to improve admissions decision making and ensure student support for student persistence and graduation | **B.1.4** Extend the Peer Mentor program for underprepared students from freshman to sophomore year, on into the major | **B.1.5** Develop an effective early warning and intervention system (Starfish) to guide students through to graduation | **B.1.6** Provide learning assistance programs (Supplemental Instruction/Tutoring) and a centralized student academic support center with emphasis on Math, ASL, and English |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| Dorm enhancement is included in the 2022 Campus Plan. New residence hall is planned for 2016-2021. The EBI Residence Life Satisfaction Score has been identified as a performance indicator for this strategy. Baseline and target are currently being established. | Through a mid-cycle update it was determined the original B.1.2 was vague and did not lend itself to assessment. Focus on customer service is now sharpened through the new B.4.4 with accompanying indicators. Baselines and targets are being established. | This is a new strategy developed during the mid-cycle update. The Retention Coordinator is currently working with Enrollment Management to establish clearer criteria for admissions, and a method of documenting admissions decisions that will allow for retention and graduation tracking. Through a mid-cycle update it was determined that the former B.1.3 fit more appropriately with Objective 4: Increase and broaden accountability for student retention and graduation. This strategy is now B.4.5. | The former B.1.4 has been revised as part of the new B.1.6 during the mid-cycle update. The current B.1.4 is based on the former B.1.5, also incorporating aspects of the former B.2.5. Peer mentoring is now focused on underprepared rather than all students, and now makes use of the early alert system. Peer mentoring now includes students who entered through Jumpstart, TUGs, and second year students. | This strategy is a more focused version of the former B.2.3. Retention Coordinator has engaged academic advisors in the use of early alert and is now working with student support services to respond to students with alerts. Assessed past use of the early alert system. Refocused the system on gateway courses. Established a performance indicator based on faculty use of the early intervention system. Established a baseline of 42% of faculty in gateway courses using early alert. | This strategy is a revision of the former B.1.6. Strategies in ASL, English and Math have been developed to integrate support into services that are already provided such as supplemental instruction and tutoring. These areas have also developed collaborative relationships with academic departments to facilitate delivery of supports. The relationship of learning assistance programs to key gateway courses was assessed to make better decisions to assist in language development to make better resource decisions. Senior Literacy Outcomes (ASL and English) are being assessed as a means of setting baselines for literacy outcomes. |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal B (continued)

| Objective 2 | | |
| --- | --- | --- |
| Institutionalize clear Path to Graduation for all undergraduates | | |
| **Strategies** | **Strategies** | **Strategies** |
| **B.2.1** Strengthen advising including collaboration between Academic Advising and Faculty Advising | **B.2.2** Update the GSR curriculum to manage limited resources, allow for timely progress to graduation, and provide for a bridge into the majors during GSR | **B.2.3** Strengthen culturally appropriate mentoring and support programs for all TUGs |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| The former B.2.1 was completed and removed in a mid-cycle update. This strategy was developed as a means to strengthen advising from freshman to senior year. A student academic advising survey has been developed to provide performance indicator data and will be piloted with both professional and faculty advising. | This strategy replaces the former B.2.2 to focus on the General Studies Curriculum as a key place from which students begin and then bridge into majors. Early GSR classes have returned to Departments to better support the GSR-major bridge. | Keeping the Promise (KTP) is a key initiative in support of the university goal of closing the gap in retention and graduation for Black and Latino Deaf students. In weekly academic skills-building workshops campus experts share strategies for succeeding in college. In 2012 fourteen academic skills-building workshops were offered with a total of 256 attending. |

| Objective 3 | | |
| --- | --- | --- |
| Increase acceptance of undergraduate students into majors | | |
| **Strategies** | **Strategies** | **Strategies** |
| **B.3.1** Develop and use student planning tools and resources for students in selecting and transitioning into a major and in documenting and monitoring milestones towards graduation | **B.3.2** Reduce barriers so that students can declare major no later than 50 credits | **B.3.3** Improve the course passage rates of key Gateway Courses |
| **Major Activity  Performed** | **Major Activity  Performed** | **Major Activity  Performed** |
| As a result of a mid-cycle update, the former B.3.1 has been subsumed under the new B.3.2. New tools for student planning are currently being evaluated. | During the mid-cycle update the former B.3.2 was assessed as not feasible and eliminated. Barriers to graduation were analyzed as part of the 2013 MSCHE Self-Study and activity plans are being developed to respond to these. Recent focus has been on key gateway courses as a barrier.  Timely (junior year) declaration of a major has been established as a performance indicator and we are currently establishing baseline and targets. | This is a new strategy. Supplemental Instruction is being used as a tool to improve these passage rates. Indicator, baseline and target have been established. |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal B (continued)

**Objective 4**
Increase and broaden accountability for student retention and graduation

| Strategies | Strategies | Strategies | Strategies | Strategies |
|---|---|---|---|---|
| **B.4.1** Utilize department/ program retention and graduation targets and performance data to improve university retention and graduation | **B.4.2** Amend performance management system to reflect retention and graduation as strategic priorities for all faculty and staff | B.4.3 Establish targets for retention and graduation of TUGs university wide, and in targeted majors | B.4.4 Improve the quality of interactions between students and faculty and student support services | B.4.5 Improve acceptance and respect in all programs for students, faculty and staff along all facets of diversity |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| Academic Departments now set targets for retention and graduation with accompanying action plans when they develop their Unit Effectiveness Plans (UEP). | The Faculty Welfare Committee met to amend the performance management system. | The Chief Diversity Officer has developed a Diversity Strategic Plan which includes related objectives and is currently developing targets and a dashboard. | This is a new strategy to replace the former B.1.2. Scores from the National Survey of Student Engagement (NSSE) have been established as performance indicators. | This strategy was formerly B.1.3. An extensive series of campus dialogues. Lecture series, and other monthly events continue to be conducted on campus designed to promote acceptance and respect for the diversity found on our campus. These dialogues are now institutionalized in the Communication Studies Program. |

# 1895

Deaf architect Olof Hanson (Class of 1886) designs a new campus dormitory for Kendall School boys. The building is later named Dawes House in honor of Senator Henry L. Dawes of Massachusetts, an ardent supporter of the College.

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

| Objective 1 | | |
| --- | --- | --- |
| Increase breadth and depth of local and federal government relations | | |
| **Strategies** | **Strategies** | **Strategies** |
| **C.1.1** Designate specific staff and retain external experts for government relations to strengthen partnerships with the federal and District of Columbia governments | **C.1.2** Increase accountability for performance on GPRA goals, with special attention to efficiency and cost/graduate indicators | **C.1.3** Develop facilities strategic plan for university and Clerc Center, and seek ongoing federal support for capital improvement projects |
| | | **Major Activity Performed** |
| | | In a January 2013 public hearing, the District of Columbia Zoning Commission unanimously approved Gallaudet University's 2022 Campus Plan. During FY 2013, Phase I of the Campus Plan begun with renovations of Ballard, Fay, and Dawes Houses. Also in FY 2013, the University received the final installment of $28 million of Congressional appropriations for the construction of the MSSD residence hall, another important part of Phase I of the Campus Plan. The design and planning are underway, with activities at the construction site expected to increase significantly through FY 2014 and FY 2015. |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal C (continued)

| Objective 2 | | | | | |
|---|---|---|---|---|---|
| Grow revenue from grants, auxiliary enterprises, and private fundraising | | | | | |
| **Strategies** | **Strategies** | **Strategies** | **Strategies** | **Strategies** | **Strategies** |
| **C.2.1** Develop incentives and infrastructure to support faculty/staff in seeking, obtaining, and administering grants | **C.2.2** Leverage the Innovation Lab concept (in initial planning stages) to secure grants and private funding | **C.2.3** Reallocate capital expenditures towards 6th Street projects to generate consistent revenue streams and improve Gallaudet's physical environment | **C.2.4** Explore options for additional revenue from interpreting, VRS, and other deafness-related enterprises | **C.2.5** Establish seed money for promising academic and nonacademic ventures and innovative revenue-producing programs | **C.2.6** Establish specific targets and strategies to grow planned giving, bequests, and private fundraising from foundations and individuals |
| | | **Major Activity Performed** | **Major Activity Performed** | | **Major Activity Performed** |
| | | To support Gallaudet's effort to generate consistent revenue streams from the 6th Street projects, the University's real estate foundation held its first meeting, drafting its articles of incorporation and other organizational documents. In FY 2014, the University expects to have a fully functioning foundation in place and operating. | Gallaudet launched a new interpreting service to be offered to constituencies on and off campus. This service is expected to be fully operational in FY 2014 and break even within several years. | | Gallaudet exceeded its goal of $3.2 million in new gifts and pledges for the year, and the giving rate among alumni has reached a record 20 percent. Fundraising efforts are continuing to support Gallaudet's 150th Anniversary celebration in FY 2014 as well as a number of other University priorities. |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal C (continued)

**Objective 3**
Increase student-related income through enrollment growth

| Strategies | Strategies | Strategies | Strategies |
|---|---|---|---|
| **C.3.1** Limit growth in charges for tuition and fees to inflation or less, to achieve lower costs per student and costs per graduate | **C.3.2** Identify student-specific auxiliary enterprises whose revenues could increase with enrollment, such as student housing (on- and off-campus) | **C.3.3** Optimize enrollment numbers resulting from Gallaudet administered financial aid, by targeting funds to undergraduates | **C.3.4** Develop program to increase student access to and usage of sources of financial aid in addition to Vocational Rehab, through communication with students and their parents |
| | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| | The University experienced difficulties in maximizing the occupancy rates of the residence halls at the beginning of FY 2013. To ensure greater future revenue, the Board of Trustees adopting a variable student housing rate structure based on various types of student accommodations and will require freshmen and sophomores to live on campus. The variable rate structure took effect for FY 2013. The requirement for freshmen to live on campus for two years will take effect for the 2014-2015 academic year. | Gallaudet hired a nationally recognized financial aid consultant to assist with evauating the effectiveness of its current financial aid strategies and to aid in re-configuring its aid packages to optimize enrollment and net tuition. The consultant's extensive analysis suggests that by reconfiguring the awarding strategy, the University may be able to increase the number of students choosing to enroll. New strategies to be adopted during FY 2014 will provide awards on a rolling basis using very specific criteria. | Gallaudet hired a nationally recognized financial aid consultant to assist with evaluating the effectiveness of its current financial aid strategies and to aid in re-configuring its aid packages to optimize enrollment and net tuition. The consultant's extensive analysis suggests that by reconfiguring the awarding strategy, the University may be able to increase the number of students choosing to enroll. New strategies to be adopted during FY 2014 will provide awards on a rolling basis using very specific criteria. |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal C (continued)

| **Objective 4** Improve efficiency and effectiveness of all programs and services | | | | |
|---|---|---|---|---|
| **Strategies** | **Strategies** | **Strategies** | **Strategies** | **Strategies** |
| **C.4.1** Create mechanisms that reallocate resources to high-priority areas, including funding the strategic plan | **C.4.2** Conduct Workforce Planning Analysis, mapping human capital against current needs, to achieve improved *faculty:student* and *staff:student* ratios | **C.4.3** Identify optimal unit costs and develop plans to meet cost objectives | **C.4.4** Institute ongoing cost/benefit reviews of new and existing programs, including "sunset policies' | **C.4.5** Develop shared services to increase efficiency and generate cost savings between departments |
| **Major Activity Performed** | **Major Activity Performed** | | | |
| This was a challenging year for this strategy, since the federal government cut appropriations by 5% or $6 million to $111 million. Employee headcount continued to be controlled and an across-the-board cut in the budgets of the operating divisions was implemented. Despite these challenges, the administration balanced the budget and avoided implementing what many public colleges have been forced to do, that is, instituting furloughs, pay cuts, or layoffs. The University remains committed and focused on these GSP strategies despite budget cuts. | The position count was reduced by 26 positions through attrition, monitoring job postings, and hiring strategically. In FY 2014, the University plans to reduce the position count by another 34 without imposing an hiring freeze. Critical positions like those supporting the safety and security of the campus community and supports Gallaudet's mission, GSP goals, and compliance with legal mandates must be filled. | | | |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

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

| **Objective 1** | | | |
| --- | --- | --- | --- |
| Optimize undergraduate majors and graduate programs to justify costs and outcomes | | | |
| **Strategies** | **Strategies** | **Strategies** | **Strategies** |
| **D.1.1** Review outcomes of program prioritization to assess results of recommendations in terms of curricular and economic impact | **D.1.2** Assess the extent to which the program viability process has an impact on program changes | **D.1.3** Develop a process for assessing the quality and impact of new programs (since 2010) and for sunsetting (closing) those that have not had desired impact | **D.1.4** Develop a regular Program Review process for all academic programs |
| **Major Activity Performed** | | **Major Activity Performed** | **Major Activity Performed** |
| In August 2013, we completed the closure of all academic programs under the recommendation of the Program Prioritization Task Force (PPTF) as approved by the Board of Trustees. Faculty who chose to continue their tenured employment were reassigned to other academic departments. PPTF Category 3 programs have been either integrated into other departments or have had their multiple major offerings reduced to minimize their use of resources. | | The Council on Undergraduate Education and the Council on Graduate Education are assessing all new programs with support from the Office of Academic Quality / Institutional Research. The two Councils are developing program viability standards, a necessary step towards programs "sunsetting." One graduate program with a sunset clause will require evaluation this academic year, and another program will require evaluation next year. | The New Program Review process in which some members of the President's Cabinet, deans, faculty, and other administrators regularly review new programs proposals has developed criteria and standards useful for regular program review of all academic programs. |

| **Objective 2** | |
| --- | --- |
| Develop five new comprehensive academic partnerships | |
| **Strategies** | **Strategies** |
| **D.2.1** Develop and assess the strengths and challenges of a pilot partnership with one DC Consortium university to develop or sustain curriculum for specific majors | **D.2.2** Conduct a best practices study on interuniversity partnerships and implement findings to maximize benefit of Gallaudet's membership in DC Consortium |
| **Major Activity Performed** | **Major Activity Performed** |
| This year ended a three-year partnership with Howard University and the University of the District of Columbia in a National Science Foundation grant supporting underrepresented student groups in the science, technology, engineering, and mathematics fields. We worked to resurrect a joint degree program with another Washington DC university in computer science and electrical engineering, but have encountered issues related to student support services. | We are in ongoing discussions with partner Consortium institutions about registration issues. Currently, Consortium Gallaudet students are enrolled only after the host institution's students, which is problematic because of the need to establish interpreting and other support services. |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal D (continued)

| Objective 3<br>Strengthen students' preparation for employment and career success | | | | |
|---|---|---|---|---|
| **Strategies** | **Strategies** | **Strategies** | **Strategies** | **Strategies** |
| **D.3.1** Maintain and strengthen the infrastructure to require real-world experiences (internships) as a graduation requirement for all students, by increasing collaborations between Career Center and academic programs | **D.3.2** Increase student participation and use of Career Center services to improve job search and interview skills | **D.3.3** Increase number of advisory groups consisting of employers, alumni, and professionals in the field (includes Career Center employer advisory board as well as departmental) to advise on developing, implementing and assessing programs | **D.3.4** Continue to develop relationships with new employers as well as strengthen existing relationships to increase variety and number of internship sites for students | **D.3.5** Create career skill application modules to be integrated throughout each major program (i.e. creation of SLOs for real-life application of skills) |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | |
| The Career Center has established formal relationships with every undergraduate department and program. The goal is to have all departments require internships by the end of this academic year; at present, all but two undergraduate majors have that requirement. All internships are based on learning agreements developed by their departments and internship sites, with the intent to improve internship experiences. Eighty-five percent of our interns receive stipends, mostly from endowment funds. | The Office of Communications and Public Relations helped rebrand the Career Center to market its services better. The Career Center conducted more than 10 interview training opportunities for students in the past 18 months. | The Career Center established an Employer Advisory Board and an informal Alumni Advisory Board, both intended to advise and provide referrals that lead to internships and employment. | There is greater collaboration of faculty and students with employers during on-site visits. Faculty members responsible for internships now attend on-campus recruiting by prospective employers as a way to learn how their departments can improve their courses in preparing students for internships and employment. | |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal D (continued)

| Objective 4 | | | |
|---|---|---|---|
| Increase faculty accountability for student learning and development | | | |
| **Strategies** | **Strategies** | **Strategies** | **Strategies** |
| **D.4.1** Modify faculty performance management systems to increase accountability for results in total student development, including learning and engagement | **D.4.2** Through Scholarship of Teaching and Learning, identify ways to optimize classroom and online content and delivery methods | **D.4.3** Provide development opportunities, particularly via ASL/English bilingual education, to address the identified ways to optimize content and delivery methods | **D.4.4** Align teaching loads and course assignments to increase lower-level undergrads' access to faculty who are distinguished in teaching |
| **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** | **Major Activity Performed** |
| The Faculty Welfare Committee has worked for four years to develop a multiple measures performance evaluation system that covers: teaching; engaging students; scholarship (heuristic, teaching and learning, and pedagogy); service; and communication. Implementation will involve amendments to the Faculty Guidelines, following approvals from the Faculty Senate and the Board of Trustees. | Scholarship of Teaching and Learning scholars have met on a regular basis for the past two years to discuss ways to optimize content and delivery methods. | The Office of Bilingual Teaching and Learning and the Office of Faculty Development have offered at least 15 internal and external training activities in the past year, giving the faculty opportunities to be involved in optimizing bilingual teaching content. At the beginning of each semester, a Faculty Development Week covers a wide range of topics, including bilingual teaching and learning. We also offer two-week summer training programs on cross-cultural and bilingual teaching and learning. | When the General Studies Program began in 2007, experienced faculty were recruited to teach in the program. Fiscal challenges in the past two years have made it difficult for departments to lend their best faculty to the General Studies Program to teach first year students. We are working to reverse this trend. |

# 1896

Agatha Tiegel Hanson, wife of Olof Hanson, becomes the first woman to graduate from Gallaudet with a four-year degree, and serves as valedictorian for her graduating class in 1893. She becomes an activist, poet, and teacher.

**Goal E: Establish Gallaudet as the epicenter of research, development and outreach leading to advancements in knowledge and practice for deaf & hard of hearing people and all humanity**

**Objective 1**
Establish Gallaudet's research agenda and set and achieve targets for externally-funded research proposal submission, funding, and completion by 2015 and beyond

| Strategies | Strategies | Strategies |
|---|---|---|
| **E.1.1** Formulate no more than five integrated research priorities by assessing compelling needs as well as current and potential strengths in fields such as visual language and learning; hearing enhancement; linguistic and communication access; genetics; and ASL/English bilingualism | **E.1.2** Conduct market/feasibility study to identify potential funders, partners, and competitors to inform choice of priority areas in Gallaudet's research agenda | **E.1.3** Set and achieve targets for number of proposal submissions and successful funding awards in priority and discipline-specific research areas by 2015 |
| | | **Major Activity Performed** |
| | | Academic Departments now set targets for grant proposal submission annually when they develop their Unit Effectiveness Plans (UEP). |

**Objective 2**
Create the infrastructure needed to support a world-class research enterprise

| Strategies | Strategies | Strategies | Strategies |
|---|---|---|---|
| **E.2.1** Assess and provide the necessary administrative leadership to promote research synergies within and outside the university | **E.2.2** Evaluate and provide appropriate staffing complement and resources to enhance services for pre-award support, post-award support, and research compliance including professional development and training in grant writing and management for faculty and support staff | **E.2.3a** Align faculty evaluation and incentive systems to encourage and reward grant-funded research and peer-reviewed publication | **E.2.3b** Identify and remove barriers that exist for deaf and hard of hearing faculty as they seek to advance their scholarship, research, and creative activity goals |
| **Major Activity Performed** | **Major Activity Performed** | | |
| A successful search and hiring of an Associate Provost for Research occurred. | Training activities for faculty and staff were provided by the Office of Sponsored Programs on enhancing PIVOT/COS funding. Support staff for RERC-HE, VL2, and BL2 attended NCURA research training. | | |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

## Goal E (continued)

| **Objective 2 continued** Create the infrastructure needed to support a world-class research enterprise | | |
|---|---|---|
| **Strategies** | **Strategies** | **Strategies** |
| **E.2.4** Build administrative infrastructure, and leadership succession, resource base needed to support and institutionalize externally funded research centers such as VL2, RERC-TA, and RERC-HE | **E.2.5** Set and achieve expectations for all doctoral programs to apply for external funds for research with significant support for graduate students, a plan for mentoring them in grant-writing, and support for post-doctoral fellows | **E.2.6** Determine strategic cost/benefit of revitalizing Gallaudet Research Institute (including re-creating center for assessment and demographic studies) |
| **Major Activity Performed** | **Major Activity Performed** | |
| The leadership of the VL2 Science Director led to the NSF decision to award VL2 an unanticipated 10th year of funding. | Faculty in three Ph.D. programs (HSLS, Linguistics, Educational Neuroscience) had research grants providing funds to support graduate students. | |

## 1897



Georgia Elliott Hasenstab, a deaf advocate for equality and accessibility, becomes the driving force to persuade Gallaudet to admit women.

## Goal E (continued)

**Objective 3**
Enhance outreach integrating research and its evidence-based and ethical translation, particularly to benefit deaf and hard of hearing PK-12 students and visual learners across the lifespan

| Strategies | Strategies | Strategies | Strategies |
|---|---|---|---|
| **E.3.1** Through VL2, establish collaborations among Gallaudet University, the Clerc Center, and PK-12 programs nationwide to achieve two-way research and translation innovations with the goal of improving the learning outcomes of deaf and hard-of-hearing students, especially minority students | **E.3.2** Develop and implement research-based educational innovations and evaluate their impacts on student learning through research, PK-12 school and university partnerships, and cooperative relationships among community organizations, private foundations, museums, government programs, and industry | **E.3.3** Establish and maintain a state-of-the-art web-based national clearinghouse for research-based information relating to deaf/hard-of-hearing people | **E.3.4** Establish a center for research, development, and assessment on diversity, equity and TUG achievement, both on-campus and in PK-12 settings |
| **Major Activity Performed** | **Major Activity Performed** | | |
| A Ph.D. in Educational Neuroscience was established and the first cohort of students was matriculated. A science-of-learning based Parent Information Package was produced and disseminated nationwide and internationally. A first of its kind Benefits and Risks Assessment Committee (BRAC) was established to protect the public by evaluating the benefits and risks of products before they are released. BRAC serves as a model that could readily be adapted by any research center working with diverse populations and multiple products. | The first VL2 Storybook App, *The Baobab*, was released. The bilingual storybook apps are based on VL2 and BL2 research and through touchscreen mobile devices, they facilitate the transition between American Sign Language and English. VL2 developed a working prototype of a web-based portal for making available to the public a variety of assessment tools for measuring skill levels in ASL and for measuring neurocognitive skills that employ ASL as the language of test administration. | | |

Brief statements are included as examples of the major activities performed for selected strategies during this year. This is not intended as a complete list of activities and accomplishments, but rather is representative of the actions undertaken or underway.

# Strategic Plan Goal A: Enrollment

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

# I. Enrollment

## Fall 2012 Census University & Clerc Center Enrollment

|  | Full-time | Part-time | Total | % of Enrollment |
|---|---|---|---|---|
| Undergraduate Degree-seeking | 1,045 | 52 | 1,097 | |
| Freshmen | 321 | 9 | 330 | |
| Sophomores | 225 | 2 | 227 | |
| Juniors | 221 | 9 | 230 | |
| Seniors | 266 | 27 | 293 | |
| Second degree | 12 | 5 | 17 | |
| Undergraduate Non Degree-seeking | | 20 | 20 | |
| **TOTAL UNDERGRADUATE** | **1,045** | **72** | **1,117** | **58%** |
| Graduate Degree-seeking | 321 | 125 | 446 | |
| Graduate Non Degree-seeking | | 17 | 17 | |
| **TOTAL GRADUATE** | **321** | **142** | **463** | **24%** |
| English Language Institute | 90 | | 90 | **5%** |
| Consortium | | 4 | 4 | 0% |
| **TOTAL UNDERGRADUATE, GRADUATE, ELI & CONSORTIUM** | **1,456** | **218** | **1,674** | |
| Kendall Demonstration Elementary School | 94 | | 94 | |
| Model Secondary School for the Deaf | 150 | | 150 | |
| **TOTAL CLERC CENTER** | **244** | | **244** | **13%** |
| **TOTAL UNDERGRADUATE, GRADUATE, ELI, & CLERC CENTER** | **1,700** | **218** | **1,918** | **100%** |
| Professional Studies[1] | | 147 | 147 | |

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

**End-of-Year University Enrollment**

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|
| Undergraduate Degree-seeking | 1,023 | 1,105 | 1,098 | 1,143 | 1,147 |
| Undergraduate Non Degree-seeking | 43 | 57 | 73 | 55 | 46 |
| **TOTAL UNDERGRADUATE** | **1,066** | **1,162** | **1,171** | **1,198** | **1,193** |
| Graduate Degree-seeking | 415 | 417 | 460 | 459 | 506 |
| Graduate Non Degree-seeking | 43 | 53 | 28 | 32 | 24 |
| **TOTAL GRADUATE** | **458** | **470** | **488** | **491** | **530** |
| English Language Institute | 65 | 92 | 84 | 85 | 98 |
| Consortium | | | | | 11 |
| **TOTAL UNDERGRADUATE, GRADUATE, & ELI** | **1,589** | **1,724** | **1,743** | **1,774** | **1,832** |
| Professional Studies | 655 | 853 | 753 | 664 | 631 |
| **TOTAL UNIVERSITY** | **2,244** | **2,577** | **2,496** | **2,438** | **2,463** |

# 1898

Mary Toles Peet, mother of Elizabeth Peet, is an accomplished deaf poet and a strong activist for the deaf community.

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

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|
| Undergraduate Degree-seeking | 1,031 | 1,105 | 1,107 | 1,145 | 1,154 |
| Undergraduate Non Degree-seeking | 51 | 62 | 80 | 63 | 46 |
| **TOTAL UNDERGRADUATE** | **1,077** | **1,165** | **1,184** | **1,204** | **1,200** |
| Graduate Degree-seeking | 415 | 417 | 460 | 459 | 506 |
| Graduate Non Degree-seeking | 44 | 54 | 30 | 35 | 29 |
| **TOTAL GRADUATE** | **458** | **470** | **488** | **491** | **535** |
| English Language Institute | 65 | 92 | 84 | 92 | 109 |
| Consortium | | | | | 11 |
| **TOTAL UNDERGRADUATE, GRADUATE, & ELI** | **1,600** | **1,727** | **1,756** | **1,787** | **1,855** |
| Professional Studies | 865 | 1,100 | 928 | 842 | 751 |
| **TOTAL UNIVERSITY** | **2,465** | **2,827** | **2,684** | **2,629** | **2,606** |
| **HEADCOUNT ENROLLMENT** | **2,244** | **2,577** | **2,496** | **2,438** | **2,463** |
| **ENROLLED IN MORE THAN ONE CATEGORY** | **221** | **250** | **188** | **191** | **143** |

# 1899



Journalist and poet Angeline Fuller Fischer advocates for women's admission into the National Association for the Deaf and Gallaudet.

**Fall Census University and Clerc Center Enrollment**

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Undergraduate Degree-seeking | 964 | 1,055 | 1,064 | 1,078 | 1,097 |
| Undergraduate Non Degree-seeking | 22 | 28 | 36 | 40 | 20 |
| **TOTAL UNDERGRADUATE** | **986** | **1,083** | **1,100** | **1,118** | **1,117** |
| Graduate Degree-seeking | 377 | 408 | 413 | 410 | 446 |
| Graduate Non Degree-seeking | 26 | 21 | 20 | 18 | 17 |
| **TOTAL GRADUATE** | **403** | **429** | **433** | **428** | **463** |
| English Language Institute | 48 | 62 | 59 | 65 | 90 |
| Consortium | | | | | 4 |
| **TOTAL UNDERGRADUATE, GRADUATE, & ELI** | **1,437** | **1,574** | **1,592** | **1,611** | **1,674** |
| Kendall Demonstration Elementary School | 120 | 105 | 99 | 97 | 94 |
| Model Secondary School for the Deaf | 149 | 151 | 140 | 165 | 150 |
| **TOTAL CLERC CENTER** | **269** | **256** | **239** | **262** | **244** |
| **TOTAL UNDERGRADUATE, GRADUATE, ELI, & CLERC CENTER** | **1,706** | **1,830** | **1,831** | **1,873** | **1,918** |
| Professional Studies[1] | 144 | 296 | 201 | 102 | 147 |

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

# 1900



May Martin Stafford accepts Edward Miner Gallaudet's invitation to become the first female faculty member. The same year, she becomes the first deaf woman to earn a master's degree.

**Fall 2012 Degree-seeking Diversity by Career Level**

| | Undergraduate | Graduate | Total |
|---|---|---|---|
| **RACE/ETHNICITY** | | | |
| International/Resident Alien | 72 | 26 | 98 |
| American Indian/Alaska Native | 3 | 2 | 5 |
| Asian | 43 | 10 | 53 |
| Black/African American | 125 | 36 | 161 |
| Hispanic of any race | 144 | 35 | 179 |
| Native Hawaiian/Other Pacific Islander | 2 | 1 | 3 |
| Two or more | 29 | 6 | 35 |
| White | 676 | 284 | 960 |
| Race and ethnicity unknown | 3 | 46 | 49 |
| **GENDER** | | | |
| Male | 509 | 83 | 592 |
| Female | 588 | 363 | 951 |
| **HEARING STATUS** | | | |
| Deaf/Hard of hearing | 1,011 | 187 | 1,198 |
| Hearing | 86 | 249 | 335 |
| Unknown | | 10 | 10 |
| **ACADEMIC LOAD** | | | |
| Full-time | 1,045 | 321 | 1,366 |
| Part-time | 52 | 125 | 177 |
| **TOTAL FOR EACH CATEGORY** | **1,097** | **446** | **1,543** |

### Fall Degree-seeking Diversity Trend

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Resident Alien | 88 | 86 | 84 | 79 | 98 |
| American Indian/Alaska Native | 25 | 23 | 9 | 4 | 5 |
| Asian | 65 | 60 | 53 | 57 | 53 |
| Black/African American | 139 | 163 | 162 | 149 | 161 |
| Hispanic of any race | 96 | 113 | 137 | 114 | 179 |
| Native Hawaiian/Other Pacific Islander | | | 2 | 2 | 3 |
| Two or more | | | 27 | 78 | 35 |
| White | 890 | 993 | 981 | 963 | 960 |
| Race and ethnicity unknown | 38 | 25 | 22 | 42 | 49 |
| **GENDER** | | | | | |
| Male | 519 | 578 | 581 | 590 | 592 |
| Female | 822 | 882 | 896 | 898 | 951 |
| Unknown | | 3 | | | |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 1,086 | 1,180 | 1,169 | 1,180 | 1,198 |
| Hearing | 249 | 281 | 300 | 299 | 335 |
| Unknown | 6 | 2 | 8 | 9 | 10 |
| **ACADEMIC LOAD** | | | | | |
| Full-time | 1,191 | 1,270 | 1,303 | 1,329 | 1,366 |
| Part-time | 150 | 193 | 174 | 159 | 177 |
| **TOTAL FOR EACH CATEGORY** | **1,341** | **1,463** | **1,477** | **1,488** | **1,543** |

**Fall 2012 Undergraduate Degree-seeking Diversity by Class Year**

| | Freshmen | Sophomores | Juniors | Seniors | Second Degree | TOTAL |
|---|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | | |
| International/Resident Alien | 31 | 14 | 12 | 10 | 5 | 72 |
| American Indian/Alaska Native | | 1 | | 2 | | 3 |
| Asian | 10 | 15 | 7 | 10 | 1 | 43 |
| Black/African American | 42 | 25 | 27 | 30 | 1 | 125 |
| Hispanic of any race | 43 | 32 | 32 | 37 | | 144 |
| Native Hawaiian/Other Pacific Islander | 1 | | 1 | | | 2 |
| Two or more | 12 | 6 | 5 | 6 | | 29 |
| White | 189 | 134 | 146 | 197 | 10 | 676 |
| Race and ethnicity unknown | 2 | | | 1 | | 3 |
| **GENDER** | | | | | | |
| Male | 155 | 119 | 102 | 126 | 7 | 509 |
| Female | 175 | 108 | 128 | 167 | 10 | 588 |
| **HEARING STATUS** | | | | | | |
| Deaf/Hard of hearing | 318 | 216 | 208 | 254 | 15 | 1,011 |
| Hearing | 12 | 11 | 22 | 39 | 2 | 86 |
| **ACADEMIC LOAD** | | | | | | |
| Full-time | 321 | 225 | 221 | 266 | 12 | 1,045 |
| Part-time | 9 | 2 | 9 | 27 | 5 | 52 |
| **TOTAL FOR EACH CATEGORY** | **330** | **227** | **230** | **293** | **17** | **1,097** |

## Fall Undergraduate Degree-seeking Diversity Trend

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Resident Alien | 61 | 56 | 57 | 55 | 72 |
| American Indian/Alaska Native | 21 | 20 | 6 | 3 | 3 |
| Asian | 51 | 46 | 39 | 46 | 43 |
| Black/African American | 100 | 118 | 122 | 122 | 125 |
| Hispanic of any race | 73 | 90 | 106 | 89 | 144 |
| Native Hawaiian/Other Pacific Islander | | | 1 | 1 | 2 |
| Two or more | | | 23 | 63 | 29 |
| White | 644 | 714 | 704 | 689 | 676 |
| Race and ethnicity unknown | 14 | 11 | 6 | 10 | 3 |
| **GENDER** | | | | | |
| Male | 438 | 492 | 489 | 508 | 509 |
| Female | 526 | 561 | 575 | 570 | 588 |
| Unknown | | 2 | | | |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 925 | 997 | 987 | 997 | 1,011 |
| Hearing | 39 | 58 | 77 | 81 | 86 |
| Unknown | | | | | |
| **ACADEMIC LOAD** | | | | | |
| Full-time | 927 | 1,002 | 1,012 | 1,029 | 1,045 |
| Part-time | 37 | 53 | 52 | 49 | 52 |
| **TOTAL FOR EACH CATEGORY** | **964** | **1,055** | **1,064** | **1,078** | **1,097** |

## Undergraduate Degree-seeking Fall 2012

INTERNATIONAL/
RESIDENT ALIEN
7%

RACE AND ETHNICITY
UNKNOWN
<1%

AMERICAN INDIAN/
ALASKA NATIVE
<1%

ASIAN
4%

BLACK/
AFRICAN
AMERICAN
11%

WHITE
62%

HISPANIC OF
ANY RACE
13%

NATIVE HAWAIIAN/
OTHER PACIFIC ISLANDER
<1%

TWO OR MORE
3%
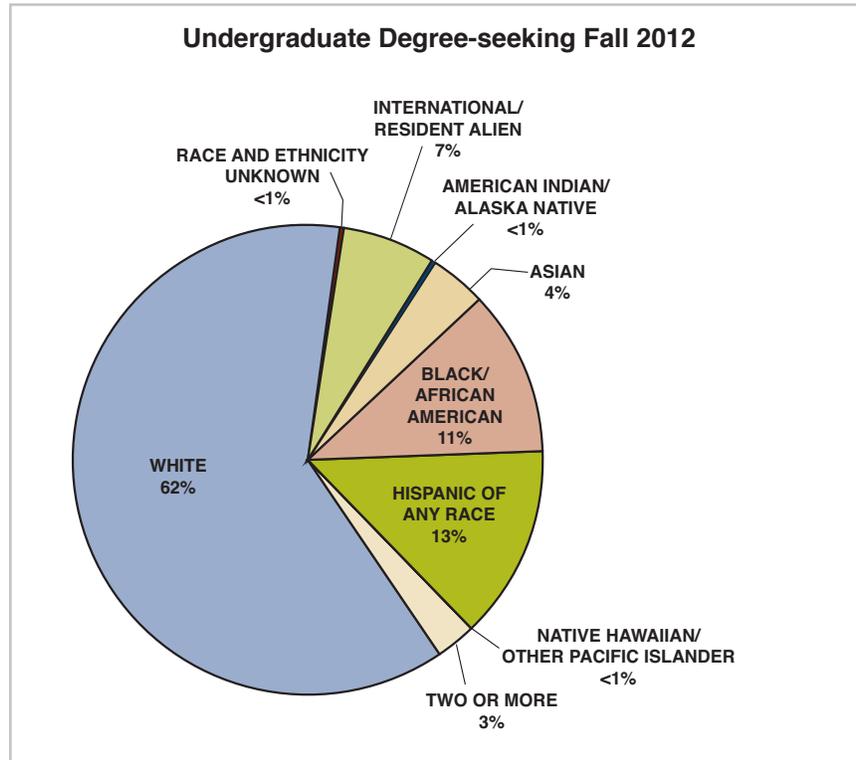
# 1901

The Kappa Gamma fraternity is established. Gallaudet currently has eight Greek organizations: Phi Kappa Zeta Sorority, 1892; Kappa Gamma Fraternity, 1901; Alpha Sigma Pi Fraternity, 1947; Delta Epsilon Sorority, 1953; Kappa Sigma Fraternity, 1982 (formerly Theta Nu Tau); Delta Sigma Phi Fraternity, 1989; Delta Zeta Sorority, 1993; and Alpha Sigma Theta, 2009.

## Fall 2012 Graduate Degree-seeking Diversity by Degree Level

| | Certificates | Masters | Specialists | Doctorates | TOTAL |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Resident Alien | | 15 | 2 | 9 | **26** |
| American Indian/Alaska Native | | | | 2 | **2** |
| Asian | | 6 | | 4 | **10** |
| Black/African American | | 21 | 4 | 11 | **36** |
| Hispanic of any race | 1 | 21 | 3 | 10 | **35** |
| Native Hawaiian/Other Pacific Islander | | 1 | | | **1** |
| Two or more | | 3 | | 3 | **6** |
| White | 5 | 176 | 5 | 98 | **284** |
| Race and ethnicity unknown | | 33 | 1 | 12 | **46** |
| **GENDER** | | | | | |
| Male | | 52 | 1 | 30 | **83** |
| Female | 6 | 224 | 14 | 119 | **363** |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 2 | 143 | 3 | 39 | **187** |
| Hearing | 2 | 129 | 10 | 108 | **249** |
| Unknown | 2 | 4 | 2 | 2 | **10** |
| **ACADEMIC LOAD** | | | | | |
| Full-time | | 224 | 11 | 86 | **321** |
| Part-time | 6 | 52 | 4 | 63 | **125** |
| **TOTAL FOR EACH CATEGORY** | **6** | **276** | **15** | **149** | **446** |

### Fall Graduate Degree-seeking Diversity Trend

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** |  |  |  |  |  |
| International/Resident Alien | 27 | 30 | 27 | 24 | 26 |
| American Indian/Alaska Native | 4 | 3 | 3 | 1 | 2 |
| Asian | 14 | 14 | 14 | 11 | 10 |
| Black/African American | 39 | 45 | 40 | 27 | 36 |
| Hispanic of any race | 23 | 23 | 31 | 27 | 35 |
| Native Hawaiian/Other Pacific Islander |  |  | 1 | 1 | 1 |
| Two or more |  |  | 4 | 15 | 6 |
| White | 246 | 279 | 277 | 274 | 284 |
| Race and ethnicity unknown | 24 | 14 | 16 | 32 | 46 |
| **GENDER** |  |  |  |  |  |
| Male | 81 | 86 | 92 | 82 | 83 |
| Female | 296 | 321 | 321 | 328 | 363 |
| Unknown |  | 1 |  |  |  |
| **HEARING STATUS** |  |  |  |  |  |
| Deaf/Hard of hearing | 161 | 183 | 182 | 183 | 187 |
| Hearing | 210 | 223 | 223 | 218 | 249 |
| Unknown | 6 | 2 | 8 | 9 | 10 |
| **ACADEMIC LOAD** |  |  |  |  |  |
| Full-time | 264 | 268 | 291 | 300 | 321 |
| Part-time | 113 | 140 | 122 | 110 | 125 |
| **TOTAL FOR EACH CATEGORY** | **377** | **408** | **413** | **410** | **446** |

### Online and Hybrid Courses Enrollment Trend

|  | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
|---|---|---|---|---|---|
| Online and Hybrid enrollment | 285 | 706 | 1,000 | 1,246 | 1,606 |

### Graduate Degree-seeking Fall 2012

RACE AND ETHNICITY UNKNOWN
10%

INTERNATIONAL/ RESIDENT ALIEN
6%

AMERICAN INDIAN/ ALASKA NATIVE
4%

ASIAN
2%

BLACK/ AFRICAN AMERICAN
8%

HISPANIC OF ANY RACE
8%

NATIVE HAWAIIAN/ OTHER PACIFIC ISLANDER
<1%

TWO OR MORE
1%

WHITE
64%
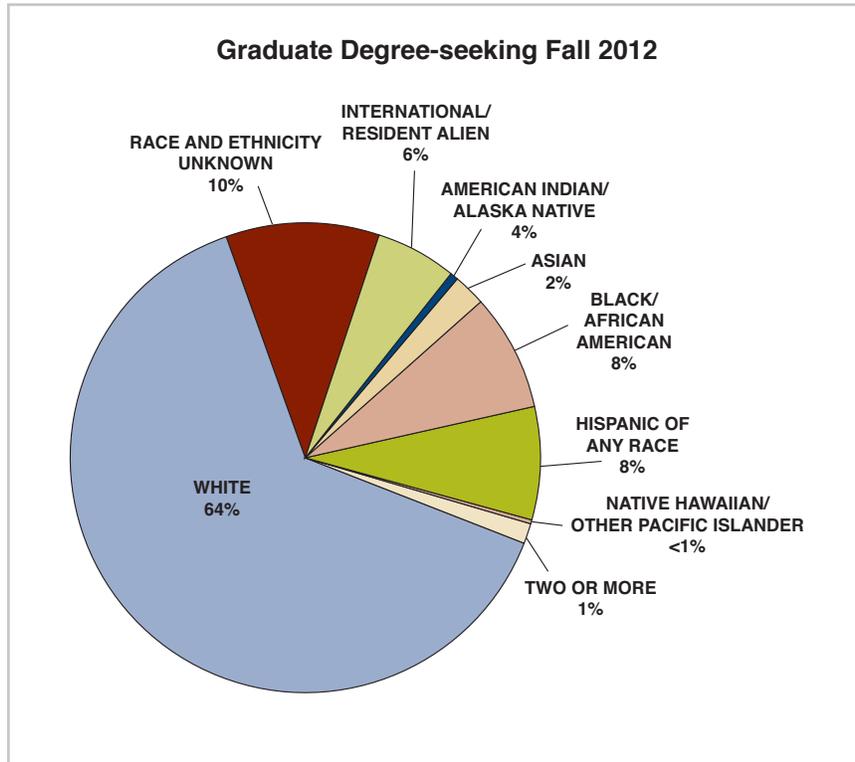
# 1902

Noted author Alice Taylor Terry is an activist for the deaf community.

**Fall 2012 Cochlear Implant Use of Degree-seeking Students**

| | Cochlear Implants | % |
|---|---|---|
| **UNDERGRADUATE** | 105 | 10% |
| Freshmen | 36 | |
| Sophomores | 21 | |
| Juniors | 21 | |
| Seniors | 27 | |
| Second degree | | |
| **GRADUATE** | 9 | 2% |
| **TOTAL** | **114** | **7%** |

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| **UNDERGRADUATE** | 69 | 74 | 102 | 102 | 105 |
| Percentage of undergraduate enrollment | 6% | 7% | 7% | 10% | 10% |
| **GRADUATE** | 3 | 3 | 3 | 3 | 9 |
| Percentage of graduate enrollment | 1% | 1% | 1% | 1% | 2% |
| **TOTAL** | **72** | **77** | **105** | **105** | **114** |
| **PERCENTAGE OF ENROLLMENT** | **5%** | **5%** | **7%** | **7%** | **7%** |

# 1903



Female students strike an amusing pose on the south side of campus. This group can be considered pioneers in the annals of Gallaudet history. Women did not enroll at the College until 1887.

**Fall Degree-seeking Hearing Undergraduate Trend**

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Hearing undergraduate (HUG) | 39 | 38 | 46 | 43 | 47 |
| Percentage of undergraduate enrollment | 4% | 4% | 4% | 4% | 4% |
| Bachelors of Interpretation (BAI) | N/A | 20 | 31 | 38 | 39 |
| **TOTAL HEARING STUDENTS** | **39** | **58** | **77** | **81** | **86** |
| **Percentage of undergraduate enrollment** | **4%** | **5%** | **7%** | **8%** | **8%** |

# 1904



A Gallaudet College education requires five years of study, including an introductory year when students take English, Latin, mathematics and history. Annual tuition is $250.

## Fall 2012 U.S. Degree-seeking Students by State/Territory

| | Undergraduate | Graduate | Total |
|---|---|---|---|
| **Alabama** | 19 | 1 | 20 |
| **Alaska** | 4 | 1 | 5 |
| **Arizona** | 15 | 7 | 22 |
| **Arkansas** | 3 | 1 | 4 |
| **California** | 108 | 32 | 140 |
| **Colorado** | 17 | 8 | 25 |
| **Connecticut** | 6 | 2 | 8 |
| **Delaware** | 4 | | 4 |
| **District of Columbia** | 34 | 39 | 73 |
| **Florida** | 40 | 17 | 57 |
| **Georgia** | 24 | 4 | 28 |
| **Hawaii** | 6 | 1 | 7 |
| **Idaho** | 1 | | 1 |
| **Illinois** | 29 | 14 | 43 |
| **Indiana** | 21 | 1 | 22 |
| **Iowa** | 6 | 1 | 7 |
| **Kansas** | 15 | 1 | 16 |
| **Kentucky** | 9 | 8 | 17 |
| **Louisiana** | 11 | | 11 |
| **Maine** | 6 | 4 | 10 |
| **Maryland** | 137 | 76 | 213 |
| **Massachusetts** | 28 | 5 | 33 |
| **Michigan** | 22 | 12 | 34 |
| **Minnesota** | 24 | 7 | 31 |
| **Mississippi** | 3 | | 3 |

| | Undergraduate | Graduate | Total |
|---|---|---|---|
| **Missouri** | 17 | 6 | 23 |
| **Nebraska** | 6 | 2 | 8 |
| **Nevada** | 3 | | 3 |
| **New Hampshire** | 5 | 2 | 7 |
| **New Jersey** | 39 | 18 | 57 |
| **New Mexico** | 7 | 3 | 10 |
| **New York** | 59 | 35 | 94 |
| **North Carolina** | 22 | 9 | 31 |
| **Ohio** | 33 | 8 | 41 |
| **Oklahoma** | 12 | 1 | 13 |
| **Oregon** | 7 | 3 | 10 |
| **Pennsylvania** | 31 | 9 | 40 |
| **Puerto Rico** | 1 | 1 | 2 |
| **Rhode Island** | 3 | 2 | 5 |
| **South Carolina** | 7 | 2 | 9 |
| **South Dakota** | 1 | | 1 |
| **Tennessee** | 19 | 2 | 21 |
| **Texas** | 61 | 11 | 72 |
| **Utah** | 6 | 9 | 15 |
| **Vermont** | 1 | 1 | 2 |
| **Virginia** | 66 | 38 | 104 |
| **Washington** | 14 | 8 | 22 |
| **West Virginia** | 4 | 1 | 5 |
| **Wisconsin** | 8 | 3 | 11 |
| **Unknown** | 1 | 4 | 5 |
| **TOTAL** | **1,025** | **420** | **1,445** |

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Alabama | 4 | 6 | 7 | 13 | 20 |
| Alaska | 1 | 2 | 4 | 4 | 5 |
| Arizona | 21 | 22 | 23 | 21 | 22 |
| Arkansas | 8 | 9 | 6 | 7 | 4 |
| California | 112 | 124 | 124 | 146 | 140 |
| Colorado | 6 | 14 | 20 | 22 | 25 |
| Connecticut | 12 | 13 | 16 | 14 | 8 |
| Delaware | 4 | 6 | 6 | 6 | 4 |
| District of Columbia | 107 | 100 | 98 | 86 | 73 |
| Florida | 60 | 63 | 71 | 70 | 57 |
| Georgia | 30 | 35 | 31 | 29 | 28 |
| Hawaii | 10 | 9 | 10 | 8 | 7 |
| Idaho | 1 | | | 1 | 1 |
| Illinois | 48 | 53 | 47 | 42 | 43 |
| Indiana | 38 | 39 | 36 | 22 | 22 |
| Iowa | 7 | 7 | 8 | 7 | 7 |
| Kansas | 15 | 17 | 11 | 15 | 16 |
| Kentucky | 9 | 9 | 10 | 13 | 17 |
| Louisiana | 15 | 21 | 16 | 14 | 11 |
| Maine | | 5 | 7 | 7 | 10 |
| Maryland | 153 | 171 | 190 | 188 | 213 |
| Massachusetts | 38 | 37 | 38 | 31 | 33 |
| Michigan | 30 | 38 | 33 | 29 | 34 |
| Minnesota | 36 | 37 | 40 | 36 | 31 |
| Mississippi | 2 | 1 | 2 | 2 | 3 |
| Missouri | 18 | 18 | 20 | 21 | 23 |

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Montana | 2 | 3 | 1 | 1 | |
| Nebraska | 4 | 4 | 5 | 8 | 8 |
| Nevada | 3 | 4 | 4 | 4 | 3 |
| New Hampshire | 2 | 4 | 4 | 6 | 7 |
| New Jersey | 41 | 51 | 49 | 56 | 57 |
| New Mexico | 7 | 10 | 7 | 8 | 10 |
| New York | 79 | 85 | 68 | 80 | 94 |
| North Carolina | 13 | 24 | 26 | 26 | 31 |
| Ohio | 40 | 39 | 29 | 42 | 41 |
| Oklahoma | 1 | 5 | 8 | 11 | 13 |
| Oregon | 15 | 11 | 11 | 8 | 10 |
| Pennsylvania | 51 | 51 | 45 | 39 | 40 |
| Puerto Rico | 1 | 1 | 1 | 2 | 2 |
| Rhode Island | 5 | 3 | 3 | 6 | 5 |
| South Carolina | 7 | 9 | 7 | 9 | 9 |
| South Dakota | 1 | 3 | 1 | | 1 |
| Tennessee | 14 | 10 | 19 | 18 | 21 |
| Texas | 56 | 58 | 81 | 84 | 72 |
| Utah | 7 | 10 | 8 | 8 | 15 |
| Vermont | 2 | 4 | 4 | 5 | 2 |
| Virginia | 70 | 76 | 89 | 86 | 104 |
| Virgin Islands | 1 | 1 | | | |
| Washington | 14 | 17 | 15 | 16 | 22 |
| West Virginia | 3 | 4 | 4 | 8 | 5 |
| Wisconsin | 13 | 20 | 21 | 16 | 11 |
| Unknown | 16 | 14 | 8 | 8 | 5 |
| **TOTAL** | **1,253** | **1,377** | **1,392** | **1,409** | **1,445** |

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Alabama | 4 | 6 | 7 | 13 | 19 |
| Alaska | 1 | 2 | 3 | 3 | 4 |
| Arizona | 16 | 16 | 15 | 16 | 15 |
| Arkansas | 7 | 8 | 5 | 6 | 3 |
| California | 79 | 94 | 87 | 109 | 108 |
| Colorado | 3 | 12 | 15 | 17 | 17 |
| Connecticut | 11 | 9 | 9 | 9 | 6 |
| Delaware | 4 | 5 | 4 | 5 | 4 |
| District of Columbia | 61 | 46 | 42 | 45 | 34 |
| Florida | 49 | 54 | 60 | 53 | 40 |
| Georgia | 24 | 29 | 24 | 23 | 24 |
| Hawaii | 10 | 9 | 10 | 8 | 6 |
| Idaho | 1 | | | 1 | 1 |
| Illinois | 40 | 44 | 37 | 29 | 29 |
| Indiana | 33 | 36 | 33 | 20 | 21 |
| Iowa | 5 | 2 | 3 | 5 | 6 |
| Kansas | 14 | 15 | 10 | 13 | 15 |
| Kentucky | 8 | 7 | 7 | 10 | 9 |
| Louisiana | 13 | 16 | 13 | 12 | 11 |
| Maine | | 5 | 6 | 6 | 6 |
| Maryland | 94 | 105 | 127 | 130 | 137 |
| Massachusetts | 23 | 25 | 30 | 23 | 28 |
| Michigan | 24 | 29 | 28 | 20 | 22 |
| Minnesota | 27 | 30 | 30 | 26 | 24 |
| Mississippi | 2 | 1 | 2 | 2 | 3 |
| Missouri | 15 | 16 | 16 | 15 | 17 |

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Montana | 1 | 1 | 1 | 1 | |
| Nebraska | 3 | 2 | 3 | 6 | 6 |
| Nevada | 1 | 2 | 3 | 3 | 3 |
| New Hampshire | 2 | 3 | 4 | 4 | 5 |
| New Jersey | 35 | 43 | 39 | 36 | 39 |
| New Mexico | 5 | 7 | 6 | 6 | 7 |
| New York | 51 | 60 | 51 | 55 | 59 |
| North Carolina | 9 | 17 | 19 | 18 | 22 |
| Ohio | 29 | 30 | 23 | 34 | 33 |
| Oklahoma | 1 | 5 | 8 | 10 | 12 |
| Oregon | 13 | 10 | 10 | 5 | 7 |
| Pennsylvania | 37 | 36 | 32 | 25 | 31 |
| Puerto Rico | | | 1 | 1 | 1 |
| Rhode Island | 5 | 3 | 2 | 3 | 3 |
| South Carolina | 7 | 9 | 7 | 7 | 7 |
| South Dakota | 1 | 1 | | | 1 |
| Tennessee | 11 | 9 | 17 | 17 | 19 |
| Texas | 47 | 51 | 66 | 70 | 61 |
| Utah | 3 | 4 | 4 | 8 | 6 |
| Vermont | 2 | 3 | 2 | 2 | 1 |
| Virginia | 42 | 42 | 52 | 56 | 66 |
| Virgin Islands | 10 | 12 | 12 | 13 | 14 |
| Washington | 2 | 4 | 4 | 7 | 4 |
| West Virginia | 8 | 15 | 13 | 13 | 8 |
| Wisconsin | 13 | 8 | 15 | 13 | 13 |
| Unknown | 10 | 9 | 5 | 4 | 1 |
| **TOTAL** | **903** | **1,059** | **1,007** | **1,023** | **1,025** |

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Alabama | | | | | 1 |
| Alaska | | | 1 | 1 | 1 |
| Arizona | 5 | 6 | 8 | 5 | 7 |
| Arkansas | 1 | 1 | 1 | 1 | 1 |
| California | 33 | 30 | 37 | 37 | 32 |
| Colorado | 3 | 2 | 5 | 5 | 8 |
| Connecticut | 1 | 4 | 7 | 5 | 2 |
| Delaware | | 1 | 2 | 1 | |
| District of Columbia | 46 | 54 | 56 | 41 | 39 |
| Florida | 11 | 9 | 11 | 17 | 17 |
| Georgia | 6 | 6 | 7 | 6 | 4 |
| Hawaii | | | | | 1 |
| Illinois | 8 | 9 | 10 | 13 | 14 |
| Indiana | 5 | 3 | 3 | 2 | 1 |
| Iowa | 2 | 5 | 5 | 2 | 1 |
| Kansas | 1 | 2 | 1 | 2 | 1 |
| Kentucky | 1 | 2 | 3 | 3 | 8 |
| Louisiana | 2 | 5 | 3 | 2 | |
| Maine | | | 1 | 1 | 4 |
| Maryland | 59 | 66 | 63 | 58 | 76 |
| Massachusetts | 15 | 12 | 8 | 8 | 5 |
| Michigan | 6 | 9 | 5 | 9 | 12 |
| Minnesota | 9 | 7 | 10 | 10 | 7 |
| Missouri | 3 | 2 | 4 | 6 | 6 |
| Montana | 1 | 2 | | | |

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Nebraska | 1 | 2 | 2 | 2 | 2 |
| Nevada | 2 | 2 | 1 | 1 | |
| New Hampshire | | 1 | | 2 | 2 |
| New Jersey | 6 | 8 | 10 | 20 | 18 |
| New Mexico | 2 | 3 | 1 | 2 | 3 |
| New York | 28 | 25 | 17 | 25 | 35 |
| North Carolina | 4 | 7 | 7 | 8 | 9 |
| Ohio | 11 | 9 | 6 | 8 | 8 |
| Oklahoma | | | | 1 | 1 |
| Oregon | 2 | 1 | 1 | 3 | 3 |
| Pennsylvania | 14 | 15 | 13 | 14 | 9 |
| Puerto Rico | 1 | 1 | | 1 | 1 |
| Rhode Island | | | 1 | 3 | 2 |
| South Carolina | | | | 2 | 2 |
| South Dakota | | 2 | 1 | | |
| Tennessee | 3 | 1 | 2 | 1 | 2 |
| Texas | 9 | 7 | 15 | 14 | 11 |
| Utah | 4 | 6 | 4 | | 9 |
| Vermont | | 1 | 2 | 3 | 1 |
| Virginia | 28 | 34 | 37 | 30 | 38 |
| Virgin Islands | 1 | 1 | | | |
| Washington | 4 | 5 | 3 | 3 | 8 |
| West Virginia | 1 | | | 1 | 1 |
| Wisconsin | 5 | 5 | 8 | 3 | 3 |
| Unknown | 6 | 5 | 3 | 4 | 4 |
| **TOTAL** | **350** | **378** | **385** | **386** | **420** |

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Alabama | 201 | Maine | 109 | Oregon | 212 |
| Alaska | 29 | Maryland | 1,531 | Pennsylvania | 1,044 |
| Arizona | 274 | Massachusetts | 520 | Puerto Rico | 29 |
| Arkansas | 176 | Michigan | 437 | Rhode Island | 78 |
| California | 1,665 | Minnesota | 575 | South Carolina | 192 |
| Colorado | 246 | Mississippi | 81 | South Dakota | 133 |
| Connecticut | 380 | Missouri | 390 | Tennessee | 225 |
| Delaware | 79 | Montana | 81 | Texas | 820 |
| District of Columbia | 451 | Nebraska | 202 | Utah | 114 |
| Florida | 690 | Nevada | 36 | Vermont | 58 |
| Georgia | 342 | New Hampshire | 88 | Virginia | 901 |
| Guam | 6 | New Jersey | 582 | Virgin Islands | 6 |
| Hawaii | 91 | New Mexico | 132 | Washington | 410 |
| Idaho | 83 | New York | 1,497 | West Virginia | 154 |
| Illinois | 979 | North Carolina | 480 | Wisconsin | 446 |
| Indiana | 485 | North Dakota | 110 | Wyoming | 23 |
| Iowa | 308 | Ohio | 692 | **TOTAL** | **19,778** |
| Kansas | 299 | Oklahoma | 115 | | |
| Kentucky | 245 | | | | |
| Louisiana | 246 | | | | |

[1]Includes enrollment through summer 2013.

# 1905



Deaf African American students are transferred from the Kendall School to the Maryland School for Colored Deaf-Mutes in Overlea, Md.

**Fall 2012 International Undergraduate Degree-seeking Enrollment by Country**

|  | Undergraduate | Graduate | Total |
|---|---|---|---|
| Bahamas | 1 |  | 1 |
| Belgium | 1 |  | 1 |
| Botswana | 5 |  | 5 |
| Canada | 32 | 5 | 37 |
| China | 4 |  | 4 |
| Fiji | 1 |  | 1 |
| France | 1 |  | 1 |
| India | 3 |  | 3 |
| Italy | 1 |  | 1 |
| Japan | 1 | 3 | 4 |
| Kenya |  | 1 | 1 |
| Korea, Republic of |  | 1 | 1 |
| Kuwait |  | 1 | 1 |
| Malaysia |  | 2 | 2 |
| Mali | 1 |  | 1 |
| Mongolia |  | 1 | 1 |
| Morocco |  | 1 | 1 |
| Nepal | 1 |  | 1 |
| Netherlands | 1 |  | 1 |
| Nigeria | 5 | 1 | 6 |
| Paraguay | 1 |  | 1 |
| Peru | 2 |  | 2 |
| Philippines |  | 1 | 1 |
| Saudi Arabia | 3 | 1 | 4 |
| Spain |  | 1 | 1 |
| Sri Lanka | 1 |  | 1 |
| Sweden | 4 |  | 4 |
| Thailand |  | 2 | 2 |
| Unknown | 3 | 5 | 8 |
| **TOTAL** | **72** | **26** | **98** |

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

| | 2008 | 2009 | 2010 | 2011 | 2012 | | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Argentina | 1 | 1 | 1 | 1 | | Lebanon | 1 | | | | |
| Bahamas | | | | 1 | 1 | Malaysia | | 1 | 1 | | |
| Bangladesh | 1 | | | | | Mali | | | | 1 | 1 |
| Belgium | | 1 | 1 | 1 | 1 | Nepal | | | | 1 | 1 |
| Botswana | 1 | 1 | 1 | 1 | 5 | Netherlands | | | 1 | 1 | 1 |
| Brazil | | 1 | 1 | 1 | | Nigeria | 2 | 1 | 2 | 2 | 5 |
| Burkina Faso | | 1 | 1 | | | Norway | 1 | | | | |
| Canada | 26 | 23 | 21 | 22 | 32 | Paraguay | 1 | 1 | | | 1 |
| Chad | 1 | | | | | Peru | 1 | | 1 | 1 | 2 |
| China | 4 | 2 | 3 | 2 | 4 | Philippines | 1 | | | | |
| Denmark | | | 1 | 1 | | Portugal | 1 | | | | |
| Fiji | | | 1 | 1 | 1 | Saudi Arabia | 3 | 1 | 3 | 2 | 3 |
| France | | 1 | 1 | 1 | 1 | Singapore | 1 | | | | |
| Gabon | 2 | 2 | | | | Slovenia | 1 | 1 | 1 | 1 | |
| Ghana | 1 | | | | | Sri Lanka | | | | 1 | 1 |
| Hungary | 1 | | | | | Sweden | 1 | | | | 4 |
| India | 1 | 1 | 1 | 4 | 3 | Switzerland | 2 | 2 | 2 | | |
| Italy | | | | 1 | 1 | Taiwan, Republic of China | 1 | 1 | | | |
| Japan | 2 | 3 | 2 | 1 | 1 | Unknown | | 9 | 9 | 7 | 3 |
| Kenya | 1 | 1 | 1 | | | **TOTAL** | **61** | **56** | **57** | **55** | **72** |
| Korea, Republic of | 2 | 1 | 1 | | | | | | | | |

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Argentina | | 1 | 1 | | |
| Canada | 9 | 8 | 4 | 3 | 5 |
| China | | 1 | 1 | 1 | |
| Congo | 1 | | | | |
| Hong Kong | | 1 | 1 | | |
| Jamaica | 2 | 1 | | | |
| Japan | 4 | 3 | 2 | 3 | 3 |
| Kenya | 1 | | | 1 | 1 |
| Korea, Republic of | 1 | 1 | 1 | 1 | 1 |
| Kuwait | | 1 | | | 1 |
| Malaysia | | | | 1 | 2 |
| Mexico | | 1 | 1 | | |
| Mongolia | | | 1 | 1 | 1 |
| Morocco | | | | | 1 |
| Nigeria | 4 | | 1 | 1 | 1 |
| Philippines | 1 | | | | 1 |
| Saudi Arabia | 1 | 1 | | 1 | 1 |
| Spain | | | | 1 | 1 |
| Thailand | | | 1 | 1 | 2 |
| United Kingdom | 1 | 1 | | | |
| Unknown | 2 | 10 | 14 | 9 | 5 |
| **TOTAL** | **27** | **30** | **28** | **24** | **26** |

# 1906



U.S. President Theodore Roosevelt gives the commencement address. However, there is a wrinkle in the ceremony: Roosevelt is delayed. Dr. Edward Miner Gallaudet postpones the procession as long as he feels it is prudent, and as commencement exercises are about to begin, Roosevelt arrives at the front gate, accompanied by a flurry of excitement. Roosevelt comments that the crowd greets him with a "football cheer," adding, "I already knew of your prowess both on the gridiron and on the (baseball) diamond…"

## Cumulative International Enrollment since 1864[1]

| | | | | | | | | |
|---|---|---|---|---|---|---|---|
| Argentina | 4 | El Salvador | 2 | Jordan | 4 | Sierra Leone | 2 |
| Australia | 19 | Eritrea | 1 | Kenya | 9 | Singapore | 20 |
| Austria | 2 | Ethiopia | 5 | Korea, Republic of | 19 | Slovakia | 2 |
| Bahamas | 4 | Fiji | 1 | Kuwait | 2 | Slovenia | 1 |
| Bangladesh | 1 | Finland | 7 | Lebanon | 3 | South Africa | 19 |
| Barbados | 2 | France | 10 | Liberia | 1 | Spain | 8 |
| Belgium | 13 | Gabon | 2 | Malaysia | 19 | Sri Lanka | 6 |
| Benin | 1 | Germany | 17 | Mali | 1 | Sweden | 43 |
| Bermuda | 1 | Ghana | 18 | Mexico | 8 | Switzerland | 5 |
| Bolivia | 1 | Greece | 5 | Mongolia | 2 | Taiwan, Republic of China | 18 |
| Botswana | 9 | Guatemala | 3 | Nepal | 1 | Tanzania | 1 |
| Brazil | 20 | Guyana | 2 | Netherlands | 14 | Thailand | 10 |
| Bulgaria | 1 | Haiti | 1 | New Zealand | 4 | Trinidad and Tobago | 3 |
| Burkina Faso | 1 | Honduras | 1 | Nigeria | 68 | Turkey | 1 |
| Cameroon | 5 | Hong Kong | 1 | Norway | 15 | Uganda | 4 |
| Canada | 840 | Hungary | 2 | Pakistan | 3 | United Arab Emirates | 8 |
| Chile | 3 | Iceland | 4 | Paraguay | 2 | United Kingdom | 21 |
| China | 62 | India | 62 | Peru | 3 | Uzbekistan | 1 |
| Colombia | 2 | Indonesia | 3 | Philippines | 20 | Venezuela | 3 |
| Costa Rica | 6 | Iran | 2 | Poland | 1 | Vietnam | 1 |
| Cote D'Ivoire | 1 | Ireland | 15 | Portugal | 1 | Yugoslavia | 1 |
| Croatia | 2 | Israel | 16 | Russian | 2 | Zambia | 2 |
| Cyprus | 1 | Italy | 11 | Rwanda | 1 | Zimbabwe | 1 |
| Czech Republic | 1 | Jamaica | 6 | Samoa | 1 | **TOTAL** | **1,660** |
| Denmark | 10 | Japan | 54 | Saudi Arabia | 12 | **COUNTRIES** | **98** |

[1]Includes enrollment through summer 2013.

**Fall 2012 New Undergraduate Degree-seeking by Applied, Admitted, and Enrolled**

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **RACE/ETHNICITY** | | | |
| International/Resident Alien | 53 | 32 | 23 |
| American Indian/Alaska Native | 6 | 3 | 1 |
| Asian | 24 | 12 | 9 |
| Black/African American | 128 | 57 | 34 |
| Hispanic of any race | 111 | 66 | 45 |
| Native Hawaiian/Other Pacific Islander | 3 | 1 | 1 |
| Two or more | 23 | 16 | 12 |
| White | 344 | 241 | 172 |
| Race and ethnicity unknown | 35 | 6 | 1 |
| **GENDER** | | | |
| Male | 295 | 184 | 130 |
| Female | 432 | 250 | 168 |
| **HEARING STATUS** | | | |
| Deaf/Hard of hearing | 593 | 388 | 264 |
| Hearing | 134 | 46 | 34 |
| **APPLICATION TYPE** | | | |
| First-time Freshmen | 509 | 313 | 213 |
| Transfers | 210 | 114 | 82 |
| Second Degree | 8 | 7 | 3 |
| **TOTAL FOR EACH CATEGORY** | **727** | **434** | **298** |

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Applied | 492 | 562 | 670 | 630 | 727 |
| Admitted | 309 | 384 | 385 | 411 | 434 |
| Enrolled | 230 | 300 | 291 | 302 | 298 |
| **ENROLLMENT YIELD** | **74%** | **78%** | **76%** | **73%** | **69%** |

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Resident Alien | 11 | 16 | 15 | 7 | 23 |
| American Indian/Alaska Native | 3 | 1 | | | 1 |
| Asian | 10 | 12 | 13 | 14 | 9 |
| Black/African American | 32 | 39 | 34 | 41 | 34 |
| Hispanic of any race | 15 | 26 | 37 | 34 | 45 |
| Native Hawaiian/Other Pacific Islander | | | 1 | | 1 |
| Two or more | | | 7 | 21 | 12 |
| White | 156 | 200 | 183 | 180 | 172 |
| Race and ethnicity unknown | 3 | 6 | 1 | 5 | 1 |
| **GENDER** | | | | | |
| Male | 99 | 132 | 136 | 161 | 130 |
| Female | 131 | 168 | 155 | 141 | 168 |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 215 | 265 | 263 | 273 | 264 |
| Hearing | 15 | 35 | 28 | 29 | 34 |
| **APPLICATION TYPE** | | | | | |
| First-time Freshmen | 181 | 211 | 198 | 201 | 213 |
| Transfers | 47 | 88 | 89 | 99 | 82 |
| Second Degree | 2 | 1 | 4 | 2 | 3 |
| **TOTAL FOR EACH CATEGORY** | **230** | **300** | **291** | **302** | **298** |

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

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| English | 15.8 | 16.6 | 17.1 | 17.6 | 17.2 |
| Math | 17.4 | 18.1 | 18.0 | 17.9 | 18.0 |
| Reading | 18.8 | 19.2 | 19.5 | 19.8 | 19.7 |
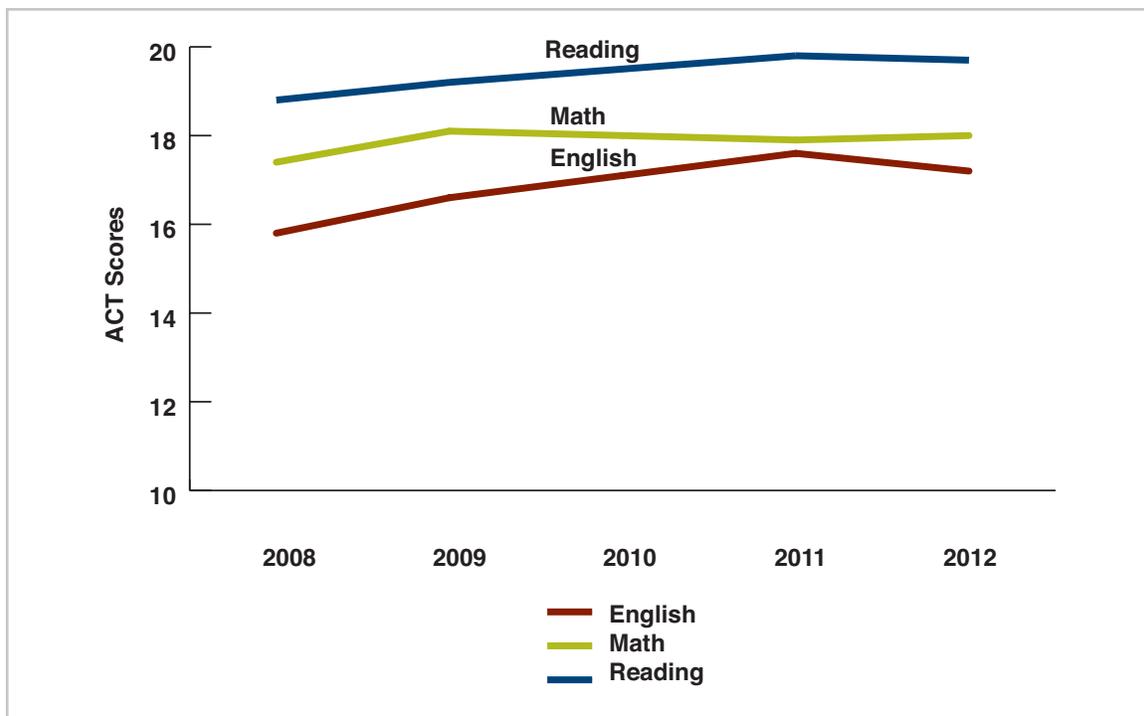


## Fall New Degree-seeking Hearing Undergraduate Trend

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Hearing undergraduate (HUG) | 15 | 15 | 15 | 13 | 17 |
| Percentage of new undergraduate enrollment | 7% | 5% | 5% | 4% | 6% |
| Bachelors of Interpretation (BAI) | N/A | 20 | 13 | 16 | 17 |
| **TOTAL HEARING STUDENTS** | 15 | 35 | 28 | 29 | 34 |
| **Percentage of new undergraduate enrollment** | 7% | 12% | 10% | 10% | 11% |

**Fall 2012 New-to-Program Degree-seeking Graduate Students by Applied, Admitted, and Enrolled**

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **CERTIFICATES** | | | |
| ASL/Deaf Studies | 3 | 1 | 1 |
| Deaf and Hard of Hearing Infants, Toddlers, and Families | 18 | 15 | 10 |
| Deaf Students with Disabilities | 5 | 3 | 2 |
| **MASTERS** | | | |
| Administration | 1 | 1 | 1 |
| Counseling: Mental Health | 31 | 10 | 6 |
| Counseling: School | 11 | 4 | 4 |
| Deaf Education: Advanced Studies | 5 | 1 | 1 |
| Deaf Education: Special Programs | 5 | 2 | 0 |
| Deaf Studies | 24 | 16 | 11 |
| Education | 46 | 24 | 13 |
| International Development | 13 | 7 | 6 |
| Interpretation | 48 | 27 | 21 |
| Linguistics | 25 | 18 | 11 |
| Public Administration | 21 | 18 | 14 |
| Social Work | 45 | 38 | 26 |

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| Sign Language Teaching | 73 | 37 | 30 |
| Speech-Language Pathology | 141 | 35 | 15 |
| **SPECIALISTS** | | | |
| Deaf Education | 2 | 1 | 1 |
| School Psychology | 15 | 10 | 8 |
| **DOCTORATES** | | | |
| Audiology | 62 | 23 | 12 |
| Clinical Psychology | 39 | 10 | 7 |
| Critical Studies in the Education of Deaf Learners | 18 | 8 | 8 |
| Hearing, Speech, and Language Sciences | 9 | 7 | 5 |
| Interpretation | 15 | 12 | 10 |
| Linguistics | 6 | 4 | 2 |
| **TOTAL PROGRAM ENROLLMENT[1]** | **681** | **332** | **225** |
| **HEADCOUNT** | **644** | **326** | **224** |

[1]Dual program enrollments are included.

**Fall 2012 New-to-Graduate Career Degree-seeking Diversity by Applied, Admitted, and Enrolled**

| | Applied | Admitted | Enrolled |
|---|---|---|---|
| **RACE/ETHNICITY** | | | |
| International/Resident Alien | 32 | 13 | 7 |
| American Indian/Alaska Native | 2 | 1 | 1 |
| Asian | 17 | 4 | 3 |
| Black/African American | 46 | 19 | 17 |
| Hispanic of any race | 65 | 22 | 14 |
| Native Hawaiian/Other Pacific Islander | | | |
| Two or more | 11 | 7 | 1 |
| White | 291 | 174 | 121 |
| Race and ethnicity unknown | 131 | 47 | 26 |
| **GENDER** | | | |
| Male | 112 | 57 | 46 |
| Female | 482 | 229 | 144 |
| Unknown | 1 | 1 | |
| **HEARING STATUS** | | | |
| Deaf/Hard of hearing | 196 | 124 | 88 |
| Hearing | 382 | 158 | 99 |
| Unknown | 17 | 5 | 3 |
| **TOTAL FOR EACH CATEGORY** | **595** | **287** | **190** |

# 1907



The number of graduates from the young college begins to reach a sizable number, as evidenced by this alumni reunion.

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

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Applied | 402 | 385 | 442 | 498 | 595 |
| Admitted | 228 | 205 | 230 | 225 | 287 |
| Enrolled | 140 | 142 | 145 | 168 | 190 |
| **ENROLLMENT YIELD** | **61%** | **69%** | **63%** | **75%** | **66%** |

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

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** |  |  |  |  |  |
| International/Resident Alien | 11 | 8 | 5 | 10 | 7 |
| American Indian/Alaska Native | 2 | 1 | 1 |  | 1 |
| Asian | 6 | 4 | 4 | 5 | 3 |
| Black/African American | 19 | 14 | 7 | 10 | 17 |
| Hispanic of any race | 9 | 4 | 12 | 9 | 14 |
| Native Hawaiian/Other Pacific Islander |  |  |  |  |  |
| Two or more |  |  | 1 | 6 | 1 |
| White | 82 | 108 | 105 | 110 | 121 |
| Race and ethnicity unknown | 11 | 3 | 10 | 18 | 26 |
| **GENDER** |  |  |  |  |  |
| Male | 30 | 30 | 34 | 29 | 46 |
| Female | 110 | 111 | 111 | 139 | 144 |
| Unknown |  | 1 |  |  |  |
| **HEARING STATUS** |  |  |  |  |  |
| Deaf/Hard of hearing | 60 | 69 | 56 | 82 | 88 |
| Hearing | 77 | 72 | 82 | 83 | 99 |
| Unknown | 3 | 1 | 7 | 3 | 3 |
| **TOTAL FOR EACH CATEGORY** | **140** | **142** | **145** | **168** | **190** |

# II. Recruitment of a Diverse Student Body

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

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

**Percent New U.S. Degree-seeking Undergraduates from Traditionally Underrepresented Groups (TUG[1]), Fall 2009-Fall 2013**

|  | **2009** | **2010** | **2011** | **2012** | **2013** |
|---|---|---|---|---|---|
| % New TUG Enrollment | 27% | 33% | 37% | 37% | 35% |

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

In an effort to recruit academically talented students from diverse backgrounds, the financial aid structure was redesigned several years ago to recognize talents and abilities across a number of dimensions. Of 47 scholarships awarded, eight (17%) were awarded to students in these groups.

**Fall 2013 Scholarships Awarded by Race/Ethnicity**

|  | President's Honors Distinction | Provost's Excellence | Provost's Honors Distinction | Dean's Prestige | Leadership | Achieve-ment | TOTAL |
|---|---|---|---|---|---|---|---|
| American Indian/Alaska Native |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |
| Black/African American |  | 1 | 2 |  |  |  | 3 |
| Hispanic of any race |  |  | 1 | 3 |  | 1 | 5 |
| Native Hawaiian/Other Pacific Islander |  |  |  |  |  |  |  |
| Two or More |  |  |  |  |  |  |  |
| **TOTAL TUG**[1] |  | 1 | 3 | 3 |  | 1 | 8 |
| White | 13 | 6 | 7 | 13 |  |  | 39 |
| **TOTAL AWARDS** | 13 | 7 | 10 | 16 |  | 1 | 47 |
| **PERCENTAGE TUG**[1] | 0% | 14% | 30% | 19% | N/A | 100% | 17% |

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

Recruitment efforts for cultivating a diverse student body continue to focus on financial aid, scholarships, and special programs. In addition, recruitment activities target states with the highest concentration of students of color: Alabama, Arizona, California, Colorado, Delaware, Florida, Georgia, Louisiana, Maryland, Nevada, New Mexico, North Carolina, and South Carolina. Specific efforts also include attendance at conferences such as the National Black Deaf Advocates Conference, the Sacred Circle Conference, and the People of Color Conference.

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

### Recruitment Visits by Location Trend

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| Schools for the Deaf | 63 | 58 | 52 | 57 | 51 |
| Mainstream/Public schools | 165 | 250 | 323 | 259 | 82[1] |
| Postsecondary programs | 30 | 35 | 39 | 52 | 16 |
| Conventions/Conferences/Fairs | 23 | 21 | 35 | 29 | 30 |
| High School/Vocational Rehabilitation Counselor meetings | 4 | 1 | 12 | 7 | 7 |
| Parent events | 5 | 10 | 5 | 4 | 6 |
| Athletic events | 5 | 8 | 5 | 8 | 2 |
| Open Houses | 4 | 4 | 5 | 7 | 8 |
| Camps | 7 | 2 | 9 | 2 | 7 |
| How to Apply Webinar |  |  |  |  | 4 |
| Home Visits |  |  |  | 21 |  |
| **TOTAL** | **306** | **389** | **485** | **446** | **213** |

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

# Strategic Plan Goal B: Persistence and Graduation

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

# I. Persistence and Graduation Data

**Undergraduate Degree-seeking Fall 2012 to Fall 2013 Attrition/Persistence by Diversity**

| | Fall 2012 Enrollment | Graduated | Academically Dismissed | Withdrew | Returned Fall 2013 |
|---|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | | |
| International/Resident Alien | 72 | 9 | 2 | 9 | 52 |
| American Indian/Alaska Native | 3 | | | 1 | 2 |
| Asian | 43 | 9 | | 7 | 27 |
| Black/African American | 125 | 18 | 8 | 22 | 77 |
| Hispanic of any race | 144 | 24 | 3 | 22 | 95 |
| Native Hawaiian/Other Pacific Islander | 2 | | | 1 | 1 |
| Two or more | 29 | 5 | 1 | 7 | 16 |
| White | 676 | 135 | 22 | 96 | 423 |
| Race and ethnicity unknown | 3 | | | 1 | 2 |
| **GENDER** | | | | | |
| Male | 509 | 78 | 22 | 78 | 331 |
| Female | 588 | 122 | 14 | 88 | 364 |
| **HEARING STATUS** | | | | | |
| Deaf/Hard of hearing | 1,011 | 181 | 35 | 153 | 642 |
| Hearing | 86 | 19 | 1 | 13 | 53 |
| Hearing Undergraduate (HUG) | 47 | 12 | | 10 | 25 |
| Non-HUG | 39 | 7 | 1 | 3 | 28 |
| **CLASS** | | | | | |
| Freshmen | 330 | | 27 | 73 | 230 |
| Sophomores | 227 | 1 | 7 | 34 | 185 |
| Juniors | 230 | 16 | 1 | 25 | 188 |
| Seniors | 293 | 178 | 1 | 31 | 83 |
| Second Degree | 17 | 5 | | 3 | 9 |
| **ACADEMIC LOAD** | | | | | |
| Full-time | 1,045 | 179 | 36 | 146 | 684 |
| Part-time | 52 | 21 | | 20 | 11 |
| **TOTAL FOR EACH CATEGORY** | **1,097** | **200** | **36** | **166** | **695** |

### Graduate Degree-seeking Fall 2012 to Fall 2013
### Attrition/Persistence by Diversity

| | Fall 2012 Enrollment | Graduated | Withdrew | Returned Fall 2013 |
|---|---|---|---|---|
| **RACE/ETHNICITY** | | | | |
| International/Resident Alien | 26 | 12 | 1 | 13 |
| American Indian/Alaska Native | 2 | | | 2 |
| Asian | 10 | 6 | 1 | 3 |
| Black/African American | 36 | 8 | 8 | 20 |
| Hispanic of any race | 35 | 11 | 1 | 23 |
| Native Hawaiian/Other Pacific Islander | 1 | | | 1 |
| Two or more | 6 | 2 | 2 | 2 |
| White | 284 | 109 | 27 | 148 |
| Race and ethnicity unknown | 46 | 11 | 3 | 32 |
| **GENDER** | | | | |
| Male | 83 | 21 | 10 | 52 |
| Female | 363 | 138 | 33 | 192 |
| **HEARING STATUS** | | | | |
| Deaf/Hard of hearing | 187 | 66 | 23 | 98 |
| Hearing | 249 | 87 | 20 | 142 |
| Unknown | 10 | 6 | | 4 |
| **DEGREE** | | | | |
| Certificates | 6 | 4 | 1 | 1 |
| Masters | 276 | 104 | 30 | 142 |
| Specialists | 15 | 10 | 2 | 3 |
| Doctorates | 149 | 41 | 10 | 98 |
| **ACADEMIC LOAD** | | | | |
| Full-time | 321 | 101 | 26 | 194 |
| Part-time | 125 | 58 | 17 | 50 |
| **TOTAL FOR EACH CATEGORY** | **446** | **159** | **43** | **244** |

### Persistence of First-time Freshmen by Diversity

| Group in the Cohort | Cohort 2008 | Cohort 2009 | Cohort 2010 | Cohort 2011 | Cohort 2012 |
|---|---|---|---|---|---|
| **# IN COHORT** | **181** | **211** | **198** | **200** | **212** |
| Male | 83 | 99 | 91 | 115 | 91 |
| Female | 98 | 112 | 107 | 86 | 121 |
| TUG[1] | 49 | 57 | 66 | 76 | 70 |
| White | 120 | 140 | 120 | 116 | 122 |
| Deaf/Hard of Hearing | 177 | 206 | 193 | 195 | 205 |
| Hearing | 4 | 5 | 5 | 5 | 7 |
| Hearing Undergraduate (HUG) | 4 | 2 | 5 | 3 | 3 |
| Non-HUG | N/A | 3 | | 2 | 4 |
| **% RETAINED TO YEAR 2** | **75%** | **73%** | **70%** | **77%** | **69%** |
| Male | 71% | 69% | 67% | 72% | 67% |
| Female | 79% | 77% | 72% | 84% | 70% |
| TUG[1] | 76% | 61% | 70% | 72% | 67% |
| White | 76% | 79% | 67% | 81% | 68% |
| Deaf/Hard of Hearing | 75% | 74% | 71% | 77% | 69% |
| Hearing | 100% | 40% | 20% | 80% | 71% |
| Hearing Undergraduate (HUG) | 100% | 20% | 20% | 67% | 67% |
| Non-HUG | N/A | 33% | N/A | 100% | 75% |
| **% RETAINED TO YEAR 3** | **65%** | **63%** | **57%** | **64%** | |
| Male | 64% | 58% | 54% | 61% | |
| Female | 65% | 68% | 59% | 69% | |
| TUG[1] | 59% | 51% | 48% | 59% | |
| White | 68% | 67% | 58% | 67% | |
| Deaf/Hard of Hearing | 64% | 64% | 58% | 64% | |
| Hearing | 75% | 40% | 20% | 60% | |
| Hearing Undergraduate (HUG) | 75% | 20% | 20% | 67% | |
| Non-HUG | N/A | 33% | N/A | 50% | |

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

## Goal B: Persistence and Graduation

| Group in the Cohort | Cohort 2008 | Cohort 2009 | Cohort 2010 | Cohort 2011 | Cohort 2012 |
|---|---|---|---|---|---|
| **% RETAINED TO YEAR 4** | **59%** | **55%** | **50%** | | |
| Male | 58% | 48% | 45% | | |
| Female | 60% | 60% | 54% | | |
| TUG[1] | 53% | 42% | 42% | | |
| White | 62% | 59% | 53% | | |
| Deaf/Hard of Hearing | 59% | 55% | 51% | | |
| Hearing | 75% | 40% | 0% | | |
| Hearing Undergraduate (HUG) | 75% | 20% | 0% | | |
| Non-HUG | N/A | 33% | N/A | | |
| **% RETAINED TO YEAR 5** | **37%** | **28%** | | | |
| Male | 42% | 32% | | | |
| Female | 33% | 25% | | | |
| TUG[1] | 37% | 23% | | | |
| White | 38% | 31% | | | |
| Deaf/Hard of Hearing | 36% | 28% | | | |
| Hearing | 75% | 20% | | | |
| Hearing Undergraduate (HUG) | 75% | 50% | | | |
| Non-HUG | N/A | 0% | | | |
| **% RETAINED TO YEAR 6** | **13%** | | | | |
| Male | 14% | | | | |
| Female | 12% | | | | |
| TUG[1] | 14% | | | | |
| White | 13% | | | | |
| Deaf/Hard of Hearing | 13% | | | | |
| Hearing | 25% | | | | |
| Hearing Undergraduate (HUG) | 25% | | | | |
| Non-HUG | N/A | | | | |

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

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

| Cohort | Overall | Traditionally Under-represented Groups |
|---|---|---|
| 2008 | 75% | 76% |
| 2009 | 73% | 61% |
| 2010 | 70% | 70% |
| 2011 | 77% | 72% |
| 2012 | 69% | 67% |

Legend: ▢ Overall  ▢ Traditionally Under-represented Groups
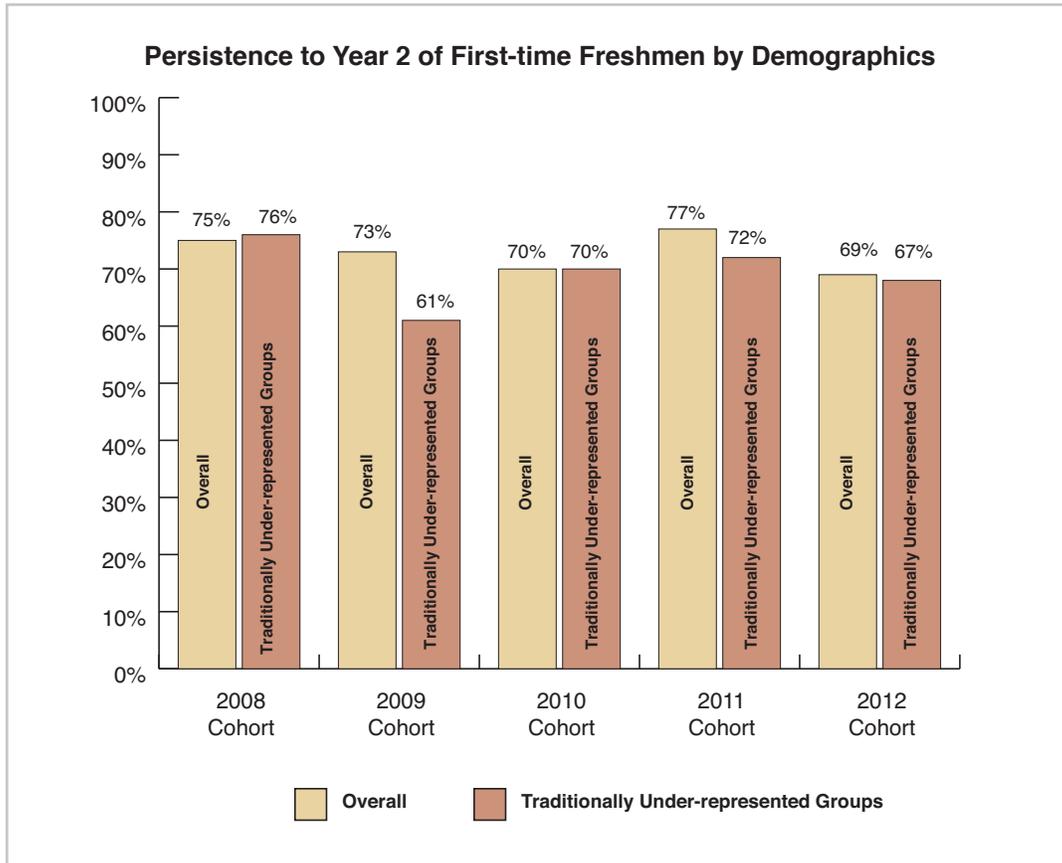
# 1908

*The Buff and Blue* is one of the oldest college student publications still in operation. The name comes from the Gallaudet College colors.

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

| Group in the Cohort | Cohort 2005 | | Cohort 2006 | | Cohort 2007 | | Cohort 2008 | | Cohort 2009 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| **GENDER** | | | | | | | | | | |
| Male | 129 | 5% | 113 | 4% | 79 | 11% | 83 | 11% | 99 | 13% |
| Female | 151 | 14% | 96 | 10% | 97 | 19% | 98 | 20% | 112 | 34% |
| **RACE/ETHNICITY** | | | | | | | | | | |
| International/Resident Alien | 20 | 15% | 12 | 0% | 6 | 17% | 9 | 22% | 12 | 50% |
| Male | 7 | 29% | 6 | 0% | 4 | 25% | 5 | 0% | 6 | 33% |
| Female | 13 | 8% | 6 | 0% | 2 | 0% | 4 | 50% | 6 | 67% |
| American Indian/Alaska Native | 14 | 0% | 2 | 0% | | N/A | 2 | 0% | 1 | 0% |
| Male | 6 | 0% | 2 | 0% | | N/A | 2 | 0% | | N/A |
| Female | 8 | 0% | 0 | 0% | | N/A | | N/A | 1 | 0% |
| Asian | 9 | 0% | 9 | 22% | 7 | 29% | 7 | 29% | 9 | 11% |
| Male | 5 | 0% | 5 | 20% | 2 | 0% | 2 | 0% | 5 | 0% |
| Female | 4 | 0% | 4 | 25% | 5 | 40% | 4 | 50% | 4 | 25% |
| Black/African American | 35 | 3% | 26 | 0% | 21 | 0% | 26 | 8% | 28 | 11% |
| Male | 17 | 0% | 15 | 0% | 12 | 0% | 11 | 9% | 12 | 0% |
| Female | 18 | 6% | 11 | 0% | 9 | 0% | 15 | 7% | 16 | 19% |
| Hispanic of any race | 26 | 4% | 12 | 8% | 16 | 0% | 14 | 7% | 19 | 11% |
| Male | 13 | 0% | 4 | 0% | 6 | 0% | 4 | 0% | 12 | 8% |
| Female | 13 | 8% | 8 | 13% | 10 | 0% | 10 | 10% | 7 | 14% |
| White | 176 | 13% | 148 | 8% | 126 | 19% | 120 | 18% | 140 | 28% |
| Male | 81 | 6% | 81 | 5% | 55 | 15% | 60 | 13% | 63 | 16% |
| Female | 95 | 19% | 67 | 12% | 71 | 23% | 60 | 22% | 77 | 38% |
| TUG[1] | 84 | 2% | 49 | 6% | 44 | 5% | 49 | 10% | 57 | 11% |
| Male | 41 | 0% | 26 | 4% | 20 | 0% | 18 | 6% | 30 | 3% |
| Female | 43 | 5% | 23 | 9% | 24 | 8% | 31 | 13% | 27 | 19% |
| **HEARING STATUS** | | | | | | | | | | |
| Deaf/Hard of Hearing | 275 | 10% | 205 | 7% | 175 | 15% | 177 | 16% | 206 | 25% |
| Hearing | 5 | 20% | 4 | 25% | 1 | 0% | 4 | 0% | 5 | 0% |
| Hearing Undergraduate(HUG) | 5 | 20% | 3 | 33% | 1 | 0% | 4 | 0% | 2 | 0% |
| Non-HUG | | N/A | 1 | 0% | | N/A | | N/A | 3 | 0% |
| **TOTAL WITHIN THE COHORT** | **280** | **10%** | **209** | **7%** | **176** | **15%** | **181** | **16%** | **211** | **24%** |

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

## Goal B: Persistence and Graduation

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

| Group in the Cohort | Cohort 2003 | | Cohort 2004 | | Cohort 2005 | | Cohort 2006 | | Cohort 2007 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| **GENDER** | | | | | | | | | | |
| Male | 112 | 34% | 106 | 31% | 129 | 37% | 113 | 27% | 79 | 46% |
| Female | 123 | 46% | 121 | 38% | 151 | 45% | 96 | 42% | 97 | 48% |
| **RACE/ETHNICITY** | | | | | | | | | | |
| International/Resident Alien | 18[2] | 44% | 21 | 24% | 20 | 30% | 12 | 50% | 6 | 67% |
|   Male | 13 | 31% | 9 | 11% | 7 | 57% | 6 | 33% | 4 | 75% |
|   Female | 4 | 100% | 12 | 33% | 13 | 15% | 6 | 67% | 2 | 50% |
| American Indian/Alaska Native | 5 | 20% | 17 | 53% | 14 | 57% | 2 | 0% | | N/A |
|   Male | 2 | 0% | 9 | 44% | 6 | 50% | 2 | 0% | | N/A |
|   Female | 3 | 33% | 8 | 63% | 8 | 63% | | N/A | | N/A |
| Asian | 12 | 75% | 12 | 83% | 9 | 22% | 9 | 56% | 7 | 57% |
|   Male | 5 | 80% | 6 | 83% | 5 | 40% | 5 | 60% | 2 | 0% |
|   Female | 7 | 71% | 6 | 83% | 4 | 0% | 4 | 50% | 5 | 80% |
| Black/African American | 35 | 26% | 33 | 27% | 35 | 14% | 26 | 19% | 21 | 19% |
|   Male | 23 | 26% | 17 | 18% | 17 | 6% | 15 | 13% | 12 | 17% |
|   Female | 12 | 25% | 16 | 38% | 18 | 22% | 11 | 27% | 9 | 22% |
| Hispanic of any race | 18 | 28% | 15 | 40% | 26 | 27% | 12 | 25% | 16 | 19% |
|   Male | 7 | 14% | 4 | 25% | 13 | 23% | 4 | 0% | 6 | 17% |
|   Female | 11 | 36% | 11 | 45% | 13 | 31% | 8 | 38% | 10 | 20% |
| White | 143 | 43% | 128 | 31% | 176 | 50% | 148 | 34% | 126 | 54% |
|   Male | 60 | 37% | 60 | 32% | 81 | 43% | 81 | 28% | 55 | 55% |
|   Female | 83 | 47% | 68 | 31% | 95 | 56% | 67 | 42% | 71 | 54% |
| TUG[1] | 70 | 34% | 77 | 44% | 84 | 26% | 49 | 27% | 44 | 25% |
|   Male | 37 | 30% | 36 | 36% | 41 | 22% | 26 | 19% | 20 | 15% |
|   Female | 33 | 39% | 41 | 51% | 43 | 30% | 23 | 35% | 24 | 33% |
| **HEARING STATUS** | | | | | | | | | | |
| Deaf/Hard of Hearing | 236 | 40% | 225 | 35% | 275 | 41% | 205 | 34% | 175 | 47% |
| Hearing | | N/A | 2 | 50% | 5 | 40% | 4 | 25% | 1 | 0% |
|   Hearing Undergraduate(HUG) | | N/A | 2 | 50% | 5 | 40% | 3 | 33% | 1 | 0% |
|   Non-HUG | | N/A | | N/A | | N/A | 1 | 0% | | N/A |
| **TOTAL WITHIN THE COHORT** | **236** | **40%** | **227** | **35%** | **280** | **41%** | **209** | **33%** | **176** | **47%** |

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

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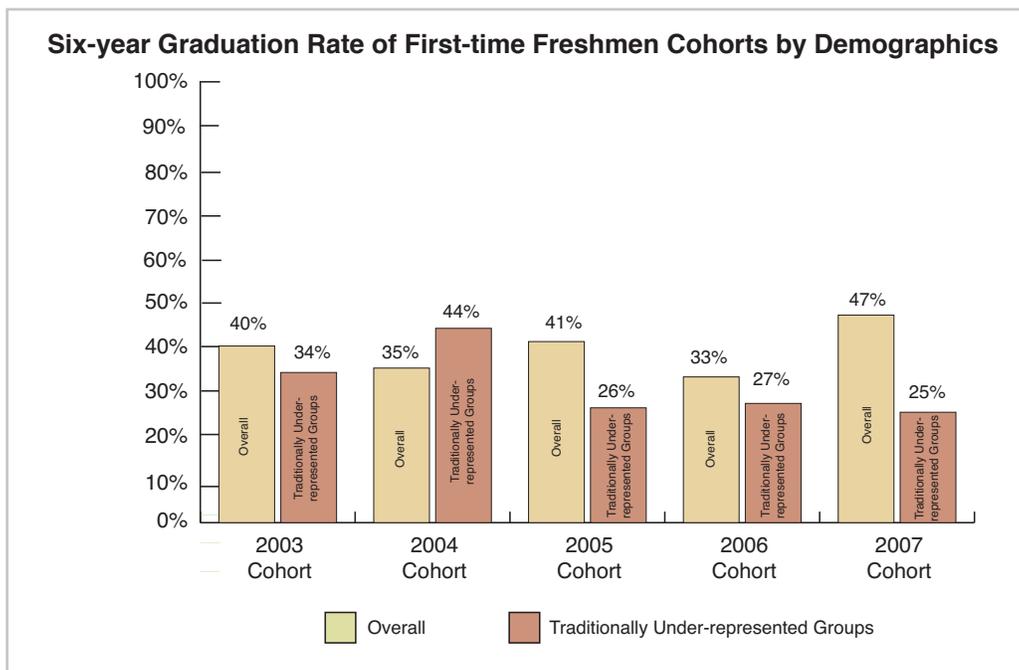


**Six-year Graduation Rate of All[1] New Undergraduate Students Cohort**

| Group in the Cohort | Cohort 2003[2] | | Cohort 2004 | | Cohort 2005 | | Cohort 2006 | | Cohort 2007 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % |
| **GENDER** | | | | | | | | | | |
| Male | 140 | 33% | 141 | 37% | 161 | 41% | 143 | 27% | 94 | 47% |
| Female | 166 | 46% | 159 | 42% | 190 | 45% | 137 | 43% | 132 | 54% |
| **ADMIT TYPE** | | | | | | | | | | |
| First-time Freshmen | 238 | 39% | 227 | 35% | 280 | 41% | 212 | 33% | 176 | 47% |
| Transfer/Second-Degree | 69 | 41% | 73 | 53% | 71 | 51% | 68 | 41% | 50 | 66% |
| **HEARING STATUS** | | | | | | | | | | |
| Deaf/Hard of Hearing | 300 | 40% | 286 | 38% | 334 | 43% | 265 | 35% | 218 | 50% |
| Hearing | 7 | 43% | 14 | 57% | 17 | 47% | 15 | 40% | 8 | 63% |
| Hearing Undergraduate (HUG) | 7 | 43% | 14 | 57% | 16 | 50% | 8 | 50% | 7 | 71% |
| Non-HUG | N/A | N/A | N/A | N/A | 1 | 0% | 7 | 29% | 1 | 100% |
| **TOTAL WITHIN THE COHORT** | 307 | 40% | 300 | 39% | 351 | 43% | 280 | 35% | 226 | 51% |
| **TOTAL GRADUATED** | | 122 | | 118 | | 152 | | 98 | | 115 |

[1]Includes part-time students, transfers, and second-degree seeking students.
[2]One unknown gender in Cohort 2003.

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## Undergraduate Degrees Awarded by Major Trend

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|
| Accounting | 10 | 11 | 8 | 3 | 11 |
| American Sign Language | 3 | 3 | 8 | 12 | 9 |
| Art | | 2 | 1 | | |
| Art History | 1 | | 3 | | 1 |
| Biology, B.A. | 2 | 1 | 8 | 4 | 2 |
| Biology, B.S. | 4 | 5 | 2 | 2 | 1 |
| Business Administration | 10 | 10 | 10 | 9 | 9 |
| Chemistry, B.A. | | | 1 | | |
| Chemistry, B.S. | 4 | 3 | 1 | 3 | 1 |
| Communication Studies | 24 | 24 | 20 | 21 | 17 |
| Computer Information Systems | 5 | 3 | 1 | 1 | |
| Computer Science, B.A. | | | | | 1 |
| Computer Science, B.S. | 1 | 3 | | 1 | 1 |
| Deaf Studies | 5 | 4 | 12 | 15 | 14 |
| Digital Media | 3 | 1 | 1 | 7 | 3 |
| Education | 19 | 15 | 9 | 11 | 7 |
| English | 8 | 4 | 3 | 5 | 7 |
| Family & Child Studies | 10 | 8 | 13 | 12 | 11 |
| Finance | | 2 | | | |
| French | 1 | | 1 | | |
| Government | 5 | 4 | 9 | 4 | 6 |
| Graphic Design | 5 | 7 | 4 | 8 | 5 |
| History | 5 | 5 | 6 | 7 | 10 |
| Information Technology | | | | 5 | 8 |
| International Studies | | | 3 | 3 | 8 |
| Interpretation | 5 | 2 | 5 | 16 | 11 |
| Liberal Studies | | | | 1 | 1 |

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| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|
| Mathematics, B.A. | 3 | 6 | 4 | 5 | 4 |
| Mathematics, B.S. | 1 | 5 | | 3 | 1 |
| Philosophy | 1 | 1 | 1 | | |
| Photography | | 2 | 3 | 5 | 3 |
| Physical Education | 7 | 11 | 11 | 8 | 8 |
| Psychology | 15 | 14 | 13 | 19 | 20 |
| Recreation & Leisure Studies | 7 | 4 | 1 | 1 | 1 |
| Recreation & Sports | | | 5 | 6 | 8 |
| Self-directed Major | 3 | 4 | 5 | 2 | |
| Social Work | 9 | 6 | 7 | 16 | 17 |
| Sociology | 7 | 4 | 5 | 4 | 6 |
| Spanish | 1 | 2 | 2 | 1 | |
| Studio Art | 6 | 5 | | 2 | 2 |
| Theatre Arts | 1 | 1 | 3 | 4 | 8 |
| **TOTAL DEGREES AWARDED** | **191** | **182** | **189** | **227** | **222** |
| **DISTINCT HEADCOUNT OF GRADUATES** | **175** | **172** | **179** | **204** | **206** |

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2008-09 (9/30/09), 2009-10 (9/15/10), 2010-11 (9/21/11), 2011-12 (9/11/12) and 2012-13 (9/10/13).

# 1909



Library of Congress/George Grantham Bain

U.S. President William Howard Taft amends the Civil Service requirements so that deaf people are permitted to take examinations to apply for and enter government service jobs. Olof Hanson (Class of 1886) and George Veditz (Class of 1884) are among many who advocate for this change.

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

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012[1] | 2012-2013[2] |
|---|---|---|---|---|---|
| American Sign Language | | | 1 | 3 | 1 |
| Communication Studies | 2 | 1 | | 1 | 1 |
| Deaf Studies | | | 1 | 2 | 3 |
| Education | 2 | | | 2 | 1 |
| Family and Child Studies | | | 1 | 1 | |
| History | | 1 | | 1 | 1 |
| International Studies | | | | | 1 |
| Interpretation | 5 | | 5 | 3 | 2 |
| Philosophy | 1 | | | | |
| Photography | | | | 1 | |
| Psychology | 1 | | 1 | 1 | |
| Recreation and Sports Program | | | | | 1 |
| Self-directed Major | 1 | | | 1 | |
| Social Work | | | | | 1 |
| Sociology | | | | | 1 |
| **TOTAL DEGREES AWARDED** | **12** | **2** | **9** | **16** | **13** |
| **DISTINCT HEADCOUNT OF GRADUATES** | **12** | **2** | **9** | **14** | **13** |

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2008-09 (9/30/09), 2009-10 (9/15/10), 2010-11 (9/21/11), 2011-12 (9/11/12), and 2012-13 (9/10/13).

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

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

### Graduate Degrees Awarded by Program Trend

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|
| **CERTIFICATES** | | | | | |
| ASL/Deaf Studies | | | | | 1 |
| Deaf/HOH Infants, Toddlers, and Families | | | | | 6 |
| Deaf History | | 1 | 1 | | |
| Cultural Diversity and Human Services | | 8 | | | |
| International Development | 1 | | | | |
| Management | 2 | | 1 | 3 | |
| **CERTIFICATES TOTAL** | **3** | **9** | **2** | **3** | **7** |
| **MASTERS** | | | | | |
| Administration | 1 | 5 | 9 | 6 | 2 |
| Audiology | 6 | 2 | 6 | | |
| Counseling: Mental Health | 3 | 6 | 6 | 8 | 10 |
| Counseling: School | 5 | 11 | 3 | 6 | 4 |
| Deaf Education: Advanced Studies | | | | 2 | 1 |
| Deaf Education: Special Programs | 11 | 8 | 10 | | 1 |
| Deaf Studies | 4 | 6 | 11 | 6 | 4 |
| Developmental Psychology | 5 | 4 | 4 | 4 | 6 |
| Education | 9 | 6 | 11 | 11 | 19 |
| Hearing, Speech, and Language: Non-clinical | | 5 | 8 | 8 | 12 |
| International Development | 6 | 7 | 5 | 7 | 4 |
| Interpretation | 11 | 8 | 5 | 10 | 8 |
| Leisure Studies | 2 | | 1 | 5 | |
| Linguistics | 2 | 5 | 9 | 9 | 8 |
| Psychology | 5 | 5 | 7 | 4 | 4 |
| Sign Language Teaching | | | | 18 | 26 |
| Social Work | 13 | 11 | 7 | 11 | 14 |
| Speech-Language Pathology | 11 | 10 | 13 | 10 | 13 |
| **MASTERS TOTAL** | **94** | **99** | **108** | **125** | **136** |

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| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---|---|---|---|---|---|
| **SPECIALISTS** | | | | | |
| Change Leadership in Education, Ed.S. | 3 | 7 | 8 | | |
| Deaf Education, Ed.S. | | 2 | 2 | | |
| School Psychology, Psy.S. | 5 | 5 | 6 | 2 | 4 |
| **SPECIALISTS TOTAL** | **8** | **14** | **16** | **2** | **4** |
| **DOCTORATES** | | | | | |
| Administration, Special Education | | 1 | 2 | 2 | 6 |
| Audiology, Au.D. | 10 | 13 | 9 | 8 | 8 |
| Audiology, Ph.D. | 1 | 2 | | 1 | 2 |
| Deaf Education | 1 | | 3 | | 1 |
| Linguistics | | 1 | 4 | 3 | 3 |
| Clinical Psychology | 1 | 7 | 6 | 4 | 4 |
| **DOCTORATES TOTAL** | **13** | **24** | **24** | **18** | **24** |
| **TOTAL DEGREES AWARDED** | **118** | **146** | **150** | **148** | **171** |
| **HEADCOUNT** | **116** | **138** | **148** | **146** | **164** |

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2008-09 (9/30/09), 2009-10 (9/15/10), 2010-11 (9/19/11), 2011-12 (9/11/12), and 2012-13 (9/10/13).

# 1910



Edward Miner Gallaudet (right) steps down on March 16 after 53 years of service as president of the College. Percival Hall (left) becomes the second president.

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

| State/Territory | Count | State/Territory | Count |
|---|---:|---|---:|
| Alabama | 87 | Montana | 48 |
| Alaska | 16 | Nebraska | 93 |
| Arizona | 158 | Nevada | 21 |
| Arkansas | 81 | New Hampshire | 49 |
| California | 972 | New Jersey | 377 |
| Colorado | 124 | New Mexico | 81 |
| Connecticut | 245 | New York | 975 |
| Delaware | 42 | North Carolina | 264 |
| District of Columbia | 234 | North Dakota | 59 |
| Florida | 404 | Ohio | 383 |
| Georgia | 174 | Oklahoma | 50 |
| Guam | 4 | Oregon | 103 |
| Hawaii | 50 | Pennsylvania | 621 |
| Idaho | 48 | Puerto Rico | 21 |
| Illinois | 542 | Rhode Island | 53 |
| Indiana | 252 | South Carolina | 82 |
| Iowa | 136 | South Dakota | 68 |
| Kansas | 146 | Tennessee | 94 |
| Kentucky | 122 | Texas | 459 |
| Louisiana | 135 | Utah | 48 |
| Maine | 56 | Vermont | 31 |
| Maryland | 895 | Virginia | 5 |
| Massachusetts | 295 | Virgin Islands | 515 |
| Michigan | 244 | Washington | 198 |
| Minnesota | 315 | West Virginia | 75 |
| Mississippi | 31 | Wisconsin | 264 |
| Missouri | 199 | Wyoming | 12 |
| | | **TOTAL** | **11,056** |

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

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Argentina | 4 | Guatemala | 3 | Philippines | 15 |
| Australia | 10 | Guyana | 1 | Poland | 1 |
| Austria | 2 | Haiti | 1 | Portugal | 1 |
| Bahamas | 2 | Honduras | 1 | Russia | 2 |
| Bangladesh | 1 | Hong Kong | 1 | Rwanda | 1 |
| Barbados | 1 | Hungary | 1 | Saudi Arabia | 5 |
| Belgium | 6 | Iceland | 2 | Sierra Leone | 2 |
| Benin | 1 | India | 38 | Singapore | 19 |
| Botswana | 3 | Indonesia | 3 | Slovakia | 1 |
| Brazil | 7 | Iran | 2 | Slovenia | 1 |
| Bulgaria | 1 | Ireland | 6 | South Africa | 16 |
| Burkina Faso | 1 | Israel | 11 | Spain | 6 |
| Cameroon | 3 | Italy | 1 | Sri Lanka | 5 |
| Canada | 478 | Jamaica | 5 | Sweden | 16 |
| Chile | 3 | Japan | 26 | Switzerland | 3 |
| China | 52 | Jordan | 4 | Taiwan, Republic of China | 11 |
| Colombia | 2 | Kenya | 7 | Tanzania | 1 |
| Costa Rica | 3 | Korea, Republic of | 14 | Thailand | 5 |
| Cyprus | 1 | Lebanon | 2 | Trinidad and Tobago | 2 |
| Czech Republic | 1 | Liberia | 1 | Turkey | 1 |
| Denmark | 1 | Malaysia | 15 | Uganda | 3 |
| El Salvador | 2 | Mexico | 7 | United Arab Emirates | 3 |
| Ethiopia | 4 | Mongolia | 1 | United Kingdom | 11 |
| Finland | 3 | Netherlands | 10 | Uzbekistan | 1 |
| France | 5 | New Zealand | 3 | Venezuela | 2 |
| Gabon | 2 | Nigeria | 52 | Vietnam | 1 |
| Germany | 6 | Norway | 7 | Zambia | 1 |
| Ghana | 13 | Pakistan | 3 | **TOTAL** | **988** |
| Greece | 4 | Peru | 2 | **COUNTRIES** | **85** |

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

# II. Support Programs and Strategies

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

## Academic Advising

Academic/Career Advisors work with students in collaboration with academic departments and student support offices to enhance student academic performance for retention purposes. The office provides academic and career advising primarily for students who have not declared a major; however, all students can seek support from an advisor for course registration, four-year planning, individual and group advising, interest and personality testing, computerized career guidance, and guidance in selecting an academic major and/or minor throughout their years at Gallaudet. Advisors meet numerous times per semester with students as a group in their First Year Seminar classes to cover relevant academic and career topics. Students meet individually with their academic/career advisor to review their four year plans and "shopping cart" to ensure that they have selected appropriate courses for enrollment. Advisors monitor Starfish, an early warning and student tracking system, for any red flags; students who are red-flagged in the system are called in to meet with their advisor to develop an intervention plan to ensure academic success.

Academic Advising highlights for the year include:

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

  o 46% (Fall 2012) and 57% (Spring 2013) of the students were fully prepared in My Planner for the following and subsequent semesters;

- 22% increase in the number of students who completed their Shopping Cart with appropriate courses for course registration;

- 71% of the students understood the General Studies Curriculum, pre-major and major requirements;

- Student satisfaction with academic advising services continues to be high with 95% reporting satisfaction.

## Athletics and Intramural Programs

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

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

Athletics and Intramural Programs highlights for the year include:

- A record number of student-athletes (49) earned a spot on the 2012-13 North Eastern Athletic Conference (NEAC) Scholar-Athlete list for having a GPA of 3.4 or better;

- 13 student-athletes graduated with honors (Summa Cum Laude, Magna Cum Laude, Cum Laude);

- 65 student-athletes made the Dean's List during the Fall 2012 semester;

- 33 student-athletes, student-coaches and student-managers, on active athletic rosters during the 2012-13 season, met their degree requirements and graduated

- 8 student-athletes made the Eastern Collegiate Football Conference (ECFC) All-Academic team;

- 2 student-athletes were named College Sports Information Directors of America (CoSIDA) Academic All-America second team in the same school year, another record, including a first-ever female recipient;

- The women's volleyball team won a third straight NEAC championship and went to the NCAA tournament for the ninth time in program history;

- The Gallaudet women's volleyball team earned AVCA Team Academic Award for the seventh straight year;

- For the third straight year Gallaudet had a student-athlete or coach earn the NEAC Inspirational Award;

- The Bison earned the 2012-13 NEAC Individual Sportsmanship award;

### Number of Students in Sports by Team

| Sports | Number |
|---|---|
| **Team** | |
| Baseball | 21 |
| Men's Basketball | 13 |
| Women's Basketball | 14 |
| Men's X- Country | 11 |
| Women's X- Country | 10 |
| Football | 64 |
| Men's Soccer | 22 |
| Women's Soccer | 17 |
| Softball | 18 |
| Men's Swimming | 16 |
| Women's Swimming | 17 |
| Men's Track &Field | 17 |
| Women's Track & Field | 18 |
| Men's Volleyball | 14 |
| Women's Volleyball | 14 |
| **TEAM TOTAL** | **286** |
| **Club Sports** | |
| Fall Cheerleading | 14 |
| Winter Cheerleading | 15 |
| **CLUB SPORT TOTAL** | **29** |

- The baseball team ended its regular season as NEAC co-champions and was selected to host the conference tournament for the first-time.

## Career Center

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

Career Center Highlights for the year include:

- 81% of graduates reported that they had participated in internships;

- 179 students were assisted by the Career Center to obtain internships;

- 31 site visits were conducted by career consultants to monitor internships;

- Fall Internship and Job Fair hosted 40 employers and 294 students attended.

- 444 students received direct career consulting services;

- 1,991 student visits to the Career Library occurred;

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

- 289 students attended employer information sessions;

- 10 Deaf Awareness training workshops were presented to off-campus employers;

- 24 presentations on preparing for careers were conducted in partnership with faculty in their classrooms.

## Mental Health Center

The Mental Health Center (MHC) supports the academic and social-emotional development of Gallaudet students by providing: psychological assessments; counseling; crisis intervention; and prevention programs. The MHC also provides consultation services for faculty and staff. The MHC contributes to student paraprofessional training programs and offers training

for mental health graduate students from the departments of psychology, social work, and counseling.

Mental Health Center highlights for the year include:

- 341 students were served (275 received counseling, 47 completed an assessment, and 19 additional students received both services);

- 33 students attended a summer support group for new signers;

- 64% of students receiving services identified themselves as deaf, 17% hard of hearing, and 16% as hearing;

- 73% of students reported that Mental Health Center services helped them stay in school;

- 67% reported that services helped them do better in school;

- 100% reported that their clinicians were competent;

- 97% rated services above average;

- A Peer Advisor program was implemented.

## 1911

Ethel Zoe Taylor Hall, married to second president Percival Hall, becomes the first deaf first lady of the College.

## Office for Students with Disabilities

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

Office for Students with Disabilities highlights for the year include:

- 236 students with disabilities were served, including 40 graduate students and 196 undergraduate students;

- 14% of the Gallaudet student population was served by OSWD;

- 83% of the 19 faculty members who attended *Working with Deaf-Blind Students in the Classroom* indicated they gained a better understanding of deaf-blindness, learned about effective methods for communicating and how best to provide reasonable accommodations;

- 44 students with disabilities attended New Student Orientation;

- 84 note takers were provided for 78 students in 236 classes;

- 170,105 pages of large print/scanned pages were produced, 63,651 Braille pages were produced, and 107 eBooks provided, all for 14 students with low vision;

- 6 students attended a pilot student advocacy training program to enhance students advocacy skills;

- A *Handbook for Students, Faculty, and Staff* and a new OSWD brochure were produced;

- A 6-year retention analysis of OSWD students was begun.

## Residence Life and Housing

Residence Life and Housing (RL) continues to provide a safe, engaging, and welcoming environment for students in pursuit of excellence in academia. Being aware that the transition to college life can be a challenge for some students, our residence halls offer programming that gives students the tools to live successfully in a pluralistic society that cultivates civility, character, and connections to the community.

Residence Life and Housing highlights for the year include:

- 75% of all students live in campus residences. That includes 88% of freshman and 84% of sophomores.

- The Living and Learning Community was expanded by renovation of Ballard and Fay Houses on Faculty Row;

- 77.3% of students reported that they feel safe in their residence hall;

- 73% of students reported that living in the residence halls contributed significantly to their personal growth;

- 66.8% of students reported feeling a sense of community in the residence halls;

- 71.8% of students reported that living in the residence hall benefitted them by providing interactions with residents who were different from them;

- An online incident report system was launched for use by residence hall staff, allowing the expeditious closing of residence hall disciplinary cases;

- Reestablished the Peer Advisor (PA) Program, in collaboration with others, focusing on incoming freshmen in Benson Hall.

## Student Center Programs and Services

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

Student Center Programs and Services highlights, by program, for the year include the following:

### Alcohol and Other Drug Services

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

- 93 students participated in mandatory alcohol and/or other drug classes last year;

- The average score of the students who took the post-class test was 81%;

- 59% of the students agreed that the class benefited them;

- 56% of students ranked the courses as excellent or very good.

### Campus Activities

Campus Activities is a one-stop information center responsible for student organizations. It manages the planning and execution of student organization events, coordinates numerous events in collaboration with academic and non-academic departments, provides leadership training and mentoring for students, and manages reservations for rooms in the Student Academic Center.

- There were 32 registered and active student organizations for the 2012-2013 academic year;

- The average cumulative grade point average of all students who participated in student organizations for the Spring 2013 semester was 3.0;

- 32 weekend events were held including student-organization parties, fundraisers, charity events, and alternative non-alcoholic events such as movie night, and Oktoberfest (with root beer).

### Campus Ministries

Realizing that spiritual development is an important part of students' engagement for many students in the campus community and a contributor to overall student development, the university supports: a group of volunteer religious workers offering regular religious services; counseling on religious

matters; special discussion groups; student service projects in the community; internship opportunities; and social activities.

- Nine faith communities were represented.

### Community Service Programs

Community Service Programs (CSP) provides opportunities for individual students and student organizations to participate in community service on- and off-campus. CSP also works with faculty in setting up service-learning opportunities for their courses.

During Spring Break, CSP offers an 'alternative spring break' and nine students spent five days in Eaton, Maryland volunteering with the Easton Shore Land Conservancy and its educational unit, the Sassafras Environmental Educational Center. These students: planted 300 trees; beautified an old building nearly destroyed by a fire; cleaned trash from several area parks and playgrounds; and extended a hiking trail.

### Commuter Programs

Commuter Programs provides a place for commuter students to stay between classes by offering a place to study and to rest. It includes a small kitchenette, computer lab, lockers, and a playroom for children while their parents do their school work. Commuter Programs also serves as a resource by offering programs such as landlord/tenant rights and how to be a good neighbor.

- 972 students are members of the Commuter Programs email distribution list;

- Approximately 70 students visit the Commuter Lounge daily;

- Commuter students receive alerts via social media and information about Commuter Programs and Washington DC activities;

- Commuter Programs has an active Facebook page with 265 students who are members of the page.

### First Year Study Tour

The First Year Study Tour offers first-year freshmen and first-year transfer students the opportunity to travel internationally during spring break. The trip lays the foundation for understanding the increasingly global society in which they live. Participants in this tour become more aware of other cultures

and societies and are able to add this international experience to their resumes. Students find the experience life-changing and enhancing to their academic and personal growth.

- 68 students participated in the study tour in March 2013;

- The retention/graduation rate for FYST participants continues to outpace the retention/graduate rate for non-FYST participants;

- Students and Gallaudet staff participated in the Second Annual Deaf Sports/Deaf Awareness Day with the Costa Rican deaf community that included team building activities;

- During the program, students completed service projects at a turtle nursery (restoring a sea barrier, digging a canal, and measuring/marking a turtle egg-laying grid), at a deaf school (refurbishing playground equipment and painting), and at a national park (relocating large timber and repairing a damaged trail section).

### Health and Wellness Programs

Health and Wellness Programs provides for the enhanced well-being of Gallaudet University students by empowering them to make informed health and lifestyle choices. Examples of activities include the following.

- 304 students participated in an alcohol education and sexual assault awareness program mandated for all new, transfer, and special students. 89% passed the course with a score of 75% or better;

- 44 programs were offered to 966 participants on physical, social, emotional, and sexual health, including workshops, booths and events (Take Back the Night, Get Moving Gallaudet, and so on);

- Six Peer Health Advocates were employed and through this opportunity developed professional skills, learned about different aspects of health, and organized information to present to the Gallaudet community through tip sheets placed in bathrooms, bulletin boards, booths, workshops, and other events;

- Received a $300,000 Campus Grant (over three years) from the Department of Justice Office on Violence Against Women, to raise awareness about sexual misconduct.

## New Student Orientation

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

- Approximately 290 new and transfer students and 45 family members participated in NSO 2013;

- 40 members of the football team and four Greek organizations provided assistance on Arrival Day by helping new students move their belongings into their residence halls;

- NSO evening activities were conducted by 75 members from the Student Body Government, the Buff and Blue, Greek organizations, and the Bison Leaders to facilitate leadership development;

- Social media was used heavily for NSO Communications, including a Facebook page and a NSO portal on Blackboard.

## Office of Student Conduct

The Office of Student Conduct (OSC) uses discussion, counseling, mediation and other procedures to handle conduct problems and to maximize the educational experience of students involved.

- The number of cases decreased from 310 cases in 2011-12 to 179 cases in 2012-2013;

- Only 1% of all cases were appealed in 2012-13, a decrease from 4% of all cases in 2011-12, reflecting a perception of fairness in the proceedings;

- 90 student paraprofessionals (resident assistants, peer health advocates, Campus Activities staff, and JumpStart staff) received sexual misconduct prevention education and training to enhance their work with students;

- Students attending New Student Orientation (NSO) received prevention education on sexual misconduct workshops;

- Students were engaged through activities promoted in collaboration with other units to encourage dialogue about relevant issues, i.e. the "Fireside Chats" on sexual misconduct and alcohol abuse;

- A new position, the Director of OSC/Deputy Title IX Coordinator, works with the Title IX Coordinator in addressing sexual misconduct complaints against students.

## Student Success

Student Success offers three programs: JumpStart: American Sign Language (ASL), JumpStart: Academic Success, and Peer Mentorship.

Student Success highlights for the year include:

- 36 students participated in the Jumpstart: ASL program;

- 53 students participated in the Jumpstart: Academic Success program;

- 20 peer mentors were recruited;

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

- Peer mentors served as teacher assistants in GSR 101 courses.

### JumpStart: ASL

JumpStart: ASL is a five-week summer program offered to first year students, including transfer students, who are new or emerging users of American Sign Language. Offered before the fall semester, the program provides students with intensive sign language training and instruction in deaf awareness, deaf culture, and Gallaudet history and traditions.

### JumpStart: Academic Success

JumpStart: Academic Success is a five-week summer program for new students accepted through the Admissions Review Committee whose members make admission decisions for applicants who do not meet formal admission standards. Students participating in Jumpstart: Academic Success are exposed to intense academic preparation for college (classes, workshops, and intentional outings) and the daily Personal Discovery program (team-building, decision-making, conflict resolution, and physical challenge activities). Jumpstart: Academic Success students are required to participate in the Performance Learning for Undergraduate Success (PLUS) program during their first year at Gallaudet. The PLUS Program provides academic performance monitoring, peer mentoring, and additional support throughout the year.

### Peer Mentorship

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

## Tutorial & Instructional Programs

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

Tutorial & Instructional Programs highlights for the year include:

- 542 students were served in the various programs through 3,855 appointment hours in the Fall;

- 402 students were served in the various programs through 4,074 appointment hours in the Spring;

- 78% of students who participated in supplemental instruction sessions earned A, B, or C grades in their courses;

- A Starfish appointment tracking system was implemented, making it more convenient for students to obtain appointments with tutors and supplemental instruction leaders and to collect assessment data on the impact of services on persistence.

## Supporting a Multicultural Campus Environment

The initiatives of Keeping the Promise, Multicultural Programs, the Office of Diversity and Equity for Students (ODES), and the Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies (LGBTQA) Resource Center all support: Strategic Plan Goal B (which guides the university to increase Gallaudet's six-year undergraduate rate to 50%); Objective 1 (which guides the university to create an environment and support system to encourage retention and successful completion); and Strategy 1.3 which specifies that the university should develop programs to promote acceptance and respect for students, faculty and staff along all facets of diversity including nationality, race, gender, communication modalities, etc.

### Keeping the Promise

Keeping the Promise (KTP) is a key initiative in support of the university goal of closing the gap in retention and graduation for Black and Latino Deaf students. KTP supports retention and graduation via promoting the intellectual advancement of these students by demonstrating and reinforcing the essential values of scholarship and perseverance through intentionally-designed activities that foster motivation, empowerment, academic excellence, understanding of historical and cultural heritage, and model citizenship. KTP offers the following experiences:

#### Academic skills-building workshops

In these weekly events campus experts share strategies for succeeding in college. Topics discussed range from general strategies for success to applied, personal stories. Included are: How to Succeed in Your Major; Study Tips/Exam Taking Tips; and Navigating My Way to Success at Gallaudet—an African-American's Story. In 2012 fourteen academic skills-building workshops were offered with a total of 256 attending.

### Cultural education workshops and events

These address the learning of one's history, culture and communication, characterized by visits to Latino/Hispanic and African-American museums and by guest speakers. Twelve cultural education workshops and events were offered to 223 attendees.

### Focus groups

Focus groups provide opportunities for KTP members to discuss issues affecting them as Black and Latino students on the campus and to exchange ideas and suggestions for navigating a Predominantly White University. Two group discussions were held.

### Leadership training retreat

A two-day leadership and team-building retreat is offered every Fall enabling students to learn leadership skills, to develop the peer bonds and support systems that are critical to persistence, and to develop understanding of the characteristics and traits of effective leaders. Twenty-one students participated in this activity this year. Additionally, a special 2-day retreat held in the Spring was attended by eighteen Latino students.

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

This year 267 Black and Latino walk-in students were served with a variety of issues ranging from class-oriented questions, to personal issues.

### Multicultural Student Programs (MSP) and the Office of Diversity and Equity for Students (ODES)

During AY 2012-2013 MSP sponsored ten events – with over 1,020 attendees – including: Turn-A-Page-Together, in which participants read books about different cultures,; "Mexican Fiesta," "Piscataway Indian Nation Singers and Dancers", "Diversity Dance Showcase," "The Signing Gospel Winter Concert," "Kick Off Celebration Gallaudet Awesome Deaf Women," "Turning Away from Hate," and "UnityFest"

### Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies (LGBTQA) Resource Center

The LGBTQA Resource Center supported 17 initiatives, including: 'Outspoken: Coming Out as an Ally;' 'Panel discussion: Understanding Transgender & Gender Non-Conforming Identities;' Coming Out Stories by Gallaudet Students, Faculty and Staff; a film screening of a documentary about deaf transgender individuals; National Coming-Out Day, and Lavender Graduation. In all, 455 students, faculty, and staff participated in LGBTQA Resource Center activities.

## 1912



Students are led in exercises in a physical education class.

153

### Student Contact Hours Provided by Support Services

| Support Unit | Number of Contact Hours |
|---|---|
| Academic Advising/Tutorial and Instructional Programs | 16,000 |
| Alcohol and Other Drugs Program | 991 |
| Athletics and Intramurals | 48,869 |
| Campus Activities | 9,523 |
| Campus Ministries | 1,280 |
| Career Center | 7,800 |
| Community Service Programs | 1,224 |
| Commuter Programs | 3,269 |
| Health and Wellness Programs | 4,168 |
| Keeping the Promise | 1,425 |
| Mental Health Center | 13,309 |
| Multicultural Student Programs | 438 |
| New Student Orientation | 200 |
| Office of Student Conduct | 2,012 |
| Residence Life - Housing | 75,815 |
| Student Affairs, Dean's Office | 3,456 |
| Student-Centered Programs and Services | 2,000 |
| Student Success (JumpStart: Academic Success, JumpStart: New Signers Program, Peer Mentoring) | 16,564 |
| Students with Disabilities | 24,732 |
| **TOTAL** | **233,075** |

# Strategic Plan Goal C: Resource Efficiency

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

# I. Recent Resource Efficiency Steps

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

Arguably the largest challenge Gallaudet faced in FY 2013 was the sequestration at the federal level which resulted in a 5.23 percent – $6.1 million – cut to Gallaudet's federal appropriation. As a result of planning and the steps highlighted in this entire section spanning four years, Gallaudet University was able to complete the fiscal year without the need for terminations or furloughs of employees.

## Fiscal Year 2013

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

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

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

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

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

to develop a stronger framework for supporting on-line activity. Both of these actions will allow enrollment to grow, resulting in an increase in revenue.

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

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

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

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

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

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

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

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

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

## Fiscal Year 2012

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

# 1913



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

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

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

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

6. The Residence Hall Interiors Project which renovated the public spaces in all five dorms has been completed.
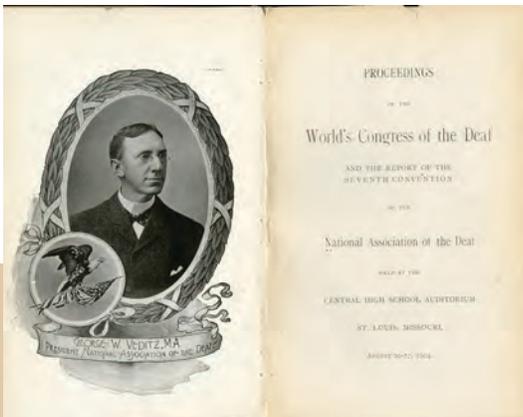
George Veditz (Class of 1884) is among the leaders in the deaf community concerned about the strong hold oralism has on education. Intent on preserving sign language, they create films recording people signing so that generations of deaf people can appreciate the richness and beauty of their indigenous language.

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

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

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

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

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

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

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

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

## Fiscal Year 2011

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

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

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

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

5. In May 2011 Gallaudet University entered the capital markets with its first-ever tax-exempt bond issue. The Series 2011 revenue bonds issue raised $40 million to fund the new Living and Learning Residence Hall next to Peet Hall that is now under construction, as well as an ambitious cost-savings energy initiative and other important capital improvement projects for the campus.

The trustees passed a resolution at the May 12 business meeting authorizing final approval of the transaction for these 30-year, fixed-rate bonds. The University received favorable credit ratings of A+ from Standard & Poor's and A2 from Moody's.

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

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

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

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

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

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

## Fiscal Year 2010

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

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

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

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

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

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

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

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

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

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

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

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

13. A new telecommunications device policy was implemented.

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

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

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

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

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

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

## 1914

The curriculum includes coursework in moral and political science, natural science, mathematics, Latin, physics, biology, engineering, English, art, Greek, domestic economics, dendrology (study of trees), surveying, electricity, library cataloging, agriculture, chemistry, and farming and dairy production. The annual tuition is $350.

## II. Employee Demographics

The first five tables of this section provide the number of employees by various categories, with the first table providing a total of all employees, and then four tables each with a differ-ent category of employee. Additional tables provide historical summaries of employees by category.

**Total All Types Employees as of October 1, 2013**

| | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | TOTAL Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | 50 | 74 | 65 | 59 | 92 | 32 | **124** |
| Faculty | 64 | 119 | 93 | 90 | 140 | 43 | **183** |
| Clerc Center Teachers | 16 | 35 | 10 | 41 | 37 | 14 | **51** |
| Professional Staff Academic / Student Support | 57 | 131 | 55 | 133 | 120 | 68 | **188** |
| Professional Staff Administrators / Institutional Support | 53 | 102 | 85 | 70 | 95 | 60 | **155** |
| Secretary / Clerical | 3 | 40 | 39 | 4 | 10 | 33 | **43** |
| Technical | 33 | 41 | 22 | 52 | 37 | 37 | **74** |
| Service | 90 | 44 | 83 | 51 | 46 | 88 | **134** |
| Maintenance | 14 | 22 | 34 | 2 | 1 | 35 | **36** |
| **TOTAL** | **380** | **608** | **486** | **502** | **578** | **410** | **988** |

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

**Regular Status Employees as of October 1, 2013**

| | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | TOTAL Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | 46 | 66 | 57 | 55 | 82 | 30 | **112** |
| Faculty | 63 | 119 | 93 | 89 | 139 | 43 | **182** |
| Clerc Center Teachers | 16 | 35 | 10 | 41 | 37 | 14 | **51** |
| Professional Staff Academic / Student Support | 52 | 118 | 53 | 117 | 112 | 58 | **170** |
| Professional Staff Administrators / Institutional Support | 51 | 94 | 77 | 68 | 87 | 58 | **145** |
| Secretary / Clerical | 3 | 34 | 33 | 4 | 10 | 27 | **37** |
| Technical | 32 | 34 | 18 | 48 | 34 | 32 | **66** |
| Service | 83 | 34 | 83 | 34 | 40 | 77 | **117** |
| Maintenance | 14 | 22 | 34 | 2 | 1 | 35 | **36** |
| **TOTAL** | **360** | **556** | **458** | **458** | **542** | **374** | **916** |

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

# 1915



The student body gathers for a photo before the ivy-covered arches of Chapel Hall. The Class of 1915 is composed of 19 students, a fraction of the more than 300 students who make up the Class of 2014, almost a century later.

# Goal C: Resource Efficiency

**Extended Temporary Employees as of October 1, 2013**

| | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | TOTAL Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | | | | | | | |
| Faculty | 1 | | | 1 | 1 | | 1 |
| Clerc Center Teachers | | | | | | | |
| Professional Staff Academic / Student Support | 1 | 1 | | 2 | 2 | | 2 |
| Professional Staff Administrators / Institutional Support | | | | | | | |
| Secretary / Clerical | | | | | | | |
| Technical | 1 | 1 | | 2 | 1 | 1 | 2 |
| Service | 1 | | | 1 | | 1 | 1 |
| Maintenance | | | | | | | |
| TOTAL | 4 | 2 | | 6 | 4 | 2 | 6 |

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

# 1916



The women's basketball team and its coaches are photographed outside the Gymnasium Building, now called "Ole Jim," home of the Office of Alumni Relations. When built in 1880, it holds claim to being the best equipped gymnasium in the East.

# Goal C: Resource Efficiency

**Grant Funded Employees as of October 1, 2013**

|  | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | TOTAL Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | 2 | 4 | 4 | 2 | 5 | 1 | 6 |
| Faculty |  |  |  |  |  |  |  |
| Clerc Center Teachers |  |  |  |  |  |  |  |
| Professional Staff Academic / Student Support | 2 | 6 | 1 | 7 | 3 | 5 | 8 |
| Professional Staff Administrators / Institutional Support | 1 | 4 | 4 | 1 | 4 | 1 | 5 |
| Secretary / Clerical |  | 3 | 3 |  |  | 3 | 3 |
| Technical |  | 3 | 2 | 1 | 1 | 2 | 3 |
| Service | 3 | 5 |  | 8 | 3 | 5 | 8 |
| Maintenance |  |  |  |  |  |  |  |
| **TOTAL** | **8** | **25** | **14** | **19** | **16** | **17** | **33** |

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

# 1917



The United States enters World War I. At Gallaudet College, deaf women participate in the war effort as Red Cross volunteers. Here, they roll bandages under Dr. Elizabeth Peet's supervision.

**Auxiliary Funded Employees as of October 1, 2013**

| | Male | Female | Deaf/Hard of Hearing | Hearing | White | TUG[1] | Total Each Category |
|---|---|---|---|---|---|---|---|
| Administrators | 2 | 4 | 4 | 2 | 5 | 1 | **6** |
| Faculty | | | | | | | |
| Clerc Center Teachers | | | | | | | |
| Professional Staff Academic / Student Support | 2 | 6 | 1 | 7 | 3 | 5 | **8** |
| Professional Staff Administrators / Institutional Support | 1 | 4 | 4 | 1 | 4 | 1 | **5** |
| Secretary / Clerical | | 3 | 3 | | | 3 | **3** |
| Technical | | 3 | 2 | 1 | 1 | 2 | **3** |
| Service | 3 | 5 | | 8 | 3 | 5 | **8** |
| Maintenance | | | | | | | |
| **TOTAL** | **8** | **25** | **14** | **19** | **16** | **17** | **33** |

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

# 1918



A new dormitory, to house 64 college women, is dedicated. The dorm is named Sophia Fowler Hall in honor of Edward Miner Gallaudet's mother.

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

| Fiscal Year | Administrators % | Faculty % | Teachers % | Professional Staff % | Support Staff % | All % |
|---|---|---|---|---|---|---|
| 1994 | 29 | 36 | 39 | 38 | 24 | 32 |
| 1995 | 30 | 35 | 37 | 38 | 24 | 32 |
| 1996 | 30 | 35 | 43 | 41 | 24 | 33 |
| 1997 | 35 | 35 | 47 | 44 | 25 | 35 |
| 1998 | 37 | 36 | 46 | 41 | 25 | 35 |
| 1999 | 40 | 38 | 53 | 44 | 25 | 37 |
| 2000 | 40 | 37 | 53 | 49 | 25 | 38 |
| 2001 | 37 | 39 | 54 | 46 | 32 | 40 |
| 2002 | 38 | 39 | 54 | 46 | 32 | 40 |
| 2003 | 36 | 38 | 56 | 48 | 33 | 40 |
| 2004 | 34 | 40 | 59 | 51 | 31 | 41 |
| 2005 | 40 | 41 | 60 | 50 | 32 | 42 |
| 2006 | 41 | 40 | 56 | 50 | 32 | 42 |
| 2007 | 37 | 42 | 64 | 52 | 34 | 43 |
| 2008 | 36 | 46 | 66 | 55 | 34 | 45 |
| 2009 | 38 | 45 | 68 | 53 | 35 | 45 |
| 2010 | 41 | 48 | 76 | 56 | 34 | 47 |
| 2011 | 45 | 48 | 72 | 58 | 35 | 48 |
| 2012 | 47 | 49 | 79 | 60 | 36 | 50 |
| 2013 | 49 | 49 | 80 | 59 | 37 | 57 |

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

# Goal C: Resource Efficiency

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

| Fiscal Year | Administrators % | Faculty % | Teachers % | Professional Staff % | Support Staff % | All % |
|---|---|---|---|---|---|---|
| 1994 | 18 | 10 | 27 | 21 | 60 | 33 |
| 1995 | 18 | 9 | 27 | 23 | 60 | 33 |
| 1996 | 9 | 9 | 22 | 26 | 61 | 34 |
| 1997 | 14 | 10 | 23 | 27 | 60 | 34 |
| 1998 | 15 | 10 | 23 | 27 | 61 | 34 |
| 1999 | 16 | 11 | 19 | 26 | 61 | 33 |
| 2000 | 17 | 11 | 24 | 27 | 62 | 34 |
| 2001 | 21 | 14 | 15 | 30 | 62 | 37 |
| 2002 | 26 | 14 | 22 | 28 | 61 | 36 |
| 2003 | 26 | 14 | 27 | 28 | 61 | 37 |
| 2004 | 29 | 16 | 23 | 28 | 63 | 37 |
| 2005 | 23 | 17 | 17 | 29 | 67 | 38 |
| 2006 | 24 | 18 | 18 | 29 | 67 | 38 |
| 2007 | 31 | 18 | 23 | 27 | 67 | 39 |
| 2008 | 22 | 19 | 21 | 32 | 67 | 40 |
| 2009 | 25 | 20 | 23 | 33 | 67 | 40 |
| 2010 | 21 | 21 | 30 | 35 | 67 | 40 |
| 2011 | 24 | 22 | 28 | 35 | 67 | 40 |
| 2012 | 24 | 22 | 25 | 36 | 65 | 40 |
| 2013 | 26 | 24 | 27 | 36 | 68 | 41 |

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

## FY 2013 Staff Hire Demographics by Grade for Regular Status Employees

| Grade and Number of Positions | | | Applicants | | | | Hired | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Race | | Hearing Status | | Race | | Sex | | Hearing Status | |
| Grade | # | # | White | TUG[1] | Hearing | Deaf/ Hard of Hearing | White | TUG[1] | M | F | Hearing | Deaf/ Hard of Hearing |
| 1 | 0 | | | | | | | | | | | |
| 2 | 0 | | | | | | | | | | | |
| 3 | 4 | 75 | 35 | 40 | 36 | 39 | 1 | 3 | 1 | 3 | 2 | 2 |
| 4 | 7 | 177 | 66 | 111 | 92 | 85 | 1 | 6 | 4 | 3 | 3 | 4 |
| 5 | 6 | 46 | 28 | 18 | 15 | 31 | 3 | 3 | 4 | 2 | 2 | 4 |
| 6 and 7[2] | 8 | 99 | 67 | 32 | 30 | 69 | 7 | 1 | 3 | 5 | 1 | 7 |
| 8 | 5 | 42 | 12 | 30 | 11 | 31 | 2 | 3 | 1 | 4 | 2 | 3 |
| 9 | 6 | 42 | 26 | 16 | 8 | 34 | 6 | | 2 | 4 | 1 | 5 |
| 10 | 3 | 46 | 37 | 9 | 15 | 31 | 2 | 1 | 1 | 2 | 1 | 2 |
| 11 and 12[2] | 4 | 32 | 27 | 5 | 9 | 23 | 3 | 1 | | 4 | 1 | 3 |
| **SUBTOTAL** | **43** | **559** | **298** | **261** | **216** | **343** | **25** | **18** | **16** | **27** | **13** | **30** |
| Open positions | 12 | Final data are not available because these positions were opened or on hold at the end of the year. | | | | | | | | | | |
| Cancelled positions | 8 | Hiring data are not available as these positions were cancelled during the year. | | | | | | | | | | |
| Temporary positions | 63 | | | | | | | | | | | |
| **TOTAL positions** | **122** | | | | | | | | | | | |

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

[2] Data are combined for two grades because of small numbers of positions.

# III. Development and Alumni Relations

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

During fiscal year 2013, the Office of Development, Alumni and International Relations exceeded targets established by the University President and the Board of Trustees as shown in the table below. Listed after that are the names of key stakeholders who contributed to meeting those objectives.

## FY 2013 Performance Objectives and Results

|  | Performance Objectives | Performance Results |
| --- | --- | --- |
| **Donations** | At least $3,200,000 | $3,285,346.29 |
| **Increase alumni giving** | To at least 19.00% | Alumni Participation: 20.20% |

**Major Gifts to the University by Individuals in FY 2013 ($10,000 or above)**

Anonymous (5)

Dr. Stephen Burstein

Mr. W. Lockwood and Mrs. Ann Burt

Mr. Thomas Burt

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

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

Mr. Richard* and Mrs. Lois England

Dr. T. Alan and Mrs. Vicki T. Hurwitz

Ms. Irene S. Kennedy

Dr. Donald N. and Dr. Patricia T. Langenberg

Dr. Ceil Lucas

Mr. James J. and Mrs. Frances M. Maguire

Ms. Jacqueline A. Muller

Mr. James L. Sorenson

Mrs. C. Ann Tennis

Ms. Patricia A. Underbrink

Mr. J. Sterling and Mrs. Lucie M. White

Mr. Paul H. Williams

* Donor deceased

**Major Gifts to the University by Corporations/Foundations/Organizations in FY 2013 ($10,000 or above)**

Alternative Communication Services

The Lois & Richard England Foundation

Kantor Foundation, Inc.

The Langenberg Family Fund of the Fidelity
  Charitable Gift

The Maguire Foundation

The Nippon Foundation

The Charlotte W. Newcombe Foundation

Project Deaf India

Purple Communcations, Inc.

Rotary Club of Newport-Balboa Foundation

Sorenson Communications, Inc.

Hattie M. Strong Foundation

The Samuel Goldwyn Foundation

The Theodore R. & Vivian M. Johnson
  Scholarship Foundation

TJX Companies, Inc.

**Major Bequests to the University in FY 2013 ($10,000 or above)**

Estate of Ms. Beatrice C. Heimerdinger

Estate of Ms. Florence Johnson

Estate of Ms. Lillian Mendelson

Estate of Mrs Patricia M. Christian

Estate of Ms. Clara F. Mertens

# 1919

Spectators enjoy a rousing lawn tennis match.

**Members of the Abraham Lincoln Heritage Society in FY 2013 (Planned gifts)**

Ms. Beverly Barker

Ms. Elizabeth A. Barron

Mrs. Doris W. Blanchard

Mr. Dominick V. and Mrs. Helene K. Bonura

Dr. Bernard N. Bragg

Mr. Leslie E. Bruening

Dr. Gerald Burstein

Mrs. Nancy A. Calderone

Dr. Simon J. Carmel

Mr. Morris S. Cohen

Mrs. Jean M. Cordano

Mr. Albert J. Couthen

Ms. JoAnn Duplechin

Mr. Richard A. Dysart

Mr. J. Randolph Eaton, Jr.

Dr. Jack R. and Mrs. Rosalyn Gannon

Ms. Bennie Hart

Dr. Rachel M. Hartig

Mr. Steve Heller

Ms. Shirley D. Hicks

Mr. Henning Irgens

Mrs. Hazel V. Johnson

Ms. Allie M. Joiner

Mr. Thomas P. Kearney

Mr. Michael W. Ketterer

Dr. Cynthia M. King

Ms. Shirley J. Lane

Mrs. Betty L. Lawson

Ms. Evelyn Lawyer

Mr. Joel M. and Mrs. Harriet Marcus

Mr. Runo Lemming

Mr. John P. Mathews

Mr. Joseph W. Maxwell

Ms. Vira O. Milbank

Mr. Elwood L. Miles, Jr.

Mrs. Linda Miller

Mr. James M. Neeley

Mr. Tony E. Nelson

Dr. Gina A. Oliva

Ms. Frances M. Parsons

Mr. Ken Pool

Mrs. Kathryn J. Potter

Mr. Richard D and Mrs. Marthada Reed

Ms. Edith Rikuris

Mr. Clifford R. Rowley

Mr. Raymond R. Rubin

Prof. Raphael J. Saint-Johns

Mr. Henry Salaski

Ms. Sylvia Saloshin

Ms. Florence Sandler

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

Ms. Elvi Siitonen

Mr. Joel M. Silberstein

Mr. Jan Skrobisz

Mrs. Norma D. Smith

Mr. Robert A. Sortwell, Sr.

Dr. Ronald E. and Mrs. Agnes M. Sutcliffe

Mrs. C. A. Tennis

Mr. Steven L. Titlebaum

Mr. Harry A. Tremaine, Jr.

Dr. Norman L. Tully

Mr. Gary L. and Mrs. Robin B. Viall

Mr. John A. Walla

Mr. A. Peter Walsh

Mr. Nathan Wesler

Ms. Elizabeth Weyerhaeuser

Dr. Roberto E. Wirth

# Goal C: Resource Efficiency

In FY 2013 the Office of Development, Alumni and International Relations built upon the previous year's efforts to acquire over 750 first-time donors to Gallaudet University. As a result of these efforts, the alumni participate rate for FY13 rose to 20.20%, representing over $600,000 in donations. This is the highest alumni participation rate in the history of Gallaudet.

During FY 2013, the division put into place systems and communications that position us for increased and continued engagement with stakeholders in future years, including for the first time the ability to accept online pledges and pledge payments, and enabling donors to make online recurring payments with their debit or credit cards. Tools designed to maximize engagement and giving potential were implemented, including a strategic discussion narrative for use with individual stakeholders and the launch of the "Alumni Now!" webcast, viewed in over 60 countries. Equipped with these tools, the division actively deployed fundraisers around the country, engaging new and inactive donors as well as longtime supporters of Gallaudet. A student calling program connected undergraduate students with donors for the first time in several years. Inroads were made internationally as well, with successful grant agreements with institutions in China, Panama, and Japan.

Successful alumni events were hosted across the country, and staff continued to support planning and fundraising efforts for both Gallaudet's 150th anniversary and Gallaudet University Alumni Association's 125th anniversary. A 150th Giving Club now recognizes donors who have committed to supporting Gallaudet's storied 150th Anniversary in 2014 through a $1,500 gift or pledge to one of the designated funds. As of the end of FY13, there were over 100 members in the 150th Giving Club and growing.

Stewardship was a renewed focus, with annual endowment/stewardship reports distributed to over 300 funds in FY13. Donor recognition included but was not limited to the awarding of President's Circle pins and certificates to all individual donors who gave $1,000 and above for FY13. Nearly 200 donors were welcomed into the President's Circle in FY13.

The following tables provide performance data for the last five years.

## Donations Objectives and Results

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| **Performance Objectives** | $7.1M | $2.4M | $3.2M | $3.2M | $3.2M |
| **Performance Results** | $3.1M | $2.8M | $4.2M | $6.2M | $3.3M |
| **Status** | Did not meet target | Exceeded target | Exceeded target | Exceeded Target | Exceeded Target |

## Alumni Donation Percentages and Donor Numbers

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| **Performance Objectives** | 9.1% | 9.0% | 10.0% | 15.0% | 19.0% |
| **Performance Results** | 12.4% | 12.0% | 10.2% | 19.4%[1] | 20.2%[1] |
| **Status** | Exceeded target | Exceeded target | Exceeded target | Exceeded Target | Exceeded Target |
| **Donor Numbers** | 1,153 | 1,204 | 1,356 | 1,308 | 2,253 |

[1]In 2012 and 2013 the alumni participation rate was calculated reporting ONLY undergraduate degreed alumni. Previous reports calculated all alumni who intended to matriculate but may not have graduated. This change in reporting was made following the professional standards of the Council for Advancement and Support of Education

# IV. The Gallaudet University 2022 Campus Plan

The Gallaudet University 2022 Campus Plan is a ten-year campus development plan required by the District of Columbia Zoning Commission. The Campus Plan provides guidance for the development of capital projects to support the mission and goals of the Gallaudet Strategic Plan 2010-2015 (GSP) while ensuring the best use of the university's physical assets and fiscal resources.

The Campus Plan sets a bold vision for the campus that builds upon the goals of the 2002-2012 Facilities Master Plan and responds to changes in higher education, the university's strategic goals, and the surrounding community. Given the dynamic nature of academia in the 21st century and the university's physical surroundings, the Campus Plan is intended as an aspirational guide and a vision for future development. It is also intended to serve as a foundation for the university's capital budget planning process.

Led by a steering committee consisting of representatives from a cross-section of Gallaudet students, faculty and staff, the Campus Plan is the culmination of input from the campus community and beyond. Over 18 months, students, faculty, and staff participated in a series of campus workshops focusing on the facility needs related to academics and research, sustainability and accessibility, campus life, and DeafSpace design concepts. The Urban Land Institute led a week-long workshop to assist Gallaudet planning staff in developing strategies for building stronger physical and programmatic connections with the surrounding community. Broadly stated, these workshops yielded a commitment to the following planning principles:

- Accommodate enrollment growth and support Gallaudet Strategic Plan goals.

- Increase and enhance on-campus housing.

- Revitalize the heart of the campus and increase density.

- Integrate physical accessibility and sustainability.

- Build new connections with the local community.

The Campus Plan will accommodate a range of enrollment growth over the next ten years, from a conservative 1.0 percent annual growth rate that is in-line with projected national trends to a more aggressive 3.0 percent that represents an aspirational goal consistent with the GSP. The recommendations in this Campus Plan are based on a maximum projected enrollment of 2,327 for the combined enrollment at the university and the Clerc Center.

The Campus Plan lays out an ambitious series of projects that aim to transform the current campus and includes several major new building projects. A state-of-the-art Learning Commons located on the current Edward Miner Gallaudet Memorial Building site will replace the Merrill Learning Center. A new mixed-use housing development along 6th Street will open the campus to the city via a new pedestrian entrance at the corner of Florida Avenue and 6th Street while acting as a catalyst for new development in the 6th Street/Capital City Market Area. A newly renovated Hall Memorial Building will become the new student center at the heart of the campus and a new academic building will create a premiere facility for student learning and research. In addition, the Model Secondary School for the Deaf at the Clerc Center will be transformed with a new residence housing and an academic complex.

This new construction will enhance the Gallaudet experience with state-of-the art buildings and grounds in which to teach, learn, study, live, and socialize. The Campus Plan will realize stronger connections within the campus and with the neighborhood and city beyond with new buildings and campus spaces designed in accordance with DeafSpace principles and to preserve and enhance the architectural and landscape legacy. By fostering new physical and programmatic connections and supporting creative new avenues in deaf education and research the 2022 Campus will lead Gallaudet into a new era "from isolation to innovation."

| | | | |
|---|---|---|---|
| 101 Chapel Hall | 231 Student Union Building | 538 University Dining Hall | 795 Sixth Street Parking |
| 102 College Hall | 232 Student Academic Center | 569 Central Receiving | Garage |
| 103 Dawes House | 243 Central Utilities Building | 581 MSSD House 100/200 | A New Student Learning Com- |
| 104 Kendall Hall | 248 Field House | 582 MSSD House 300/400 | mons |
| 105 Fowler Hall | 265 Sorenson Language & | 589 MSSD Gym. & Pool | B New Academic Building |
| 106 Gate House | Communication Ctr. | Building | C New 6th Street Mixed-Use |
| 107 EMG Residence | 290 Penn Street | 641 Kendall Demonstration | Apartments |
| 108 Ballard House | 317 Peet Hall | Elementary School | D New Innovation Lab/Business |
| 109 Fay House | 318 Living Learning Residence | 771 Security Kiosk | Incubator |
| 110 Denison House | Hall | 772 Grandstand | E New Visitors Center |
| 115 Peikoff Alumni House | 327 Ballard Hall – West | 791 Field House Parking | F New Recreational Gym |
| 214 Kellogg Conference Center | 328 Ballard Hall – North | Garage | G New MSSD Residence Hall |
| 219 Hall Memorial Building | 335 Clerc Hall | 792 Hanson Plaza Parking | H New MSSD School |
| 223 Elstad Auditorium | 336 Benson Hall | Garage | |
| 229 Washburn Fine Arts | 345 Carlin Hall | 793 KDES Parking Garage | |
| Building | 537 Health Center | 794 MSSD Parking Garage | |

**175**

# V. Communication Access—Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) is a campus resource offering:

- Communication access services to students, faculty and staff for the purpose of excellence in education including:

    o  Interpreting services for academic and employment related activities at Gallaudet, the Clerc Center, and the Consortium of Universities

    o  Captioning services for the campus community.

- External revenue streams

- An after-hours emergency response program for on-campus emergencies

- Video Remote Interpreting

- Workshops on a variety of topics

- The "Results! Mentoring Program," which provides mentoring, training, consultation and supervision to practicum and intern interpreting students and freelance interpreters.

GIS employs 30 staff interpreters and approximately 75 additional part-time, contract interpreters. GIS staff interpreters are all nationally certified and bring at least five years of professional interpreting experience. Over the past five years, GIS interpreters have consistently provided more than 40,000 hours of interpreting per year to the campus community.

GIS specializes in providing interpreting services and captioning services. While the majority of services are American Sign Language (ASL)-English and Deaf-Blind interpreting services for academic endeavors, all of the following services can be requested through GIS:

- ASL to English, and English to ASL interpreting

- Captioning, both on-site and remote via Communication Access Realtime Translation (CART)

- Transcription Services, for example a video of ASL being translated to written English

- Legal and law enforcement interpreting

- Medical/mental health interpreting

- Consultation/Workshops

- Video Remote Interpreting

- International Interpreting

- Cued Speech

- Oral Interpreting

- Deaf-Blind Interpreting.

## 1920



Regina Olson Hughes receives a master's degree from Gallaudet College and works as a botanical illustrator for the U.S. Department of Agriculture. Known for her beautiful, intractely detailed watercolors and pen-and-ink, hundreds of her drawings of plants and flowers are published in textbooks and other publications. Hughes becomes the only deaf artist to have a solo exhibit at the Smithsonian.

While GIS is a service unit that supports communication needs in educational, employment and administrative functions, GIS also has an integral role as a collaborating department to the Department of Interpretation. The shared goals of these two departments include career preparedness for many Gallaudet students and advancement in the field of signed language interpreting.

GIS administers the "Results! Mentoring Program" which provides structured support to students with emerging interpreting skills, and to professional working interpreters who desire skills refinement or specialization skills. All staff interpreters have received training in mentoring. As a result they better meet collaborative needs of the University by providing continued professional development and internship supervision opportunities for students from the Department of Interpretation and professional interpreters from the greater community.

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

The tables and graphs provide the number of hours of student services, including interpreting for classrooms, 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.

The past few years have shown an increase in services for courses across all types of requests as shown in the table below. Notice the continuing increase in the number of courses supported by academic year in the first table, from 225 courses in AY 2009-10, to 428 courses in AY 2012-13.

## 1921

Named the Gateway Lodge when erected in 1878, the cozy building was home to the campus watchman. Over the years it has served a residence for faculty and students, headquarters for campus security, and an art studio. Now called the Gate House, it is the office of the Gallaudet University Museum. The museum officially opens in Chapel Hall in April 2014 with an exhibition entitled *Gallaudet at 150 and Beyond*.

**Communication Access: Courses Supported by Semester by Service**

| | Academic Year 2009-10 | | | Academic Year 2010-11 | | | Academic Year 2011-12 | | | Academic Year 2012-13 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2009 | Spring 2010 | Total | Fall 2010 | Spring 2011 | Total | Fall 2011 | Spring 2012 | Total | Fall 2012 | Spring 2013 | Total |
| Captioning | 23 | 15 | **38** | 25 | 32 | **57** | 20 | 32 | **52** | 47 | 39 | **86** |
| ASL-English | 54 | 49 | **103** | 42 | 32 | **74** | 47 | 56 | **103** | 78 | 88 | **166** |
| Deaf-Blind | 38 | 46 | **84** | 66 | 63 | **129** | 90 | 96 | **186** | 85 | 91 | **176** |
| **TOTAL** | **115** | **110** | **225** | **133** | **127** | **260** | **157** | **184** | **341** | **210** | **218** | **428** |

# 1922



Runners cross the finish line at a campus track meet. Today's men's and women's track and field team is led by head coach Mikaela Gardner. Under her tutelage, the teams break nine school records.

**Communication Access: Direct Student Services Hours Provided by Fiscal Year, by Area**

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| President | 1 | 42 | 47 | 13 | 39 |
| Administration and Finance | 56 | 0 | 19 | 134 | 32 |
| Academic Affairs | 27,333 | 28,787 | 27,596 | 38,522 | 52,951 |
| Clerc Center | 2,442 | 3,049 | 6,103 | 6,059 | 8,160 |
| **TOTAL** | **29,832** | **31,878** | **33,765** | **44,728** | **61,182** |

**Communication Access: Direct Student Services (hours) Provided by Fiscal Year**

| Fiscal Year | Hours |
|---|---|
| FY 2009 | 29,832 |
| FY 2010 | 31,878 |
| FY 2011 | 33,765 |
| FY 2012 | 44,728 |
| FY 2013 | 61,182 |
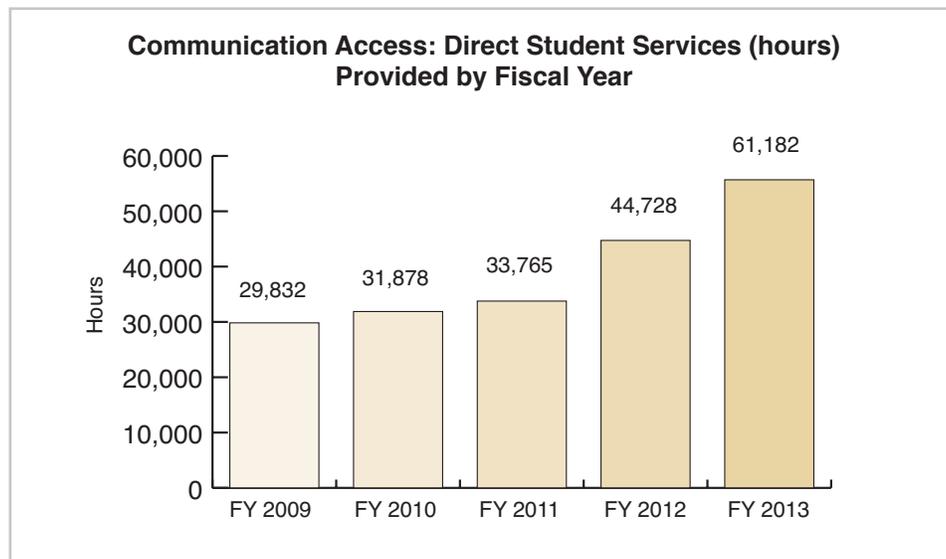
## 1923

Women athletes at Gallaudet can participate in gymnastics and basketball. The annual tuition cost is $500.

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**Communication Access: Hours of Direct Total Services  Provided University-wide by Fiscal Year by Type**

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| Student | 29,832 | 31,879 | 33,765 | 44,728 | 61,182 |
| Student Related | 2,285 | 2,386 | 3,067 | 5,141 | 2,845 |
| Other | 15,612 | 12,398 | 13,223 | 18,680 | 13,885 |
| TOTAL | 47,729 | 46,663 | 50,055 | 68,549 | 77,912 |

**Communication Access: Hours of Direct Total Services Provided University-wide by Fiscal Year by Type**
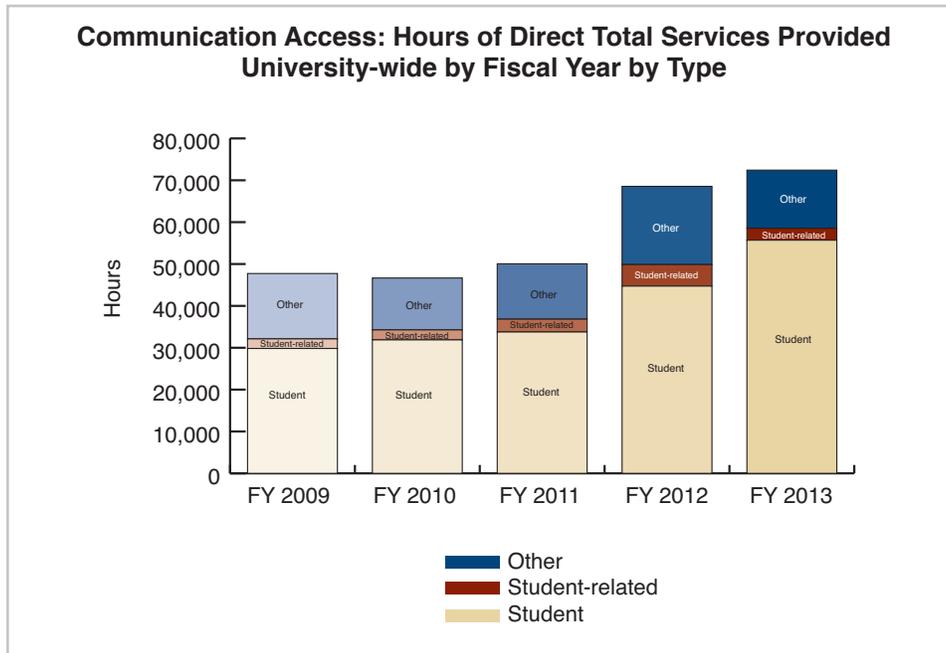


**Communication Access: Percent of Direct Total Services Provided University Wide by Fiscal Year by Type**

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| Student | 62% | 68% | 68% | 70% | 70% |
| Student Related | 5% | 5% | 6% | 8% | 8% |
| Other | 33% | 27% | 26% | 22% | 22% |
| TOTAL | 100% | 100% | 100% | 100% | 100% |

# Strategic Plan Goal D: Academic Programs

This chapter includes data on academic programs at the University level, with separate data contained in the Clerc Center chapter for their students. Included are: a summary of an ongoing review of our academic programs initiated by the Program Prioritization Task Force; academic enrollment trend data for graduate students by degree program and discipline and for undergraduate students by majors and minors; enrollment trend data for hearing students by majors and minors; and the results of a recent survey of alumni which includes employment data by occupational group for those surveyed.

# I. Program Prioritization

Program prioritization is a key strategy used in higher education to analyze academic programs. For Gallaudet University this work was conducted by the Program Prioritization Task Force (PPTF). That group examined all academic programs in an extended process, and developed recommendations regarding each of those undergraduate and graduate programs.

The overall intention is to ensure that academic programming will be aligned with the institutional mission and vision, will leverage Gallaudet's many strengths, and will best position students for career success.

The PPTF reviewed data and prioritized academic programs based on the following criteria:

a)   The history of the program and consistency with mission, vision and strategic goals

b)   The demand for the program internally and externally

c)   The diversity of student enrollment

d)   The quality of program inputs

e)   The quality of program outcomes

f)   The size, scope and productivity of the program

g)   The revenue and other resources of the program

h)   The costs and other expenses associated with the program

i)   And the opportunity analysis and future potential of the program.

The PPTF completed its task and provided a report in August, 2010, and actions have been taken in the years since that time. The actions taken during FY 2013 as a result of the PPTF recommendations are contained in the following section.

**Summary of the Program Prioritization Task Force Findings on Undergraduate, Graduate, Certificate, and Special Programs**

**Board of Trustees Approved All Recommendations**

| Resource Ranking Category | Undergraduate Majors | Undergraduate Minors | Graduate | Certificate | Special | TOTALS | |
|---|---|---|---|---|---|---|---|
| | | | | | | Number | Percentage |
| Retain and enhance if feasible | 6 | 2 | 9 | 0 | 2 | 19 | 23% |
| Monitor and address identified issues | 16 | 0 | 8 | 2 | 3 | 29 | 35% |
| Realign, reorganize, or integrate | 9 | 2 | 0 | 0 | 1 | 12 | 15% |
| Close in current form and replace | 2 | 0 | 0 | 0 | 0 | 2 | 3% |
| Eliminate | 9 | 4 | 4 | 3 | 0 | 20 | 24% |
| **TOTALS** | **42** | **8** | **21** | **5** | **6** | 82 | 100% |

# II. Academic Programs

During FY 2013, the Division of Academic Affairs substantially completed the implementation of its new organizational structure, consistent with the recommendations of the Program Prioritization Task Force (PPTF), the Administrative Programs and Services Review Committee (APSRC), and the Task Force on the Restructuring of the Division of Academic Affairs (RAA). The following changes took place:

- The College of Arts and Sciences (CAS) came into existence on July 1, 2013, with eight departments: American Sign Language and Deaf Studies; Art, Communication, and Theatre; English; History, Philosophy, Religion, and Sociology; Linguistics; Science, Technology, and Mathematics; Psychology; and World Languages and Cultures. CAS also houses the General Studies Program and the Honors Program.

- The School of Education, Business, and Human Services (SEBHS) began operating on July 1, 2013, with eight departments: Business; Counseling; Education; Government and Public Affairs; Hearing, Speech, and Language Sciences; Interpretation; Physical Education and Recreation; and Social Work.

- Two new associate provost positions were created. The first is the Associate Provost for Research and Dean of the Graduate School, Continuing Studies, and International Programs, which oversees the university's research centers and its Office of Sponsored Programs. The second is the Associate Provost for Planning, Academic Quality, and Institutional Research.

- A new interdisciplinary doctoral program in educational neuroscience began in the fall of 2013. This program is designed to explore biological processes in early child development and their principled application to educational environments and policy. The National Science Foundation Science of Learning Center on Visual Learning and Visual Language (VL2) created this program in cooperation with five academic departments: Psychology, Linguistics, Interpretation, Education, and Hearing, Speech, and Language Sciences.

- Several new academic programs are in the pipeline, going through the New Program Review and curriculum council approval process, including an undergraduate para-educator preparation program and a doctoral educational leadership program, both in the Department of Education. A new Office of Distance Learning and a companion Committee on Distance Learning have been formed, with the goal of enhancing and growing the university's online and hybrid course and program offerings.

## Faculty

The university began the 2013-2014 academic year with 176 full-time, regular faculty members, a decrease of 15 from the previous year. This decrease reflects attrition through retirements, resignations, and one death, and the appointment of faculty to administrative positions within the university. New full-time, regular faculty members were hired into Counseling; Education; Hearing, Speech, and Language Sciences; Interpretation; and Science, Technology, and Mathematics. The faculty governance system welcomed a new slate of officers, and is committed to the philosophy of shared governance, with regular meetings with the President, Provost, Associate Provosts, and Deans.

## 1924



The first known aerial view of Kendall Green.

## III. Institutional Student Learning Outcomes: The General Studies Program

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

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

1. Language and Communication

2. Identity and Culture

3. Critical Thinking

4. Knowledge and Inquiry

5. Ethics and Social Responsibility

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

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

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

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

### Score and Value

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

## 1925



The track team competes in a hurdles event.

## Language and Communication

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

### Assessment of ASL

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

At the 100 course level, the plurality or majority of students received the benchmark score of 3 for the five skill areas but there were also a significant number of students with scores of 1 or 2 (developing and progressing) for all the categories assessed. The skill category of "Critical Thinking" showed the lowest overall scores, indicating an area that requires implementation of pedagogical strategies to help students improve in this skill area in future GSR 100 courses.

### GSR 100 Spring 2012 ASL Public Presentation Data

|  | Cohesion and Organization | ASL Conventions (grammar, sign production, and fluidity) | Critical Thinking | Register (signer's persona, tone, audience engagement) | Use of Multimedia Materials |
|---|---|---|---|---|---|
| 1's | 7% | 6% | 7% | 6% | 7% |
| 2's | 31% | 27% | 38% | 29% | 28% |
| 3's | 48% | 55% | 44% | 50% | 48% |
| 4's | 14% | 12% | 10% | 14% | 17% |
| N | 213 | 213 | 214 | 214 | 214 |
| Mean | 2.68 | 2.73 | 2.56 | 2.72 | 2.74 |

# 1926

A member of the Gallaudet track team hurls the discus before a rapt audience.

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### GSR 200 Spring 2012 ASL Public Presentation Data

|  | Cohesion and Organization | ASL Conventions (grammar, sign production, and fluidity) | Critical Thinking | Register (signer's persona, tone, audience engagement) | Use of Multimedia Materials |
|---|---|---|---|---|---|
| 1's | 1% | 3% | 3% | 4% | 4% |
| 2's | 20% | 23% | 19% | 18% | 12% |
| 3's | 48% | 45% | 32% | 45% | 43% |
| 4's | 31% | 28% | 46% | 34% | 40% |
| N | 147 | 179 | 177 | 184 | 180 |
| Mean | 3.04 | 2.99 | 3.19 | 3.06 | 3.20 |

At the 200 course level, in comparison with the 100 data, there is a noticeable shift to scores of 3 and 4 (benchmark and exceptional) for all skill areas and a significant decrease in the number of students scored at 1 and 2. Student skill performance appears to be consistent across all five skill areas with 73 to 83% of the students scoring at 3 and 4. Mean scores are consistently higher for the 200 course-level compared with the 100-course level across all five skill areas and achieve the benchmark score of 3.

At the 300 course level, in comparison with the data for 100 and 200, there is a noticeable shift to scores of 3 and 4 (benchmark and exceptional) for all skill areas. For two skill areas (Critical Thinking and Register) there were no 1's scored. Student skill performance appears to be consistent across all five skill areas with 76 to 95% of the students scoring at 3 and 4. Mean scores are consistently but not significantly higher for the 300 course-level compared with the 200-course level across the skill areas except for "Critical thinking" and exceed the benchmark score of 3.

### GSR 300 Gallaudet University ASL Presentation Rubric Scores

|  | Cohesion and Organization | ASL Conventions (grammar, sign production, and fluidity) | Critical Thinking | Register (signer's persona, tone, audience engagement) | Use of Multimedia Materials |
|---|---|---|---|---|---|
| 1's | 3% | 6% | 0% | 6% | 0% |
| 2's | 9% | 19% | 19% | 9% | 5% |
| 3's | 56% | 38% | 53% | 38% | 62% |
| 4's | 31% | 38% | 28% | 47% | 33% |
| N | 32 | 32 | 32 | 32 | 21 |
| Mean | 3.16 | 3.06 | 3.09 | 3.25 | 3.29 |

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Comparison of mean rubric scores for the five categories for all three groups of GSR courses (100, 200, and 300) show that students meet the target score in the GSR 200 courses and demonstrate significant improvement compared with the GSR 100 courses. However there does not appear to be significant change in the mean scores for the students in the GSR 300 courses.

### Assessment of Written English

At the 100 course level, the plurality of students received a score of 2 for 4 categories (Content, Genre, Sources, Syntax) but there were also a significant number of students with scores of 1 for all the categories assessed. A plurality of students achieved the benchmark score of 3 for the category of "Context/Purpose". Student skill performance appears to be consistent across all five skill areas with 75 to 85% of the students scoring at 2 and 3. The skill category of "Sources and Evidence" showed the lowest overall mean, indicating an area that requires implementation of pedagogical strategies to help students improve this skill in future GSR 100 courses.

### GSR 100 Spring 2012 Written Communication Data

|  | Context and Purpose for Writing | Content Development | Genre and Disciplinary Conventions | Sources and Evidence | Control of Syntax and Mechanics |
|---|---|---|---|---|---|
| 1's | 10% | 12% | 18% | 22% | 16% |
| 2's | 34% | 42% | 44% | 43% | 43% |
| 3's | 46% | 43% | 36% | 32% | 34% |
| 4's | 10% | 2% | 2% | 3% | 6% |
| N | 210 | 210 | 210 | 209 | 210 |
| Mean | 2.55 | 2.35 | 2.21 | 2.15 | 2.30 |

# 1927



The Gallaudet chemistry laboratory. The goal of the program has not changed over the years: providing an exemplary background for students who either seek employment after college or further their education. Today, the Science, Mathematics, and Technology Department offers both bachelor of arts and bachelor of science degrees in biology, chemistry, and mathematics, as well as minors.

At the 200 course level, in comparison with the 100 data, there is a noticeable spread of scores of 2, 3 and 4 for all skill areas. There does not appear to be a significant decrease in the number of students scoring at 1 compared with the 100 data. However, there is a significant increase in the number of students scoring at 4. Student skill performance appears to be consistent across all five skill areas with 73 to 83% of the students scoring at 3 and 4. Mean scores are consistently higher for the 200 course-level compared with the 100-course level across all five skill areas but does not achieve the benchmark score of 3.

### GSR 200 Spring 2012 Written Communication Data

| | Context and Purpose for Writing | Content Development | Genre and Disciplinary Conventions | Sources and Evidence | Control of Syntax and Mechanics |
|---|---|---|---|---|---|
| 1's | 11% | 12% | 14% | 10% | 7% |
| 2's | 28% | 25% | 30% | 26% | 27% |
| 3's | 41% | 43% | 33% | 40% | 45% |
| 4's | 20% | 20% | 23% | 24% | 21% |
| N | 203 | 203 | 195 | 188 | 206 |
| Mean | 2.74 | 2.77 | 2.71 | 2.81 | 2.84 |

At the 300 course level, in comparison with the data for 100 and 200, there is a noticeable shift to scores of 3 and 4 for all skill areas. There were no 1's scored for all five skill areas assessed. Student skill performance appears to be consistent for four skill areas with 83 to 85% of the students scoring at 3 and 4. Only 73% of the students achieved scores of 3 or 4 for "Syntax/Mechanics". Mean scores are consistently higher for the 300 course-level compared with the 200-course level across all five skill areas and exceeding the benchmark score of 3.

### GSR 300 Spring 2012 Written Communication Data

| | Context and Purpose for Writing | Content Development | Genre and Disciplinary Conventions | Sources and Evidence | Control of Syntax and Mechanics |
|---|---|---|---|---|---|
| 1's | 0% | 0% | 0% | 0% | 0% |
| 2's | 15% | 17% | 16% | 16% | 27% |
| 3's | 28% | 53% | 46% | 47% | 41% |
| 4's | 57% | 30% | 38% | 37% | 32% |
| N | 39 | 36 | 37 | 38 | 37 |
| Mean | 3.49 | 3.13 | 3.31 | 3.29 | 3.14 |

Comparison of mean rubric scores for the five categories for all three groups of GSR courses (100, 200, and 300) show that GSR 200 students do not meet the target score of 3 but still demonstrate significant improvement in written English compared with the GSR 100 students. The GSR 300 scores demonstrate continued improvement in all five skill areas and exceed the target score of 3.

## Identity and Culture

The Identity and Culture SLO states that "Students will understand themselves, complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups."

This SLO has been assessed for GSR 210 "Comparing Multicultural Perspectives" courses using the AACU Intercultural Knowledge and Competence Value Rubric.

For the following four SLOs, the data for the various GSR 200-level courses (sophomore level) indicate that the mean scores for the various skill areas demonstrate a range of values (2.76 to 3.21 with two exceptions discussed later) and tend to cluster around the target score of 3.

A plurality or a majority (Verbal/NonVerbal) of students in 210 score 3's except for Empathy where the plurality score is 4. There are very few 1's except for the category of Curiosity. 70 to 84% of the students score 3 and 4 across the six skill areas.

### GSR 210 Spring 2012 Intercultural Knowledge/Competence Data

| | Knowledge: Cultural Self-Awareness | Knowledge: Knowledge of Cultural Worldview Frameworks | Skills: Empathy | Skills: Verbal and Nonverbal Communication | Attitudes: Curiosity | Attitudes: Openness |
|---|---|---|---|---|---|---|
| 1's | 2% | 2% | 2% | 4% | 10% | 4% |
| 2's | 13% | 27% | 25% | 25% | 21% | 22% |
| 3's | 46% | 43% | 29% | 58% | 40% | 41% |
| 4's | 38% | 27% | 43% | 13% | 29% | 33% |
| N | 52 | 51 | 51 | 52 | 52 | 51 |
| Mean | 3.21 | 2.96 | 3.14 | 2.81 | 2.88 | 3.04 |

# 1928



The Gallaudet track team and coaches proudly display a trophy on the bleachers of Hotchkiss Field.

## Critical Thinking

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

This SLO has been assessed for GSR 220 "Methods of Multiple Disciplines" using the AACU Critical Thinking Value Rubric.

There are very few or no students scoring 1 in the 220 course. All but one of the mean scores cluster around the target score of 3 but the mean score (2.47) for the skill area of "Select info from appropriate sources" is significantly lower than the other mean scores. The 220 data also demonstrate considerable variation in scores. There is a bimodal distribution of scores of 2 (41%) and 4 (41%) for "Synthesize;" 86% of the students score 2 and 3 for "Select info," 88% of the students score 3 and 4 for "State problem," and the remaining categories have scores ranging from 2 to 4 with a plurality of 3's. This variation may be due to the small sample size of the population.

### GSR 220 Spring 2012 Critical Thinking Data

|  | Clearly states problem issues or thesis | Selects info. from varied, appropriate sources | Summarize and analyze info. | Synthesize diverse ideas | Evaluates logic of argument or strength of evidence | Draws good inferences | Reflects on reasoning |
|---|---|---|---|---|---|---|---|
| 1's | 0% | 6% | 6% | 0% | 6% | 6% | 6% |
| 2's | 12% | 47% | 29% | 41% | 24% | 18% | 24% |
| 3's | 41% | 41% | 41% | 18% | 41% | 41% | 41% |
| 4's | 47% | 6% | 24% | 41% | 29% | 35% | 29% |
| N | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| Mean | 3.41 | 2.47 | 2.82 | 3.00 | 2.94 | 3.06 | 2.94 |

## 1929



The promenade and terrace area outside Chapel Hall shows the neatly landscaped Kendall Green campus Gallaudet has always taken great pride in.

## Knowledge and Inquiry

The Knowledge and Inquiry SLO states that "Students will apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world.

This SLO has been assessed for GSR 230 "Scientific and Quantitative Reasoning in Context" using the AACU Inquiry and Analysis Value Rubric.

There are significantly more students scoring 1's in the 230 group compared to the other 200-level courses. Mean scores are consistently below 3 except for "Topic selection" which has a mean of 3.06 with 75% of the students scoring 3 and 4. A plurality of the students scored 2 in the skill area of "Existing Knowledge" but scored 3 for the other remaining categories. Approximately 25% or more of the students achieved scores of 4 for all categories.

**GSR 230 Spring 2012 Knowledge and Inquiry Data**

|  | Topic Selection | Existing Knowledge, Research, and/or Views | Design Process/ Methodology | Analysis | Conclusions | Limitations and Implications |
|---|---|---|---|---|---|---|
| 1's | 7% | 7% | 11% | 11% | 11% | 15% |
| 2's | 18% | 36% | 17% | 17% | 23% | 17% |
| 3's | 36% | 31% | 46% | 47% | 39% | 44% |
| 4's | 39% | 26% | 26% | 25% | 27% | 25% |
| N | 95 | 95 | 95 | 95 | 95 | 89 |
| Mean | 3.06 | 2.76 | 2.88 | 2.87 | 2.83 | 2.79 |

# 1930



Coach Frederick Hughes leads the football team to a record 6-1-1 for the season.

## Ethics and Social Responsibility

The Ethics and Social Responsibility SLO states that "Students will make reasoned ethical judgments, showing awareness of multiple value systems, and taking responsibility for the consequences of their actions. They will apply these judgments, using collaboration and leadership skills, to promote social justice in their local, national, and global communities."

This SLO has been assessed for GSR 240 "Ethical Evaluations and Actions" courses using the AACU Ethical Reasoning Value Rubric.

For the 240 course, mean scores were similar in range to other 200-level courses except for one category "Ethical Issue Recognition" which had the highest mean of all the courses, 3.38, with 52% of the students scoring 4 and 34% with 3. There are very few students with 1's. Except for "Understanding Ethical Perspectives" where 72% of the students scored 2 and 3, the other categories show that 72 to 80% of the students scored 3 and 4.

### GSR 240 Spring 2012 Ethical Reasoning Data

| | Ethical Self-Awareness | Understanding Different Ethical Perspectives/ Concepts | Ethical Issue Recognition | Application of Ethical Perspectives/ Concepts | Evaluation of Different Ethical Perspectives/ Concepts |
|---|---|---|---|---|---|
| 1's | 2% | 6% | 0% | 4% | 6% |
| 2's | 18% | 30% | 14% | 22% | 22% |
| 3's | 40% | 42% | 34% | 58% | 52% |
| 4's | 40% | 22% | 52% | 16% | 20% |
| N | 50 | 50 | 50 | 50 | 50 |
| Mean | 3.18 | 2.80 | 3.38 | 2.86 | 2.86 |

# 1931



Students conduct experiments in a chemistry class. Male students can take printing, chemistry, agriculture, and advanced drawing, while female students can take business practice, typing, library cataloging, domestic art, and domestic science.

# IV. Bilingual Teaching and Learning

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

In order to support faculty in aligning teaching and learning activities with the bilingual mission, the Office of the Provost founded the Office of Bilingual Teaching and Learning (OBTL). The primary responsibility of OBTL has been to support faculty in developing capacity to engage in best practices in language planning and bilingual teaching and learning. The Office of Bilingual Teaching and Learning is currently under the supervision of the Associate Provost for Research and Dean of the Graduate School. Since 2009, OBTL has coordinated the following initiatives aimed at implementing the bilingual mission:

## Gallaudet Scholarship of Teaching and Learning Initiative

The Office of Bilingual Teaching and Learning and the office of the Associate Provost for Research received a two-year $200,000 grant from the Booth Ferris Foundation to support the Gallaudet Scholarship of Teaching and Learning Initiative (GSTLI). This project is designed to create a learning community of five teacher-scholars who, over a period of two years, will investigate, reflect upon, document, and enhance teaching practices designed to meet the needs of visually oriented and linguistically diverse learners in Gallaudet classrooms.

Now it its second year, five participants have conducted their own intensive research projects into a key question regarding a course they are teaching. Each member has contributed a chapter to a forthcoming volume to be published by Gallaudet University Press in 2014. In addition, participants have begun to assemble their research project to create a Gallaudet Gallery of Excellence in Teaching and Learning, which will be launched in early Spring, 2014. In support of their work, they have also attended and presented at the International Society for the Scholarship of Teaching and Learning, in Hamilton, Ontario, October 24-27, 2012 as well as the International Institute for the Scholarship of Teaching and Learning Scholars and Mentors (IISSAM) at Loyola Marymount University. In addition, GSTLI hosted a leading scholar, Jennifer Robinson, in the Scholarship of Teaching and Learning for a campus lecture and mentoring sessions with the participants.

## Bilingual Approaches Seminars

In the summers of 2010, 2011, 2012, and 2013, the Bilingual Approaches Seminars have offered learning opportunities for faculty and staff in bilingual theory and pedagogical practices. After intensive summer workshops lead by an OBTL Faculty Fellow, faculty and teaching staff then intentionally engage in specific methodologies in their fall classes. Over the past two years, 54 faculty and professional staff have participated in the Bilingual Approaches Seminars.

## Classroom Discourse Observation

In 2008, the Faculty Senate passed a measure requiring the development of multiple measures to evaluate faculty proficiency in American Sign Language, which is one key aspect is the evaluation of language and discourse within the classroom. After an ad-hoc committee developed the Classroom Discourse checklist, the Office of Bilingual Teaching and Learning and the ASL-Diagnostic and Evaluation Services (ASL-DES) conducted a pilot study to determine appropriate procedures, protocols and measures involved in the Classroom Discourse Observation (CDO). Data on faculty proficiency in classroom discourse continues to be collected as ASL-DES continues to conduct the CDO. In addition, ASL-DES has created a resource page that features video clips that help to explain key concepts used in the CDO. This resource can be found at http://www.gallaudet.edu/asldes/cdo/cdo_video_samples.html

## ASL Materials Development Project

While instructional materials to support increased competency in English composition abound, very few materials exist in developing ASL composition skills, as required by Undergraduate Student Learning Outcome #1. Under the direction of an OBTL Faculty Fellow, a series of ASL Modules have been created that are designed to explain basic features of academic discourse within ASL. Topics such as "Organization and Coherence" and "Working with Sources" are presented. The main features of the institutional ASL rubric can be found in ASL on the OBTL's website: bilingual.gallaudet.edu. In addition, this past year, OBTL has created a series of model ASL essays with explanations of how these essays would be scored according to the ASL Rubric.

## ASL Gatherings

This year, the Office of Bilingual Teaching and Learning initiated ASL Gatherings program which offers faculty and staff an informal environment to learn about key aspects of ASL usage and to have a supportive environment to improve their ASL proficiency. This program is offered Mondays, Wednesdays, and Fridays, 12-1 p.m. The lunch time hours on Mondays and Wednesdays include a discussion of an aspect of ASL, while Friday is reserved for opportunities to use the aspects that were discussed on the previous two sessions of the week. An average of 12-15 participants took advantage of this program, which will continue this coming year.

## Deaf Studies Digital Journal

The Deaf Studies Digital Journal (dsdj.gallaudet.edu) is the world's first peer reviewed academic and creative arts journal dedicated to the creative and scholarly output of individuals within the signing communities. Three issues have been published thus far, featuring national and international contributors who have worked to set standards for academic publishing in signed languages. The third issue, published in Spring 2012, features over 60 contributors, many of whom present on the theme of Linguistic Human Rights, Bilingualism and Sign Language Planning. The fourth issue, currently under construction, focuses on the theme of Gallaudet's 150th Anniversary.

## 1932



The student body gathers in "Ole Jim" for a Halloween celebration.

# V. Academic Enrollment Trends

Note that in addition to the data below, the Highlights chapter and the Goal A Enrollment chapter contain considerable additional information regarding enrollment in the University and the Clerc Center chapter contains enrollment data for that organization.

## Fall Undergraduate Degree-seeking Enrollment Trend by Declared Major

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Accounting | 17 | 17 | 19 | 19 | 22 |
| American Sign Language | 3 | 10 | 10 | 19 | 13 |
| Art | 4 | 2 | 1 | | |
| Art History | 3 | 2 | 3 | 2 | 2 |
| Biology, B.A. | 9 | 10 | 12 | 7 | 4 |
| Biology, B.S. | 12 | 10 | 13 | 10 | 16 |
| Business Administration | 21 | 25 | 24 | 29 | 33 |
| Chemistry, B.A. | 2 | | 1 | 3 | 1 |
| Chemistry, B.S. | 8 | 10 | 7 | 5 | 3 |
| Communication Studies | 41 | 49 | 43 | 35 | 30 |
| Computer Information Systems | 10 | 7 | 4 | 1 | |
| Computer Science, B.A. | | | 1 | 1 | 1 |
| Computer Science, B.S. | 2 | 4 | | 3 | 1 |
| Deaf Studies | 4 | 10 | 20 | 27 | 40 |
| Digital Media | 4 | 4 | 8 | 9 | 4 |
| Economics | 1 | 1 | | | |
| Education | 43 | 34 | 24 | 17 | 15 |
| English | 11 | 10 | 7 | 13 | 19 |
| Family & Child Studies | 11 | 9 | 18 | 15 | 12 |
| Finance | 1 | 1 | | | |
| French | 1 | 2 | 2 | | |
| Government | 9 | 16 | 15 | 7 | 14 |

| | 2007 | 2008 | 2009 | 2010 | 2011 |
|---|---|---|---|---|---|
| Graphic Design | 12 | 12 | 10 | 13 | 8 |
| History | 11 | 13 | 17 | 18 | 20 |
| Interpretation | 11 | 34 | 43 | 46 | 45 |
| Information Technology | | | 6 | 13 | 16 |
| International Studies | | | 5 | 13 | 20 |
| Liberal Studies | | | | 2 | 2 |
| Mathematics, B.A. | 12 | 16 | 11 | 4 | 5 |
| Mathematics, B.S. | 4 | 5 | 2 | 9 | 2 |
| Philosophy | 2 | | 2 | | 1 |
| Photography | | 4 | 8 | 7 | 7 |
| Physical Education | 29 | 36 | 32 | 35 | 30 |
| Physical Education & Recreation | | | | | 7 |
| Psychology | 29 | 44 | 46 | 50 | 51 |
| Recreation & Leisure Studies | 11 | 13 | 3 | 2 | 1 |
| Recreation and Sports Program | | | 17 | 22 | 19 |
| Self-directed Major | 3 | 2 | 3 | 1 | 1 |
| Social Work | 21 | 24 | 31 | 42 | 37 |
| Sociology | 14 | 17 | 15 | 16 | 12 |
| Spanish | 1 | 6 | 4 | 2 | 2 |
| Studio Art | 6 | 6 | 2 | 5 | 5 |
| Theatre Arts | 5 | 10 | 15 | 21 | 16 |
| **TOTAL ENROLLMENT**[1] | **388** | **475** | **504** | **543** | **537** |

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

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| Accounting | 3 | 3 | 1 | | |
| Art | 4 | 8 | 5 | 10 | 6 |
| Athletic Coaching | | | | | 5 |
| Biology | 3 | 4 | 1 | 2 | 3 |
| Business Administration | 7 | 5 | 4 | 2 | 5 |
| Chemistry | | 3 | 6 | 4 | 3 |
| Communication Studies | 2 | 2 | 2 | 3 | 8 |
| Computer Information Systems | 2 | 2 | 2 | | |
| Deaf Studies | 1 | 3 | 4 | 2 | 2 |
| Economics & Finance | 1 | 1 | 1 | 1 | 1 |
| English | 4 | 3 | 4 | 3 | 2 |
| Family & Child Studies | 4 | 5 | 12 | 8 | 6 |
| French | 1 | 3 | 2 | 4 | 2 |
| German | | 1 | | | 1 |
| Government | 1 | 4 | 4 | 4 | 3 |
| History | 4 | 5 | 2 | 1 | 1 |
| Information Technology | | | 1 | 3 | 4 |
| Linguistics | | 5 | 11 | 16 | 7 |
| Mathematics | 3 | 2 | | 2 | 2 |
| Philosophy | | | 5 | 7 | 3 |
| Physical Education | | 3 | 2 | 3 | 4 |
| Psychology | 12 | 12 | 19 | 15 | 13 |
| Recreation and Sports Program | 3 | 2 | 10 | 10 | 13 |
| Religion | | | | | 2 |
| Sociology | 7 | 6 | 5 | 9 | 9 |
| Spanish | 7 | 3 | 1 | 1 | 4 |
| Theatre Arts | 4 | 6 | 4 | 4 | 3 |
| Women's Studies | 1 | 2 | 1 | 2 | |
| **TOTAL ENROLLMENT**[1] | **74** | **93** | **109** | **116** | **112** |

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

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

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| American Sign Language | | | 2 | 3 | 1 |
| Biology, B.S. | | | | 1 | 1 |
| Communication Studies | 2 | 1 | | 2 | 1 |
| Deaf Studies | | | 2 | 4 | 7 |
| Education | 3 | 1 | 3 | 3 | 2 |
| English | | | | 1 | 1 |
| Family & Child Studies | | | 1 | | |
| History | 1 | 1 | 1 | 1 | |
| Interpretation | 9 | 11 | 13 | 8 | 5 |
| International Studies | | | | | 1 |
| Philosophy | 1 | | | | |
| Psychology | 2 | 3 | 4 | 1 | 1 |
| Recreation & Sports Program | | | | 1 | 1 |
| Self-directed major | 1 | | | | |
| Social Work | | | | | 1 |
| Sociology | | | | 1 | 1 |
| Spanish | | | | | 2 |
| Theatre Arts | 1 | 1 | | 2 | |
| Undeclared | 19 | 21 | 22 | 19 | 22 |
| **TOTAL MAJORS DECLARED**[1] | **39** | **39** | **48** | **47** | **47** |
| **TOTAL HEADCOUNT**[2] | **39** | **38** | **46** | **43** | **47** |

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

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

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

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| **CERTIFICATES** |  |  |  |  |  |
| Cultural Diversity and Human Services | 7 | 7 |  |  |  |
| Deaf and Hard of Hearing Infants, Toddlers, and Families |  |  |  | 8 | 11 |
| Deaf History | 1 | 4 | 6 | 4 | 1 |
| Deaf Students with Disabilities |  |  |  | 1 | 1 |
| Deaf Studies |  |  |  |  | 1 |
| International Development | 2 | 1 | 1 |  |  |
| Leadership |  | 1 | 1 |  |  |
| Management | 1 | 1 | 2 | 4 |  |
| **CERTIFICATES TOTAL** | **11** | **14** | **10** | **17** | **14** |
| **MASTERS** |  |  |  |  |  |
| Administration | 5 | 12 | 9 | 5 | 2 |
| Audiology | 7 | 2 |  | 1 |  |
| Counseling: Mental Health | 13 | 15 | 22 | 20 | 15 |
| Counseling: School | 19 | 19 | 10 | 22 | 19 |
| Deaf Education: Advanced Studies |  | 1 | 2 | 2 | 1 |
| Deaf Education: Special Programs | 10 | 8 | 6 | 2 | 1 |
| Deaf Studies | 18 | 28 | 31 | 26 | 24 |
| Developmental Psychology[1] | 5 |  |  |  |  |
| Education | 37 | 44 | 46 | 34 | 34 |
| Hearing, Speech, and Language: Non-clinical |  |  | 1 |  |  |
| Education: Family-Child Centered | 7 | 8 | 9 | 6 | 1 |
| Education: Multiple Disabilities | 5 | 4 | 5 | 2 |  |
| Education: Secondary | 7 | 7 | 5 | 8 | 3 |
| Education: Special Programs | 6 | 10 | 8 | 6 | 2 |
| Education: Teaching |  |  |  | 7 | 14 |
| Hearing, Speech, and Language: Non-clinical |  |  |  | 1 |  |

[1]The M.A. in Developmental Psychology is in the School Psychology, Psy.S. program. Students receive M.A. degrees upon completion of comprehensive examinations.

|  | 2008 | 2009 | 2010 | 2011 | 2012 |
|---|---|---|---|---|---|
| International Development | 17 | 21 | 21 | 17 | 15 |
| Interpretation | 22 | 22 | 26 | 27 | 34 |
| Leisure Studies | 8 | 8 | 8 | 4 |  |
| Linguistics | 9 | 14 | 23 | 18 | 19 |
| Psychology | 1 | 14 | 8 | 5 |  |
| Public Administration |  |  |  |  | 14 |
| Sign Language Teaching |  |  |  | 29 | 32 |
| Social Work | 33 | 28 | 28 | 35 | 45 |
| Speech-Language Pathology | 24 | 25 | 27 | 26 | 28 |
| **MASTERS TOTAL** | **228** | **261** | **268** | **273** | **283** |
| **SPECIALISTS** |  |  |  |  |  |
| Administration and Supervision |  | 1 |  |  |  |
| Change Leadership in Education | 12 | 16 | 11 | 1 |  |
| Deaf Education |  |  | 1 |  | 1 |
| School Psychology | 16 | 17 | 14 | 11 | 14 |
| **SPECIALISTS TOTAL** | **28** | **34** | **26** | **12** | **15** |
| **DOCTORATES** |  |  |  |  |  |
| Administration: Special Education | 15 | 21 | 17 | 10 | 7 |
| Audiology, Au.D. | 44 | 42 | 37 | 40 | 40 |
| Audiology, Ph.D. | 13 | 14 | 10 | 9 | 8 |
| Clinical Psychology | 36 | 42 | 41 | 39 | 40 |
| Critical Studies in the Education of Deaf Learners |  |  |  |  | 13 |
| Deaf Education | 12 | 14 | 9 | 11 | 5 |
| Hearing, Speech, and Language Sciences |  |  |  |  | 5 |
| Interpretation |  |  | 10 | 14 | 24 |
| Linguistics | 15 | 15 | 12 | 14 | 13 |
| **DOCTORATES TOTAL** | **135** | **148** | **136** | **137** | **155** |
| **TOTAL PROGRAM ENROLLMENT[2]** | **402** | **457** | **440** | **439** | **467** |
| **TOTAL HEADCOUNT** | **377** | **408** | **413** | **410** | **446** |

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

# VI. Alumni Survey Information

This section contains excerpts of data available from respondents to our Winter 2012/Spring 2013 Annual Survey of Recent Graduates. Data below includes employment experience, employment fields, internship participation, and satisfaction with their preparation. Finally a full table of employment by occupational category and by whether the employment involves service to deaf or hard of hearing individuals is included.

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

## Post-graduation Employment Experience

During the year since graduation,

- 63% of bachelor's degree alumni who responded to the survey stated that they worked either full-time or part-time

- 35% of bachelor's degree alumni were pursuing additional education

- 98% of bachelor's degree alumni are working or pursuing additional education

- 83% of graduate degree alumni worked either full-time or part-time

- 16% of graduate degree alumni were pursuing additional education

- 99% of graduate degree alumni are working or pursuing additional education

## Employment Fields

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

- 50% are in education, training, and library occupations (e.g., instructor, assistant professor, education specialist, elementary teacher, principal, school psychologist, staff interpreter, student life counselor, and teacher)

- 13% are in healthcare practitioners and technical occupations
(e.g., speech language pathologist, psychologist, audiologist, assistant professor)

- 10% are in community and social services occupations (e.g., interpreter, therapist, HIV prevention program specialist, disability and development consultant, mental health therapist)

73% of Gallaudet University alumni are working in the three fields listed above.

## Internship Participation

- 80% of all responding alumni participated in an internship while at Gallaudet – 83% of bachelor's level alumni and 76% of graduate degree alumni.

- 94% of undergraduate degree alumni participated in an internship stated the internship helped them in employment after graduation; while 99% of graduate level degree alumni said the same thing.

## Satisfaction

86% of bachelor's level alumni stated that they are very well satisfied or well satisfied with their employment, while 88% of graduate-level alumni are similarly satisfied.

## Hearing undergraduate outcomes

- 100% of the hearing undergraduates who responded to the survey stated that they were employed. Of the three that answered the question regarding whether their job primarily involves service to deaf and hard of hearing people, two (67%) responded "yes."

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

| Major standard occupational group | Undergraduate (N=70) | Graduate (N=83) | TOTAL (N=153) | % of total for this row who provide service to deaf or hard of hearing people |
|---|---|---|---|---|
| Arts, Design, Entertainment, Sports, and Media | 4% | 0% | 2% | 67% |
| Business and Financial | 7% | 1% | 4% | 40% |
| Community and Social Services | 10% | 10% | 10% | 86% |
| Computer and Mathematical | 1% | 0% | 1% | 100% |
| Education, Training, and Library | 44% | 54% | 50% | 84% |
| Food preparation and serving related | 1% | 0% | 1% | 0% |
| Healthcare Practitioners and Technical | 4% | 20% | 13% | 63% |
| Healthcare Support | 3% | 0% | 1% | 100% |
| Legal | 1% | 0% | 1% | 100% |
| Life, Physical, and Social Science | 4% | 1% | 3% | 75% |
| Management | 6% | 6% | 6% | 56% |
| Office and administrative support | 6% | 6% | 6% | 89% |
| Personal Care and Service | 6% | 0% | 3% | 100% |
| Sales and related | 1% | 0% | 1% | 100% |
| Transportation and material moving | 1% | 0% | 1% | 0% |
| Production | 1% | 0% | 1% | 100% |
| Protective service | 1% | 0% | 1% | 100% |
| Sales and related | 1% | 0% | 1% | 100% |
| Transportation and material moving | 1% | 0% | 1% | 0% |
| **TOTAL RESPONDENTS** | **95%**[1] | **98%**[1] | **101%**[1] | **78%** |

[1]Does not total to 100% because of rounding.

# Strategic Plan Goal E: Research and Outreach

Today, the university is reaffirming its dedication to be the epicenter of research, development, and outreach with the Gallaudet Strategic Plan initiative that is leading to advancements in knowledge and practice for deaf and hard of hearing people and all of humanity. Active outreach to individuals and organizations worldwide who seek to advance the scholarship of deaf and hard of hearing people is a continuing tradition at Gallaudet that is integral to Strategic Plan Goal E. The scope of outreach and its accomplishments are detailed later in the chapter.

# I. Research and Outreach Overview

The prestige Gallaudet holds as a source of research related to deaf people was established shortly after its charter was signed in 1864, thanks largely to the work of such researchers as Edward Allen Fay, a renowned researcher and professor of languages. Among other accomplishments, Fay produced an exhaustive collection of data on deaf marriages and the incidence of deaf offspring in deaf families which still play a role in genetics research and counseling today.

Since then, a sequence of pioneers in research has reinforced the research aspect of Gallaudet's reputation including but not limited to: Irving Fusfeld, who undertook an extensive investigation of schools for deaf individuals in the 1920s; Powrie Doctor, whose research in the field of deaf education from 1928 to 1971 brought him and Gallaudet international recognition; Jerome Schein, whose studies of the demographics of deaf people were regarded as definitive for decades after he began his work in the 1960s; Kay Meadow-Orlans, whose studies of child development in families with deaf children led to groundbreaking discoveries in the 1970s and 80s; Orin Cornett, who developed Cued Speech in the 1970s as a technique to improve reading; and William Stokoe, whose studies of sign language spanning more than four decades beginning in the 1950s not only validated American Sign Language as a fully developed language but also created an exciting new field of study for linguists worldwide.

The current generation of researchers often draws upon the cross-disciplinary intellectual riches of Kendall Green for benefits to theoretical and applied research today. FY 2013 was an intensive year of collaborating, grant writing, and producing. Research accelerated in academic departments as well as dedicated research centers. Faculty, often alongside students, pursued a full range of research interests related to their academic disciplines. Emphasis is being placed on the application of research findings to instruction and other problems of importance to deaf and hard of hearing people.

## Overview

The research section of the chapter contains both profiles on research studies as well as individual faculty and staff members' scholarly achievements, such as publications and presentations, both research-based and otherwise.

The section begins with a table showing the projects conducted by faculty, staff, students and collaborators on each of the university's research priority areas. Next is an overview of student engagement in research, highlighting the most notable of their achievements—doctoral dissertations. Finally, a profile of each research and demonstration project and a citation for each reported scholarly product is shown, arranged under the banner of the hosting research center and academic unit. Readers who wish to locate research being done by specific individuals may look for the name and then page numbers given in the index of this publication. The reader who desires more in-depth information may contact the scholar directly.

The chapter also provides the Office of Sponsored Programs' reports on submitted research proposals and received awards from external sponsors. It also works to bolster support to researchers who are seeking external sponsorship of these activities.

Finally, this chapter reports on a comprehensive array of personal and professional development, leadership, and outreach programs and services to Gallaudet's many constituencies.

An online database called "Research and Scholarly Achievement at Gallaudet University" is available at http://research.gallaudet.edu/ara/. The database can be searched by department, individual, research priority, and other criteria in order to easily locate both prior and current projects.

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

## II. Gallaudet Research Priorities

The research priorities of the university reflect our unique responsibility and commitment to encourage research that aims to benefit the diversity of the deaf and hard of hearing population on campus, across the United States, and internationally. These priorities are a framework for the work of the Gallaudet Research Institute and the Laurent Clerc National Deaf Education Center. The framework guides the awarding of research support to our faculty and staff through the Gallaudet Priority Research Fund.

Developed with the involvement of many Gallaudet people, this list of priorities is also publicly available on the Gallaudet website. During the past year we have received no comments or questions regarding the currently established priorities. Goal E of the Gallaudet Strategic Plan, states that we will be establishing no more than five integrated research priorities by 2015. As our priorities are revised in the future, we will engage in the full process of review as indicated in the Education of the Deaf Act.

The order of the thirteen priorities below does not indicate the relative importance of the priority. After the description of each priority, the number of projects which include that priority as an area of focus is listed. The reader can easily find all projects focusing on a particular priority using the "Filter Projects by Selected Priorities" feature of the online database at http://research.gallaudet.edu/ara/.

# 1933

An early tradition of Gallaudet students is the hotly contested tug-of-war that takes place each year between the freshman and sophomore classes.

1. **Development of Signed Language Fluency**
   Research aimed at understanding the sensory, cognitive, affective, linguistic, pedagogical, and socio-cultural processes by which individuals acquire American Sign Language or other signed languages. This priority applies both to individuals acquiring signed language in childhood and to those who acquire or learn signed languages later in life.
   [34 projects]

2. **Development of English Literacy**
   Research aimed at increasing understanding of the sensory, cognitive, linguistic, and socio-cultural processes by which Deaf and hard of hearing individuals learn to read and write, plus the relationship between literacy learning and the signed, printed, and spoken languages used in the individual's home, school, community, and cultural environments.
   [35 projects]

3. **Psycho-Social Development and Mental Health Needs**
   Research focusing on biological, neurological, psychological, and sociological aspects of Deaf and hard of hearing people's psychosocial development and mental health throughout their life spans.
   [34 projects]

4. **Teaching, Learning and the Communication Environment**
   Research on how pedagogical practices and accessibility of information affect learning for Deaf and hard of hearing students.
   [57 projects]

5. **School, Home, and Community Relationships**
   Research aimed at understanding home, school, and community relationships, school readiness, family and community involvement, and dynamics in homes and schools with Deaf or hard of hearing members.
   [27 projects]

6. **Transition through School and into Postsecondary Education and Work**
   Research aimed at understanding and identifying the transition processes of Deaf and hard of hearing students through school and beyond into post-secondary education, work, and independent living.
   [12 projects]

7. **History and Culture of Deaf People**
   Studies of Deaf peoples' history, cultures, creative productions, and signed languages, including research into and preservation of the contributions of visual and tactile ways of knowing and experiencing the world. This priority highlights studies of the origins and development of literature, the visual arts, and other creative, political, and social contributions of Deaf people around the world.
   [27 projects]

8. **Linguistics of Signed Languages**
   Linguistic studies of signed languages, including phonological, morphological, and syntactic phenomena as well as meaning construction, discourse, and variation. This priority supports cross-linguistic comparison among signed languages as well as research on language contact and historical change.
   [26 projects]

9. **Interpretation and Translation**
   Research examining processes, practices, and pedagogy involved in interpreting for hearing, hard of hearing, Deaf, and Deaf-Blind individuals in a broad range of settings. This priority relates to situations involving Deaf and hearing interpreters working with signed and spoken languages or other visual or tactile communication systems. In addition, this priority concerns literary and other translations involving signed languages.
   [20 projects]

10. **Studies that Inform Public Policies and Programs**
    Research essential for the development, administration, and evaluation of public policies and programs affecting education, mental health, communication access, medicine, employment, and other services used by Deaf and hard of hearing people throughout their lives.
    [37 projects]

11. **Technologies that Affect Deaf and Hard of Hearing People**
    Studies of technology's impact on the lives of Deaf and hard of hearing people, including research on and development of technologies and media aimed at enhancing communication.
    [33 projects]

12. **Assessment**
    Research related to the development, translation, validation and practical application of appropriate tools, techniques, and models for assessing a wide range of characteristics, skills and abilities of Deaf and hard of hearing people.
    [31 projects]

13. **Diverse Deaf and Hard of Hearing Populations**
    Research that examines multicultural awareness, knowledge and/or skills as well as methods of social advocacy related to diverse Deaf and hard of hearing children, youth, adults, their families and their communities. Diversity includes, but is not limited to differences of race, ethnicity, gender, age, creed, disability, socioeconomic status, sexual orientation, school experience, linguistic background, and immigration experience.
    [29 projects]

The following table lists all FY 2013 research and demonstration projects with cross-references to these research priorities. The projects are done by Gallaudet faculty, staff and students, as well as collaborators on Gallaudet's externally funded research grants

## 1934

Gallaudet wrestling team, pictured with its manager and coach, is named District of Columbia Amateur Athletic Union Champions.

## Research Projects Organized by Research Priorities

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| "Switched at Birth": The Attraction (and accuracy) of Deaf cultural issues | | | | | | | ● | | | | | | |
| An alternative perspective in research and evaluation: Feminists, minorities, and persons with disabilities | | | ● | ● | | | | | | ● | | ● | ● |
| American Annals of the Deaf: Reference issue | | | | ● | | | | | | ● | | | |
| An analysis of AEBPD teachers' beliefs about bilingual deaf education and bilingual practices | | | | ● | | | | | | ● | | | |
| Analysis of airborne bacteria and fungi levels on Gallaudet University campus | | | | | | | | | | | | | |
| Anglo-Irish economic discourses, 1660-1750 | | | | | | | | | | | | | |
| Annual survey of Deaf and hard of hearing children and youth | | | | ● | ● | | | | | ● | | | |
| Anthropological genetics of *GJB2* Deafness | | | | | | | ● | | | | | | ● |
| Applying evidenced based practices for Deaf and hard of hearing children with Autism and/or developmental disabilities at home and in the classroom | | | ● | ● | ● | | | | | | | ● | |
| ASL assessment toolkit | ● | | | ● | | | | ● | | | | ● | |
| ASL co-activation study | | ● | | | | | | | | | | | |
| ASL-English bilingual story apps | ● | ● | | ● | | | | | | | ● | | |
| Assessment of Deaf and hard of hearing children and adolescents | | | ● | | ● | | | | | | | ● | ● |
| Auditory self-monitoring | ● | | | | | | | | | | ● | | |
| An automatic fitting algorithm for cochlear implants | | | | | | | | | | | ● | | |
| Bimodal use of interaural timing as a cue for localization | | | | | | | | | | | ● | | |
| The biological basis of language and reading in monolingual and bilingual children and adults (discoveries of the reading brain, the bilingual brain, and the bilingual reading brain) | ● | ● | | | | | | ● | | ● | | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Body image and cultural identity | | | ● | | ● | | ● | | | | | | |
| Broadening the participation of Deaf students in sign language research | | | | | | | | | ● | | | | |
| Capstone Honors | | | | ● | | | | | | | | | |
| Casper: The development of auditory self-training materials | | | | | | | | | | | ● | ● | |
| Classroom discourse observation pilot study | ● | | | | | | | | | | | ● | |
| Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants | | ● | | | | | | | | ● | ● | | ● |
| Cognitively complex interaction from a developmental perspective | ● | ● | ● | ● | | | | ● | | ● | | | |
| Collaborative research CI-ADDO-EN: Development of publicly available, easily searchable, linguistically analyzed, video corpora for Sign Language and gesture research | ● | | | | | | | ● | | | ● | | |
| Coming out of the hard of hearing closet: Reflections on a shared journey in academia | | | | | | | ● | | ● | | | | |
| Comparing Deaf life scripts | | | | | | | | | | | | | |
| Comparison of Astronomy teaching strategies for Deaf and hard of hearing students in the elementary classrooms | | | | ● | | | | | | | | | |
| Comparison of traumatic stress symptoms in Deaf and hearing college students | | | ● | | | | | | | | | | |
| Conceptualizing Disability | | | ● | | | | | | | | | | |
| The construction of Deaf people's lives by prominent Persian/Iranian authors and poets from 1000 to 1935 | | | | | | | ● | | | | | | |
| Contemporary assessment practices among school psychologists with expertise in Deafness | | | | | | | | | | | | ● | |
| Continuing medical education modules | ● | ● | ● | | ● | | | | | ● | | | |
| Continuous monitoring of urea concentrations and harmful algal productivity and physiology in the Anacostia River | | | | | ● | ● | | | | ● | | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Contrasting the leadership styles and attitudes of administrators and resultant organizational cultures of programs serving deaf students in India as perceived by the program providers and program recipients | | | | | | | ● | | | | | | |
| Coping development through an ecological systems framework | | | ● | | | | | | | | | | |
| A correlation study: Monosyllable, Trochee, and Spondee word recognition and performance on a rhyme judgment paradigm in Deaf college-age students | | ● | | | | | | | | | | | |
| Creation of a DNA repository to identify deafness genes | | | | | | | ● | | | | | | |
| Cross-language activation during sentence comprehension in deaf bilinguals | ● | ● | | | | | | | | | | | |
| Curriculum-based measurements in written expression: Reliability and validity for students who are Deaf or hard of hearing | | ● | | ● | | | | | | | | | |
| Deaf interpreting space | | | | ● | | | | | ● | | | | |
| Deaf students in conventional foreign language classrooms | | | | ● | | | | | | | | | ● |
| Deaf Studies Digital Journal | | | | | | | ● | | | | ● | | ● |
| Deaf women senior citizens: Perspectives on interpretation in the healthcare setting | | | | | | | | | ● | | | | |
| Development and initial validation of a questionnaire to measure hearing parents' perceptions of health care professionals' advice | | | ● | | | | | | | ● | | ● | |
| The development of a whole word reading intervention for Deaf children | | ● | | | | | | | | | ● | | |
| Development of bimodal bilingualism | ● | | | | | | | ● | | ● | | | ● |
| The development of visual processing in Deaf infants | ● | | ● | | | | | | | | | | |
| Direction asymmetries in spoken and signed language interpreting | | | | | | | | | ● | | | | |
| Directional microphones: A systematic evaluation of directional microphones in natural environments | | | | | | | | | ● | | ● | ● | |
| Disability and passing: Blurring the lines of identity | | | | | ● | | ● | | | | | | ● |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Disability interest groups in Europe | | | | | | | ● | | | ● | | | |
| Disability protests | | | | | | | ● | | | | | | |
| Disclosure of sexual assault among Deaf female survivors | | | ● | | | | | | | | | | |
| District of Columbia Space Grant Consortium | | | | ● | | ● | | | | | | | |
| Early educational longitudinal study (EELS) | | | | ● | ● | | | | | ● | | ● | |
| Effects of sexual assault disclosure among Deaf female survivors | | | ● | | | | | | | | | | |
| Efficacy of short-term aural rehabilitation for adult cochlear implant users | | | | | | | | | | | ● | | |
| Electromagnetic interference with cochlear implants and hearing aids | | | | | | | | | | ● | ● | | |
| Electrophysiological indices of visual language experience on auditory and visual function | ● | ● | | ● | | | | | | | | | |
| Emergent Signers: Consumer Perspectives on Interpreting | | | | | | | | | ● | | | | |
| Empowering Deaf communities in Latin America and Africa | ● | | | | | | | | | | | | ● |
| Empowering rural Deaf citizens in Africa through social movements | | | | | | | ● | | | ● | | | ● |
| English acquisition through reading: Translation as a strategy | | ● | | ● | | | | | | ● | | | |
| Establishing best practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom | | | ● | | ● | | | | | | | ● | ● |
| Ethical practices website | | | | | | | | | | | | | ● |
| Evaluation of concatenative synthetic speech reception in people with cochlear implants | | | | | | | | | | | ● | | |
| An evaluation of mental health services for Deaf and hard of hearing people in Nepal-Part I | | | ● | | | | | | | | | | ● |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| An examination of medical interview questions rendered in American Sign Language by Deaf physicians and interpreters | | | | | | | | ● | ● | | | | |
| Examining the effects of visual language experience on visual attention in young deaf emergent readers with eye-tracking: A pilot study for innovation in e-literacy and signing creatures avatar design | ● | ● | | ● | | | | | | | ● | | ● |
| Executive function in Deaf bilingual school-aged signers | ● | ● | | | | | | | | | | | |
| The experiences of non-signing Deaf and hard of hearing students and their academic and social integration into a predominantly signing Deaf university environment | | | ● | | | | ● | | | ● | | | |
| Exploring Deaf nuns: An interview with Dorothy Steffanic | | | | | | | ● | | | | | | |
| Exploring the foundations of iconicity in language: Evidence from an fNIRS brain imaging study on the neural basis of ASL classifiers | | | | | | | | ● | | ● | | | |
| Exploring the phenomenological experience of child sexual abuse in Deaf women through the creation of a sandtray world | | | | ● | | | | | | | | | |
| Factors that impact transportation decisions for college students: What are they and do they differ between Deaf and hearing Students | | | | ● | ● | | | | | | | | |
| Fingerspelling development as alternative gateway to phonological representations in Deaf children | ● | ● | | | | | | | | | | | |
| Fingerspelling development that is independent of English | ● | ● | | ● | | | | ● | | | | | |
| Forward to professorship: Pay it forward | | | | ● | ● | ● | | | | | | ● | |
| Frequency and description of facial expression in ASL narratives | | | | | | | | ● | | | | | |
| Frequency-lowering algorithms: Objective and subjective benefits for patients identified with cochlear dead regions | | | | | | | | | | | ● | ● | |
| From plants to drugs | | | | ● | | | | | | | | | |
| Gallaudet scholarship of teaching and learning initiative | | | | ● | | | | | | | | | |
| Gaze-Following in Deaf infants | ● | | | ● | | | | | | | | | |
| Gender issues in the writings of Mme De Gouges and Mme De Stäel | | | | | | | | | | | | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Genetic Deafness in alumni of Gallaudet University | | | | | | | ● | | | | | | |
| Gestures in ASL: Separate system or root of ASL | ● | | | ● | | | | ● | | | | | |
| HCC small: DHH cyber-community - supporting Deaf and hard of hearing students in STEM | ● | | | | | ● | | ● | ● | | | | |
| History and documentation of native Hawaiian Sign Language | | | | | | | ● | ● | | | | | ● |
| Identifying depiction in literal ASL interpretations | | | | | | | | ● | ● | | | | |
| Identifying emerging access issues and opportunities in new telecollaboration systems and technologies through use of focus groups, web forum, and observation (R2) | | | | | | | | | | ● | ● | | |
| Image processing for NASA applications | | | | ● | | ● | | | | | | | |
| Immediate effects of altered auditory feedback on associated motor behaviors of people who stutter | | | | | | | | | | | ● | ● | |
| Impact of service provision on hearing aid outcomes | | | | | | | | | | | ● | ● | |
| Implementing Article 25 in Thai special education of Deaf children | | | | ● | ● | | | | | ● | | | |
| Individual differences in Deaf readers | | ● | | | | | | | | | | | |
| The influence of body image on adolescent girls' risk and protection behaviors | | | ● | | | | | | | ● | | | |
| The influence of Deaf culture on school culture and leadership: A multiple case study | | | | ● | ● | | ● | | | | | | |
| Interactive interpreting: Teaching and learning strategies | | | | | | | | | ● | | | | |
| Interpreting decisions and power: Interpreters working in legal settings | | | | ● | ● | | ● | ● | ● | | | | ● |
| Intimate partner violence in the Deaf community: A quantitative examination | | | ● | | | | | | | | | | |
| Inventing the bilingual University: Undergraduates' coherence in ASL and English discourse | ● | ● | | ● | | | | | | | ● | ● | |

# Goal E: Research and Outreach

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Investigating ASL/English interpreted interaction in video relay settings | | | | | | | | | ● | | | | |
| Investigating interactive interpreting | | | | | | | | | ● | | | | |
| Investigating the social, economic, political, and cultural issues that affect the lives of Deaf people in Argentina, Costa Rica, and Mexico | | | | | | | | | | | | | ● |
| Investigation of the molecular mechanisms of tumor promotion | | | | | | | | | | | | | |
| Investigations of the effect of catalyst loading on cross-metathesis reaction | | | | ● | | | | | | | ● | | |
| Kindergartens for the Deaf in three countries: United States, France, and Japan | | | | ● | ● | | ● | | | ● | | | ● |
| Kinky: Normalizing deviance desires | | | | | | | | | | | | | |
| Language acquisition, literacy learning, and literate thinking in young d/Deaf children | | | | ● | ● | | | | | | | | |
| Language use at RID conferences: A national survey of behaviors and perceptions | | | | | | | | | ● | | | | |
| Life scripts of oral deaf individuals | | | ● | | | | | | | | | | ● |
| Lipreading and writing strategies of Deaf college students: An analysis of data from the VL² Toolkit Data Base | | ● | | ● | | ● | | | | | | ● | |
| Literacy expression in Alaskan Eskimo and Deaf cultures: A perspective on culture | | | | | | | ● | | | | | | ● |
| Men bring condoms, women take pills: Men's and women's roles in contraceptive decision-making | | | | | | | | | | | | | |
| A model of Deaf scientists mentoring Deaf students | | | | ● | ● | ● | ● | | | | | ● | |
| Modeling semantic-orthographic-manual networks with delayed auditory input | | ● | | | | | | | | | | | |
| Motivations and goals of owners, managers, and counselors of planned recreational programs for Deaf and hard of hearing children | | | | ● | | ● | | ● | | ● | | | |
| Narrative inquiry into first grade ASL/English classroom experiences | ● | ● | | ● | ● | | | | | | | | |
| National Socio-Environmental Synthesis Center | | | | ● | | ● | | | | ● | | | ● |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| A needs assessment of teachers of Deaf/HH K-12 immigrant students utilizing asynchronous online focus groups | | | | ● | | | | | | ● | | | ● |
| Neural representations of print, fingerspelling & sign in Deaf bilinguals | ● | ● | ● | | | | | | | | | | |
| Occupational noise exposure in carnival ride employees at an independent state fair | | | | | | | | | | | ● | | |
| Optical imaging of visual selective attention in Deaf adults | | | ● | | | | | | | | | | |
| Orthographic processing effects on eye movements in Deaf readers | | ● | | | | | | | | | | | |
| Overcoming barriers to STEM success for deaf undergraduates. | | | | ● | | | | | | | | | |
| Parental self-concept: Understanding identity salience and discrepancy as it relates to parental satisfaction | | | ● | | | | | | | | | ● | |
| Parenting stress in raising Deaf children and the role of parental personality in coping | | | ● | | | | | | | | | | |
| Parents and teachers information package | ● | ● | | ● | ● | | | | | | | | |
| Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials | | | | | | | | | | | | | |
| Perception of diversity | | | | | | | | | | | | | ● |
| Perceptions and attitudes of pre-service teachers about inclusion: A close look at introduction to special education courses | | | | | | | | | | ● | | | |
| Perceptual effects of mixed channel configurations in cochlear implants | | | | | | | | | | | ● | | |
| Phonological matching in ASL | | | | | | | | ● | | | | | |
| Pilot project: Cognitively complex interaction from a developmental perspective | ● | ● | | ● | | | | ● | | | | | |
| Pilot study on iconicity in child ASL | ● | | | ● | | | | ● | | | | ● | |
| Pilot study: Immigrant families with Deaf children and their access to resources | | | ● | | | | ● | | | ● | | | ● |
| Potential societal impact of advances in genetic deafness | | | | | | | ● | | | ● | | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Principal leadership in schools for secondary level Deaf students: Perceived effects on school performance influencing student success | | | | ● | | | | | | ● | | | |
| Priority Research Fund | | | | | | | | | | ● | | | |
| Production of movement in users of American Sign Language and its influence on being identified as "non-native" | | | | | | | | ● | | | | | |
| Qualitative and quantitative data collection from young adults about their experiences being educated as solitaires* during a majority of their K-12 years | | | ● | | ● | | | | | | | | |
| Quantifying the needs of people with hearing loss in using technology for daily and emergency voice telecommunication (R1) | | | | | | | | | | ● | ● | | |
| The relationship between parental personality, parenting stress, and adjustment in Deaf children | | | ● | | | | | | | | | | |
| The relationship between the middle latency response binaural interaction component (MLR-BIC) and tests of biannual integration in young adults | | | | | | | | | | ● | ● | | |
| The reliability and norms of the leisure diagnostic battery for undergraduate recreation majors who are Deaf | | | | | | | | | | | | ● | |
| Representation of hand configuration data in different notation systems for child acquisition of ASL | ● | | | | | | | ● | | | | ● | |
| Research internship in interpretation | | | | | | | | | ● | | | | |
| Research methods in psycholinguistic investigations of signed language processing | | | | | | | | ● | | | | | |
| Resource and tool development to facilitate incorporation of accessibility in mainstream telecommunication | | | | | | | | | | ● | ● | | |
| Retrospective study of Black Deaf doctorates' graduate school experiences | | | | | | | | | | | | | ● |
| The role of gesture in learning | | ● | | | | | | | | | | | |
| SFA1: Visual and cognitive plasticity | | | | | | | | | | | | | |
| SFA2: Language development and bilingualism | ● | ● | | ● | | | | | | | | | |
| SFA3: Reading and literacy in visual learning | | | | | | | | | | | | | |
| SFA4: Translation of research to educational practice | | | | ● | | | | | ● | | | | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| SFA5: Integration of research and education | | | | ● | | | | | | | ● | | |
| Signing with an accent: ASL L2 phonology | ● | | | | | | | ● | | | | | |
| Signing with an accent: ASL L2 phonology and Chinese signers | | | | | | | | ● | | | | | ● |
| Signs of literacy: A longitudinal study of ASL and English literacy acquisition | ● | ● | | ● | ● | | ● | ● | | | | | ● |
| Site-directed Mutagenesis of RasGRP2 | | | | | | | | | | | | | |
| Small Research Grants | | | | | | | | | | | | | |
| Speech production and perception skills of children using cochlear implants: Implications for implant fitting and habilitation | | | | | | | | | | | ● | ● | |
| Speech training and auditory rehabilitation iPad application | | | | | | | | | | | ● | ● | |
| Stress and burnout in video relay interpreting: An examination of ASL-English interpreters | | | | | | | | | ● | | | | |
| A study of excellent teaching at Gallaudet University | | | | ● | | | | | | | | | |
| Successful science teaching: Problem solving strategies of outstanding science teachers of the Deaf | | | | ● | | | | | | ● | | ● | |
| Synthesis of small and medium sized molecules | | | | ● | | | | | | | | | |
| Synthesis of strained heterocycles | | ● | | ● | ● | ● | | | | | | | |
| A systematic developmental skill-oriented investigation of poor and proficient Deaf readers across both shallow and deep orthographies | | ● | | ● | | | | | | | | | |
| Toolkit for establishment of effective bilingual early education activities for deaf children in resource-poor nations | | | | ● | ● | | | | | ● | | | |
| Undergraduate engagement and retention study using National Survey of Student Engagement (NSSE) data | | | | ● | | | | | | | | ● | |
| UNHS protocol with 1000 Hz tympanometry: Cost analysis and referral rates | | | | | | | | | | | ● | | |
| The use of automatic speech recognition technology in the assessment and rehabilitation of children with hearing impairments | | | | | | | | | | | ● | ● | |

| PROJECT | PRIORITIES (Numbers correspond to priorities earlier in this section) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| The use of noise-canceling headphone for audiometric assessment in noise | | | | | | | | | | | ● | | |
| The use of the Trauma Symptom Inventory and Brief Symptom Inventory with Deaf and hard of hearing Israelis | | | ● | | | | ● | | | | | | |
| Using Corona Program Imagery to study Bolivian deforestation, Mexican butterfly habitat, and Himalayan glacier changes since the 1960s | | | | ● | | ● | | | | | | | |
| A validation study of the signed paired associates test for children | | | ● | | | | | | | | | ● | |
| Visual language training to enhance literacy development | ● | ● | | ● | | | | | | | | | |
| Visual processing in Deaf adults | ● | | ● | | | | | | | | | | |
| Visual span in deaf readers | | ● | | | | | | | | | | ● | |
| VL2 National Research Volunteer Program | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| VL2 shared data resource | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| Wabash study: Understanding Gallaudet students' literacy development | | ● | | | | | | | | | | | |
| Weekend science camp for the Deaf/hard of hearing at Camp Dreams and Inspirations, East Gull Lake, MN | | | | | | | | | | | | | |
| What are indicators of questions in ASL and Tactile ASL? | | | | | | | | ● | | | | | |
| **TOTALS: 186 PROJECTS** | 34 | 35 | 34 | 57 | 27 | 12 | 27 | 26 | 20 | 37 | 33 | 31 | 29 |

## III. Students Actively Engaged in Research

Historically, Gallaudet has served as a training ground for students who later became strong researchers and made substantial contributions to their fields. Among the faculty researchers who reported herein are a number of Gallaudet graduates. Today, the faculty strives to involve students in ways that benefits their minds and also advances the pursuit of new understandings and knowledge. Of the 187 research projects reported herein, 83 graduate and undergraduate students are involved in 65 projects. From serving as assistants for faculty investigators to the carrying out of their own study, students are major contributors in the vitality of campus research scholarship. Many academic programs have classes that require research projects as a final project or as the focus of the entire course. Through active inquiry, students get a chance to apply theories and knowledge from their classes in a way that helps them to make connections to real situations and practice. Such critical approach to thinking can propel a deeper insight into their chosen field—and solidify their foundation for a promising career in the knowledge-based fields.

Gaining the insight of younger deaf and hard of hearing people is essential to many topics of concern to Gallaudet in particular. Young minds may approach problems in new ways. Across the university, there are a growing number of student researchers working on their own studies or assisting other research from the physical sciences to social sciences to deafness-related disciplines. Student research assistants play vital roles in collecting responses from diverse participants, analyzing raw data, and presenting findings The University encourages student involvement in research activity through graduate assistantships, hiring under external grants, and direct funding of student research. In addition, research internships are being made available to students, through various departments. One promising development is the extent of student-led research activity. In FY 2013, there were 39 small research grants awarded to students conducting their own research or who are working under faculty members.

The pinnacle of student contribution to knowledge is the doctoral dissertation. In FY 2012, eleven students completed their doctoral study. In FY 2013, the number has climbed to seventeen doctorates, with the list of individuals shown below.

Brandt, S. E. (2013). *The role of humor and its influence on the self-perceived and others-perceived conflict management styles of line officers in institutions of higher learning serving deaf, hard of hearing, and hearing students* (Doctoral dissertation). Gallaudet University, Washington, DC.

Brinks, L. E. (2013). *Principal-Leaders in schools for secondary level deaf students: Perceived effects on principal-leadership behaviors influencing school performance and student success* (Doctoral dissertation). Gallaudet University, Washington, DC.

Chandani, A. (2013). *Contrasting the leadership styles and attitudes of administrators and resultant organizational cultures of programs serving deaf students in higher education in India as perceived by both the program providers and the program recipients* (Doctoral dissertation). Gallaudet University, Washington, DC.

Finley, T. L. (2013). *Black racial identity and internalized racism: Their relationship to depression in Black deaf college students* (Doctoral dissertation). Gallaudet University, Washington, DC.

## 1935



Class of 1939 members (from left) Rodney Walker, Raymond Atwood, Alexander Ewan, and Louis Ritter, get the unique opportunity of touching the top of the Washington Monument, which is undergoing repair and cleaning. To perform the task, an immense scaffold has been constructed on the outside of the structure, and the Gallaudet students obtain permission to ascend in the workmen's elevator, then climb a narrow ladder the last 55 feet to the top.

Fuller, J. (2013). *Assimilation patterns in fingerspelling* (Doctoral dissertation). Gallaudet University, Washington, DC.

Garrow, W. G. (2013). *The mental space function of BUT as a lexical discourse marker in American Sign Language lectures* (Doctoral dissertation). Gallaudet University, Washington, DC.

Hochgesang, J. A. (2013). *Is that a Y or a …? Representation of hand configuration data in different notation systems for child acquisition of ASL* (Doctoral dissertation). Gallaudet University, Washington, DC.

Kubli, L. R. (2013). *Effects of blast injury in the loss of auditory localization in military personnel* (Doctoral dissertation). Gallaudet University, Washington, DC.

Morgan, M. E. (2013). *Relationship satisfaction in mixed deaf, hard of hearing, and hearing couples* (Doctoral dissertation). Gallaudet University, Washington, DC.

Musyoka, M. M. (2013). *A case study of a native-ASL deaf child's play in an ASL/English bilingual classroom: Play behaviors, interactions and language use* (Doctoral dissertation). Gallaudet University, Washington, DC.

Payne, E. L. (2013). *Treatment-Integrity practices in school-based interventions: Measuring the discrepancies between beliefs and practices, as perceived by student-support team members* (Doctoral dissertation). Gallaudet University, Washington, DC.

Plotkin, R. M. (2013). *The relationship between parental personality, parenting stress and adjustment in deaf children* (Doctoral dissertation). Gallaudet University, Washington, DC.

Pucci, C. T. (2013). *Ethical values in deaf education: Do the ethical preferences of superintendents and principals leading residential schools for the deaf in America influence how teachers characterize their schools as being professional ethical learning communities* (Doctoral dissertation). Gallaudet University, Washington, DC.

Sloan, V. S. (2013). *ASL nominal constructions involving signs that resemble pronouns* (Doctoral dissertation). Gallaudet University, Washington, DC.

Soje, G. O. (2013). *The effects of administrative leadership styles on organizational culture in schools for deaf and mainstreamed students in Lagos State, Nigeria* (Doctoral dissertation). Gallaudet University, Washington, DC.

Verhoff, J. M. (2013). *Effects of multisensory training on perceptual learning in adult cochlear implant users* (Doctoral dissertation). Gallaudet University, Washington, DC.

Yates, M. T. (2013). *The reliability and validity of the general assessment questionnaire – revised: An operational measure of personality factors* (Doctoral dissertation). Gallaudet University, Washington, DC.

The university is proud of these students' accomplishments, as we are proud of all of the students who are sharpening their minds through systematic inquiry into fields of knowledge. As students of the past now foster the growth of knowledge as faculty researchers, we look to this generation of students to move into positions of intellectual leadership in the future.

# 1936



Students are pictured at a traditional "prep rats" ceremony. First-year students are subjected to countless initiations, including gathering them on the steps of College Hall under the pretense of taking a class photograph, then drenching them to the skin with a trough of water dumped from a window above by a devious upperclassman.

# IV. Research and Scholarly Activities by Research Center

The research and scholarly activity sections lists the FY 2013 research projects and achievements by the dedicated research centers including the Gallaudet Research Institute (GRI), Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE), Technology Access Program (TAP), Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2), and its affiliate, the Brain and Language Laboratory (BL2). (The work done in department laboratories is shown later under the part "Research and Scholarly Activities by Academic Units.")

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project's title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project.

At the end of each unit's part there is a list of citations of scholarly and creative products that are not associated with a research project.

## Brain and Language Laboratory (BL2)

The Brain and Language Neuroimaging Laboratory (BL2) is a state-of-the-art research laboratory and team within the NSF Science of Learning Center on Visual Language and Visual Learning (VL2). The team studies language and bilingualism, reading and literacy, including the important role of visual sign phonology in successful reading in young deaf children. They are further committed to powerful innovative translation and to providing meaningful knowledge to society, spanning parents, teachers, and educational policymakers. The team seeks to uncover the biological foundations and environmental influences underlying linguistic, reading and cognitive processing in monolingual and bilingual infants, children, and adults. A wide range of methods (behavioral, neuroimaging, genetic), languages (signed, spoken) and populations (infants, children, and adults, both monolingual and bilingual, deaf and hearing, and cochlear implant users) are used to understand the fascinating processes by which infants discover the basic building blocks of their language as well as the most optimal conditions of learning language, reading, and literacy. Another important goal of the BL2 is to provide state-of-the-art training to Gallaudet students in the world's most advanced neuroimaging. We are especially proud to be the neuroimaging training home for Gallaudet's pioneering new Ph.D. in Educational Neuroscience program. The BL2 features a functional Near Infrared Spectroscopy (fNIRS) brain imaging system, as well as an infant habituation lab, video-recording and editing studios, video-conferencing facilities, a cognitive neurogenetic analysis studio, experimental and observation chambers, a state-of-the-art Tobii eye-tracking studio, a library and more.

**Principal investigators**

Petitto, Laura-Ann • Psychology

**Additional investigators**

Choi, Song-Hoa (Student) • Mathematics

Gauna, Kristine (Student) • International Studies

Jasińska, Kaja (Student) • Psychology

Langdon, Clifton (Student) • Linguistics

**Priorities addressed**

Development of Signed Language Fluency

Development of English Literacy

Psycho-Social Development and Mental Health Needs

**Funding sources**

National Institutes of Health (NIH)
Grant Number: NIH 5R01HD45822

Additional information regarding the Brain and Language Laboratory can be found at http://petitto.gallaudet.edu/.

## Research Projects

### The biological basis of language and reading in monolingual and bilingual children and adults (discoveries of the reading brain, the bilingual brain, and the bilingual reading brain)

**Status:** Ongoing
**Start date:** January 2011

The purpose of this study is to discover the neural participation and neural organization of bilinguals and what impact the age of first bilingual exposure has on the bilingual's capacity to process and read in two languages. We will examine how bilingual children learn to read in two languages. The way in which the child's first language impacts on reading development in the second language is of great theoretical importance to educators and for understanding language processing in general. (1) Bilingual babies have a greater and longer sensitivity to language distinctions that make up the world's languages, and showed unique patterns of brain activation for language; (2) Both bilingual children and adults showed greater extent and variability in neural recruitment of classic language brain areas during language processing relative to their monolingual peers; (3) Bilinguals seemed to have greater coordination between their two hemispheres as compared with monolinguals; (4)An age-related shift in the recruitment of brain areas has been observed supporting reading among monolingual and bilingual children; (5) Bilingual advantage in phonological awareness

has been observed at the earliest stages of reading compared to monolingual children. Specific parts of language knowledge, and their contribution to reading mastery, are indeed altered as a result of bilingual language experience.

**Principal investigators**

> **Petitto, Laura-Ann** • Psychology

**Additional investigators**

> **Choi, Song Hoa** (Student) • Science, Technology, and Mathematics
>
> **Fisher, Daniel** (Student) • ASL and Deaf Studies
>
> **Gauna, Kristine** • Science of Learning Center on Visual Language & Visual Learning (VL2)
>
> **Jasińska, Kaja** (Student) • Psychology
>
> **Johnson, Krystal** (Student) • Psychology
>
> **Kartheiser, George** (Student) • Linguistics
>
> **Langdon, Clifton** (Student) • Linguistics
>
> **Musyoka, Millicent** • Education
>
> **Poindexter, Yashimarae** (Student) • ASL and Deaf Studies
>
> **Spurgeon, Erin** (Student) • Interpretation

**Funding sources**

> National Institutes of Health (NIH)

**Products**

Jasińska, K., & Petitto, L. A. (2012, October). *Temporal dynamics of bilingual language processing as a new lens into human brain lateralization: An fNIRS study.* Poster presented at the meeting of the Society for Neuroscience, New Orleans, LA.

## 1937



The number of faculty members has grown substantially over the years. (In 2013, there are 234 faculty and teachers at the University and the Laurent Clerc National Deaf Education Center.)

Jasińska, K., & Petitto, L. A. (*2013*). How age of bilingual exposure can change the neural systems for language in the developing brain: A functional near infrared spectroscopy investigation of syntactic processing in monolingual and bilingual children. *Developmental Cognitive Neuroscience*. doi: 10.1016/j.dcn.2013.06.005

Jasińska, K., & Petitto, L. A. (2013, April). *Age of bilingual exposure predicts distinct contributions of phonological and semantic knowledge to successful reading development.* Poster presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Jasińska, K., & Petitto, L. A. (2013, February). *Role of phonology and semantics in bilingual reading acquisition.* Poster presented at the meeting of the National Science Foundation: Inter-Science of Learning Center, Philadelphia, PA.

Kovelman, I., Berens, M., & Petitto, L. A. (2013). Should bilingual children learn reading in two languages at the same time or in sequence? Evidence of a bilingual reading advantage in children in bilingual schools from monolingual English-only homes. *Bilingual Research Journal, 2013.*

Petitto, L. A. (2012, December). *How young children discover language: Revolutionary evidence from the signing child.* Presented at the meeting of the Centre Assistenza per Bambini Sordi e Sordociechi, Rome, Italy.

Petitto, L. A. (2012, October). *How the child learns language.* Presented at the Human Development Department, University of Maryland, College Park, MD.

Petitto, L. A. (2013, April). *Revolutions in science and education: Discoveries of language and reading advantages in young signing children provide a new understanding of human language and how it is best learned.* Presented at the meeting of the Educational Administrators of Schools and Programs for the Deaf, Tucson, AZ.

Petitto, L. A. (2013, August). *Revolutions in science & technology.* Presented at the Opening Day at Maryland School for the Deaf, Colombia, MD.

Petitto, L. A., (2013, April). *How the human child discovers language: New insights from the neural foundations of language, the bilingual brain, and the visual phonological mind.* Presented at the meeting of the Annual Early Hearing Detection and Intervention, Phoenix, AZ.

Petitto, L. A., (2013, April). *What it means to be human: Our brains and the power of learning language.* Presented at the 40th Anniversary of Field School, Washington, DC.

Petitto, L. A., (2013, May). *How do children learn to read?* Presented at the meeting of the Coalition for National Science Funding, Washington, DC.

Petitto, L. A., Berens, M. S., Kovelman, I., Dubins, M. H., Jasińska, K., & Shalinksy, M. (2012). The "Perceptual Wedge Hypothesis" as the basis for bilingual babies phonetic processing advantage: New insights from fNIRS brain imaging. *Brain and Language*, *121*(2), 142-155.

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

**Status:** Ongoing
**Start date:** September 2012

This study asks whether early exposure to a visual signed language impacts negatively, and/or causes neural deviance or abnormality to, classic left-hemisphere spoken language tissue development in deaf individuals who had early cochlear implantation. State-of-the-art fNIRS brain imaging technology is used to address this question in healthy deaf individuals with cochlear implants, crucially, with and without early exposure to a visual signed language. fNIRS has revolutionized the study of individuals with CIs because it is uniquely capable of imaging inside the human brain without causing damage to the individual or to the technology. Early exposed deaf CI individuals showed entirely normal and robust activation in classic left-hemisphere language areas. By contrast, late exposed deaf CI individuals showed greater activation in the right-hemisphere, which are not classic left hemisphere language areas. This supports the hypothesis that early signed language exposure facilitates normal language processing and does not cause neural deviance or abnormality to classic left-hemisphere language tissue. Auditory processes were not "taken over" by signed language processing in early-sign exposed individuals with CIs. Instead, their language tissue activity was entirely normal. The findings suggest instead that aspects of left hemisphere language tissue thought to be "auditory" is not, and instead is dedicated to processing highly specific patterns in natural language, be they patterns on the hands or tongue.

**Principal investigators**

**Petitto, Laura-Ann** • Psychology

**Additional investigators**

**Choi, Song Hoa** (Student) • Science, Technology, and Mathematics

**Fisher, Daniel** (Student) • ASL and Deaf Studies

**Gauna, Kristine** • Science of Learning Center on Visual Language & Visual Learning (VL2)

**Jasińska, Kaja** (Student) • Psychology

**Johnson, Krystal** (Student) • Psychology

**Kartheiser, George** (Student) • Linguistics

**Langdon, Clifton** (Student) • Linguistics

**Poindexter, Yashimarae** (Student) • ASL and Deaf Studies

**Spurgeon, Erin** (Student) • Interpretation

**Funding sources**

National Science Foundation (NSF)

National Institutes of Health (NIH)

## 1938



A classroom scene during a French lesson. Today, the World Languages and Cultures Department offers courses in French, German, and Spanish written languages, as well as in several foreign sign languages. Students can major in Spanish and international studies.

**Products**

Jasińska, K., Langdon, C., & Petitto, L. A. (2013, June). *Early life exposure to visual signed language in deaf individuals with cochlear implants facilitates the development of auditory language tissue: Evidence from fNIRS neuroimaging.* Poster presented at National Science Foundation Site Visit: Visual Language, Visual Learning, Washington, DC.

**Examining the effects of visual language experience on visual attention in young deaf emergent readers with eye-tracking: A pilot study for innovation in e-literacy and signing creatures avatar design**

**Status:** Ongoing
**Start date:** January 2013

How do young children learn to read when using contemporary learning tools such as reading apps? How do young deaf children use, visually examine, and process complex visual information on a moving screen—especially involving early reading apps for the young deaf reader? For these questions, no studies exist, and the present studies in this research are the first of their kind. This project examines whether differences in early life visual language experience impact visual attention and allocation in young deaf and hearing emergent readers. Early visual language experience affords enhanced visual gaze-shifting and visual attention in the young deaf visual learner which subsequently impacts book-sharing and literacy behaviors in toddlers and yields linguistic, reading, and cognitive benefits. We examine whether differences in early visual language experience and age impact visual attention and allocation. If early visual language is a significant factor in task performance, it may suggest that select visual properties at the heart of visual sign phonology selectively enhances sight word recognition in ways that positively impacts those children's acquisition of English reading. Results from the present study will provide research-based insights into all young children's visual attention to linguistic and non-linguistic visual information in dynamic moving scenes.

**Principal investigators**

Petitto, Laura-Ann • Psychology

**Additional investigators**

Allen, Thomas • Education

Choi, Song Hoa (Student) • Science, Technology, and Mathematics

Cochran, Casey (Student) • Linguistics

Cullen, Don (Student) • Science, Technology, and Mathematics

Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Jasińska, Kaja (Student) • Psychology

Kartheiser, George (Student) • Linguistics

Langdon, Clifton (Student) • Linguistics

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

Spurgeon, Erin (Student) • Interpretation

Stone, Adam (Student) • Education

**Funding sources**

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

**Products**

Stone, A., Langdon, C., Jasińska, K., Herzig, M., Malzkuhn, M., Allen, T., & Petitto, L. A., (2013, June). *Examining the effects of visual language experience on visual attention in young deaf emergent readers with eye-tracking: A pilot study for innovation in e-literacy and signing creatures avatar design.* Poster presented at the National Science Foundation Site Visit, Washington, DC.

## Exploring the foundations of iconicity in language: Evidence from an fNIRS brain imaging study on the neural basis of ASL classifiers

**Status:** Ongoing
**Start date:** January 2011

Current approaches to classifier constructions have been characterized either as utilizing a linguistic system that can exploit iconicity or an exhaustively morphemic approach. To gain novel insight into the underlying basis of this ASL system, fNIRS brain imaging methodology is utilized as a tool to adjudicate between the hypotheses that classifier constructions engage additional neural systems (H1) or that they are only processed by the same neural systems as other verbs that carry grammatical inflection (H2). If H1 is supported, it would suggest that sign languages are able to exploit iconic bases in a similar manner as spoken languages do with ideophones. If H2 is supported, it would suggest that the exhaustively morphemic approach is more felicitous than linguistic analyses that propose classifier constructions can be decomposed into gestural and linguistic components.

**Principal investigators**

Petitto, Laura-Ann • Psychology

**Additional investigators**

Choi, Song Hoa (Student) • Science, Technology, and Mathematics

Gauna, Kristine • Science of Learning Center on Visual Language & Visual Learning (VL²)

Jasińska, Kaja (Student) • Psychology

Johnson, Krystal (Student) • Psychology

Kartheiser, George (Student) • Linguistics

Langdon, Clifton (Student) • Linguistics

Poindexter, Yashimarae (Student) • ASL and Deaf Studies

Spurgeon, Erin (Student) • Interpretation

**Funding sources**

National Institutes of Health (NIH)

National Science Foundation (NSF)

**Products**

Langdon, C. (2013, May). *The linguistic structure and neural representation of classifier constructions: Through the lens of child acquisition and fNIRS neuroimaging of adults*. Presented at the Deafness, Cognition, and Language Centre, London, England.

Langdon, C. (2013, May). The linguistic structure and neural representation of classifier constructions: Through the lens of child acquisition and fNIRS neuroimaging of adults. Presented at the Dr. Gabriella Vigliocco Research Laboratory, London, England.

## Gallaudet Research Institute (GRI)

The Gallaudet Research Institute (GRI) strives to fulfill the university's legislated obligation to support and conduct research, and disseminate findings, on topics of concern to deaf people and those who live, work with, and educate them. To this end, GRI aspires to stimulate students, faculty, and staff in pursuit of new knowledge of value to their scholarly growth and to their discipline, by supporting on-campus research and lectures. In FY12, 65 campus researchers, both students and faculty members, were awarded grants through the Priority Research Fund and Small Research Grants programs. GRI researchers conducted studies of language and learning processes in American Sign Language and English among deaf people from diverse cultural and educational backgrounds. The GRI continued its long tradition as a leading source of demographic and educational data about deaf youth throughout the United States in carrying out the 2011-12 Annual Survey of Deaf and Hard of Hearing Youth. GRI's research scientists and associates

# 1939



The College celebrates its 75th anniversary. Agatha Tiegel Hanson (Class of 1893) and Louis Tuck (Class of 1870) were presenters at the alumni program.

contributed to studies conducted by other campus research centers, namely, VL² and RERC-HE, and to institutional research conducted by the Office of Academic Quality. GRI's programmers assisted numerous institutional and scientific studies on campus by developing custom database and information management software. Finally, in 2012, GRI staff members handled compilation and preparation of the university's external research reporting, i.e., for NSF's HERD survey and the Annual Report of Achievement.

**Staff**

> Barac-Cikoja, Dragana • Research Scientist II
>
> Benaissa, Senda • Research Associate
>
> Cole, Kevin • Research Applications Programmer
>
> Hack-McCafferty, Shirley • Executive Secretary
>
> Lam, Kay • Research Associate
>
> Qi, Sen • Research Scientist II
>
> Reilly, Charles • Associate Director / Senior Research Scientist
>
> Thumann-Prezioso, Carlene • Senior Research Associate
>
> Winiarczyk, Rowena • Research Applications Programmer
>
> Woo, John • Research Applications Programmer

**Priorities addressed**

> Development of Signed Language Fluency
>
> Development of English Literacy
>
> Studies that Inform Public Policies and Programs
>
> Assessment

Additional information regarding the Gallaudet Research Institute can be found at research.gallaudet.edu.

## Research Projects

### American Annals of the Deaf: Reference issue

**Status:** Ongoing
**Start date:** January 1990

The GRI has been compiling information for the "Schools and Programs for the Deaf in the United States" and "Schools and Programs for the Deaf in Canada" listings in the Reference issue of the *American Annals of the Deaf* for over 20 years. The 2012 issue includes 486 schools and programs in the United States and 15 schools and programs in Canada. The listings have been used for a variety of purposes by educators and researchers and serve chiefly as a directory of programs and schools and the services these programs provide to deaf children and youth in support of their education.

#### Principal investigators

**Hotto, Sue** • Gallaudet Research Institute (GRI)

### Annual survey of Deaf and hard of hearing children and youth

**Status:** Ongoing
**Start date:** May 1968

The Annual Survey of Deaf and Hard of Hearing Children and Youth (AS) is a national survey conducted through private and public school systems. This survey collects demographic data on Deaf and Hard of Hearing children's location, characteristics, educational settings, and trends in their education, age, sex, ethnicity, etiology, audiological status, cochlear implant/hearing aid use, instructional setting/services, communication modes in classroom and home, and educationally relevant conditions. The AS is the only national database on Deaf and Hard of Hearing children and youth in the U.S.; the information collected for AS is utilized by individuals and organizations within and beyond Gallaudet as it provides a core set of population-level data in researching issues related to Deaf and Hard of Hearing children. Regional, national and state summaries can be found at: http://www.gallaudet.edu/Gallaudet_Research_Institute/Demographics.html.

#### Principal investigators

**Winiarczyk, Rowena** • Gallaudet Research Institute (GRI)

**Lam, Kay** • Gallaudet Research Institute (GRI)

**Woo, John** • Gallaudet Research Institute (GRI)

#### Additional investigators

**Cole, Kevin** • Gallaudet Research Institute (GRI)

**Mitchell, Ross** • Education • University of Redlands

**Reilly, Charles** • Gallaudet Research Institute (GRI)

#### Funding sources

Gallaudet funding

#### Products

Gallaudet Research Institute. (2013, August). *Regional and National summary report of data from the 2011-2012 Annual survey of deaf and hard of hearing children and youth*. Washington, DC: Gallaudet Research Institute.

Mitchell, R. E., Winiarczyk, R. Lam, K., & Woo, J. (2012, December). *Internal report on management of the annual survey of deaf and hard of hearing children and youth*. Washington, DC: Gallaudet Research Institute.

### Auditory self-monitoring

**Status:** Ongoing
**Start date:** October 2003

A novel approach to investigating self hearing has been developed. It is based on traditional psychophysical techniques, and focuses on the individual's sensitivity to variations in different acoustic properties of his/her speech feedback (e.g., timing, intensity). To date, tests of feedback delay detection and relative loudness of the self-generated speech have been fully automated and applied to investigate the effect of different listening conditions on self- hearing by individuals with different hearing abilities. In addition, a new line of research has been developed that focuses on the acoustic characteristics of the speech signal recorded both in the person's ear canal and at different points on his/her head, for live versus recorded speech, in either open or occluded ear. It is expected that the outcomes of this research program will include both increased

understanding of the role that speech feedback plays in speech production, and the guidelines for the design of hearing assistive technology that can better serve self-hearing needs of hard of hearing individuals.

**Principal investigators**

**Barac-Cikoja, Dragana** • Gallaudet Research Institute (GRI)

**Karch, Stephanie** (Student) • Hearing, Speech, and Language Sciences

**Kokx, Melissa** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

### Priority Research Fund

**Status:** Ongoing
**Start date:** October 2007

Gallaudet's Priority Research Fund supports campus research studies on thirteen problem areas that have been determined to be of high importance to the university. Studies are supported for up to three years; the review and administration processes are aligned with standard and federal grant application processes in order to help prepare campus researcher to effectively apply for external funding. Applicants are expected to first seek external funding; if funded by PRF, by study's end they should be actively applying externally for continuance. More information is available under the Gallaudet Research Institute's page on Research Funding at http://research.gallaudet.edu/.

This year the Fund supported two Gallaudet faculty teams, namely, L. Pick and D. Koo (Psychology) and K. Garrido-Nag (Hearing, Speech & Language Sciences) for "Cognitive and Electrophysiological Correlates of Phonological Processes in Deaf Undergraduate Readers" and C. Szymanski (Clerc Center) and P. Brice (Psychology) for "Applying Evidence based on Practices for Deaf and Hard of Hearing Children with Autism and/or Developmental Disabilities at Home and in the Classroom" for the amount of $28,000. The reader will find details about the methods and results of these studies later in this document under the Laurent Clerc Center listing in this chapter.

**Principal investigators**

**Reilly, Charles** • Gallaudet Research Institute (GRI)

**Benaissa, Senda** • Gallaudet Research Institute (GRI)

**Additional investigators**

**Hack-McCafferty, Shirley** • Gallaudet Research Institute (GRI)

**Funding sources**

Gallaudet funding

# 1940



The houses on Faculty Row, Ballard, Denison, and Fay Houses, built between 1867 and 1878, are part of the University's Historic District. The houses have been renovated and restored as residences for students, an amenity that enhances their educational experience by being part of a living and learning community.

### Small Research Grants

**Status:** Ongoing
**Start date:** October 2007

Gallaudet's Small Research Grants Program (SRG) fosters research activity by Gallaudet and Clerc Center faculty and professional staff, as well as by university students, by funding of small studies and durations of a year or less. We accept proposals for studies on any topic of academic significance using any accepted research method. The Gallaudet Research Institute reviews, awards and administers the grants in collaboration with faculty members and academic departments.

This fiscal year, 30 Gallaudet faculty, staff, and students were awarded a Small Research Grant for a total of $19,000. Details on all of the funded studies can be seen under the various academic departments part in this chapter and by searching the "research & scholarship at Gallaudet" database at http://research.gallaudet.edu/ara . More information is available under the Gallaudet Research Institute's page on Research Funding at http://research.gallaudet.edu/

**Principal investigators**

> **Reilly, Charles** • Gallaudet Research Institute (GRI)

> **Benaissa, Senda** • Gallaudet Research Institute (GRI)

**Additional investigators**

> **Hack-McCafferty, Shirley** • Gallaudet Research Institute (GRI)

**Funding sources**

> Gallaudet funding

### Toolkit for establishment of effective bilingual early education activities for deaf children in resource-poor nations

**Status:** Ongoing
**Start date:** September 2012
**End date:** October 2013

Informed by research on effective early childhood learning and by field experience in two Southeast Asian nations, a toolkit will be developed as a practical guide in establishing programs for families with young Deaf children in resource-poor nations. The current aim is to develop the details of a comprehensive, culturally-transferable model. The scope includes devising curricula for preschool teacher training and interpreter preparation, a Deaf community engagement plan, and a service/activity plan for families (center and home-based). Orientation materials for Deaf and hearing families, educators and community leaders will be prepared. A monitoring and evaluation plan, with emphasis on baseline assessment and formative evaluation, will include appropriate indicators for measuring changes in knowledge, attitudes skills, and aspirations experienced by participants in early education programs for Deaf infants and toddlers. Given the need to document the efficacy of the innovations of Deaf adults using their sign language with children, the investigators will devise an approach to documentation using videotape, interview and observation, with consideration of the need for local people to be able to conduct data collection and apply findings to the improvement of their efforts. A draft "family assessment scheme"

## 1941



The *Tower Clock* yearbook starts publication, replacing *Corner Stone*, which was established in 1912.

intended for use in home observations will be enhanced. The toolkit will be reviewed by early Deaf childhood researchers and practitioners, including those familiar with constraints and opportunities in resource-poor nations.

**Principal investigators**

**Reilly, Charles** • Gallaudet Research Institute (GRI)

**Cooper, Audrey** • Education

**Additional investigators**

**Weber, Samuel** • Social Work

**Winiarczyk, Rowena** • Gallaudet Research Institute (GRI)

**Undergraduate engagement and retention study using National Survey of Student Engagement (NSSE) data**
*See in Office of Academic Quality*

**Scholarly and Creative Activity**

Cole, K. (2013, January 21). *Free geek provides jobs and free classes to the community.* Retrieved from http://opensource.com/life/13/1/free-geek

# Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE)

The Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE) is a national project funded by the United States Department of Education, National Institute on Disability and Rehabilitation Research (NIDRR) in the Office of Special Education and Rehabilitation Services (OSERS). The RERC conducts research, development, and training programs that promote technological solutions to problems confronting people with hearing loss. The continuing mission of the RERC-HE is to build and test components of an innovative model of aural rehabilitation (AR) tools, services and training in order to assure a better match between hearing technologies and individuals in their natural environments. This mission is addressed by:

- improving assessment, fitting, availability and use of hearing technologies

- increasing the quality, availability, and knowledge of AR services

- training of consumers, service providers, and future researchers, developers and practitioners

- transferring technology and knowledge to agencies, standards bodies, consumers, and the professions that can subsequently influence the communicative effectiveness of those who are deaf or hard of hearing

**Project investigators**

Bakke, Matthew H. • Director • Hearing, Speech, and Language Sciences

Barac-Cikoja, Dragana • Gallaudet Research Institute (GRI)

Bentler, Ruth • University of Iowa

Bernstein, Claire • Hearing, Speech, and Language Sciences

Boothroyd, Arthur (Consultant)

Bunnell, H. Timothy • Nemours Childrens' Hospital, DE

Hamlin, Lise • Hearing Loss Association of America

Ingrao, Brad (Consultant)

Julstrom, Stephen (Consultant) • Julstrom Consulting and Development

Kozma-Spytek, Linda • Communication Studies

Mahshie, James • co-Director • Speech and Hearing Sciences • George Washington University

Wu, Yu-Hsiang • University of Iowa

**Priorities addressed**

Studies that Inform Public Policies and Programs

Technologies that Affect Deaf and Hard of Hearing People

Assessment

**Funding sources**

U.S. Dept. of Education — National Institute on Disability & Rehabilitation Research (NIDRR)
Grant Number: H133E080006

Additional information regarding the Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE) can be found at http://www.hearingresearch.org/.

## Research Projects

### Casper: The development of auditory self-training materials

**Status:** Completed
**Start date:** October 2008
**End date:** September 2013

The goal is to develop software for the development and improvement of hearing skills in adults with hearing loss. Training is at the narrative level and the software is designed for self administration. Short stories are used to provide interest, to encourage participation and compliance, and to promote optimal use of contextual evidence. Participants hear, and repeat, short stories one sentence at a time. After repetition, the sentence is shown in text form and the sound signal is repeated. The story accumulates as text on the screen to reinforce narrative context. Listening difficulty is controlled by adjustment of noise level, talker speed, and the amount of text shown before a sentence is heard. Performance is automatically logged in terms of percent words correct, number of repeats requested, time taken, and the current listening conditions. The software also includes formal evaluation of progress and carry-over using a talker and materials not involved in training. The results show (a) recognition of phonemes in single syllable words; (b) recognition of single syllable words in isolation; and (c) recognition of words in sentence context. Relationships among these scores provide estimates of the listener's use of word and sentence context in the recognition process

**Principal investigators**

**Bernstein, Claire** • Hearing, Speech, and Language Sciences

**Boothroyd, Arthur** (Consultant)

**Brewer, Diane** • Speech and Hearing Sciences • George Washington University

**Additional investigators**

**Lancester, Lucas** (Student) • Hearing, Speech, and Language Sciences

**Zemil, Dina** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

**Products**

Boothroyd, A. (2013). *Speech perception and Bayesian modeling*. Presented at the meeting of the American Auditory Society, Scottsdale, AZ.

## 1942



Students restage their production of Arsenic and Old Lace at the Fulton Theatre on Broadway in New York City, replacing all the hearing actors, including Boris Karloff and Eric Malzkuhn (standing).

## Directional microphones: A systematic evaluation of directional microphones in natural environments

**Status:** Completed
**Start date:** October 2008
**End date:** September 2013

The project has three Specific Aims: (1) To identify the impact of age-related social changes on hearing aid microphone benefit. Using real-world data, this research tried to identify the social and acoustical differences in the older population that would explain their limited success with the directional microphone feature; (2) To study the paradoxical effect of reverberation on directional microphone benefit. Although theoretically reverberation reduces directional benefit, data suggested that listeners obtain more benefit from the directional microphone in environments with higher reverberation. The objective of this experiment was to systematically control the reverberation characteristics in controlled listening environments to model the impact of visual cues on speech perception for older adults using directional microphone hearing aids; (3) To develop an accurate and reliable tool to assess the directivity of a directional microphone hearing aid in noise and reverberant environments. In order to do this, the first 3-ms signal of the output of a directional microphone hearing, which is "echo-free", were used to assess the directivity of a hearing aid in reverberant environment. Such measurement is traditionally achievable only in an expensive anechoic chamber.

### Principal investigators

**Wu, Yu-Hsiang** • Speech Pathology & Audiology • University of Iowa

**Bentler, Ruth** • Speech Pathology & Audiology • University of Iowa

### Funding sources

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

## Efficacy of short-term aural rehabilitation for adult cochlear implant users

**Status:** Ongoing
**End date:** September 2014

Increasing numbers of adults who receive cochlear implants can achieve high levels of speech perception. For those who do not achieve such high levels of success, audiologic rehabilitation (AR) therapy may be warranted. The brain plasticity through the lifespan could allow a listener to learn to code new auditory information provided by cochlear implantation. Short-term AR intervention may be able to take advantage of neuroplasticity to further improve the CI benefits. Currently, there is limited evidence of the efficacy of AR programs. With current emphasis on evidence-based practice, there is clearly a need for research that examines the clinical effectiveness of short-term AR with adult CI users. The study was designed to provide evidence of benefits resulting form short-term aural rehabilitation (AR) for post-lingually deafened cochlear implant users in a randomized controlled clinical trial.

### Principal investigators

**Bernstein, Claire** • Hearing, Speech, and Language Sciences

**Bakke, Matthew H.** • Hearing, Speech, and Language Sciences

**Brewer, Diane** • Speech and Hearing Sciences • George Washington University

### Funding sources

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

### Products

Bernstein, C. M., Bakke, M. H., Mazevski, A., Blake-Rahter, P., Presley, P., Hume, K., … Levitt, H. (2012). Benefits of speech tracking training on sentence recognition, tracking rate, and self-assessed communication function in adult cochlear implant users. *Journal of the Academy of Rehabilitative Audiology, 45*, 11-39.

Bernstein, C., Brewer, D., & Bakke, M. (2012, December). *Does short-term aural rehabilitation improve outcomes for adult cochlear implant users?* Presented to the Department of Otolaryngology, Johns Hopkins University, Baltimore, MD.

Bernstein, C., Brewer, D., Bakke, M., Machmer, E., Spitzer, J., & Schauer, P. (2013, May). *Maximizing the benefits of cochlear implants through short-term Aural rehabilitation intervention.* Presented at the Seventh International Adult AR Conference, St. Pete Beach, FL.

Brewer, D., Bernstein, C., & Bakke, M. (2013, January) *Improved outcomes for adult cochlear implant users.* Presented at the East Coast Cochlear Implant Conference, College Park, MD.

### Electromagnetic interference with cochlear implants and hearing aids

**Status:** Ongoing
**End date:** September 2014

In 2003, the Federal Communications Commission (FCC) set forth hearing aid compatibility (HAC) requirements on the wireless industry. The FCC adopted ANSI C63.19 as the applicable technical standard for establishing these HAC requirements for wireless devices (WD). This standard, through the independent testing and rating of WD radio-frequency (RF) emissions and HA RF immunity, predicts the usability performance of the two devices when coupled together. Cochlear implants, although nominally covered by the FCC 2003 Rule & Order, are not addressed by ANSI C63.19 in terms of either measurement methodology for testing and rating their RF immunity or performance criteria for predicting the usability of CI-WD combinations. This project, in partnership with the U.S. Food and Drug Administration, consists of two subprojects that address the ongoing problem of electromagnetic interference in hearing aids and cochlear implants by investigating the assumptions underlying the measurement recommendations of ANSI C63.19. The first project addresses the areas of testing methodology and predictive accuracy of the standard through objective measurement of RF coupling between wireless devices and hearing devices. The second project

addresses the area of performance criteria through a subjective assessment of cochlear implants users' signal-to-interference ratio requirements for different levels of wireless device usability.

**Principal investigators**

> **Kozma-Spytek, Linda** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Additional investigators**

> **Julstrom, Stephen** (Consultant)

**Funding sources**

> U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

### Evaluation of concatenative synthetic speech reception in people with cochlear implants

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

This project seeks to investigate the use of Text-to-Speech (TTS) technology for the rapid development of stimuli for Aural Rehabilitation (AR) software. AR strategies proposed for several projects within this RERC require large amounts of speech material. Production of the speech stimuli can be slow and costly if trained speakers must produce the speech material

## 1943



The five "Iron Men" of the College's basketball team win the Mason-Dixon conference basketball tournament. The first-string players received their nickname after competing in three tournament games without substitution. The Iron Men are (from left) Don Padden (Class of 1945), Earl Roberts (Class of 1943), Paul Baldridge (Class of 1944), Roy Holocomb (Class of 1947), and Hal Weingold (Class of 1943).

in the studio. TTS technology has the potential to speed production and significantly reduce cost by generating unlimited speech as needed, and even interactive dialogue when the required speech output is not known in advance. High quality speech can be generated with concatenative speech synthesis, however, higher quality requires a larger database and longer processing time. Ideally, this research will determine the smallest database necessary to achieve acceptable quality TTS output for AR applications. Unfortunately, little is known about how hearing impaired individuals respond to synthetic speech. To help answer this question, we compared the results from cochlear-implanted and normal hearing adults in a SUS listening task using five different levels (database sizes) of synthetic speech and natural speech. The cochlear-implanted group performed more poorly than the normal hearing group, however, there were no interaction effects with quality level.

**Principal investigators**

**Bunnell, Timothy H.** • Speech Research Lab • duPont Hospital for Children, Wilmington, DE

**Additional investigators**

**Lilley, Jason** • Nemours Biomedical Research • duPont Hospital for Children, Wilmington, DE

**Paullin, Mark** • Center for Pediatric Auditory and Speech Sciences (CPASS) • duPont Hospital for Children, Wilmington, DE

**Polikoff, James** • Center for Pediatric Auditory and Speech Sciences (CPASS) • duPont Hospital for Children, Wilmington, DE

## Impact of service provision on hearing aid outcomes

**Status:** Ongoing
**Start date:** October 2011
**End date:** September 2014

In an effort to understand the advantages of audiologic rehabilitative services following the purchase of hearing aids, a group of hearing aid users are being followed for a period of four months. The aim of this research is to determine the impact of differing amounts of service provision on hearing aid success. All subjects are new hearing aid users. Instead of randomly assigning to groups, we are (a) tracking the number of visits each subject makes to the clinic and the purpose for each visit; (b) offering every other recruited subject additional

follow-up (phone calls, counseling visits, communication strategy training) in order to expand the number of potential visits that can later be analyzed. At one month and four months post-hearing aid fitting, the subjects are asked to fill out self-report questionnaires related to quality of life, satisfaction, and hearing aid benefit.

**Principal investigators**

**Bentler, Ruth** • Speech Pathology & Audiology • University of Iowa

**Funding sources**

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

**Products**

Wu, Y. H., & Bentler, R. A. (2012). Do older adults have social lifestyles that place fewer demands on hearing? *Journal of the American Academy of Audiology, 23*, 697-711.

## Speech production and perception skills of children using cochlear implants: Implications for implant fitting and habilitation

**Status:** Ongoing
**Start date:** October 2008
**End date:** September 2014

The objectives of this project are to characterize the development of a child's auditory capacity to perceive speech features, and their ability to produce these features. A better understanding of the relationship between auditory capacity perception and speech feature production and the development of these aspects of spoken language development is important to the eventual understanding of the benefits and current limitations of cochlear implants.

An additional phase of the study involves studying the effects of systematic adjustments of CI mapping parameters to enhance speech features that may be presenting difficulties for children, based on the results of our assessments. Possible parameter adjustments include frequency allocation, number and location of active electrodes, channel gains, and possibly T and C levels when appropriate. Finally, the project will explore strategies for assessing broad aspects of speech production that are often not systematically evaluated in existing articulation tests, and strategies for addressing speech production deficits

using combinations of improved mapping approaches and/or alternate sensory modalities (such as vision).

**Principal investigators**

**Mahshie, James** • Speech and Hearing Sciences • George Washington University

**Core, Cynthia** • Speech and Hearing Sciences • George Washington University

**Additional investigators**

**Baxter, Jodi** • Hearing, Speech, and Language Sciences

**Funding sources**

National Institutes of Health (NIH)

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

## Speech training and auditory rehabilitation iPad application

**Status:** Completed
**Start date:** October 2009
**End date:** September 2013

Infants who receive a cochlear implants (CI) typically receive intensive auditory/verbal (AV) therapy for two years post-activation. This therapy usually consists of one or two sessions every week along with home activities assigned by the therapist. There are limitations to these home activities, however, since there is no good measure of parents' adherence to the assigned task or the child's performance of the task. Therefore, the goal of this project is to develop software that can be used by very young children with CIs at home as a supplement to AV therapy. To make the software attractive and functional for toddlers, it will be developed in a game format for use on an iPad. The game scenarios presented will utilize the same techniques that therapists do during AV therapy sessions. In particular, the application will focus on sound detection, sound discrimination, sound identification, and vocalization training (by utilizing speech recognition software). In addition

to providing exercises aimed at improving these target areas, the application will keep detailed records of the child's performance on each task and recordings of vocalizations made. This information will then be sent to a server that clinicians can access and monitor patients' progress over time.

**Principal investigators**

**Bunnell, Timothy H.** • Speech Research Lab • duPont Hospital for Children, Wilmington, DE

**Additional investigators**

**Nagao, Kyoko** • Center for Pediatric Auditory and Speech Sciences (CPASS) • duPont Hospital for Children, Wilmington, DE

**Paullin, Mark** • Center for Pediatric Auditory and Speech Sciences (CPASS) • duPont Hospital for Children, Wilmington, DE

**Polikoff, James** • Center for Pediatric Auditory and Speech Sciences (CPASS) • duPont Hospital for Children, Wilmington, DE

# 1944



Students enjoy a break from their studies.

**The use of automatic speech recognition technology in the assessment and rehabilitation of children with hearing impairments**

**Status:** Ongoing
**Start date:** October 2009

The goal of this project is to use Automatic Speech Recognition (ASR) technology in applications that will aid clinicians in the assessment and rehabilitation of children and adults with hearing impairments. The use of ASR can assist clinicians in patient assessment, and provide tools for aural rehabilitation and speech training. One application will be for Utterance Verification for adult aural rehabilitation. Another application is in a pediatric speech training system for children with co. This will be implemented on an iPad and ASR technology will be used in two ways. First, ASR tools must be used to isolate the children's responses from other sounds. Second, ASR will be used to assess the child's responses. We have developed software that isolates children's speech from therapy session recordings with an accuracy of over 90%. ASR tools are in the process of being developed that mimic the responses of adult experts to the speech of children with cochlear implants. In one study, the child is instructed to speak a particular word, and three judges must guess the target word from a set of 12 similar words. The software is currently able to match at least one of the judges' responses about 55% of the time.

# 1945

**Principal investigators**

**Bunnell, Timothy H.** • Speech Research Lab • duPont Hospital for Children, Wilmington, DE

**Lilley, Jason** • Nemours Biomedical Research • duPont Hospital for Children, Wilmington, DE

**Ratnagiri, Madhavi** • Nemours Biomedical Research • duPont Hospital for Children, Wilmington, DE

**Funding sources**

National Institutes of Health (NIH)

**Products**

Nagao, K., Paullin, M., Livinsky, V., Polikoff, J. B., Vallino, L. D., Morlet, T. G., … Bunnell, H. T. (2012). Speech production-perception relationships in children with speech delay. *Proceedings of InterSpeech,* Portland, OR.

## Science of Learning Center on Visual Language & Visual Learning (VL2)

Hosted by Gallaudet University, the Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) is one of six SLCs funded by the National Science Foundation (NSF). These Science of Learning Centers were established by NSF to support interdisciplinary and cross-disciplinary research that presents new lines of thinking and inquiry into the science of learning.

A driving question in contemporary neuroscience is how the human brain and human learning are impacted by different sensory experience in early life. Much scientific focus has examined the role of sound and auditory processes in building abstract linguistic, cognitive, and social representations, leaving one of our species' most critical senses, vision, underspecified regarding its contribution to human learning. Within VL², we focus on how early experience with a visual language changes the brain's visual attention and higher cognitive systems, language learning in monolingual and bilingual contexts, and reading and literacy—indeed changes that are distinct and separable from sensory differences (Deaf or hearing). How vision impacts learning in these domains constitutes a vital

"missing piece" of knowledge in the promotion of productive, successful lives for all humans. A strong revolution in purpose derives from the strength and depth of the involvement of and collaboration with deaf individuals in this research endeavor—individuals who rely significantly on vision, acquire naturally visual signed languages, and learn how to read and write fluently without prior mastery of the spoken form of written languages. The formal properties of visual languages, the enabling learning contexts, and the multiple pathways used to derive meaning from the printed word are leading to a better understanding of how visual language and visual learning are essential for enhancing educational, social, and vocational outcomes for all humans, deaf and hearing individuals alike, consequently transforming the science of learning. Moreover, the identification of specific processing advantages in the young "visual learner" have already provided a significant conceptual challenge to prevailing societal views by offering an alternative to prior "deficit models." They further provide new approaches to helping all young learners capitalize on visual processes.

While all the work of VL2 is collaborative and interdisciplinary, the activities of the Center are focused around five Strategic Focus Areas (SFAs):

SFA1: Visual and cognitive plasticity

SFA2: Language development and bilingualism

SFA3: Reading and literacy in visual learning

SFA4: Translation of research to educational practice

SFA5: Integration of research and education

Descriptions of each SFA is given below along with the list of current projects and the 2012 achievements produced by its affiliated researchers (both from prior and current projects). Then there is a description of each current project followed by a list of other scholarly achievements of VL2.

**Principal investigators**

**Allen, Thomas** • Gallaudet University

**Petitto, Laura-Ann** • Gallaudet University

**Corina, David** • University of California, Davis

**Emmorey, Karen** • San Diego State University

**Hauser, Peter** • National Technical Institute for the Deaf (NTID) • Rochester Institute of Technology (RIT)

**Morford, Jill** • University of New Mexico

**Singleton, Jenny** • Georgia Institute of Technology

**Priorities addressed**

Development of Signed Language Fluency

Development of English Literacy

Psycho-Social Development and Mental Health Needs

Teaching, Learning and the Communication Environment

Assessment

**Funding sources**

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

Additional information regarding the Science of Learning Center on Visual Language & Visual Learning (VL2) can be found at http://vl2.gallaudet.edu/.

## Research Projects

### ASL assessment toolkit

**Status:** Ongoing
**Start date:** October 2011

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

**Principal investigators**

**Allen, Thomas** • Education

**Quinto-Pozos, David** • Linguistics • University of Texas, Austin

**Additional investigators**

McQuarrie, Lynn • University of Alberta

**Funding sources**

National Science Foundation (NSF)

### ASL-English bilingual story apps

**Status:** Ongoing
**End date:** September 2014

VL2 has released first of planned ASL/English storybook apps, "The Baobab", in early 2013. The research based design of storybook apps will encourage children to be immersed in a bilingual environment, with ASL storytelling and active vocabulary words. Selected vocabulary come with video components including signed and fingerspelled words. Storybook apps are designed for the iOS, and runs on all iPad versions.

**Principal investigators**

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

**Funding sources**

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

# 1946



In commemoration of the work of Thomas Hopkins Gallaudet, the first great educator of deaf people in the United States, a new Liberty Ship is named in his honor.

### Continuing medical education modules

**Status:** Ongoing
**Start date:** October 2012
**End date:** September 2014

Parents of babies newly diagnosed as being deaf are faced with many critical and immediate challenges. They rely, as "first responders," on professionals in the medical profession: pediatricians, otolaryngologists, audiologists, etc. It is clear that decisions that parents make very early in a child's life can have a profound impact on the trajectory of the child's later success in society. It is therefore urgently important that members of the medical profession who will communicate with these parents understand deaf individuals as visual beings, and are aware of the communication and language options that are open to the child. As well, they need to know the underlying neurological and cognitive underpinnings of development for children who are deaf. VL2 is developing continuing education modules designed for this group of medical professionals to better prepare them to communicate important and relevant information to patients, clients, and their caregivers.

**Principal investigators**

Singleton, Jenny • Georgia Institute of Technology

**Funding sources**

National Science Foundation (NSF)

### Cross-language activation during sentence comprehension in deaf bilinguals

**Status:** Ongoing
**Start date:** September 2011
**End date:** September 2014

Extensive research on spoken language bilinguals indicates that bilinguals do not "switch off" the language not in use even when it might be beneficial to do so. VL² investigators recently found evidence that signs are active during print word comprehension for ASL-English and DGS-German deaf

bilinguals. These results indicate that cross-language activation occurs even in the absence of phonologically or orthographically similar forms in the two languages (e.g., cognates and homographs). Cross-language activation in deaf bilinguals may occur post-lexically rather than pre-lexically given the lack of cognates and homographs. Ongoing investigation is exploring this question through a study of the time course of cross-language activation. Data collection was conducted during FY 2013 with expected completion date for the project in May, 2014.

**Principal investigators**

> **Piñar, Pilar** • World Languages and Cultures

> **Dussias, Paola E.** • Pennsylvania State University

> **Morford, Jill** • University of New Mexico

**Funding sources**

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

### Deaf Studies Digital Journal
*See in ASL and Deaf Studies*

### The development of visual processing in Deaf infants

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

The visual system is segregated into parallel dorsal and ventral visual pathways that are responsible for coding different aspects of visual information, namely motion and objects/faces, respectively. This study contrasts performance on tasks that tap processing within these pathways: a dorsal global motion task and a ventral form segmentation task. Motion processing may be altered in Deaf individuals because of their deafness, and increased reliance on visual cues, or because of experience with ASL. For many perceptual tasks, Deaf perform similarly to hearing individuals. Most notably, robust group differences

in brain laterality have been described. Specifically, both native Deaf and hearing signers show a left hemisphere advantage, while a slight opposite or no asymmetry is seen in nonnative signers or hearing nonsigners for motion processing. Thus, this laterality effect is most likely tied to early acquisition of ASL rather than Deafness. The age when this hemispheric asymmetry emerges is unknown. This research study complements and extend these findings by examining the hemispheric development of form segmentation in an effort to understand the plasticity of ventral visual pathways in these same infants language skill.

**Principal investigators**

> **Bosworth, Rain** • University of California, San Diego

> **Dobkins, Karen** • University of California, San Diego

**Funding sources**

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

### Early educational longitudinal study (EELS)

**Status:** Ongoing
**Start date:** October 2009
**End date:** September 2015

In this longitudinal study, information about Deaf preschool children is being collected around the nation using parent,

## 1947



Dr. Leonard M. Elstad (pictured with Dr. Percival Hall, Gallaudet's second president) is officially inaugurated as the College's third president.

teacher, and school surveys, as well as direct educational and psychological assessments in three waves. The information will provide insights about Deaf children's cognitive, social, and emotional development, and their learning environment. This study will help develop interventions that benefit Deaf children's learning, especially in their literacy development. Data collection for all three waves is now completed. During FY 2013, four EELS presentations were made at professional meetings, and three papers were completed and submitted for publication using data from the first wave of data collection. Data verification and file data base construction is underway for Waves 2 and 3.

**Principal investigators**

> **Allen, Thomas** • Education

> **Clark, Diane** • Education

> **Morere, Donna** • Psychology

**Additional investigators**

> **Choi, Song Hoa** (Student) • Science, Technology, and Mathematics

**Funding sources**

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

**Products**

Clark, M. D., Baker, S., & Allen, T. E. ( 2013, February). *The beliefs and attitudes about deaf education (BADE) measure with four subscales.* Presented at the meeting of the Association of College Educators for Deaf and Hard of Hearing, Santa Fe, NM.

## Electrophysiological indices of visual language experience on auditory and visual function

**Status:** Ongoing
**Start date:** September 2011
**End date:** September 2014

Early interventions during infancy and early-childhood provide the greatest benefit for developing language abilities. However, there is controversy over the best strategies to promote linguistic competencies in deaf children who are unable to process spoken language. While technological advances in cochlear implants (CI) may provide improved access to auditory information, linguistic development in deaf children raised in hearing households often remains compromised. One concern is whether exposure to visual language in the absence of auditory input will fundamentally change the organization of the auditory cortex, either by inducing cross-modal plasticity or making auditory cortex responsive to visual input ultimately resulting in reduced spoken language processing. This study uses electrophysiological measures to assess the impact of visual language exposure on auditory and visual cortical function in deaf toddlers with CI.

**Principal investigators**

> **Corina, David** • University of California, Davis

> **Sharma, Anu** • University of Colorado

**Funding sources**

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

## Ethical practices website

**Status:** Ongoing
**Start date:** September 2008

Through the VL2 Center, Deaf and hearing scientists from many research institutions are engaged in collaborative studies investigating questions about how the brain adapts to different sensory experiences and early exposure to a visual language. Many of the research projects funded by the VL2 Center involve research participants who are Deaf and who use American Sign Language. With the Center's collective experience we offer a set of guidelines for responsible and ethical conduct for researchers whose projects involve individuals who are Deaf. VL2 is currently designing a website on which these principles will be presented, discussed, and sample ASL informed consent videos will be available for download and use by researchers in the future.

**Principal investigators**

> **Singleton, Jenny** • Georgia Institute of Technology

**Funding sources**

> National Science Foundation (NSF)

## Executive function in Deaf bilingual school-aged signers

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

Recent evidence suggests that the cognitive benefits of bilingualism are to some extent dependent on language modality. Bimodal bilinguals differ from unimodal bilinguals because they can produce and perceive units in both languages simultaneously, thus obviating the need to fully inhibit the language not in use. Hearing bimodal bilinguals do not show enhanced performance on a flanker task relative to monolinguals, presumably because the different modality of the two languages does not require increased vigilance for inhibition and attention shifting between languages. Deaf bilinguals proficient in a signed and a written language share similarities with both hearing unimodal and bimodal bilinguals. Like unimodal bilinguals, Deaf individuals' bilingualism requires attending to multiple linguistic sources and codes in a single modality, i.e., visual. However, like bimodal bilinguals, the two languages derive from different modalities, and thus may not compete during processing. Thus, it is not clear whether bilingualism will impact executive control in Deaf bilinguals compared to other populations. The goal of this study is to determine if the bilingual experience in a signed and a written language leads to enhanced executive function in deaf bilinguals.

### Principal investigators

**Hauser, Peter** • National Technical Institute for the Deaf • Rochester Institute of Technology

### Funding sources

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

## Fingerspelling development as alternative gateway to phonological representations in Deaf children

**Status:** Ongoing
**Start date:** September 2011
**End date:** September 2014

Deaf toddlers use fingerspelling as a part of their signed language competency without any explicit awareness of the mapping between handshapes and print representations. By school age, they begin to develop this awareness. Deaf children learn to fingerspell "twice", recognizing that the initial representation of fingerspelling is lexical in nature, and only subsequently do they identify the compositional structure of fingerspelled words. Research has shown high correlations between Deaf children's fingerspelling skills and later English print vocabulary. Despite the importance of fingerspelling, there is no test of fingerspelling skills. This assessment tool would incorporate a model that fingerspelling skills demonstrate knowledge of word internal structure and would assess elements such as: (1) coarticulation of consonantal clusters; (2) representation of word internal units comparable to syllables in spoken language; and (3) typical confusions made in fingerspelling due to similar handshapes. It would be based, in part, on tests of phonological awareness in spoken languages, and of orthographic awareness progress monitoring of fingerspelling development. Data collection for this project is completed, and a manuscript is in preparation.

## 1948



The Student Body Government, originally called the Student Body Board, is established. It replaces and expands on the Associated Students Financial Department, which handled the monies dispersed to the Athletic Department and student organizations.

**Principal investigators**

**Schick, Brenda** • University of Colorado

**Funding sources**

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

## Gaze-Following in Deaf infants

**Status:** Ongoing
**Start date:** September 2011
**End date:** September 2014

For Deaf children exposed to visual language, object exploration and receiving caregiver linguistic input requires *sequential* or *alternation* of eye gaze. Research shows that Deaf toddlers exposed to ASL are adept at regulating their eye gaze without having to be explicitly alerted to do so. Furthermore, Deaf adults exhibit distinct patterns of visual attending and executive functioning. This study investigates the developmental trajectory of gaze-following and attention shifting. This research considers these behaviors to be an important index of emergent self-regulation and executive functioning. From a neurocognitive perspective, the frontoparietal network is heavily implicated in the integration of bottom-up perceptual inputs as well as top-down influences, such as caregiver behaviors that socialize gaze-following.

**Principal investigators**

**Singleton, Jenny** • Georgia Institute of Technology

**Brooks, Rachele** • University of Washington

**Corina, David** • University of California, Davis

**Meltzoff, Andrew** • University of Washington

**Funding sources**

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

## Individual differences in Deaf readers

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

This study examines individual difference variables that contribute to reading and comprehension skill in the hearing population, but that have not yet been investigated among the Deaf. These variables include working memory capacity, verbal fluency, executive/attentional control, inhibitory control, processing speed, vocabulary knowledge, and ASL proficiency.

**Principal investigators**

**Corina, David** • University of California, Davis

**Morford, Jill** • University of New Mexico

**Traxler, Matthew** • University of California, Davis

**Additional investigators**

**Long, Debra** • University of California, Davis

**Funding sources**

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

## Lipreading and writing strategies of Deaf college students: An analysis of data from the VL² Toolkit Data Base

**Status:** Completed
**Start date:** October 2003
**End date:** September 2013

The responses of Deaf students to lipreading prompts were analyzed for strengths and weaknesses in mastery of written English. Four VL² participants were identified who wrote the most sentences and then those sentences analyzed with respect to the vocabulary and syntactic structures written. Four trends in the responses of these four students were observed: (1) function words were usually used correctly; (2) syntax errors were similar to those reported in the literature in other writing tasks; (3) semantically appropriate responses were constructed even when the student did not lipread the stimuli correctly; and (4) words that matched the syllabic structure of the stimuli were written even though the response words did not match the stimulus words. The VL² demographic questionnaire was then reviewed for characteristics common to the four writers we analyzed. All of the students were found to have been encouraged by parents to read and write English. The conclusion is that existing written material can provide useful information concerning mastery of written English.

**Principal investigators**

**Bickley, Corine** • Hearing, Speech, and Language Sciences

**Funding sources**

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

### Modeling semantic-orthographic-manual networks with delayed auditory input

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

Connectionist/neural-network modeling has led to deep insights into the neural and cognitive bases of normal and impaired reading acquisition, skilled reading performance, selective reading deficits following brain damage, and remediation of developmental and acquired dyslexia, but only in the context of a spoken native language. Deaf individuals typically acquire written English in a bilingual context, drawing on varying experience with visual-manual language (e.g., ASL), lipreading, and ancillary visual systems such as fingerspelling (the types of experiences that are being captured in the EELS study). Computational modeling is complete and a manuscript is in preparation.

**Principal investigators**

**Plaut, David** • Carnegie-Mellon University

**Funding sources**

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

### Neural representations of print, fingerspelling & sign in Deaf bilinguals

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

In hearing readers, overlapping cortical networks are deployed in support of spoken language processing and reading, with differences in right hemisphere and cortical-sub-cortical networks for individuals with reading disability. Further, other researchers have identified a unique neural signature that distinguishes bilingual from monolingual neural organization. However, the unique case of Deaf sign-print bilinguals has much to offer to clarify to what extent these different cortical networks are linked to visual vs. linguistic factors. This study is completed; findings were presented at the Annual NSF Site Visit in June, 2013, and manuscripts are in preparation.

**Principal investigators**

**Emmorey, Karen** • San Diego State University

**Funding sources**

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

## 1949



Eight international students enroll at Gallaudet College, hailing from Poland, China, Canada, Israel, Denmark, Jordan, Sweden, and Thailand.

### Optical imaging of visual selective attention in Deaf adults

**Status:** Ongoing
**Start date:** September 2011
**End date:** September 2014

Deaf adults are better than hearing adults at detecting peripheral motion and localizing peripheral targets embedded within distractors. The way in which alternations in neural functioning underpin this behavioral advantage is still unclear. Two candidates not mutually exclusive are that (a) peripheral visual representations in occipital cortex are enhanced by top-down modulation from parietal areas; and (b) auditory processing areas in temporal cortex are co-opted to support peripheral visual processing. To examine these possibilities, it is hypothesized that, in a task requiring localization of a peripheral visual stimulus, deaf observers will show elevated recruitment in temporal cortex relative to hearing observers. The spatial distribution of visual selective attention are being assessed in 10 profoundly deaf and 10 hearing adults, using the Useful Field of View (Dye et al., 2009) with peripheral targets at 7 and 20 degrees, in attentionally demanding and undemanding conditions. Behavioral performance will be used to determine individual thresholds. These same observers will then perform a modified version of the same task (with difficulty adjusted individually according to behavioral thresholds) while cortical activity is recorded using the optical imaging suite in the new Biomedical Imaging Center at the Beckman Institute. This equipment allows recording of both NIRS and EROS signals, providing excellent temporal and spatial resolution (Gratton and Fabiani, 2003). Data collection is still underway.

**Principal investigators**

> **Gratton, Gabriele** • University of Illinois

> **Dye, Matthew** • University of Illinois

> **Fabiani, Monica** • University of Illinois

**Funding sources**

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

### Orthographic processing effects on eye movements in Deaf readers

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

Deaf adults show greater attention allocation to the periphery than hearing adults. Research shows that this holds during reading: Skilled Deaf readers have a wider perceptual span than hearing readers and less skilled deaf readers. Understanding of reading has been greatly enhanced by the programmatic study of eye movements as it is well established that various fixation duration measures reflect lexical processing. In this study skilled Deaf readers are compared to skilled hearing readers, but also to less skilled deaf readers (1) to determine whether skilled Deaf readers' processing is qualitatively different from skilled hearing readers; and 2) to verify whether differing data patterns among Deaf readers is indicative of how language proficiency constrains attentional adaptations in Deaf learners. Data collection and analyses on this project are completed and manuscripts are being prepared.

**Principal investigators**

> **Morford, Jill** • University of New Mexico

> **Bélanger, Nathalie** • University of California, San Diego

> **Rayner, Keith** • University of California, San Diego

**Funding sources**

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

### Parents and teachers information package

**Status:** Ongoing

Parent Information Package, "Growing Together," is a collection of appealing and accessible resources for hearing parents of deaf children. It is intended to share the science of learning or research-based information related to ASL/English Bilingualism. The primary audience this product is intended for is hearing parents of deaf or hard of hearing children. The other groups may use this package to share with their customers, clients, or stakeholders such as educators, practitioners, and medical professionals.

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The next step is to study the usability (and accessibility) of this package. Focus groups will be set up and input solicited from them about the package as well as getting demographic information from people who are getting those packages and conduct survey questions to them about the content of the package. The first focus is on usability characteristics and the next focus of the study will be on efficacy of this package.

**Principal investigators**

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

> **Harmon, Kristen** • English

> **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

**Funding sources**

> National Science Foundation (NSF)

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

## The role of gesture in learning

**Status:** Ongoing
**Start date:** September 2011
**End date:** September 2014

Gesture is ubiquitous in speech, but its role in cognition and language is little understood. In hearing children, gesture and speech are in different modalities, but in Deaf children, gestural and linguistic expression share a single modality. If gesture helps hearing children because it is spatial, then Deaf children should show the same, if not better, benefit. But if gesture helps hearing children because it relieves cognitive load on speech, then Deaf children should show no benefit from using spatial and imagistic signs as they try to learn new concepts. The preliminary results of the study show that Deaf children do benefit from training, perhaps to a greater degree than hearing children. During FY2013, two new groups of subjects were

tested. tested: hearing non-signing children, and Deaf children of hearing parents. Data is currently being analyzed.

**Principal investigators**

> **Padden, Carol** • University of California, San Diego

> **Goldin-Meadow, Susan** • University of Chicago

**Funding sources**

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

## SFA1: Visual and cognitive plasticity

**Status:** Ongoing

While all senses contribute to the acquisition of knowledge and guide an organism's interactions with the environment, vision stands as a primary sense among higher primates. Many believe that the evolution of the human brain reflects the dominance of visual information processing, whereby structures such as the temporal lobes are seen as extensions of occipital-visual cortex and serve to further refine the identification and assignment of meaning to objects in our world, while the parietal lobes serve to mediate our visually

# 1950

Gerald "Bummy" Burstein, pictured during his college years, has proven to be one of Gallaudet's most supportive alumni. The G. "Bummy" Burnstein Leadership Institute, established in 2002, helps develop and enhance the leadership abilities of individuals who administer programs and services in deaf-centric non-profit agencies and corporations.

guided physical interactions within our world. The dorsal and ventral streams converge in that perception of objects (common objects, faces and written words) is integrated with information about spatial location through attention and engagement. Our work embraces this schema and our studies focus on the development and adaptability of these systems. The goal of this project is to understand the contributions of sensory and language experience in the development of dorsal and ventral stream functions and the self-regulation of visual orienting and selective visual attention.

## Principal investigators

**Corina, David** • University of California, Davis

## Additional investigators

**Bosworth, Rain** • University of California, San Diego

**Brooks, Rachele** • University of Washington

**Dobkins, Karen** • University of California, San Diego

**Dye, Matthew** • University of Illinois

**Eden, Guinevere** • Pediatrics • Georgetown University

**Fabiani, Monica** • University of Illinois

**Gratton, Gabriele** • University of Illinois

**Meltzoff, Andrew** • University of Washington

**Sharma, Anu** • University of Colorado

**Singleton, Jenny** • Georgia Institute of Technology

## Products

Bosworth, R. G. (2013, April). *Effects of attention and visual field laterality on motion and form processing in deaf signers.* Symposium presented at the Society for Research in Child Development, Seattle, WA.

Bosworth, R. G., Hwang, S. O., Corina, D., & Dobkins, K. R. (2013). *Biological attraction for natural language rhythm: Eye-tracking in infants and children using reversed videos of signs and gestures.* Paper presented at Theoretical Issues in Sign Language Research, London, England.

Bosworth, R. G., Petrich, J. A., & Dobkins, K. R. (2013). Effects of attention and laterality on motion and orientation

discrimination in deaf signers. *Brain and Cognition.* doi: 10.1016/j.bandc.2013.01.006

Corina D. P., Lawyer, L. A., Hauser, P., & Hirshorn, E. (2013) Lexical processing in deaf readers: An fMRI investigation of reading proficiency. *Plos One, 8*(1). doi:10.1371/journal.pone.0054696

Corina, D. P., Lawyer, L. A., & Cates, D. (2013). Cross-linguistic differences in the neural representation of human language: evidence from users of signed languages. *Frontiers in Psychology, 3,* 587.

Corina, D., Lawyer, L., Hauser, P., Hirshorn, E., & Cates, D. (2013, July). *Lexical processing in deaf readers: An fMRI investigation of reading proficiency.* Poster presented at Theoretical Issues in Sign Language Research, London, England.

Dye, M. W. G. (2012, April). Testing the Auditory Scaffolding Hypothesis: The role of early language in attentional development. *Harpur College Dean's Speaker Series in Psychological Sciences,* Binghamton University, Binghamton, NY.

Dye, M. W. G. (2013, April). *Attentional development in deaf children: Effects of sensory experience and language exposure.* Presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Dye, M. W. G. (2013, July). *Early access to sign language inoculates deaf children against visual attention deficits.* Poster presented at Theoretical Issues in Sign Language Research, London, England.

Dye, M. W. G. (2013, June). *The impact of deafness on visual processing: Auditory deprivation, language delay, and executive function.* Presented at the Second International Conference on Cognitive Hearing Science and Communication, Linköping University, Linköping, Sweden.

Dye, M. W. G. (2013, June). *The linguistic rights of the deaf child: Promoting healthy cognitive development.* Presented at the meeting of the Faculté de Psychologie et des Sciences de l'Education, Université de Genève, Genève, Switzerland.

Dye, M. W. G. (2013, November). *Imaging cross-modal plasticity in the deaf adults using the event-related optical signal.* Presented at the meeting of the Society for Neuroscience: Minisymposium on Sensory Deprivation and Brain Plasticity, San Diego, CA.

Dye, M. W. G., Hauser, P. C., & Kartheiser, G. (2012). *The role of early language in attentional development.* Poster presented at the meeting of the Cognitive Neuroscience Society, Chicago, IL.

Dye, M. W. G., Hauser, P., & Kartheiser, G. (2012, April). *Testing the auditory scaffolding hypothesis: The role of early language in attentional development.* Poster presented at meeting of the Cognitive Neuroscience Society, Chicago, IL.

Evans, T. M., Ingala, E., Flowers, D. L., & Eden, G. F. (2012). *Common neural substrates of reading and arithmetic.* Poster presented at the meeting of the Organization for Human Brain Mapping, Beijing, China.

Evans, T. M., Olulade, O. A., Koo, D. S., & Eden, G. F. (2012). *Effects of sensory and signed language experience on the neural basis of visual motion processing.* Poster presented at the meeting of the Society for Neuroscience, New Orleans, LA.

Olulade, O. A., Jamal, N., Napoliello, E., Koo, D., Perfetti, C., & Eden, G. F. (2013, June). *Anatomical differences in bilinguals of spoken and signed languages.* Poster presented at the meeting of the Organization for Human Brain Mapping, Seattle, WA.

Olulade, O. A., Koo, D., LaSasso, C., & Eden, G. F. (2013, June). *Brain morphometry in deaf native users of ASL and deaf native users of English.* Poster presented at the meeting of the Organization for Human Brain Mapping, Seattle, WA.

Seymour, J., Fabiani, M., Gratton, G., Low, K., Maclin, E., Mathewson, K., & Dye, M. (2013, February). *The effects of deafness on peripheral visual attention: An optical imaging study.* Poster presented at the Sixth Annual Conference on Inter-Science of Learning Centers, Philadelphia, PA.

**SFA2: Language development and bilingualism**

**Status:** Ongoing

Current conceptions of the nature of human language have been revolutionized by the discovery that signed languages, despite their radically different forms and organization relative to spoken languages, are nevertheless acquired in a modality-independent manner from the earliest stages of babbling to the most advanced stages of grammatical processing when exposure to the language begins from birth. The fundamental differences between signed and spoken languages, and the visual processing differences in Deaf and hearing learners, make the study of visual language acquisition a rich area for discovery. Current language acquisition research on Deaf individuals has focused either solely on signed language acquisition, or on the development of reading in the Deaf population. In both cases, language use has been addressed largely from a monolingual perspective. However, Deaf language learners are bilingual learners. By approaching these issues from a bilingual perspective, VL²'s research will be transformative of our current understanding of language processing and usage in the Deaf population, as well as of our current understanding of bilingualism. Questions of bilingual language learning, behavioral and brain consequences of bilingualism, and the optimal ways to promote bilingual learning are at the heart of our inquiry.

## 1951



A new building program begins, including a new library, Charles R. Ely Residence Hall (pictured), Elizabeth Peet Residence Hall, Frederick H. Hughes Memorial Gymnasium, Mary L. Thornberry Hearing and Speech Center, Hall Memorial Building, and Student Union Building.

**Principal investigators**

    **Morford, Jill** • University of New Mexico

**Additional investigators**

    **Bavelier, Daphne** • University of Rochester

    **Dussias, Paola E.** • Pennsylvania State University

    **Emmorey, Karen** • San Diego State University

    **Hauser, Peter** • National Technical Institute for the Deaf • Rochester Institute of Technology

    **Kroll, Judith** • Pennsylvania State University

    **Piñar, Pilar** • World Languages and Cultures

    **Van Hell, Janet** • Pennsylvania State University

    **Wilkinson, Erin** • University of Manitoba

**Products**

Anible, B., Burns, B., Kroll, J. F., Morford, J. P., Occhino-Kehoe, C. & Piñar, P. (2012). *Verb bias in ASL-English bimodal bilinguals: Do deaf readers show sensitivity to L2 verb bias in their production patterns?* Poster presented at the meeting of the inter-Science of Learning Centers, San Diego, CA.

Anible, B., Dussias, G., Morford, J., & Piñar. P. (2012, April). *Sensitivity to English verb biases by American Sign Language-English bilinguals.* Poster presented at the meeting of the inter-Science of Learning Centers, San Diego, CA.

Clark, M. D., Hauser, P. C., Miller, P., Kargin, T., Rathmann, C., Guldenoglu, B., … Spurgeon, E. (2013). Importance of early sign language acquisition for deaf children. *Reading and Writing Quarterly.*

Colayori, K., Hauser, P. C., Paludneviciene, R., Dudis, P., Riddle, W., & Kurz, K. B. (2013). *Development of the American Sign Language comprehension test.* Presented at the meeting of the inter-Science of Learning Centers, Philadelphia, PA.

Contreras, J., & Hauser, P. C. (2013, February). *Impact of early sign acquisition on deaf children's executive function development.* Poster presented at the meeting of the inter-Science of Learning Centers, Philadelphia, PA.

Contreras, J., Israel, E., & Hauser, P. C. (2013, July). *Importance of sign language for cognitive development.* Poster presented at the Sixth Conference on Deaf Academics, Catholic University of Portugal, Lisbon, Portugal.

Contreras, J., Israel, E., & Hauser, P. C., (2013, July). *Deaf students' performance on the Color Trails Test: Effect of early sign language acquisition.* Poster presented at Theoretical Issues in Sign Language Research, London, England.

Hauser, P. C., & Contreras, J. (2013, May). *Effect of language on executive function development: Case of deaf signers.* Poster presented at the meeting of the Association of Psychological Science, Washington, DC.

Hauser, P. C., Israel, E., & Dubler, R. (2012, June). *Executive function in deaf bilingual school-age signers.* Poster presented at the National Science Foundation Site Visit: Science of Learning Center on Visual Language and Visual Learning, Washington, DC.

Israel, E., & Hauser, P. C. (2013, February). *Deaf students' performance on the Color Trails Test: Effect of early sign language acquisition.* Poster presented at the meeting of the inter-Science of Learning Centers, Philadelphia, PA.

Israel, E., Contreras, J., & Hauser, P. C. (2013, July). *Importance of sign language for cognitive development.* Poster presented at the meeting of the Deaf Academy Congress, Lisbon, Portugal.

Kargin, T., Guldenoglu, B., Miller, P., Hauser, P., Rathmann, C., Kubus, O., & Spurgeon, E. (2012). Differences in word processing skills of deaf and hearing individuals reading in different orthographies. *Journal of Developmental and Physical Disabilities, 24,* 65-83.

McKee, M. M., & Hauser, P. C. (2012). Deaf epistemologies: The juggling of two worlds. In P. Paul & D. Moores (Eds.), *Deaf epistemologies* (pp. 45-61). Washington, DC: Gallaudet University Press.

Morford, J. P., Kroll, J. F., Occhino-Kehoe, C., Piñar, P., Twitchell, P., & Wilkinson, E. (2012, April). *Cross-Language activation: Effects of morphological relatedness on bilingual processing.* Poster presented at the meeting of the Inter-Science of Learning Centers, San Diego, CA.

Paludnevicience, R., Hauser, P. C., Daggett, D., & Kurz, K. B. (2012). Issues and trends in sign language assessment. In D. Morere & T. E. Allen (Eds.), *Measuring literacy and its neurocognitive predictors among deaf individuals: An assessment toolkit.* New York, NY: Springer.

### SFA3: Reading and literacy in visual learning

**Status:** Ongoing

How children learn to read has tremendous theoretical and educational significance. Research on learning to read has often focused on auditory sources of information, such as phonological awareness, and less on understanding the role of visual input. Vision, in the absence of auditory cues, is processed quite differently, with more intentional control of visual analysis, and coordination of sequences of visual experiences rather than simultaneous and coordinated auditory and visual processing. How does this bear on reading? Two themes have emerged from this research and have provided the impetus for future work. First, sound-based phonological processing skills do not account for much of the variance in reading achievement in deaf students, instead language skills play a more important role in predicting reading outcome. The translational research addresses the development of linguistic skills (such as bolstering ASL proficiency amongst parents of deaf students, whilst our basic research focuses on determining the mechanisms by which reading is achieved when there is less reliance on spoken phonology. The second theme involves the variability in communication background, language and sensory experience that exist amongst deaf readers and which have impacted our findings of reading and bilingualism. This research study intends to characterize the multiplicity of factors and contexts that underlie skilled reading in visual learners, in deaf toddlers who are followed through early schooling and in adults whose reading abilities are investigated through the lens of cognitive and linguistic competencies.

### Principal investigators

**Emmorey, Karen** • San Diego State University

### Additional investigators

**Allen, Thomas** • Education

**Bélanger, Nathalie** • University of California, San Diego

**Clark, Diane** • Education

**Corina, David** • University of California, Davis

**Long, Debra** • University of California, Davis

**Morere, Donna** • Psychology

**Morford, Jill** • University of New Mexico

**Plaut, David** • Carnegie-Mellon University

**Rayner, Keith** • University of California, San Diego

**Traxler, Matthew** • University of California, Davis

### Products

Allen, T. E, (2013, February). *Reading comprehension and deaf students visuospatial skills: A closer look at test item and examinee characteristics on the Peabody Individual Achievement Test Reading Comprehension subtest.* Presented at the meeting of the Association of College Educators – Deaf and Hard of Hearing, Santa Fe, NM.

## 1952



Legislation known as Miller vs. the Board of Education readmits African American students to Kendall School. Initially, they have classes in "Ole Jim" while the Kendall Division II for Negroes is being built.

Allen, T. E. (2013, April). *ASL skills, fingerspelling ability, home communication context, and early alphabetic knowledge.* Presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Allen, T. E. (Ed.). (2013). Current advances in ASL assessment [Special issue]. *Sign Language Studies.* Available from http://gupress.gallaudet.edu/SLS.html

Allen, T. E., & Choi, S. H. (2013, May). *Early communication experience and early language skill for deaf pre-schoolers.* Poster presented at the meeting of the Association for Psychological Science, Washington, DC.

Allen, T. E., & Enns, C. (2013). A psychometric study of the ASL Receptive Skills Test when administered to deaf 3-, 4-, and 5-year-old children. *Sign Language Studies.*

Allen, T. E., Clark, D., & Morere, D. A. (2012, November). *Linguistic competency and socio-emotional development among deaf children in the Early Education Longitudinal Study.* Poster presented at the meeting of the Psychonomic Society, Minneapolis, MN.

Bélanger, N. N., Mayberry, R. I., & Rayner, K. (2012, July). *Dissociation of orthographic and phonological codes in signing adult deaf readers: How does the use of these codes relate to reading level?* Presented at the meeting of the Society for the Scientific Study of Reading, Montréal, Canada.

Bélanger, N. N., Mayberry, R. I., & Rayner, K. (2012, November). *Orthographic and phonological preview benefits: Parafoveal processing in skilled and less-skilled deaf readers.* Poster presented at the meeting of the Psychonomic Society, Minneapolis, MN.

Bélanger, N. N., Morford, J., & Rayner, K. (2013, August). *Automatic American Sign Language (ASL) activation during reading in ASL-English deaf bilingual.* Presented at the European Conference on Eye Movements, Lund, Sweden.

Emmorey, K. (2012). *The signing brain: What sign languages tell us about human language.* Presented at the Basque Centre for Brain and Language, Donastia, Spain.

Emmorey, K., & Petrich, J. (2012). Processing orthographic structure: Associations between print and fingerspelling. *Journal of Deaf Studies and Deaf Education, 17*(2), 194-204.

Emmorey, K., Weisberg, J., McCullough, S., & Petrich, J. (2012, November). *Mapping the reading circuitry for skilled deaf readers.* Presented at the Conference on Neurobiology of Language, San Sebastian, Spain.

Morere, D. A. (2012). Measures of reading achievement. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in deaf individuals: neurocognitive measurement and predictors* (pp. 107-126). New York, NY: Springer.

Morere, D. A. (2013). Methodological issues associated with sign-based neuropsychological assessment. *Sign Language Studies.*

Morere, D. A. (2013). The Signed Verbal Learning Test: Assessing verbal memory of deaf signers. *Sign Language Studies.* Retrieved from http://gupress.gallaudet.edu/SLS.html

## SFA4: Translation of research to educational practice

**Status:** Ongoing

Translation activities in VL² derive from two different sets of activities: a set of classroom based studies and a set of translational research products that employ center discoveries in the design of learning products and tools that will improve education and future research endeavors. The primary goals for SFA4 are (1) to develop and test through classroom-based research the efficacy of innovative instructional practices that are motivated by the discoveries made in Center research; (2) to move from translational research to translational impact by communicating the findings and activities of Center research broadly and effectively using multiple methods appropriate for a wide variety of stakeholders; and (3) to engage these stakeholders in the work of the Center and to maximize the impact of our Center through the development of education and outreach products.

In addition, there are several translation projects designed to improve instruction, communicate the findings of research in a format easily understandable by parents and teachers, and build a strong research infrastructure.

**Principal investigators**

**Singleton, Jenny** • Georgia Institute of Technology

**Additional investigators**

**Enns, Charlotte** • University of Manitoba

**Goldin-Meadow, Susan** • University of Chicago

**McQuarrie, Lynn** • University of Alberta

**Padden, Carol** • University of California, San Diego

**Schick, Brenda** • University of Colorado

**Products**

Enns, C. J., Zimmer, K., Boudreault, P., Rabu, S., & Broszeit, C. (2013). American Sign Language: Receptive skills test [Computer software]. Winnipeg, Canada: Northern Signs Research, Inc.

Enns, C., & McQuarrie, L. (2013, June). *VL2 parent toolkit.* Retrieved from http://vl2parentspackage.org/

Enns, C., McQuarrie, L., & Price, L. (2013, June). *Parent-child interaction: Facilitating visual language.* Presented at the meeting of the Canadian Society for the Study of Education, Victoria, Canada.

Herzig, M. (2012, November). *Innovative approach in assessing and teaching ASL: Using research-based tools and digital resources.* Presented at the American Sign Language Round Table Conference, Topeka, KS.

Hwang, S-O., Seegers, S., Padden, C., & Goldin-Meadow, S. (2013, July). *The role of gesture in learning for signing children: Implications for sign language theory.* Poster presented at Theoretical Issues in Sign Language Research, London, England.

Malzkuhn, M. (2012). *VL2 storybook apps: Interactive and bilingual!* Retrieved from http://vl2storybookapps.com

Malzkuhn, M. (2013). *Parents information package: Growing together!* Retrieved from http://vl2parentspackage.org

Malzkuhn, M. (2013). The Baobab. (Version 1.1) [Mobile application software].Retrieved from https://itunes.apple.com/

Malzkuhn, M., & Herzig, M. (2013, March). *VL2 storybook apps: An innovative research-based and digitalized approach in storytelling.* Presented at the ASL/English Bilingual Consortium for Early Childhood Education Summit, Austin, TX.

McQuarrie, L. Abbott, M., Enns, C., & Novodvorski, B. (2013, July). *New directions: ASL assessment tools & ASL assessment portal.* Poster presented at Theoretical Issues in Sign Language Research, London, England.

McQuarrie, L., Enns, C., Zimmer, K., Henner, J., Baker, S., & Clark, D. (2013, February). *American Sign Language assessment tools: A "sign of the times" panel presentation.* Presented at the meeting of the Association of College Educators - Deaf and Hard of Hearing, Santa Fe, NM.

Padden, C., Goldin-Meadow, S., Shield, A., Lenzen, D., & Herzig, M. (2012, July). *The gestures ASL signers use tell us when they are ready to learn math.* Presented at the meeting of the International Society for Gesture Studies, Lund, Sweden.

Price, L., Enns, C. J., & McQuarrie, L. (2013, February). *Visual language activities for parents.* Poster presented at the meeting of the Association of College Educators - Deaf and Hard of Hearing, Santa Fe, NM.

Seegers, S., Hwang, S-O., & Padden, C. (2013, February). *Distinct modes of thinking in learning.* Poster presented at the meeting of the inter-Science of Learning Centers, Philadelphia, PA.

## 1953



Hall Memorial Building is named in honor of Dr. Percival Hall.

Singleton, J., Jones, G., & Hanumantha, S. (2012). Deaf friendly research? Toward ethical practice in research involving deaf participants. *Deaf Studies Digital Journal*, *2013*(3).

Wojahn, E., Clark, M. D., & Harmon, K. (2013, May). *Passing for hearing: Life scripts of oral deaf college students.* Presented at the meeting of the American Psychological Society, Washington, DC.

## SFA5: Integration of research and education

**Status:** Ongoing

In terms of VL2's future sustainability with intent to expand our programs of research, we have established as an integral goal: to train a new generation of scientists, skilled in interdisciplinary methods for advancing the Science of Learning of Visual Language and Visual Learning leading to a sustainable community of scholars, both deaf and hearing, pursuing transformative research contributing to the science of learning. The highlight of FY2013 was the development and launch of the new interdisciplinary Ph.D program in Educational Neuroscience which provides core training in cognitive neuroscience with an overarching emphasis on the application of scientific discoveries to the improvement of education. The program offers advanced coursework in cognitive neuroscience, neuroimaging techniques, neuroethics, and statistics.

VL2 trains scientists at the undergraduate, graduate, and post-doctoral levels. VL2 has created a Science Mentorship Program to address the crucial issue of the retention of young students in science, including by linking undergraduates to young faculty. VL2 has established an effective student network of both deaf and hearing students at all levels attending universities throughout our network. These students are pursuing advanced degrees in a variety of disciplines ranging from neuroscience to educational administration. We develop training opportunities, extensive inter-lab student internships and rich opportunities for research, leadership, and conference participation.

### Principal investigators

**Hauser, Peter** • National Technical Institute for the Deaf • Rochester Institute of Technology

## A systematic developmental skill-oriented investigation of poor and proficient Deaf readers across both shallow and deep orthographies

**Status:** Ongoing

Given that reading is a complex process and involves the integration of a wide variety of cognitive skills, deaf individuals' reading difficulties could be the result of a variety of weaknesses in their literacy skills, metalinguistic skills, or metacognitive knowledge. Some of these weaknesses may be general, including the deaf reader's knowledge of the lexical, syntactic, and pragmatic conventions of the printed language. Other weaknesses may be based on prior knowledge and the ability to utilize knowledge strategically. Additional weaknesses, however, may be unique to reading, reflecting the reader's level of mastery and automation of letter-specific and procedural knowledge, including relevant phonemic, orthographic, and morphological awareness. These weaknesses contribute to the efficient processing of letter strings (written words) including their lexical and semantic representations.

All researchers have been involved in the investigation of deaf individuals reading, education, and linguistic skills for many years. The research participants are Deaf and hearing students between the ages of 8 to 16 years. The languages involved include Turkish and German, which are shallow, as well as Hebrew and English, which are deep orthographies.

### Principal investigators

**Clark, Diane** • Education

### Funding sources

GRI Small Research Grant

## Visual language training to enhance literacy development

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

Language proficiency, whether it is auditory or visual, is critical for subsequent literacy development. Most parents naturally adjust their language input to facilitate children's language acquisition. The overwhelming majority of Deaf children are born to hearing parents who cannot sign and are not familiar with strategies to facilitate visual engagement and visual

language development. Hence, there is an urgent need for training materials designed for hearing parents and based on empirical data.

**Principal investigators**

> **Enns, Charlotte** • University of Manitoba

> **McQuarrie, Lynn** • University of Alberta

**Funding sources**

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

### Visual processing in Deaf adults

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

A critical question in neuroscience is the extent to which differences in experience may change brain function. Expertise from several VL2 labs is bringing unique synergistic focus on this issue by examining whether it is experience with ASL or the absence of auditory input that alters dorsal stream-mediated visual attention and perception of visual motion. Acquisition of ASL early in life in Deaf and hearing subjects results in greater left than right hemisphere MT/V5 activation, whereas increased activity in the superior temporal sulcus was attributed to deafness. To better delineate changes to the dorsal stream that are uniquely associated with deafness (without regard for early bilingual ASL experience), the focus will be on deaf participants who were raised using English.

**Principal investigators**

> **Eden, Guinevere** • Pediatrics • Georgetown University

**Funding sources**

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

### VL² National Research Volunteer Program

**Status:** Ongoing

One of the difficult challenges faced by researchers working with Deaf participants is the recruitment of these participants. To help facilitate this, VL2 is designing a web-based volunteer program whereby Deaf adults can volunteer over the web to become participants in research projects, and parents of Deaf children can volunteer on behalf of their children to become research participants. The VL2 Research Volunteer Program includes a brief online background questionnaire to help researchers to define and select subgroups of a broader Deaf population with specific characteristics for inclusion in proposed studies. Address information submitted to the database may also be used to disseminate valuable information about VL2 research and upcoming events of interest to a broad national constituency of deaf individuals and their families.

**Principal investigators**

> **Allen, Thomas** • Education

**Funding sources**

> National Science Foundation (NSF)

## 1954
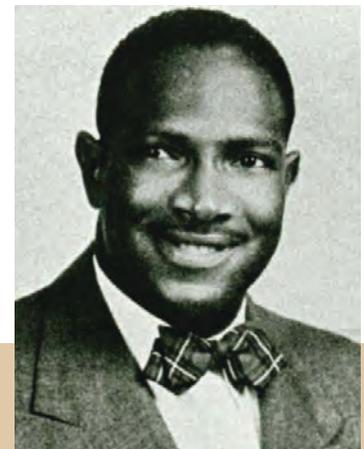


Andrew Foster becomes the first African American student to receive a bachelor's degree from the College. After learning that there are only 12 schools for the deaf children in Africa, Foster eventually establishes 31 schools and two centers in 13 African countries. Gallaudet renames a campus auditorium for Foster in 2004.

## VL² shared data resource

**Status:** Ongoing

NSF requires that data collected with NSF funding be made available for data sharing for the benefit of future researchers. VL2 is developing an online resource for VL² data that has been collected throughout its history. In this resource, data sets developed with Center funding will be described, their codebooks published, and strategies for access to Center data will be presented. This resource will help ensure ongoing statistical analysis and publication from archived data covering the range of research topics undertaken by the Center.

**Principal investigators**

    **Allen, Thomas** • Education

**Funding sources**

    National Science Foundation (NSF)

# Technology Access Program (TAP)

The Technology Access Program (TAP) is a research unit within the Department of Communication Studies. TAP's primary mission is to advance accessibility and usability of communication technology for people with all types of disabilities. The current program is designed both to lay the foundation for access in next generation technologies and to create the bridge technologies needed to allow users to migrate to new technologies without losing access to emergency services or the ability to communicate with colleagues and family who are still on older telecommunications networks.

TAP currently maintains the Rehabilitation Engineering Research Center on Telecommunications Access (RERC-TA). The research and development program of this RERC-TA covers four areas:

1. To ensure that people with disabilities have effective communication for an emergency (and every day) when using new and emerging telecommunication technologies.

2. To ensure interoperable real-time text for people who depend on text for communication (Deaf, hard of hearing, physical disability, and speech disability).

3. To ensure the availability of accessible telecollaboration solutions for employment and participation, and

4. To increase the impact of research through better guide- lines, standards, tools, sample codes, and other resources that enable more companies to implement accessibility in their telecommunication technologies.

In addition, TAP currently conducts research into online sign language technologies, funded by the National Science Foundation, and research into closed captions online, funded by TAP's operational budget.

**Principal investigator**

    Vogler, Christian • Communication Studies - *Technology Access Program (TAP)*

**Additional investigators**

    **Kozma-Spytek, Linda** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

    Tucker, Paula • Communication Studies - *Technology Access Program (TAP)*

    Williams, Norman • Communication Studies - *Technology Access Program (TAP)*

**Priorities addressed**

    Studies that Inform Public Policies and Programs

    Technologies that Affect Deaf and Hard of Hearing People

**Funding sources**

    U.S. Dept. of Education — National Institute on Disability & Rehabilitation Research (NIDRR) (Subcontract from Trace Center, University of Wisconsin, Madison) Grant Number: H133E090001

## Research Projects

**Identifying emerging access issues and opportunities in new telecollaboration systems and technologies through use of focus groups, web forum, and observation (R2)**

**Status:** Ongoing
**Start date:** October 2009
**End date:** September 2014

Telecollaboration is becoming more common in the workplace and in education. However, little is known about the level of accessibility people with disabilities experience in these complex telecommunication interactions or how existing problems can be addressed. RERC-TA researchers have participated in telecollaboration associated with standards, government, and industry work, and have heard numerous anecdotal reports from participants with disabilities and also observed firsthand many barriers presented by these systems. However there have been no in-depth examinations or systematic documentation of the problems and no literature to draw from. A thorough understanding of the accessibility issues people with different disabilities are experiencing is needed to guide the efforts of this RERC and as a resource to industry, policymakers, consumers, and researchers interested in accessibility. This information is being gathered though three coordinated activities:

1.  A series of individual focus groups organized by type of disability, augmented by interviews and focus groups of telecollaboration developers and corporate users.

2.  A web forum to share information about products, solutions, and issues identified through focus groups and for consumers to share experiences, problems and solution strategies over time, and

3.  User testing of existing and new access strategies (done as part of Project D1).

**Principal investigators**

**Vanderheiden, Gregg** • Industrial Engineering - *Trace Research & Development Center* • University of Wisconsin, Madison

**Vogler, Christian** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Additional investigators**

**Tucker, Paula** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Williams, Norman** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Funding sources**

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)-Rehabilitation Engineering Research Center on Telecommunications Access (RERC-TA)-UW-Madison subgrant

**Products**

Vanderheiden, G. (2013, September). *Wireless telecommunications industry: State of the science on accessible technology*. Presented at the State of the Science Conference: Rehabilitation Engineering Research Center on Telecommunications Access, Gallaudet University, Washington, DC.

## 1955



Amazed by the beauty of a deaf student's performance of "The Lord's Prayer" in sign language, Dr. Peter Wisher establishes the Gallaudet Dance Company. In 1968, seven students from the dance company appear on *The Mike Douglas Show.*

Vogler, C. (2013, September). *Consumer panel (deaf, hard of hearing, and deaf-blind): State of the science on accessible technology*. Panel presentation at the State of the Science Conference: Rehabilitation Engineering Research Center on Telecommunications Access, Gallaudet University, Washington, DC.

Vogler, C., & Tucker, P. (2013, September). *Consumer panel (deaf-blind, speech disability, cognitive disability): State of the science on accessible technology*. Presented at the State of the Science Conference: Rehabilitation Engineering Research Center on Telecommunications Access, Gallaudet University, Washington, DC.

## Quantifying the needs of people with hearing loss in using technology for daily and emergency voice telecommunication (R1)

**Status:** Ongoing
**Start date:** October 2009
**End date:** September 2014

Research on needs and issues of hard of hearing persons with regard to accessibility has not kept pace with the expansive changes that have taken place in telecommunications. There is a need for direct measures of the actual communication difficulty experienced during telecommunications use by hard of hearing individuals, and also for an understanding of the day-to-day consequences of changes in telecommunication technology. A two-part project is documenting the needs of people with hearing loss in using new technologies for daily and emergency voice telecommunications. Part 1 is an Internet survey that will collect information on a respondent's attitudes and behavior toward hearing device and telecommunications products use, their opinions about the main telecom barriers faced at home and at work, and their experiences in attempting to find and use new telecommunications products. Part 2 involves direct performance measures and subjective ratings of audio and audio/visual signal characteristics to gather information about technical requirements that hard of hearing individuals have for effective speech understanding in newer telecommunication environments. Specific goals include examining the impact of audio and video signal alteration due to coding techniques and transport mechanisms and evaluating voice communication access in both quiet and noisy environments.

**Principal investigators**

**Kozma-Spytek, Linda** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Vogler, Christian** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Williams, Norman** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Additional investigators**

**Tucker, Paula** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Funding sources**

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)-Rehabilitation Engineering Research Center on Telecommunications Access (RERC-TA)-UW-Madison subgrant

**Products**

Kozma-Spytek, L. (2013, April). *The impact of wideband audio on hard of hearing listeners*. Presented at the meeting of The Telecommunications Industry Association, Santa Cruz, CA.

Kozma-Spytek, L., Tucker, P., & Vogler, C. (2013, April). *Ex parte filing of the RERC-TA with initial analysis of the captioned telephone service survey in the matter of misuse of internet protocol (IP) captioned phone service* (GC Docket 13-24), and *Matter of telecommunications relay services and speech-to-speech services for individuals with hearing and speech disabilities* (CG Docket 03-123). [Comments]. Washington, DC: Federal Communications Commission. Retrieved from http://apps.fcc.gov/ecfs/comment/view?id=6017154096

Kozma-Spytek, L., Tucker, P., & Vogler, C. (2013, April). *Results of the captioned telephone survey and usage patterns of captioned telephone service customers*. Presented to the meeting of the Federal Communications Commission, Washington, DC.

Telecommunications for the Deaf and Hard of Hearing, Inc., National Association of the Deaf, Association of Late-Deafened Adults, Hearing Loss Association of America, Cerebral Palsy and Deaf Organization, Deaf and Hard of Hearing Consumer Advocacy Network, … Technology

Access Program at Gallaudet University. (2012, December). *Report on the initial compliance with the Commission's IP Closed Captioning Rules.* (MB Docket No. 11-154). Retrieved from http://apps.fcc.gov/ecfs/document/view?id=7022087866

Telecommunications for the Deaf and Hard of Hearing, Inc., National Association of the Deaf, Association of Late-Deafened Adults, Hearing Loss Association of America, Cerebral Palsy and Deaf Organization, Deaf and Hard of Hearing Consumer Advocacy Network, … Technology Access Program at Gallaudet University. (2013, May). *Report on the state of closed captioning of internet protocol and video programming.* (MB Docket No. 11-154; CG Docket No. 05-23). Retrieved from http://apps.fcc.gov/ecfs/comment/view?id=6017341207

Vogler, C., Kozma-Spytek, L., Tucker, P., & Vanderheiden, G. (2013, March). *Misuse of Internet Protocol (IP) captioned phone service,* (GC Docket 13-24), and *Telecommunications Relay Services and speech-to-speech Services for individuals with hearing and speech disabilities,* (CG Docket 03-123). [Reply to Comments]. Washington, DC: Federal Communications Commission. Retrieved from http://apps.fcc.gov/ecfs/document/view?id=7022130372

## Resource and tool development to facilitate incorporation of accessibility in mainstream telecommunication

**Status:** Ongoing
**Start date:** October 2009
**End date:** September 2014

This project is focused on making access real in the lives of people with disabilities. It takes the best of what the research center knows and learns (both from our own work and others) and does whatever is necessary to move it out of theory and demonstration into products, standards, policies, and practices. This work covers all disabilities. Some of the targeted areas are identified but this project also is designed to be responsive to the needs of industry, consumer groups, and policy makers. The focus of this project is developing the information, tools, or reference designs, etc. needed to advance accessible tele-conversation and telecollaboration from research and

development into products that consumers can buy and/or the technologies they encounter in emergencies, education, employment, civic participation, and everyday life.

**Principal investigators**

**Vogler, Christian** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Vanderheiden, Gregg** • Industrial Engineering - *Trace Research & Development Center* • University of Wisconsin, Madison

**Additional investigators**

**Kozma-Spytek, Linda** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Tucker, Paula** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Williams, Norman** • Art, Communication, and Theatre - *Technology Access Program (TAP)*

**Funding sources**

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)-Rehabilitation Engineering Research Center on Telecommunications Access (RERC-TA)-UW-Madison subgrant

## 1956



Hughes gymnasium opens. The gym is razed in 1999 to make way for the Jordan Student Academic Center; athletics and physical education take place in the University's Field House, built in the mid-1980s.

**Scholarly and Creative Activity**

Vogler, C. (2013). *ASL linguistic research project: Database access interface* [Website]. Retrieved from http://secrets.rutgers.edu/dai/queryPages/

Vogler, C. (2013, August). *Technology, research, consumers, & public policy: Challenges for Deaf seniors.* Presented at the meeting of Deaf Seniors Association, Baltimore, MD.

Vogler, C. (2013, February). *The technology access program at Gallaudet University: Research, policy, and collaboration with consumer groups.* Presented at the meeting of the Deaf and Hard of Hearing Consumer Advocacy Network, Washington, DC.

Vogler, C. (2013, March). *Emergency alerting at Gallaudet University: Unique functional needs of the deaf and hard of hearing community.* Presented at the meeting of the Federal Emergency Management Agency, Washington, DC.

Vogler, C. (2013, May). *The technology access program at Gallaudet University: An overview of the state of emergency communications.* Presented at the meeting of the Northern Virginia Resource Center for Deaf and Hard of Hearing Persons, Fairfax, VA.

Vogler, C. (2013, September). *Learning without barriers: How to achieve full inclusiveness in education.* Presented at the Google Summit on Accessibility and Usability, Mountain View, CA.

# 1957



The Gallaudet College Mall as it appears in the 1950s.

# V. Research and Scholarly Activities by Academic Unit

The research and scholarly activities section reports the FY 2013 research projects and achievements of individuals within Gallaudet's academic units including departmental research laboratories. The list of academic units is organized alphabetically and reflects the organizational structure that was adopted in late 2012.

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project's title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project. At the end of each unit's part there is also a list of citations of scholarly and creative products that are not associated with a research project.

## Administration and Supervision

The Department of Administration and Supervision, established in 1975, prepares future leaders for positions in special education and deaf education administration at K-12 and postsecondary levels, change leadership, and human services administration.

### Research Projects

### Contrasting the leadership styles and attitudes of administrators and resultant organizational cultures of programs serving deaf students in India as perceived by the program providers and program recipients

**Status:** Ongoing

Imagine an enterprising country, like India, with over three million deaf individuals where only fifteen thousand of them received an education through special programs at schools. Out of the fifteen thousand students only .05% of them received accommodations that have met their scholastic and employment needs. As for institutions in Higher Education, only 0.1% of the students with disabilities are matriculated in baccalaureate programs.

In the recent years, two significance events had occurred in India, which emphasized the importance of improving the quality of education for students with disabilities. One was the National Government of India had created a taskforce that requires all educational institutions be "disabled friendly". In October 2011, an historical and educational moment for the deaf community in India occurred when the government of India approved the establishment of a national center called Indian Sign Language Research and Training Centre.

With the steadily increasing number of deaf programs existing in higher education institutions in India that are designed to keep pace with the increasing number of deaf students enrolling in higher education Institutions, a pressing need exists to assess the quality of their education that is provided for them. This study may help to improve the future of these deaf programs in higher education institutions in India. Therefore, this study will focus on: (1) the organizational culture of the institution; (2) the decision-making skills based on the leadership styles of the administrators and faculty members; (3) the attitudes of the service providers toward persons with deafness and other disabilities.

All of these aspects contribute to the institution "disabled-friendly" environment. An advantage of this study is to assess a diverse set of perspectives from the administrators, faculty members, and deaf students from each of the three selected institutions, which will, in turn, give an estimation of the strengths and areas of improvement needed in the current educational programs for the deaf students in higher education.

**Principal investigators**

> **Chandani, Alim** (Student) • Administration and Supervision

**Funding sources**

> GRI Small Research Grant

## Principal leadership in schools for secondary level Deaf students: Perceived effects on school performance influencing student success

**Status:** Completed
**Start date:** October 2011
**End date:** October 2012

The purpose of this study is to analyze principal leadership behaviors which may influence school performance and student success as well as to find out if principals are practicing effective research-based leadership and learning-centered behaviors. This study will use a parallel mixed methods design. Quantitative data will be collected from the Vanderbilt Assessment of Leadership in Education (VAL-ED) survey, an instrument that provides a summary of the principal leaders, teachers and supervisors with perceptions of the principal leadership behaviors. Qualitative data will be collected from questionnaires, artifacts, documents, and interviews for analysis.

### Principal investigators

**Flynn Brinks, Lisa** (Student) • Administration and Supervision

### Funding sources

GRI Small Research Grant

## Art, Communication, and Theatre

### Research Projects

### Collaborative research CI-ADDO-EN: Development of publicly available, easily searchable, linguistically analyzed, video corpora for Sign Language and gesture research
*See in ASL and Deaf Studies*

## Electromagnetic interference with cochlear implants and hearing aids
*See in Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE)*

## Identifying emerging access issues and opportunities in new telecollaboration systems and technologies through use of focus groups, web forum, and observation (R2)
*See in Technology Access Program (TAP)*

## Quantifying the needs of people with hearing loss in using technology for daily and emergency voice telecommunication (R1)
*See in Technology Access Program (TAP)*

## Resource and tool development to facilitate incorporation of accessibility in mainstream telecommunication
*See in Technology Access Program (TAP)*

### Scholarly and Creative Activity

Conley, W. (2012). A Maryland eastern shore life [Poem & Photograph]. *OVS – Organs of Vision & Speech,* 18.

Conley, W. (2012). *Interview with US playwright Willy Conley/ Interviewer: Write local. Play global.* Retrieved from http://writelocalplayglobal.org/articlesinterviews-database/category/interviews

Conley, W. (2012). *Sifting Dirt.* In H. Tosteson & C. Brockett (Eds.), *Daring to repair: What is it, who does it & why?* (pp. 221-226). Decatur, GA: Wising Up Press.

Conley, W. (2012). The mannequin murders [Photograph]. *Sheepshead Review: University of Wisconsin Green Bay's Journal of the Arts,* 125.

Conley, W. (2012, August). Ends of an era [Photographic essay]. *Arkansas Review – A Journal of Delta Studies, 42*(3), 83-87. Retrieved from http://altweb.astate.edu/arkreview/

Conley, W. (2012, October 17). My Writing Process with my book: Vignettes of the Deaf character and other plays [Lecture]. *ASL II.* Nazareth College, Rochester, NY.

Conley, W. (2013). I of the beholder; Smell of November rust; Someone's daughter [Poems]. *ICON – Magazine for Literature and Art, 32-34.*

Conley, W. (2013). Various titles [Photographs]. *Journal of the Mississippi River Valley,13*(1); *Journal of University of Oklahoma College of Medicine*; *Arcadia Magazine, 5*; *Fifth Wednesday Journal*; *Arkansas Review – A Journal of Delta Studies, 43*(3); *The Healing Muse*; *Relief, 6*(1); *Camera Obscura, 5.*

Conley, W. (2013, April). *The Conley plays* [Live theatre]. Trumbull Theatre, Kent State University, Trumbull, OH.

Conley, W., Harmon, K., Nelson, J., Heuer, C., Stremlau, T., Santini, J., & Stallard, S. (2012, October). *Deaf American prose.* Panel and book signing, Gallaudet University, Washington, DC.

Conley, W., Harmon, K., Nelson, J., Heuer, C., Stremlau, T., Stallard, S. (2012, December). *Deaf American prose.* Panel presentation, MLK Jr. Memorial Library, Washington, DC.

Calais, S. (2013, August). *Poseidon's pull.* Exhibition at Washington State University Museum of Art, Pullman, WA.

Gallaudet University Art Department, & NASA. (2013, January). NASA's Mars as art [Web log message]. Retrieved from http://500px.com/gallaudetuniversity/stories/75927/nasa-s-mars-as-art

Hope, E. (2012, November). *No kings collective brings submerge flash gallery to H street NE.* Retrieved from http://www.eastcityart.com/2012/11/16/no-kings-collective-brings-submerge-flash-gallery-to-h-street-ne/

jaromil. (2013). *Jaro mail :: The electronic postman* [Software]. Retrieved from http://www.dyne.org/software/jaro-mail/

Kazemzadeh, M. B. (2013, April). *Postnational technollaboration a catalyst to postbiotanical village (an apophenoetic prophecy).* Presented at the Di-egy festival: Consciousness reframed conference series, international research conference on art, technology, and consciousness, Cairo, Egypt.

Kazemzadeh, M. B. (2013, August). Exhibited "Gestures of change" at Di-Egy Fest in Cairo, Egypt [Web log message]. Retrieved from http://emedia.wordpress.com/2013/08/19/exhibited-gestures-of-change-at-di-egy-fest-in-cairo-egypt-in-april-2013/

Kazemzadeh, M. B. (2013, February). *Postnational technollaboration within the postbiotanical village.* Presented at the meeting of the CAA International Committee. International Collaborative Arts: Conversations on Practice, Research, and Education, New York, NY.

Kazemzadeh, M. B. (2013, March). *Creative coding & computer vision with processing.* Workshop presented at Gezira Art Center, Di-Egy Fest, Cairo, Egypt.

Kazemzadeh, M. B. (2013, May). *Poseidon's pull project.* Retrieved from http://poseidonspull.com/

Kazemzadeh, M. B. (2013, October). Jabbersquawkey [Web log message]. Retrieved from http://emedia.wordpress.com/2013/10/01/jabbersquawkey-2013-exhibited-social-networking-social-malmaison-dc/

## 1958



Female students fence in the College's gymnasium, located at the time on the upper level of "Ole Jim," which is now the alumni house.

Kazemzadeh, M. B. (Artist). (2013, January). The other side of the tracks [Video file]. Retrieved from http://www.youtube.com/watch?v=0F0_jGhR3Iw

Kazemzadeh, M. B. (Producer). (2013). *Conscious containers* [Video file]. Retrieved from http://www.youtube.com/watch?v=CgspoiMQIQE

makewithmoto. (Producer). (2013). *Gallaudet University makeathon* [Video file]. Retrieved from http://www.youtube.com/watch?v=6a1owC-68OE

Sinnott, E. (Set Designer). (2013). *A commedia Christmas carol* [Live performance]. Faction of Fools Theatre Company, Gallaudet University, Washington, DC.

Sinnott, E. (Set Designer). (2013). *Gilgamesh* [Live performance]. Constellation Theatre Company, Source, Washington, DC.

## ASL and Deaf Studies

ASL and Deaf Studies faculty engage graduate and undergraduate students in interdisciplinary research projects dedicated to producing new knowledge about Deaf communities and their signed languages. Central areas of inquiry include sensory orientation, DeafSpace, bioethics, identity formation, human rights, language teaching, transnationalism, and the contributions of Deaf individuals to human diversity.

### Research Projects

#### "Switched at Birth": The Attraction (and accuracy) of Deaf cultural issues

**Status:** Completed
**Start date:** October 2012
**End date:** September 2013

"Switched at Birth" has caught the mainstream audience by surprise with more than four major Deaf characters in one TV series, and sections entirely signed. Every episode addresses and exposes issues of Deaf life and Deaf culture. The questions this thesis is asking are: What is the audience learning from the show? To ask this question we need first to know. How accurate is the depiction of Deaf cultural issues on the show (Season 1)? Are members of the Deaf community satisfied with the show?

This study will address these questions and questions related to the accuracy of Deaf cultural issues discussed/portrayed in clips from Season 1 of "Switched at Birth" by setting up a focus group discussion of between 10 -15 Deaf native ASL users. This discussion will be video-recorded, for note taking purposes only. The concepts from this focus group and other general questions and clips from "Switched at Birth" will be put into a survey for the general audience to get a better understanding of what they have learned about Deaf/and Deaf Culture from watching "Switched at Birth" and how it has influenced them.

**Principal investigators**

**Klaber, Maaret** (Student) • ASL and Deaf Studies

**Funding sources**

GRI Small Research Grant

#### Classroom discourse observation pilot study
*See in Office of Bilingual Teaching and Learning*

#### Collaborative research CI-ADDO-EN: Development of publicly available, easily searchable, linguistically analyzed, video corpora for Sign Language and gesture research

**Status:** Ongoing
**Start date:** August 2011
**End date:** July 2014

The goal of this project is to create a linguistically annotated, publicly available, and easily searchable corpus of video from American Sign Language (ASL). This will constitute an important piece of infrastructure, enabling new kinds of research in both linguistics and vision-based recognition of ASL. In addition, a key goal is to make this corpus easily accessible to the broader ASL community, including users and learners of ASL via a web interface.

The enhancement and improved web-accessibility of these corpora will be invaluable for linguistic research, enabling new kinds of discoveries and the testing of hypotheses that would otherwise have be difficult to investigate. On the computer vision side, the proposed new annotations will provide an extensive public dataset for training and benchmarking a variety of computer vision algorithms. This will facilitate research and expedite progress in gesture recognition, hand pose estimation,

human tracking, and large vocabulary, and continuous ASL recognition.

The advances in linguistic knowledge about ASL and in computer-based ASL recognition that will be accelerated by the availability of resources of the kind proposed here will contribute to development of technologies for education and universal access. The project is funded by the National Science Foundation through grant # CNS-1059221. Christian Vogler is the lead developer of the online web interface to the corpus, which is available at http://secrets.rutgers.edu/dai/queryPages/.

**Principal investigators**

**Bahan, Ben** • ASL and Deaf Studies

**Athitsos, Vassilis** • Computer Science • University of Texas, Arlington

**Metaxas, Dimitris** • Computer Science • Rutgers University

**Neidle, Carol** • Linguistics • Boston University

**Sclaroff, Stan** • Computer Science • Boston University

**Vogler, Christian** • Art, Communication, and Theatre - Technology Access Program (TAP)

**Funding sources**

National Science Foundation (NSF)-Computer and Network Systems (CNS)

### The construction of Deaf people's lives by prominent Persian/Iranian authors and poets from 1000 to 1935

**Status:** Completed
**End date:** September 2013

As evidenced by the writings of scholars, there was a thriving community of Deaf people with a unique language and culture throughout this period of time. The field of Deaf Studies will benefit by seeing that the Deaf community was and can still

be recognized as a viable social group in ancient and modern Persia. Documents by Persian/Iranian authors and poets will show that this was one of the first areas in the world to recognize and respect Deaf people and their sign languages. A set of such texts will be closely examined for evidence to accord respect to and to emphasize ancient Persian acknowledgement of the Deaf community. Once these documents are translated into English, they will be used as evidence to show that a viable Deaf community existed in ancient Persia. This will help to remedy the dearth of historical and scholarly knowledge concerning deaf people and their place in various societies.

**Principal investigators**

**Behmanesh, Abbas** (Student) • History, Philosophy, Religion, and Sociology

**Additional investigators**

**Bauman, Dirksen** • ASL and Deaf Studies

**Funding sources**

GRI Small Research Grant

### Deaf Studies Digital Journal

**Status:** Ongoing
**Start date:** September 2008

The *Deaf Studies Digital Journal* (dsdj.gallaudet.edu) is the world's first peer-reviewed academic and creative arts journal dedicated to the creative and scholarly output of individuals

## 1959



Kindergarten students receive a lesson from a teacher in a Kendall School classroom.

within the signing communities. Hosted by the Department of American Sign Language and Deaf Studies, Issue #3 was published in the spring of 2012 and included over 60 contributors from across the globe. The theme of the third issue is linguistic human rights, bilingualism, and Sign Language planning. This issue as with past issues features academic articles in International Sign Language, ASL, English, commentaries, visual arts, signed literature, and historic, archival texts.

**Principal investigators**

> **Bauman, Dirksen** • ASL and Deaf Studies

> **Bahan, Ben** • ASL and Deaf Studies

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

**Funding sources**

> Sorenson Legacy Foundation

> Office of the Provost

### Gallaudet scholarship of teaching and learning initiative
*See in Office of the Associate Provost for Research*

### History and documentation of native Hawaiian Sign Language

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

The project will document the history, vocabulary, and syntax of native Hawaiian Sign Language (HSL). HSL is now an endangered language. Archival material from the Hawaiian School for the Deaf and Blind (HSDB) will be used to find out history related to HSL. Primary data will be interviews conducted in ASL/HSL with twenty people across five islands who still know HSL. Conversations between two HSL signers will also be recorded. Two reports will be produced as a result of this research both in digital and print formats: one report will be historical about Deaf peoples' lives and the history of HSL; the other will be a linguistic analysis of HSL.

**Principal investigators**

> **Earth, Barbara** • ASL and Deaf Studies

> **Bahan, Ben** • ASL and Deaf Studies

**Funding sources**

> GRI Small Research Grant

> Hawaii Council for the Humanities (HCH)

### Implementing Article 25 in Thai special education of Deaf children

**Status:** Ongoing
**Start date:** October 2011
**End date:** October 2013

This study seeks to clarify questions regarding the preparation and performance of teachers within Deaf education in Thailand. Drawing upon the U.N. Convention on the Rights of Disabled Persons, focus will be on four main themes from Article 24: facilitating peer support and mentoring, the teaching of sign language, promotion of the linguistic identity of the Deaf community, and encouraging environments which maximize academic and social developments. As these themes are seen as central to an effective learning climate in Deaf education, the first-hand information collected from Thai teachers and Deaf people through interview, focus group, and observation will support an analysis of Thailand's progress in improving the quality of communication with Deaf students. The researcher is a Thai Deaf person who was educated in a Thai Deaf school.

**Principal investigators**

> **Thamsiriboon, Noppawan** (Student) • ASL and Deaf Studies

**Funding sources**

> GRI Small Research Grant

### Literacy expression in Alaskan Eskimo and Deaf cultures: A perspective on culture

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Traditional societies, such as the Alaskan Iñupiaq Nation, that tend to have an oral based culture are group oriented and maintain an interdependence with nature. Western societies tend to be individualistic, competition based, and separatist from nature. The American Deaf community is situated in a western local, yet it is "oral" based and group oriented. This proposal and research will determine in what ways, if any, the American Deaf community parallels a culturally traditional culture by examining two forms of cultural production – Iñupiat dance and ASL literature.

**Principal investigators**

　**Harrigan, Kelly** (Student) • ASL and Deaf Studies

**Funding sources**

　GRI Small Research Grant

### Scholarly and Creative Activity

Bauman, H-D. L. (2013, April) *Deaf-gain at work.* Keynote address presented at the national training conference for Deaf and Hard of Hearing in Government, Washington, DC.

Bauman, H-D. L. (2013, February). *From 'hearing impairment' to 'deaf-gain': A theoretical framework for universal design for learning.* Keynote address at the conference for Universal Learning Design, Brno, Czech Republic.

Harris, R. L. (2013, February). *How humanity benefits from Deaf people and American Sign Language: A deaf-gain framework.* Presented at Sam Houston State University, Huntsville, TX.

Harris, R. L. (2013, March). *Fingerspelling strategies.* Presented at the National American Sign Language and English Bilingual Early Childhood Education Summit, Austin, TX.

Harris, R. L. (2013, March). *Technology and ASL teaching: Friend or foe?* Presented at the conference for Austin ASL Professionals, Austin, TX.

Fanghella, J., Geer, L., Henner, J., Hochgesang, J., Lillo-Martin, D., Mathur, G., … Pascual-Villanueva, P. (2012, May). *Linking an ID-gloss database of ASL with child language corpora.* Presented at the conference for Language Resources and Evaluation, Istanbul, Turkey.

Lucas, C., Mirus, G., Palmer, J., Roessler, N., & Frost, A. (2013). *The effect of new technologies on sign language research.* Poster presented at Theoretical Issues in Sign Language Research, London, England.

Lucas, C., Mirus, G., Palmer, J., Roessler, N., & Frost, A. (2013). The effect of new technologies on sign language research. *Sign Language Studies, 13(*4).

Napoli, D. J., Fisher, J., & Mirus, G. (2013). Bleached taboo-term predicates in American Sign Language. *Lingua, 123,* 148-167

## 1960



Deaf students are, for the first time, eligible for admission to the Normal Department (graduate school), established by Edward Miner Gallaudet in 1891 to educate hearing teachers who will work with deaf students.

## ASL Diagnostic and Evaluation Services

ASL Diagnostic and Evaluation Services (ASL-DES) provides training, consultation and comprehensive measures of American Sign Language (ASL) proficiency and communicative competence. The data and information generated by ASL Diagnostic and Evaluation Services benefits not only individual language learning but is also essential to Gallaudet University, institutions, and governing bodies nationwide. Information pertaining to ASL proficiency is provided to ensure individuals have requisite language skills for (but not limited to):

Admission into academic programs

Core curriculum, practicum, internship, and graduation

Professional opportunities and advancements

### Research Projects

**Classroom discourse observation pilot study**
*See in Office of Bilingual Teaching and Learning*

### Scholarly and Creative Activity

Roult, L., Gamache, K., & Gordon, J. M. (2013). *Preliminary correlation study between ASLPI and classroom discourse observation (CDO)*. Washington, DC: Gallaudet University ASL Diagnostic and Evaluation Services.

## Biology

The Biology program provides a high quality academic program that involves students in theoretical, methodological and analytical dimensions of research. Students and faculty individually and jointly conduct studies, consider ethical issues, and write up their findings across the spectrum of biology research topics.

### Research Projects

**Investigation of the molecular mechanisms of tumor promotion**

**Status:** Ongoing
**Start date:** October 2001

This is an ongoing collaboration with a laboratory at the National Cancer Institute. Primarily, this study focuses on the pharmacology of phorbol esters, a class of tumor promoters and suppressors, and on the molecular biology of the receptors that are activated by phorbol esters. In the cell, these receptors are naturally activated by diacylglycerol and include the protein kinase C (PKC) and RasGRPs, which are central players in various cellular processes including carcinogenesis. A better understanding of the underlying mechanisms is vital to the goal of expanding the use of phorbol esters as pharmaceuticals. Drugs targeting PKC have already been exploited as therapeutic agents; these include bryostatin for chronic myeloid leukemia, LY333531 for diabetic retinopathy, and 12-deoxy-phorbol-13-phenylacetate and prostratin for HIV.

#### Principal investigators

**Blumberg, Peter** • National Cancer Institute

**Braun, Derek C.** • Science, Technology, and Mathematics

#### Products

Kedei, N., Lewin, N. E., Géczy, T., Selezneva, J., Braun, D. C., . . . Chen, J. (2013). Biological profile of the less lipophilic and synthetically more accessible bryostatin 7 closely resembles that of bryostatin 1. *ACS Chem Biology, 8*(4), 767-77.

## Business

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

**Research Projects**

**National Socio-Environmental Synthesis Center**
*See in Science, Technology, and Mathematics*

**Scholarly and Creative Activity**

Rashid, K. (2013, January). *Mainstreaming disability into the World Bank's work: Challenges and opportunities.* Panel Presentation at the World Bank, Washington, DC.

Rashid, K., & Kushalnagar, P. (2012, October). *Deaf professionals and designated interpreters: Toward a better working relationship.* Workshop held at the Registry of Interpreters for the Deaf, New York, NY.

## Counseling

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

**Research Projects**

**Qualitative and quantitative data collection from young adults about their experiences being educated as solitaires\* during a majority of their K-12 years**

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Gina Oliva's 2004 book, *Alone in the mainstream: A Deaf woman remembers public school* published by Gallaudet University Press in Washington, DC, gave a voice to Deaf and hard

of hearing individuals who attended public schools as solitaires. Newer generations of students have also been solitaires but have had interpreters. This study, using surveys and focus groups, asks how the expressed retrospective experiences of these individuals, compares with the expressed experiences of the earlier generation. The goal is to determine how individuals view their educational interpreters, including changes they would recommend.

**Principal investigators**

**Lytle, Linda** • Counseling

**Funding sources**

GRI Small Research Grant

## Education

The Department of Education engages in research and innovation in teaching and learning contexts with an eye to the kind of intellectual, linguistic, and social development that is optimal and which is congruent with the strengths inherent in Deaf and hard of hearing learners as human beings and who are by nature visually-inclined.

# 1961



U.S. President John F. Kennedy accepts an invitation from the American Association of the Deaf to serve as honorary chairman of the International Games of the Deaf, to be held in Washington, D.C.

## Research Projects

### An alternative perspective in research and evaluation: Feminists, minorities, and persons with disabilities

**Status:** Ongoing
**Start date:** January 1992

The researchers are examining the meaning of a transformative perspective in educational research and evaluation. An inclusive perspective is based on a body of scholarly work that is sometimes labeled as transformative and is characterized by the writings of feminists, ethnic/racial minorities, people with disabilities, and others who work on behalf of social justice and human rights. The research explores the theoretical and methodological implications of this perspective for research and evaluation and for teaching research methods classes.

**Principal investigators**

> **Mertens, Donna** • Education

**Additional investigators**

> **Cram, Fiona** • Katoa Ltd., New Zealand

> **Moloi, Connie** • Vaal University of Technology, South Africa

> **Singuita, Inga** • Education

> **Wilson, Amy** • Education

### An analysis of AEBPD teachers' beliefs about bilingual deaf education and bilingual practices

**Status:** Completed
**End date:** September 2013

The purpose of the study is to investigate the beliefs regarding the principles of ASL/English Bilingual education and the current bilingual practices of the teachers who continue to be employed at the 35 schools that participated in the American Sign Language (ASL)/English Bilingual Staff Development model (AEBPD). To that end, an exploratory survey study design will be used to answer the following questions: 1) What beliefs do teacher hold about the role of ASL and English in a bilingual Deaf classroom? 2) What beliefs do teachers hold

about the principles of bilingual education? 3) To what extent do teachers' beliefs correspond to their reported bilingual practices? The information gathered has the potential to establish the lasting impact, or lack thereof, that AEBPD has had on the beliefs that teachers have about bilingual deaf education as well as provide information on the practices they continue to use in their instruction.

**Principal investigators**

> **Garate, Maribel** • Education

**Funding sources**

> GRI Small Research Grant

### ASL assessment toolkit
*See in Science of Learning Center on Visual Language & Visual Learning (VL²)*

### Cognitively complex interaction from a developmental perspective

**Status:** Completed
**Start date:** September 2012
**End date:** September 2013

The purpose of the study is to investigate how the complexity of communicative interaction changes developmentally over five years in a cohort of deaf children between ages 3 and 8. The motivation of the study comes from the notion that access to culturally and linguistically appropriate interaction is important for the development of a suitable cognitive structure and for it to be continually revised with new experiences and feedback. The kinds of socially constructed conversation that supports language, cognitive and social development is often non-existent for Deaf children both in the home and at school. For many hearing children the quality and quantity of these early interactions and experiences during the first three years of a child's life establish a foundation for later academic achievement. Literacy development is supported when adults initiate discourse with children that extends more than two turns and that is cognitively challenging, such as linking stories to children's experiences, analyzing the meaning of words, probing character's motivations, and examining the reasons why one event follows another.

**Principal investigators**

    **Kuntze, Marlon** • Education

**Additional investigators**

    **Cue, Katrina** (Student) • Education

    **Nowak, Stacy** (Student) • Education

    **Santini, Joseph** (Student) • Education

    **Stone, Adam** (Student) • Education

    **Vanatta, Bonny** (Student) • Boston University

    **Wright, Steve** (Student) • Education

### Comparison of Astronomy teaching strategies for Deaf and hard of hearing students in the elementary classrooms

**Status:** Ongoing
**Start date:** August 2011

The study will report summaries of Astronomy teaching strategies of those teaching Deaf and hard of hearing students. Specifically it will compare visual, captioned, and ASL teaching strategies in both the classrooms and laboratory settings and will look at the impact of planetarium visits on children's learning and behavior. The study will also report any similarities and differences in the Astronomy curriculum used by the schools.

**Principal investigators**

    **Mangrubang, Fred R.** • Education

**Additional investigators**

    **Marchut, Amber** (Student) • Education

    **Trullender, Mallory Carrico** • Fairfax County Public Schools

**Funding sources**

    National Science Foundation (NSF)

### Curriculum-based measurements in written expression: Reliability and validity for students who are Deaf or hard of hearing

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Using methods developed within the general hearing population, this study will examine the reliability and validity of curriculum-based measurements of written expression (CBM-W) for students who are deaf or hard of hearing using statistical methods. Assuming the reliability and validity are strong, the researchers will investigate the efficacy of using CBM-W to screen for potential learning disabilities.

CBM-W are quick and easy ways for teachers to assess students' progress in the classroom. CBM-W are tools that are sensitive to small changes in a student's writing and can help teachers to make instructional decisions as they plan lessons. Not only are CBM-W effective for progress monitoring, they are also useful in helping to screen students for learning disabilities.

## 1962
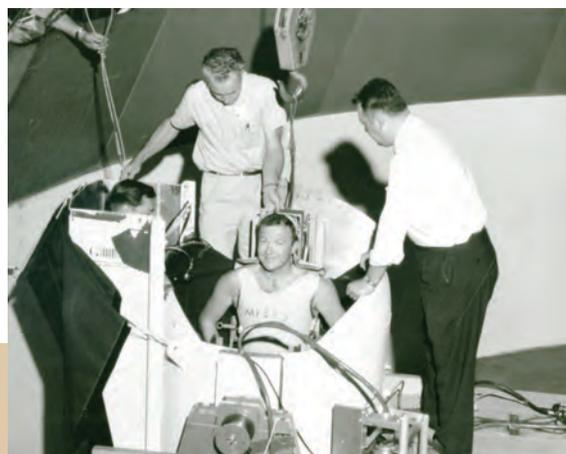


The Naval Aerospace Medical Institute of the National Aeronautics and Space Administration and the Department of the Navy, Naval Aerospace Medical Institute, conduct research on orientation in aerospace flight with 11 men from the Gallaudet community as subjects of research.

This study aims to provide teachers of the deaf with a tool that they can implement in their classrooms to monitor the progress of their students and have confidence in the validity of the scores. In addition, screening children who are deaf or hard of hearing for learning disabilities has long been a difficult task, and we hope to show that CBM-W can be used to assist with that.

**Principal investigators**

    **Yuknis, Christina** • Education

**Funding sources**

    GRI Small Research Grant

**Early educational longitudinal study (EELS)**
*See in Science of Learning Center on Visual Language & Visual Learning (VL²)*

**English acquisition through reading: Translation as a strategy**

**Status:** Completed
**Start date:** September 2010
**End date:** January 2013

English acquisition for Deaf students is commonly through exposure to written English. Studies have shown that even for hearing children as they are acquiring English through speaking, exposure to an abundance of books showed advanced reading and listening comprehension skills later on when compared with children who have limited exposure to reading. This underscores the importance of exposure to a written form of language as a part of the acquisition process. Students were able to master a second language more quickly when they were immersed in reading in that language. For Deaf children learning English as a second language through reading, it is hypothesized that they use translation as a strategy. Translation in this study is operationalized as a process that occurs on one of 7 different levels. Those levels fall into one of three general categories: lexical, multi-lexical, and sentence. The more skilled the student is, the more different levels of translation the student is able to use. The more advanced readers than those in the study (1st and 2nd grade) could operate on even higher levels, such as the multi-sentence or paragraph level. Translation during reading activities is no simple feat; as one moves

from the language of the text to the language of translation, it is not simply a matter of matching equivalent words in the two languages. Grammatical constructions as well as idiomatic language must also be taken into account.

**Principal investigators**

    **Kuntze, Marlon** • Education

**Additional investigators**

    **Scott, Jessica** (Student) • Graduate School of Education • Harvard University

**Fingerspelling development that is independent of English**

**Status:** Ongoing
**Start date:** October 2011

Fingerspelling is often lauded as the link between ASL and written English. Studies have shown that children begin to produce fingerspelling in ASL before they are facile with English orthography. Children also incorporate fingerspelling naturally as part of the American Sign Language (ASL) acquisition process. Fingerspelling in natural ASL discourse is often shaped by the phonological processes to help make it flow with ASL. In the Kuntze longitudinal study (5-year), an explosion in the use of fingerspelling is observed during the Kindergarten class even though the students have not been formally introduced to reading, the investigation focuses on what the development is like. The hypothesis for this study is that the process may parallel in some interesting ways with the "invented spelling" observed in children writing. For example, a child might "invent" by filling in what they think a fingerspelled word they have been exposed to consists of.

**Principal investigators**

    **Kuntze, Marlon** • Education

**Additional investigators**

    **Kim, Kelly** • Boston University

**Gallaudet scholarship of teaching and learning initiative**
*See in Office of the Associate Provost for Research*

## Gestures in ASL: Separate system or root of ASL

**Status:** Completed
**Start date:** January 2011
**End date:** April 2013

The analysis of Deaf preschoolers in a naturalistic classroom discourse reveals utterances that fell somewhere between signs and what has typically been labeled 'gesture'. These utterances raise the question of how gesture should be appraised in the context of sign language. We argue that the approach for understanding gesture in sign language based on what is known about the relationship between gesture and spoken language limits understanding of the nature of gestures in sign language. The aim of this research is to analyze a gesture in various complex ways it is produced by a child. A linguistic approach in analyzing the gesture is used and as a result, gesture has the potential to incorporate some of the complex morphological structures of signs. An understanding of gesture in relation to sign language may inform educational practice in some important ways especially in the area of classroom discourse.

**Principal investigators**

**Kuntze, Marlon** • Education

**Additional investigators**

**Vanatta, Bonny** (Student) • Boston University

**Products**

Kuntze, M. (2013). *Insight from child ASL on the distinction between gesture and lexical sign.* Presented at the University of New Mexico, Albuquerque, NM.

Kuntze, M., & Vanatta, B. (2013). *OH_WELL: Gesture in child ASL.* Presented at the meeting of the Association of Collegiate Educators of Deaf and Hard of Hearing, Santa Fe, NM.

## The influence of Deaf culture on school culture and leadership: A multiple case study

**Status:** Completed
**Start date:** September 2011
**End date:** September 2013

Schools for the Deaf serve as a cultural boundary for the Deaf community. Research on school culture and leadership has focused on knowledge focusing on the quality of education received. The literature is largely silent around residential schools for the Deaf leadership and cultural practices. Polar perceptions exist in attitudes and practices of Deaf and Hearing administration and staff. This study will look at multiple cases of residential schools for the Deaf and focus on the influence of Deaf culture on the leadership and the school itself.

**Principal investigators**

**O'Brien, Catherine** • Education

**Funding sources**

I. K. Jordan Endowment

**Products**

O'Brien, C. (2013). *Culturally relevant servant leadership: Lessons from Deaf culture and a school for the Deaf.* Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

O'Brien, C., & Horejes, T. (2013). The *Confluences of deaf culture, school culture, and languaculture toward the education of Deaf children.* Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.

O'Brien, C., & Placier, P. (2012, November). *Deaf culture and school culture in a residential state school for the Deaf: "Can do" versus "can't do".* Paper presented at the meeting of the University Council for Educational Administration, Denver, CO.

O'Brien, C., & Scribner, J. (2012, November). *Deaf cultural influences and culturally relevant leadership in a school for the Deaf.* Paper presented at the meeting of the University Council for Educational Administration, Denver, CO.

## Language acquisition, literacy learning, and literate thinking in young d/Deaf children

**Status:** Ongoing
**End date:** September 2015

The proposed inquiry focuses on Deaf caregivers mediation of their deaf child(ren)'s language acquisition, literacy development, and literate discourse from birth to approximately five years of age with existing "Signs of literacy" data consisting of six families and 15 children. This inquiry is the first phase of a planned larger study of a more diverse group of deaf infants and toddlers and their signing caregivers. To prepare for the larger study, we will use and evaluate several qualitative software programs in the current analysis to identify appropriate software for a larger study. The inquiry will extend initial

findings in the case of Ann with previously collected data from six white Deaf families (12 caregivers) and 15 children. In preparation for the larger-scale research project with diverse participants, the challenge is to determine the appropriate software program for extensive coding and analysis of video data. It is crucial that the selected software program is powerful and effective in managing an large collection of video data that will be analyzed by numerous members of the research team within and across the diverse family-participants.

**Principal investigators**

**Bailes, Cynthia Neese** • Education

**Additional investigators**

**Batamula, Christi** • Education

**Cue, Katrina** (Student) • Education

**Hile, Amy E.** • Education

**Kite, Bobby Jo** • Education

**Marchut, Amber** (Student) • Education

**Mitchiner, Julie** • Education

**Santini, Joseph** (Student) • Education

**Thumann-Prezioso, Carlene** • Gallaudet Research Institute (GRI)

# 1963



U.S. President John F. Kennedy visits campus.

**Wang, Wei** • Science of Learning Center on Visual Language & Visual Learning (VL2)

**Wright, Steve** (Student) • Education

**Funding sources**

GRI Small Research Grant

## Life scripts of oral deaf individuals

**Status:** Ongoing
**Start date:** September 2012

Life scripts are culturally shared expectations about the order and timing of life events in a prototypical life course while a life story includes a person's episodic memories. Because life scripts are shaped by cultural expectations, individual life scripts will differ based on their cultural identity. Earlier work from this lab examined the presence of cultural life scripts in Deaf individuals from theses multigenerational Deaf families. The study found that the Deaf participants had a cultural life script that overlapped with the broader US culture script but differed from this life script with the emergence of new Deaf related themes such as bilingualism, discrimination, and camps. This study explored the cultural life scripts of deaf individuals who were raised orally with exposure to sign language and/or the Deaf culture occurring later in life. The research question becomes do these individuals follow a script for a disabled individual and try to "pass" as "normal."

**Principal investigators**

**Clark, Diane** • Education

**Daggett, Dorri** (Student) • Psychology

**Suggs, Caroline** (Student) • Psychology

**Wojahn, Emily** (Student) • Education

**Additional investigators**

**Harmon, Kristen** • English

**Williams, Shelley** • University of Alberta

# Goal E: Research and Outreach

**Funding sources**

GRI Small Research Grant

**Products**

Suggs, C., Williams, S. L., Daggett, D., van der Mark, L., & Clark, M. D. (2013, May). *Passing for hearing: Life scripts of oral deaf college students*. Presented at the meeting of the Association for Psychological Science, Washington, DC.

Wojan, E. R., Clark, M. D., & Harmon, K. (2013, May). *Oral deaf life scripts.* Presented at the meeting of the Association for Psychological Science, Washington, DC.

## Narrative inquiry into first grade ASL/English classroom experiences

**Status:** Completed
**End date:** September 2013

The first grade student-participants in a dissertation study of two teachers and their primary-grade classes, currently undergraduates at Gallaudet (hereafter referred to as participant-researchers), have agreed to collaborate in a follow up study. The study will focus on the participant-researchers' (and their teacher's) understanding and interpretations of the first grade classroom episodes through conversational narratives based on their individual and collective lived experiences within the context of ASL/English bilingual schooling. Beginning mid-fall 2012, classroom episodes will be viewed and responded to, focusing on: (1) memories about the episodes; (2) observations and reflections on the episodes; and (3) individual and collective stories related and/or connected to the episodes. The aim of this research is to provide counter-narratives grounded in the knowledge and experiences of the participant-researchers, who will counter "deficient"(or status-quo) storytelling about d/Deaf learners and ASL/English bilingualism. The counter-stories will serve as theoretical, methodological, and pedagogical tools to challenge audist notions about deaf learners.

**Principal investigators**

**Bailes, Cynthia Neese** • Education

**Additional investigators**

**Laughlin, Meghan** (Student)

**Smith, Tenja** (Student)

**Symes, Scott** (Student) • Science, Technology, and Mathematics

## A needs assessment of teachers of Deaf/HH K-12 immigrant students utilizing asynchronous online focus groups

**Status:** Ongoing
**Start date:** August 2013
**End date:** September 2014

Currently over 23% of Deaf and hard of hearing K-12 students are categorized as English Language Learners under NCLB. Additionally, nearly 23% have Spanish spoken at home, and over 25% have a language other than English, ASL, or Spanish in the home. This study will be a needs assessment of teachers of the Deaf serving DHH students who are immigrants, and/or children of immigrants. This study will be a collaboration with a professor at University of California, San Diego, and a professor at Lamar University, Beaumont, Texas. The study will utilize asynchronous online focus groups. This methodology will be adapted from a model developed at the University of Minnesota. Many of the teachers serving these students work in relative isolation, and this study will serve to identify teachers' training needs, students' needs, as well as providing networking opportunities for the teachers.

**Principal investigators**

**Gerner de García, Barbara** • Education

**Otwell, Magen** (Student) • Education

**Additional investigators**

**Allen, Bobbie** • University of California, San Diego

**Musyoka, Millicent** • Lamar University

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## Perception of diversity

**Status:** Ongoing
**Start date:** September 2011

In this longitudinal study, information about Deaf preschool children is being collected around the nation using parent, teacher, and school surveys, as well as direct educational and psychological assessments in three waves. The information will provide insights about Deaf children's cognitive, social, and emotional development, and their learning environment. This study will help develop interventions that benefit Deaf children's learning, especially in their literacy development. Data collection is complete for all three Waves.

### Principal investigators

**Clark, Diane** • Education

**Gilbert, Gizelle** (Student) • Psychology

**Williams, Shelley** (Student) • Office for Diversity and Inclusion

### Additional investigators

**McCaskill, Angela** • Office for Diversity and Inclusion

**Myers, Candace** • Office for Diversity and Inclusion

### Funding sources

Office of the President-Office for Diversity & Inclusion

# 1964



Gallaudet kicks off its 100th anniversary with a centennial banquet, featuring U.S. President Lyndon B. Johnson. Senator Edward Kennedy of Massachusetts serves as the centennial commencement speaker.

## Perceptions and attitudes of pre-service teachers about inclusion: A close look at introduction to special education courses

**Status:** Ongoing
**Start date:** January 2012
**End date:** January 2014

The success of inclusive education is largely dependent on teachers' perceptions, attitudes, and beliefs about students with disabilities and where students with disabilities should be educated. These opinions reflect onto the teachers' willingness to make appropriate adaptations and modifications to accommodate for individual differences. Teacher preparation programs must be observant and mindful of the requirements and experiences provided to future teachers in regards to concepts related to inclusion in learning environments.

This study will be linked to the course that essentially establishes the foundation for those perspectives, *EDU 670: Introduction to Special Education.* This study will use a survey and case studies created by two other research teams. Both previous research studies looked at teachers' attitudes, the current study will be focused on pre-service teachers. The survey and case studies have been modified to match this population. Wording has also been changed to reflect the language of the current policy initiatives.

### Principal investigators

**Yuknis, Christina** • Education

**Theoharis, Raschelle** • Education

## Pilot project: Cognitively complex interaction from a developmental perspective

**Status:** Completed
**Start date:** September 2012
**End date:** February 2013

The theoretical motivation of the pilot study is to investigate how access to culturally and linguistically appropriate interaction is important for the development of a suitable cognitive

structure and for it to be continually revised with new experiences and feedback. The kinds of socially constructed conversation that supports language, cognitive and social development is often non-existent for Deaf children both in the home and at school. For many hearing children the quality and quantity of these early interactions and experiences during the first three years of a child's life establish a foundation for later academic achievement. Literacy development is supported when adults initiate discourse with children that extends more than two turns and that is cognitively challenging, such as linking stories to children's experiences, analyzing the meaning of words, probing character's motivations, and examining the reasons why one event follows another.

**Principal investigators**

> **Kuntze, Marlon** • Education

**Additional investigators**

> **Cue, Katrina** (Student) • Education
>
> **Nowak, Stacy** (Student) • Education
>
> **Santini, Joseph** (Student) • Education
>
> **Stone, Adam** (Student) • Education
>
> **Vanatta, Bonny** (Student) • Boston University
>
> **Wright, Steve** (Student) • Education

**Products**

Kuntze, M., Cue, K., Nowak, S., Santini, J., Stone, A., Vanatta, B., & Wright, J. (2013). *Analysis of complex conversation in the bilingual classroom: A five-year longitudinal study*. Presented at the meeting of the Association of Collegiate Educators of Deaf and Hard of Hearing, Santa Fe, NM.

## Pilot study on iconicity in child ASL

**Status:** Ongoing
**Start date:** January 2013

The question of the role iconicity plays in ASL acquisition is far from settled. Early sign language research tries to settle the question by suggesting that children's acquisition of sign language is minimally influenced by iconicity. However, questions keep on surfacing. For example, if there is a strong iconic motivation in the way location, movement, or handshape that may be represented in classifier construction and in the various

modulations of verb, should we reconsider their possible role in acquisition? It has been suggested that instead of considering iconic motivation as being all or none, a more nuanced approach to the question of the role of iconicity in language acquisition is needed and that the effect of iconicity may be greater for iconic signs that depict actions compared to those that depict perceptual features. This research attempts to sort iconic signs that appear in children data according to various properties such as typology and transparency of iconicity in each sign.

**Principal investigators**

> **Kuntze, Marlon** • Education

**Additional investigators**

> **Stone, Adam** (Student) • Education

## Signs of literacy: A longitudinal study of ASL and English literacy acquisition

**Status:** Completed
**Start date:** October 1993
**End date:** September 2013

This interdisciplinary, longitudinal study examines cultural, linguistic, and cognitive development in Deaf and hard of hearing children from diverse backgrounds. The first phase of data collection was carried out from 1994-1996 when 12 teachers and 60 children were videotaped biweekly in their preschool classrooms. In FY2003, follow-up data were collected on six children selected for an in-depth, longitudinal study. The goals were (1) to describe the ASL and English literacy acquisition of six deaf and hard of hearing children in preschool classrooms where ASL and English were the languages of instruction; (2) to describe the pedagogy, including the philosophy, teaching strategies, and classroom literacy environments of nine preschool teachers as well as the early literacy practices in a Deaf home; and (3) to document the ASL, English literacy, and academic achievement of the six target students from the time the classroom data collection ended in 1996 through 2002. The central focus of the ongoing analysis of the videotapes is on how ASL and English literacy are acquired by individual children who differ in theoretically important ways, how the parents', teachers', and children's use of ASL is linked to, and supports, emerging English literacy, and how this linguistic and cultural knowledge contributes to academic achievement during interaction with adults and peers.

**Principal investigators**

**Bailes, Cynthia Neese** • Education

**Erting, Carol J.** • Education

**Additional investigators**

**Erting, Lynne** • Laurent Clerc National Deaf Education Center

**Harris, Raychelle** • ASL and Deaf Studies

**Kuntze, Marlon** • Education

**Reilly, Charles** • Gallaudet Research Institute (GRI)

**Ricasa, Rosalinda** • English

**Thumann-Prezioso, Carlene** • Gallaudet Research Institute (GRI)

### Successful science teaching: Problem solving strategies of outstanding science teachers of the Deaf

**Status:** Ongoing
**Start date:** October 2004

This study involves direct observation of the classrooms of award-winning teachers of science to Deaf students. The study includes: (1) teaching styles of these teachers; (2) their relationships with students; (3) how they solve instructional problems; and (4) what sets outstanding teachers of science to Deaf students apart from their colleagues, including their love of learning, problem-solving skills, and a radar-like 6th sense that scans and interprets the learning environment. The study highlights the common characteristics, philosophies, teaching methods, and behaviors that have helped these teachers of Deaf students win teaching awards and recognition for teaching excellence in their schools.

**Principal investigators**

**Mangrubang, Fred R.** • Education

### A systematic developmental skill-oriented investigation of poor and proficient Deaf readers across both shallow and deep orthographies
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

### Toolkit for establishment of effective bilingual early education activities for deaf children in resource-poor nations
*See in Gallaudet Research Institute (GRI)*

### VL² National Research Volunteer Program
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

### VL² shared data resource
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

# 1965

Dr. William Stokoe co-authors A Dictionary of American Sign Language on Linguistic Principles, the first publication to formally use the term American Sign Language. Through the publication of his work, Stokoe is instrumental in establishing ASL as a complex and thriving natural language in its own right with an independent syntax and grammar as functional and powerful as any found in any oral language.

**Scholarly and Creative Activity**

Batamula, C. (2012, November ). *Family & school engagement: Negotiating culture & identity among immigrant families with young Deaf children.* Presented at the conference for Reconstructing Early Childhood Education: Research, Theory, Policy, and Practice, State College, PA.

Batamula, C., & Horejes, T. (2013, June). *(Re)conceptualizing bilingual pedagogy in deaf education.* Presented at the Conference on Disabilities in Education Studies: (Re)imagining and (re)building education for all, Christchurch, New Zealand.

Baker-Ward, L., Brown, B., & Clark, M. D. (2013, April). *Childhood memories of hearing and Deaf college students: Influences of language modality and timing of ASL acquisition.* Presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Clark, M. D. (2013, May ). *Symposium on early language and literacy in Deaf individuals.* Presented at the meeting of the Society for Research in Child Development, Seattle, WA.

McQuarrie, L., Enns, C., Zimmer, K., Henner, J., Baker, S., & Clark, M. D. (2013, February). *American Sign Language assessment tools: A "sign of the times".* Panel presented at the meeting of the Association of College Educators for Deaf and Hard of Hearing, Santa Fe, NM.

Sydlowski, S. A., Levy, M., Hanks, W. D., Clark, M. D., & Ackley, R. S. (2013). Auditory profile in superficial Siderosis of the Central Nervous System: A prospective study. *Otology and Neurotology, 34,* 611-619.

Gárate, M. (2012). Beschulung cochlea-implantierter kinder in einer ASL/Englisch-bilingualen umgebung. [Educating children with cochlear implants in an ASL/English bilingual classroom]. *DAS ZEICHEN - Zeitschrift für Sprache und Kultur Gehörloser, 9*, 348-363.

Gárate, M. (2012, March). *Diversity in the classroom: Recognizing uniqueness.* Keynote address at the conference for Illinois Teachers of Hard of Hearing and Deaf Individuals, IL.

Gárate, M. (2012, Spring). Deaf teachers' beliefs about bilingual deaf education. *Deaf Studies Digital Journal, 2012*(3). Retrieved from dsdj.gallaudet.edu

Visual Language and Visual Learning Science of Learning Center. (2012, June). *ASL/English bilingual education* (Research Brief No. 8). Washington, DC: M. Gárate.

Hile, A. E. (2012). *ASL and Deaf children: Language planning toolkit for ASL professionals.* Presented at the ASL Round Table Conference, Olathe, KS.

Chen Pichler, D., Kuntze, M., Lillo-Martin, D., deQuadros, R., & Stumpf, M. (2013). *Sign language acquisition by Deaf and hearing children: A bilingual introductory digital course.* Washington, DC: Gallaudet University Press.

Hoffmeister, R., Kuntze, M., & Fish, S. (2013). First language assessment in American Sign Language. In Kunnan, A. J. (Ed.), *Companion to language assessment.* Thousand Oaks, CA: Sage Publications.

Kuntze, M., Golos, D., & Moses, A. (2012). *The irrelevancy of spoken language as a basis for Deaf children's reading development.* Paper presented at the meeting of the Literacy Research Association, San Diego, CA.

Kuntze. M., Golos, D., & Enns, C. (2012). *Rethinking literacy: Broadening opportunities for visual learners.* Paper presented at the meeting of the Literacy Research Association, San Diego, CA.

Mertens, D. M. (2012). Program evaluation without a client: The case of the disappearing intended users. *Canadian Journal of Program Evaluation, 25*(3), 47-57.

Mertens, D. M. (2012). Transformative mixed methods: Addressing inequities. *American Behavioral Scientist, 56*(6), 802-813.

Mertens, D. M. (2012, October). *Evaluation 101.* Presented at the meeting of the American Evaluation Association, Minneapolis, MN.

Mertens, D. M. (2012, October). *Evaluation theory branches or ocean currents.* Presented at the meeting of the American Evaluation Association, Minneapolis, MN.

Mertens, D. M. (2012, October). *Social justice theorists grow stronger every day.* Presented at the meeting of the American Evaluation Association, Minneapolis, MN.

Mertens, D. M. (2012, October). *When human rights is the starting point for evaluation.* Presented at the meeting of the American Evaluation Association, Minneapolis, MN.

Mertens, D. M. (2013). Mixed methods. In A. Trainor & E. Graue (Eds.), *Reviewing qualitative research in the social sciences* (pp. 139-150). New York, NY: Routledge.

Mertens, D. M. (2013). What does a transformative lens bring to credible evidence? *New Directions in Evaluation, 138,* 27-36.

Mertens, D. M. (2013, April). *Transformative paradigm and research in nursing the health professions.* Presented at the College of Nursing and Health Professions, Drexel University, Philadelphia, PA.

Mertens, D. M. (2013, August). *Addressing human rights challenges in program evaluation.* Presented at Encompass, Rockville, MD.

Mertens, D. M. (2013, July). *Evaluation questions matched to methods: Step back and reflect.* Presented at the Centers for Disease Control, Atlanta, GA.

Mertens, D. M. (2013, July). *Mixed methods in evaluation: Enhancing effectiveness of corporate investment.* Presented in Rio de Janeiro, Brazil.

Mertens, D. M. (2013, March). *Mixed methods in evaluation and policy research.* Presented at the University of Warsaw, Academy of Evaluation, Warsaw, Poland.

Mertens, D. M. (2013, May). *Ethical issues of interviewing members of marginalized communities outside academia.* Presented at the meeting of the International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Mertens, D. M. (2013, May). *Indigenous pathways into social research: An overview.* Presented at the meeting of the International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Mertens, D. M. (2013, May). *Transformative mixed methods as a tool to address complexity associated with inequity.* Presented at the meeting of the International Congress on Qualitative Inquiry, Champaign-Urbana, IL.

Mertens, D. M., & Heather, Z. (2013, April). *A transformative framework for culturally responsive evaluations.* Presented at the meeting of the Center for Responsive Evaluation and Assessment, Chicago, IL.

Mertens, D. M., & Hesse-Biber, S. (2013). Mixed methods and credibility of evidence in evaluation. *New Directions in Evaluation*, *138*, 5-14.

Mertens, D. M., & Solomon, C. (2013, February). *Transformative evaluation.* Presented at the meeting of the Evaluation Conclave, Kathmandu, Nepal.

Mertens, D. M., & Stewart, N. (2013). The feminist practice of program evaluation. In S. Hesse-Biber (Ed.), *Feminist research practice* ( 2nd ed.). Thousand Oaks, CA: Sage.

Mertens, D. M., Campbell, P., & Jolly, E. (2012, October). *Using environmental scans to increase the validity of evaluations with diverse populations.* Presented at the meeting of the American Evaluation Association, Minneapolis, MN.

Mertens, D. M., Cram, F., & Chilisa, B. (Eds.). (2013). *Indigenous researchers' journeys.* Walnut Creek, CA: Left Coast Press.

Mitchiner, J. (2012, June). *Deaf families with children who have cochlear implants: Beliefs & perspectives on bilingualism in American Sign Language & English.* Poster presented at the meeting of the International Congress on Family-Centered Early Intervention for Children Who are Deaf and Hard of Hearing, Bad Ischl, Austria.

Mitchiner, J. (2013, May). *Deaf parents with cochlear-implanted children: Beliefs and perspectives on American Sign Language and English.* Presented at the meeting of the American Education Research Association, San Francisco, CA.

Nussbaum, D. B., & Mitchiner J. (2013, April). *The implications of bimodal bilingual approaches for young children with cochlear implants.* Presented at meeting on Early Hearing Detection and Intervention, Glendale, AZ.

Nussbaum, D. B., & Mitchiner, J. (2012, May). *Cochlear implants: Where do visual language & Deaf culture fit in?* Poster presented at the international conference on Cochlear Implants and Other Implantable Auditory Technologies, Baltimore, MD.

Visual Language and Visual Learning Science of Learning Center. (2012, June). *The implications of bimodal bilingual approaches for children with cochlear implants* (Research Brief No. 6). Washington, DC: J. Mitchiner & D. B. Nussbaum.

Benedict, B., & Sass-Lehrer, M. (2012, November). *Sign language instructors workshop.* Presented at the British Columbia Early Hearing Program Training Conference, Vancouver, Canada.

Benedict, B., & Sass-Lehrer, M. (2013, April). *Language acquisition and development: Visualize this!* Presented at the meeting of Early Hearing Detection and Intervention, Glendale, AZ.

Bowen, S., Stredler-Brown, A., & Sass-Lehrer, M. (2013, February). *Understanding early intervention competencies in deaf/ hard of hearing teacher preparation.* Presented at the meeting of the Association of College Educators of the Deaf/Hard of Hearing, Santa Fe, NM.

Lenihan, S., & Sass-Lehrer, M. (2013, February). *Supporting life-long learning for educators of deaf and hard of hearing students.* Presented at the meeting of the Association of College Educators of the Deaf/Hard of Hearing, Santa Fe, NM.

Lenihan, S., Houston, T., Roush, J., Sass-Lehrer, M., Stredler Brown, A., & Wilson, K., (2013, April). *Family-centered early intervention: Preparing competence professionals.* Presented at a pre-conference workshop for the meeting of the Early Hearing Detection and Intervention, Glendale, AZ.

Moeller, M. P., Sass-Lehrer, M., Stredler Brown, A., & Clark, K. (2013). Goal 3: All children d/hh from birth to three years of age and their families have EI providers who have the professional qualifications and core knowledge and skills to optimize the child's development and child/family well-being. *Pediatrics, 131*(4), 1324-1349.

Sass-Lehrer, M. (2013, February). *Signs of acquiring bimodal/ bilingualism differently.* Presented at the Doctoral Dispute of Emelie Cramer-Wolrath, Stockholm, Sweden.

Sass-Lehrer, M., & Benedict, B. (2012. November). *Communication competence: The whole village approach.* Presented at the British Columbia Early Hearing Program Training Conference, Vancouver, Canada

Swarkowski, A., Sass-Lehrer, M., Allen, E., Baljinnyam, N., Dacy, A., Golatte, K., … Wojan, E. (2013, April) *Promoting family social-emotional well-being.* Presented at the meeting of Early Hearing Detection and Intervention, Glendale, AZ.

Wilson, A., Winiarcyzk, R., & Johnson, C. (2012). A world of solutions: Enabling technologies for deaf students in S. America. *Report of the Evaluation of Project Sueñaletras.* Washington, DC: Inter-American Development Bank.

Yuknis, C., Boogart, A. V., & Dickenson, P. (2013). *Developing innovative school-university partnerships.* Presented at the meeting of the Association for Supervision and Curriculum Development, Chicago, IL.

## English

The English department provides a high quality academic environment that involves students in critical thinking, discussing and writing about literature and writing.

### Research Projects

#### Anglo-Irish economic discourses, 1660-1750

**Status:** Completed
**Start date:** December 2012
**End date:** September 2013

The book manuscript, *Anglo-Irish economic discourses, 1660-1750*, focuses on how discussion and analysis of economic issues participated in the articulation of social, political, and cultural identities during the Restoration and eighteenth century. The emergence of Anglo-Irish identity and its transformation into an Irish nationalist consciousness has been the subject of considerable scholarship, which has yielded

# 1966

U.S. President Lyndon B. Johnson signs the "Model Secondary School for the Deaf Act," establishing the school on the Gallaudet campus as a model for deaf high school programs across the nation.

insightful analyses of ethnic and religious groupings among the inhabitants of early modern and eighteenth-century Ireland, political arguments for Ireland's legislative independence, the ideological consequences of plantation, and the assimilation of Gaelic culture and history into Anglo-Irish political ideology. But with the exception of a few well-known episodes such as the attempt to establish a Bank of Ireland and the Wood's halfpence controversy, the contribution of economic discourses to the formation of Anglo-Irish identity has not been the subject of extended analysis. Anglo-Irish economic writings during this period similarly have not been the focus of an in-depth critical study. This research and resulting manuscript will attempt to bridge that gap in the literature.

**Principal investigators**

**Bradbury, Jill** • English

**Funding sources**

GRI Small Research Grant

**Capstone Honors**
*See in Honors Program*

**Inventing the bilingual University: Undergraduates' coherence in ASL and English discourse**

**Status:** Ongoing
**Start date:** January 2012
**End date:** August 2014

This study, part of the Gallaudet Scholarship of Teaching and Learning Initiative, initially looks at the students' accomplishment of coherence in a single general studies course where students are creating blogs about Washington, DC as they hone their ASL and English skills, focusing on being coherent in the academic summary, progress report, and reporting on research. The final phase looks at the coherence skills of graduating seniors. The central questions are: (1) What coherence features are mentioned and likely attended to in the GSR 150 rubrics and in the Senior Literacy Assessment Project ASL rubric for graduating seniors and in other institutional rubrics? (2) What are the coherence strategies that GSR 150 students use in their research papers, presentations, and summaries? (3) What are the coherence strategies that graduating seniors use in their products? (4) What are visual teaching, learning, and assessment strategies that best promote coherence strategies in ASL and English in our students' work?

This study aims to shed light on multiple literacies in our Gallaudet visual learning environment and in classrooms across the US. The question that the study hopes to answer is:In Gallaudet classrooms where the visual space and multi-literate audience is central, what can be learned about the promotion of multiple literacies in all institutions of higher education?

**Principal investigators**

**Wood, Kathy** • English

**Additional investigators**

**Bauman, Dirksen** • ASL and Deaf Studies

**Erting, Carol J.** • Education

**Gallimore, Laurene** • Education

**Funding sources**

Booth Ferris Foundation

**Parents and teachers information package**
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

**Wabash study: Understanding Gallaudet students' literacy development**
*See in Office of the Provost*

### Scholarly and Creative Activity

Bradbury, J. (2013, April). *Civility and citizenship in the wood's halfpence literature.* Paper presented at the meeting of the American Society for Eighteenth-Century Studies, Cleveland, OH.

Franklin, P. (2013, February). *Deaf literature and dissent.* Presented at the meeting of the University of Delaware English Association: And gladly teach?: Pedagogy, practice, and the teaching of literature, Wilmington, DE.

Franklin, P. E., & Nickerson, J. F. (2013). Harmonizing American Sign Language and English in integrated learning courses. *Bilingual Basics.* Available from http://www.tesol.org/read-and-publish/newsletters-other-publications/interest-section-newsletters/bilingual-basics

Harmon, K. (2013). Deaf matters: Compulsory hearing and ability trouble. In E. Emens & M. Stein (Eds.), *Equality and disability law* (pp. 273-289). London, England: Ashgate Publishing, Ltd.

Harmon, K. (2013). Growing up to become hearing: Dreams of passing in oral deaf education. In J. Brune & D. Wilson (Eds.), *Disability and passing: Blurring the lines* (pp. 167-198). Philadelphia, PA: Temple University Press.

Harmon, K. (Manager, Lead Writer, Lead Editor, & Producer). (2013, June). *Growing together: VL2 parent information package* [Website]. Retrieved from www.vl2parentspackage.org.

Nelson, J., & Harmon K. (Eds.). (2013). *Deaf American Prose: 1830-1930.* Washington, DC: Gallaudet University Press.

Nickerson, J. F. (2012, November). *Film Festival.* Presented at the meeting of the National Council of Teachers of English, Las Vegas, NV.

Nickerson, J. F. (2013). *Harmonizing American Sign Language and English in integrated learning courses.* Presented at the Teachers of English Speakers of Other Languages International Convention and Language Expo, Dallas, TX.

Selznick, B. (2012, November). Interview with *Wonderstruck* author Brian Selznick/ Interviewer: Sharon Pajka. *ASL News,* 11-13.

Stremlau, T. (2013, April). *Teaching writing and Deaf literature.* Presented at the meeting of the University of Delaware English Association: And gladly teach?: Pedagogy, practice, and the teaching of literature, Wilmington, DE.

Stremlau, T. (2013, April). *What does it mean to be a Deaf writer.* Presented at the Montgomery County Public Library, Germantown, VA.

## General Studies Program

The General Studies Program is a rigorous, integrated, and intentional program designed to guide and assess students' progress toward achieving the five Gallaudet Student Learning Outcomes, which include Language and Communication, Critical thinking, Identity and Culture, Knowledge and inquiry, Ethics and Social Responsibility. The General Studies Curriculum challenges students and faculty members to grapple with the complexities of an interdisciplinary academic setting that mirrors and prepares graduates for the complex world we live in—a world where technology provides instant access to an ever-growing body of information that weaves together the arts, sciences, and humanities.

### Scholarly and Creative Activity

Kennedy, R. (2012 October). Tequila after sunrise. *Outside In Travel & Literary Magazine, 7.* Retrieved from http://outsideinmagazine.com/issue-seven/wordstories/tequila-after-sunrise-rhea-kennedy/

Kennedy, R. (2013, June). Losing the tourists on tourist-mobbed Santorini. *The Washington Post.* Retrieved from http://www.washingtonpost.com/3c99dc10-cedf-11e2-8f6b-67f40e176f03_story.html

Andersen, C., & Rach, L. (2013, February). *Early and timely feedback: Institutional initiatives and institutional change.* Presented at the annual conference of First Year Experience, Orlando, FL.

Rach, L., & Stevens, A. (2012, October). *A studio arts approach to team teaching.* Presented at the Southeastern College Art Conference, Raleigh-Durham, NC.

Rach, L., & Stevens, A. (2013, February). *How data analysis led the way to quality curriculum changes, enhanced faculty development, and engaged student learning.* Presented at the conference for AAC&U General Education and Assessment, Boston, MA.

Rach, L., Stevens, A., & Wood, K. (2012, October). *How early assessment leads to engaged learning.* Presented at the meeting of the Maryland Consortium for Adjunct Faculty Professional Development, Catonsville, MD.

## Government and Public Affairs

The Government program emphasizes the links between research, learning and activism. Much of the research effort by both faculty and students focuses on issues such as international and domestic human rights and influencing political processes, often integrating the areas of law, politics and organizational behavior.

## Research Projects

### Disability interest groups in Europe

**Status:** Ongoing
**Start date:** June 2001

This project involves a survey of various disability organizations in Europe, including in-depth follow-up interviews wherever possible, in an effort to evaluate the impact of Europeanization on the organizations' funding, resources, professionalization, accountability to membership, and choice of tactics. Researchers are working on a draft book/article manuscript which is now largely complete; awaiting last revisions from co-authors.

**Principal investigators**

**Olson, Russell** (Retired) • History, Philosophy, Religion, and Sociology

**Penna, David** • Government and Public Affairs

**Veith, Mairin**

### Empowering rural Deaf citizens in Africa through social movements

**Status:** Ongoing
**Start date:** April 2012

Empowering Deaf citizens in Africa is a daunting task. Africa has become more democratic in some sense over the last two decades but Deaf citizens do not have access to the resources they require to participate in this emerging democratic culture. This chapter suggests some general strategies that address key but often overlooked issues vital to Deaf empowerment. Most Disabled Peoples' Organizations seek to influence policy to bring symbolic and material benefits to their members. Organizational development requires the mixing of symbolic and material benefits. While most often material benefits are limited to specific groups of an organization's potential members, symbolic benefits are distributed to a much broader set of people. Urban dwellers are most likely to access most material benefits, while those in rural areas typically need to be satisfied with symbolic benefits.

This chapter identifies both organizational strategies and new ways of thinking about rural Deaf people that may assist in assuring that their needs are prioritized by organizational leaders. Among these strategies is attempting to empower rural Deaf people by improving their access to material benefits such as educational support, employment, and social security that allow them to articulate their interests and propose solutions to remaining barriers.

**Principal investigators**

**Penna, David** • Government and Public Affairs

## Hearing, Speech, and Language Sciences

The department conducts extensive research on communication access technology and rehabilitation for deaf and hard of hearing people through its Rehabilitation Engineering Research Center on Hearing Enhancement. Faculty, staff and students conduct research on hearing, speech, spoken and visual language, and balance assessment and intervention across the human lifespan.

# 1967



The Gallaudet Archives is established to preserve deaf history for future generations.

## Research Projects

### Auditory self-monitoring
*See in Gallaudet Research Institute (GRI)*

### An automatic fitting algorithm for cochlear implants

**Status:** Completed
**Start date:** October 2006
**End date:** September 2013

The purpose of this study is to design and evaluate an automatic cochlear implant fitting algorithm based on a paired comparison adaptive approach to guide audiologists in choosing the best frequency allocation for the individual client. Frequency allocation can impact speech recognition abilities and, in turn, communication. This work entails a systematic search for an optimum frequency allocation using a modified Simplex procedure.

This study consists of three experiments: One is the discrimination of frequency analysis band wherein minimally detectable differences in frequency shifts along the electrode array will be identified. In experiment two, subjects will be computer-guided to search for an optimal frequency allocation among cells in a matrix, with the results from experiment one defining the cell content. The third experiment, the speech battery test, consists of speech perception experiments with the new map using nonsense syllable, phoneme, and sentence stimuli. Experiment 2 and Experiment 3 will be recursively conducted until the results converge with up to six sessions per subject required to finish the experiment. During the subject's first and last visits, he/she will complete the Communication Profile for the Hearing Impaired (CPHI) and a questionnaire similar to the Abbreviated Profile of Hearing Aid Benefit (APHAB). Four normal hearing native English speakers will be recruited to evaluate the experimental procedure and the speech processing algorithm. Fifteen post-linguistically deafened Nucleus 24 cochlear implant users will then be recruited to complete the study.

The successful completion of this research will not only result in better quality of life for cochlear implant users, but will form the basis for future research into the adaptive fitting of auditory prostheses.

**Principal investigators**

> **Bakke, Matthew H.** • Hearing, Speech, and Language Sciences

**Additional investigators**

> **Baxter, Jodi** • Hearing, Speech, and Language Sciences

> **Kwon, Bomjun** • Hearing, Speech, and Language Sciences

**Funding sources**

> U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)

### Bimodal use of interaural timing as a cue for localization

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Spatial auditory perception allows listeners to pinpoint a signal of interest, locate the direction and distance of a moving sound source, and direct attention to a specific speaker in multi-talker situations. Interaural timing differences (ITDs) and interaural level differences (ILDs) are important and interelated cures used to localize. The degree to which bimodal users (unilateral cochlear implant with contralateral hearing aids) can utilize ITD cues with combined electric and acoustic input is still in the process of being completely understood. The purpose of this study is to determine if after matching interaural intensity differences, manipulation of pre-processed signal onset time can result in improved localization performance.

**Principal investigators**

> **Zaleski, Ashley** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

> GRI Small Research Grant

### Casper: The development of auditory self-training materials
*See in Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE)*

**A correlation study: Monosyllable, Trochee, and Spondee word recognition and performance on a rhyme judgment paradigm in Deaf college-age students**

**Status:** Completed
**Start date:** October 2011
**End date:** April 2013

Although much is already known about the reading achievement levels of deaf individuals, there is less of a consensus about how deaf college-age students become strong,as opposed to weak, readers. Phonological coding (or awareness) and working memory are two skills thought to be important in acquiring writing skills. Phonology is the discipline in linguistics concerned with the sounds of language. Phonological awareness, the function involved in phonology, is sensitivity to the patterns of spoken language that occur. Conclusions on phonological awareness' link to reading skills are left unclear. This study will examine a correlation between reading level of deaf college-age readers who use American Sign Language or sign language as their primary mode of communication and word recognition scores as evaluated by the Monosyllabic, Trochee, and Spondee (MTS) word recognition score and differentiate groups of good versus weak readers. In the MTS evaluation, responses are scored in two ways: percent words recognized correctly and percent words categorized correctly by stress pattern. The main aim of the study is to find a correlation between the participants' performance on the MTS evaluation and their reading performance. It is hypothesized that the more phonological awareness a subject demonstrates,

the higher the reading level they will achieve. The information this study finds can be a predictor for reading achievement levels in deaf college-age students.

**Principal investigators**

> **Jamis, Carmen** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

> GRI Small Research Grant

**Efficacy of short-term aural rehabilitation for adult cochlear implant users**
*See in Rehabilitation Engineering Research Center on Hearing Enhancement (RERC-HE)*

**Frequency-lowering algorithms: Objective and subjective benefits for patients identified with cochlear dead regions**

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Frequency-lowering algorithms are a newer trend in amplification options that are becoming available for use in a variety of cochlear implant models. The frequency-lowering algorithms manufacturers employ various techniques that include frequency transportation, frequency compression, and spectral feature identification. Although these techniques have all shown an improvement in objective measures of speech intelligibility, a lack of research comparing the current clinically available methods exists.

**Principal investigators**

> **Kokx, Melissa** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

> GRI Small Research Grant

## 1968



More than 1,000 U.S. Army troops from Ft. Meade, Md. and Ft. Bragg, N.C. are deployed to the Gallaudet campus to restore order and protect life and property after riots erupt in Washington, D.C.— and other cities across the nation—following the assassination of civil rights leader Dr. Martin Luther King, Jr.

## Immediate effects of altered auditory feedback on associated motor behaviors of people who stutter

**Status:** Ongoing
**End date:** September 2014

Stuttering may cause difficulty in communicating, socializing and participating in occupational activities and is often accompanied by secondary behaviors (i.e., motor behaviors). Assistive technology, including altered auditory feedback (AAF) devices, is often recommended for people who stutter in order to increase their fluency of speech. Multiple studies revealed that an AAF device is effective in reducing stuttering. However, there is no study that examines the effects of AAF devices on secondary behaviors of stuttering (e.g., motor behaviors).

This study will examine the immediate effects of an AAF device on motor behaviors associated with stuttering as measured by their frequency during monologue and conversation.

Fifteen participants who stutter and exhibit associated motor behaviors of stuttering will participate in the study. The study will contain a measurement of associated motor behaviors of stuttering during monologue and conversation with and without an altered auditory feedback device in place.

**Principal investigators**

> **Kyriakou, Kyriaki** • Hearing, Speech, and Language Sciences

## Lipreading and writing strategies of Deaf college students: An analysis of data from the VL² Toolkit Data Base
*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## Occupational noise exposure in carnival ride employees at an independent state fair

**Status:** Completed
**End date:** September 2013

Carnival employees are exposed to loud noises, however, currently, there are no studies that have shown that these employees are exposed to hazardous noise levels. Therefore, because there is currently no data on this occupation, research should be conducted to determine if these employees are exposed to hazardous noise levels. To achieve this goal, 20 full-time employees at an independent state fair will wear a dosimeter for one full work-shift, will have their hearing tested prior to and following their work-shift and fill out a questionnaire about their history of noise exposure. 10 of the 20 subjects will also take a hearing test the following morning. Data will be collected and analyzed to answer the following questions: Are carnival employees exposed to hazardous levels of noise during their work-shift? Does the amount of noise vary depending on the ride, area of the midway and the day (for instance a week day versus a weekend)? Do the employees experience a temporary threshold shift in their hearing levels following their work-shift as determined by audiometric testing prior to work and following the end of their work-shift?

**Principal investigators**

> **Kramer, Hilary** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

> GRI Small Research Grant

## Perceptual effects of mixed channel configurations in cochlear implants

**Status:** Ongoing
**Start date:** August 2012
**End date:** November 2013

Cochlear implants, which provide electrical stimulation directly to the auditory nerve through a small electrode array inserted in the inner ear, have been given to over a hundred thousand individuals with a profound degree of hearing loss worldwide, restoring a hearing sensation and enabling them to understand speech and other sounds. While several methods of stimulation configuration have been used for electric field generation, only one of two modes of stimulation is currently used in clinical applications—monopolar and bipoloar. This project attempts to examine the feasibility of combining the two stimulation modes for representation of sounds. The aims were set not only to give us direct clinical implications of combined modes, but also to further enrich basic understanding of perceptual arrangement of auditory inputs through electrical stimulation.

**Principal investigators**

> **Kwon, Bomjun** • Hearing, Speech, and Language Sciences

**Funding sources**

> National Institutes of Health (NIH)-National Institute of Deafness and Other Communication Disorders (NIDCD)

**Products**

Kwon, B. J., & Perry, T. T. (2013, February). *Capacity of consonant recognition in normal hearing and cochlear implant users.* Presented at the meeting of the Association for Research in Otolaryngology, Baltimore, MD.

Kwon, B. J., & Perry, T. T. (2013, February). *Effects of context on speech recognition by cochlear implants users.* Presented at the meeting of the Association for Research in Otolaryngology, Baltimore, MD.

Perry, T. T., & Kwon, B. J. (2013). *Effect of masker fluctuations on lexical segmentation in cochlear implant listeners.* Presented at the conference on Implantable Auditory Prostheses, Lake Tahoe, CA.

# 1969



President Leonard M. Elstad retires. Dr. Edward C. Merrill, Jr. (pictured), becomes Gallaudet's fourth president. Under Merrill, Gallaudet undergoes a rapid expansion of its programs and facilities.

### The relationship between the middle latency response binaural interaction component (MLR-BIC) and tests of biannual integration in young adults

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Students of all ages who are diagnosed with a learning disability (LD) are at a higher-risk than those who are not for having difficulty processing auditory information and being diagnosed with auditory processing disorder (APD), as there is a high co-morbidity rate for LD and APD. Often within this population, binaural listening abilities are compromised with deficits expressed in tests of dichotic listening. Professional guidelines exist to aid the diagnosing audiologist in building a comprehensive test battery. Both agencies recommend the use of both behavioral and auditory electrophysiologic (AEP) tests in the evaluation of APD. There are numerous tests of binaural listening; however there is limited information regarding the usefulness of binaural AEP measures to evaluate the central auditory system. The current study will focus on evaluating the relationship between behavioral tests of binaural integration and the middle latency response binaural interaction component (MLR-BIC) in young adults with diagnosed LD, LD and measurable binaural interaction deficit and without LD. Analyses are proposed to determine if significant differences exists among groups and in AEP measures.

**Principal investigators**

> **Karch, Stephanie** (Student) • Hearing, Speech, and Language Sciences

**Funding sources**

> GRI Small Research Grant

## UNHS protocol with 1000 Hz tympanometry: Cost analysis and referral rates

**Status:** Completed
**Start date:** May 2011
**End date:** December 2012

This descriptive study investigated adding 1000 Hz tympanometry (TYMP) to the NHS protocol of screening auditory brainstem response (SABR) technology. Cost factors associated with resource utilization for a combined screening protocol and clinical outcomes for both measurements were analyzed. Results revealed that the addition of the TYMP measurement increased NHS program costs by 29% and raised the referral rate from 18% with the SABR protocol to 32% with the combined SABR and TYMP protocol.

### Principal investigators

**Ackley, R. Steven** • Hearing, Speech, and Language Sciences

**Buethe, Pamela** (Student) • Hearing, Speech, and Language Sciences

**Hanks, Wendy** • Hearing, Speech, and Language Sciences

### Additional investigators

**LaSasso, Carol J.** • Hearing, Speech, and Language Sciences

### Funding sources

Gallaudet funding

U.S. Dept. of Education

## The use of noise-canceling headphone for audiometric assessment in noise

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

The purpose of this study is to collect normative data on hearing threshold levels to determine whether noise-canceling headphones would allow for accurate threshold measurements in moderately noisy conditions of ambient noise. This study attempts to meet the need for audiologic assessments in locations other than an audiometric test booth wherein the maximum permissible noise levels (MPNLs) specified by the American National Standards Institute (ANSI) S3.1-2008 is exceeded. This study will require Bose noise-canceling headphones to be worn by participants whilst assessing audiometric threshold levels in recorded ambient noise.

### Principal investigators

**Romero, Nicola** (Student) • Hearing, Speech, and Language Sciences

### Funding sources

GRI Small Research Grant

## Scholarly and Creative Activity

Kochkin, S., Beck, D. L., Christensen, L. A., Medwetsky, L., Northern, J., Sweetow, R., & Taylor, B. (2012). Why consumers return hearing aids: A guide for reducing hearing aid returns. *Better Hearing Institute: MarkeTrak VIII.*

Medwetsky, L. (2013). *Listen up to smarter, smaller hearing aids/Interviewer: Jon Hamilton.* Retrieved from http://www.npr.org/blogs/health/2013/04/08/176225511/listen-up-to-smarter-smaller-hearing-aids

Medwetsky, L. (2011). *Spoken-Language processing model for auditory processing disorders: The intertwining of cognition, language, and auditory processing.* Presented at the Rochester Hearing and Speech Center, Rochester, NY.

Medwetsky, L. (2012). Utilizing computer software as a management tool for addressing CAPD. In D. Geffner & D. Swain (Eds.), *Auditory processing disorders: Assessment, management and treatment* (2nd ed.) San Diego, CA: Plural Publishing.

Medwetsky, L. (2013). *A comprehensive approach to assessing/managing spoken language processing disorders (SL-PD).* Presented at the meeting of the North Carolina Speech, Hearing, & Language Association, Raleigh, NC.

Medwetsky, L. (2013). *Overview of Gallaudet's peer-mentoring program.* Presented at the meeting of the Hearing Loss Association of America, Portland, OR.

Moncrieff, D., Bellis, T. J., Lucker, J. R., & Medwetsky, L. (2013). *Grand rounds on auditory processing disorder.* Panel presentation for the American Academy of Audiology. Retrieved from http://eo2.commpartners.com/users/audio/session.php?id=11322

Seal, B. C. (2013, March). *Speechreading 101.* Presented at the meeting of the Virginia Speech Language Hearing Association, Richmond, VA.

## History, Philosophy, Religion, and Sociology

The History program incorporates traditional and innovative historical methods and approaches in its teaching and research, and maintains a strong tradition of high quality research. Research interests include deaf history, the history of disability, Latin American history, French history, and urban history.

### Research Projects

#### Conceptualizing Disability

**Status:** Ongoing
**Start date:** January 2001

In this ongoing project, the researcher is exploring ways that sociological and anthropological concepts and theories can illuminate how the concept of disability is enacted in society.

**Principal investigators**

   **Barnartt, Sharon** • History, Philosophy, Religion, and Sociology

**Products**

Barnartt, S. (2013). Disability and intersecting statuses. *Research in Social Science and Disability, 7*, 1–20.

Barnartt, S., & Altman, B. (Eds.). (2013). *Disability and intersecting statuses.* London, England: Emerald Publishing Group.

#### The construction of Deaf people's lives by prominent Persian/Iranian authors and poets from 1000 to 1935
*See in ASL and Deaf Studies*

#### Disability and passing: Blurring the lines of identity

**Status:** Completed
**Start date:** January 2010
**End date:** May 2013

Passing (and choosing not to pass) is one of the issues most central to disability identity in modern America. Nearly every disabled person in our society has had to confront, often on a regular basis, the decision of whether to hide their disability, whether to draw attention to their disability, and what to do when others overlook their disability. Despite its importance, disability passing has received inadequate attention from scholars. This is the first major volume dedicated to the topic. Almost all studies of passing focus on race, gender, or sexuality and fail to account for disability as a central and fluid part of a person's identity. This reflects a larger reluctance among mainstream scholars to consider disability as an analytic category alongside race and gender. By the same token, within disability studies the topic has received relatively little attention despite acknowledgment of its importance. There is one chapter in this anthology that focuses specifically on deaf people. The rest focuses on various disability groups as well as general concepts of disability.

**Principal investigators**

   **Brune, Jeffrey A.** • History, Philosophy, Religion, and Sociology

#### Disability interest groups in Europe
*See in Government and Public Affairs*

#### Disability protests

**Status:** Ongoing
**Start date:** January 1995

The investigator in this project has been examining protests related to disability, using written accounts of protest events.

**Principal investigators**

   **Barnartt, Sharon** • History, Philosophy, Religion, and Sociology

**Additional investigators**

   **Rotman, Rachel** • University of Haifa, Israel

**Products**

Barnartt, S. (2013). *Political opportunity, success, diffusion, and rising expectations in recent Egyptian disability protests*. Presented at University of Windsor conference: Reclaiming democracy and social justice: From the Arab spring to occupy to …, Windsor, Canada.

### Exploring Deaf nuns: An interview with Dorothy Steffanic

**Status:** Completed
**Start date:** October 2011
**End date:** October 2012

This study will examine Deaf women who are involved in the Deaf Catholic Churches. The condition in which a divergence takes place can be in the area of belief-system, values of what Church and Deafness actually mean, and the concept of Deafness and religion as far as both aspects are concerned. The research project will focus on an interview with Sister Vincent de Paul (Dorothy Steffanic), who was Deaf nun. The interview will discuss about the way Deaf nuns live and serve in the Catholic Church, as well as looking at how Deaf women were treated and educated in the Catholic Churches specifically for the Deaf.

**Principal investigators**

> **Behmanesh, Abbas** (Student) • History, Philosophy, Religion, and Sociology

**Funding sources**

> GRI Small Research Grant

### Kindergartens for the Deaf in three countries: United States, France, and Japan

**Status:** Ongoing
**Start date:** July 2010
**End date:** June 2014

This sociological and anthropological project examines the acculturation of young Deaf children in kindergartens from three countries: the United States, Japan, and France. It also analyzes the culture of Deafness within their larger cultures and socio-political contexts. This is the first cross-comparative international ethnographic study of kindergartens in schools for the Deaf and, as such, it has the potential to open up new lines of scholarly inquiry via video-cued multivocal comparative ethnography. New lines of inquiry include varying pedagogy, curriculum, and goals of early childhood education from nation to nation as well as its national and cultural variation in Deaf education.

**Principal investigators**

> **Horejes, Thomas** • History, Philosophy, Religion, and Sociology

> **Tobin, Joseph** • Early Childhood Education • University of Georgia

> **Valente, Joseph** • Early Childhood Education • Pennsylvania State University

**Funding sources**

> Spencer Foundation

## 1970



Congress passes the Kendall Demonstration Elementary School Act, making Kendall School an example for other U.S. deaf elementary school programs. The new status also expands Kendall's role to include research.

## Kinky: Normalizing deviance desires

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Although BDSM (Bondage & Discipline/Dominance & Submission/Sadism & Mashocism) has been gaining increasing acceptance in the media and popular American culture, the public social practice of BDSM (usually referred to by participants as "kink") still clearly constitutes deviant behavior. Straight, queer, and bisexual people who regularly engage in public BDSM have constructed an entire subculture which is often referred to as the "mainstream BDSM scene." Using extensive participant observation throughout the mid-Atlantic region, and 70 in-depth interviews with participants with varying levels of commitment to the subculture, this study is designed to better understand the norms, values, attitudes, and behaviors of the mainstream BDSM subculture. This project seeks to answer four related, but separate research questions. First, how do people learn to think of themselves as "kinky"? Second, how does sexual identity and the structure of romantic relationships affect participation in the public BDSM scene? Third, given that reputation is treasured social capital among participants in the public BDSM scene, how do people get good and bad reputations, and what are the other markers of social status in this community? Fourth, how do participants in BDSM (especially pagans) relate and integrate kink with their spirituality and religion?

### Principal investigators

**Fennell, Julie** • History, Philosophy, Religion, and Sociology

### Funding sources

GRI Small Research Grant

## Men bring condoms, women take pills: Men's and women's roles in contraceptive decision-making

**Status:** Ongoing
**Start date:** May 2007

The most popular form of reversible contraception in the U.S. is the female-controlled hormonal birth control pill. Consequently, scholars and lay people have typically assumed that women assume primary responsibility for contraceptive decision-making in relationships. Although many studies have shown that men exert strong influence over contraceptive decisions in developing countries, very few studies have considered the gendered dynamic of contraceptive decision-making in developed societies. This study uses in-depth interviews with 30 American opposite-sex couples to show that contraceptive responsibility in long-term relationships often conforms to a gendered division of labor, with women primarily in charge. A substantial minority of men in this study were highly committed contraceptors. However, the social framing of contraception as being primarily in women's "sphere," and the technological constraints on their participation made even these men reluctant to discuss contraception with their female partners.

- A paper is currently under review in *Gender and Society*.

- A paper was presented at the Annual Meetings of the Population Association of America in Dallas, TX, April 2010.

### Principal investigators

**Fennell, Julie** • History, Philosophy, Religion, and Sociology

## Scholarly and Creative Activity

Johnson, E. I., & Easterling, B. A. (2013). Misidentified or misunderstood?: A reply to Wildeman, Wakefield, and Tuney. *Journal of Marriage and Family, 75*(1), 259-262.

Fennell, J. (2013). *'And isn't that the point?': Pleasure and contraceptive decision-making.* Poster presented at the meeting of the Population Association of America, New Orleans, LA.

Fennell, J. (2013). Calculating contraceptive decisions while intoxicated. *Contraception, 87*(6), 850-854.

Fennell, J. (2013). *Just talk about it: Negotiating contraceptive decisions.* Presented at the meeting of the American Sociological Association, New York, NY.

Higgins, J. A., & Fennell, J. L. (2013). Providing for women's pleasure in the next generation of condoms. *Journal of Sexual Medicine.* doi: 10.1111/jsm.12299

Wildman-Hanlon, L., & Fennell, J. (2013). *Spiritual beliefs and social identity* [Online survey]. Retrieved from https://www.surveymonkey.com/s/S8WXWBW.

Greenwald, B. (2013, August). *Everyone and no one.* Keynote address at the meeting of the United States Deaf History Association, Washington, DC.

Greenwald, B. (2013, September). *Bell.* Panel presentation at the meeting of the National Geographic Society, Washington, DC.

Vrbetic, M. (2013). Afraid of the 'Kosovo scenario': A disquieting precedent for international conflict management. *Journal of Intervention and Statebuilding, 7* (3), 308-334.

Vrbetic, M. (2013, April). *International criminal tribunals.* Presented at the meeting of the International Studies Association, International Law Section, San Francisco, CA.

Vrbetic, M. (2013, April). *Interventions for peace and security.* Presented at the meeting of the International Studies Association, Peace Studies Section, San Francisco, CA.

## Honors Program

The Honors program provides a comprehensive undergraduate program from recruitment to Honors graduation. It features in depth critical thinking, research opportunities, and personal and professional skill development needed for achievement in both the arts and the sciences as well as in technical fields and a variety of professions.

### Research Projects

#### Capstone Honors

**Status:** Ongoing

The Honors Capstone is the pinnacle of an undergraduate experience. During their Capstone experience, Honors graduates produce their first original, scholarly or creative work. Motivated and capable students from all disciplines are invited to embark on this year and half long journey. During this process, students select their committee, find a topic, propose their original work, and then create their Capstone. Each student invests a huge portion of their time and energy in completing their projects. The Capstone Presentation is the final requirement for graduation with University Honors.

**Principal investigators**

> **Shultz-Myers, Shirley** • English

> **Whitebread, Geoffrey** • Honors Program

**Additional investigators**

> **Dawkins, C.E.** (Student) • Honors Program

> **Maxwell-McCaw, Deborah** • Psychology

> **Thumann, Mary** • Interpretation

**Products**

Aldalur, A. (2013). *Hearing the media: An investigation of the influences of mainstream media on Deaf/deaf women's body image development* (Honors capstone project). Gallaudet University, Washington DC.

Behm, D. (2013). *A work in progress: My life at twenty-one* (Honors capstone project). Gallaudet University, Washington, DC.

Benedict, L. (2013). *"Sensual cultures": Exploring sensory orientation* (Honors capstone project). Gallaudet University, Washington, DC.

De Rosch, T. (2013). *The possibility of ecumenism between the Catholic Church and the Evangelical Lutheran Church of America* (Honors capstone project). Gallaudet University, Washington, DC.

## 1971



Katie M. Brown becomes the first African American member of the board of trustees.

Delgado, N. (2013). *The unheard needs of the Deaf in Ecuador* (Honors capstone project). Gallaudet University, Washington, DC.

O'Hara, G. (2013). *"Caffeination" and "Loop": Approaches to literary and science fiction* (Honors capstone project). Gallaudet University, Washington, DC.

Romano, A. (2013). *Observing a residential school for the Deaf: Identifying successful factors in creating Deafcentric environment* (Honors capstone project). Gallaudet University, Washington, DC.

Sammons, J. (2013). *"She stands for freedom": A thematic unit plan for fourth and fifth graders* (Honors capstone project). Gallaudet University, Washington, DC.

Suggs, C. (2013). *Reader's theater for Deaf students: A tool for developing literacy skills* (Honors capstone project). Gallaudet University, Washington, DC.

Tucker, T. (2013). *Service learning project: Setting up a poultry farm in Kumba, Cameroon* (Honors capstone project). Gallaudet University, Washington, DC.

Turner, B. (2013). *Salary differentials based on gender and deafness at the Pennsylvania School for the Deaf, 1840-1900* (Honors capstone project). Gallaudet University, Washington, DC.

Young, K. (2013). *Eyeth: A novel in a Deaf world* (Honors capstone project). Gallaudet University, Washington, DC.

## Interpretation

The Interpretation program offers a multidisciplinary approach with a special focus placed on theory and research. Course research as well as encouraged research is done as a way to have students exercise theories and explore new strategies in problem-solving . The results of research done by students and staff continually provides new insight to the field.

## Research Projects

### Broadening the participation of Deaf students in sign language research

**Status:** Ongoing
**Start date:** June 2013
**End date:** May 2014

Deaf researchers are underrepresented in sign language research. The aim of this project is to broaden the participation of deaf individuals in disciplines that conduct sign language research. Funding will be used to bring U.S. deaf college students to the Theoretical Issues in Sign Language Research (TISLR) conference that will be hosted in London during the summer of 2013 and to provide American Sign Language interpreting services for these students at the conference. TISLR is the most significant and well-attended international sign language research conference. Immediately prior to TISLR, the students will also participate in a three-day Sign Language Researchers' Toolkit training that will be offered by the Deafness, Cognition, and Language Centre at the University College London. The training will include hands-on experience with state-of-the-art equipment and software for analyses and documentation of signed languages. The knowledge, skills, resources, and networks the students will acquire in London at the training and at TISLR will make them better equipped to develop careers in sign language research.

**Principal investigators**

  **Stone, Christopher** • Interpretation

**Additional investigators**

  **Hauser, Peter** • National Technical Institute for the Deaf • Rochester Institute of Technology

  **Thompson, Robin** • University of Birmingham, UK

**Funding sources**

  National Science Foundation (NSF)

**Products**

Contreras, J., Israel, E., & Hauser, P. C. (2013, July). *Importance of sign language for cognitive development.* Poster presented at Deaf Academy Conference, Lisbon, Portugal.

Kuntze, M., & Stone, A. (2013). *Looking closely at iconicity in child ASL*. Paper presented at Theoretical Issues in Sign Language Research, London, England.

Stone, A. (2013). *ASL and English bilingual ebooks as tools of linguistic resistance*. Paper presented at Deaf Academy Congress, Lisbon, Portugal.

Twitchell, P. A., Anible, B., Morford, J. P., Piñar, P., & Dussias, P. (2013). *Sensitivity to verb bias in ASL-English bilinguals*. Poster presented at Theoretical Issues in Sign Language Research, London, England.

### Coming out of the hard of hearing closet: Reflections on a shared journey in academia

**Status:** Completed

Deaf academics who navigate aspects of their professional lives through signed language interpreting services face a range of issues, including handling perceptions of their Hearing peers, identifying and negotiating their own communication preferences, and balancing personal and professional relationships with their interpreters. Interpreters bring individual sets of schemas and skills to their work, which impacts the interpreted interaction. In this paper, a Deaf academic and her interpreter/colleague discuss various challenges in having an interpreter—and being an interpreter—in academia. Topics include being "outed" as a person with a disability because of the presence of an interpreter; the need for interpreters with specialized academic vocabulary; the responsibilities of the Deaf academic and the interpreter in interpreted interactions; and the sense of vulnerability, intimacy, and autonomy experienced by the Deaf academic and the interpreter. The article is a shared reflection about the evolution of a relationship, beginning with the authors' respective roles as client and interpreter, and leading into to their present alliance as colleagues and friends.

**Principal investigators**

**Nicodemus, Brenda** • Interpretation

**Burke, Teresa** • Philosophy and Religion

**Products**

Burke, T., & Nicodemus, B. (2013). Coming out of the hard of hearing closet: Reflections on a shared journey in academia. *Disability Studies Quarterly*.

### Deaf interpreting space

**Status:** Completed
**Start date:** December 2012
**End date:** September 2013

In recent years, the number of Deaf Interpreters has increased on the Gallaudet University campus, in part due to Deaf-Blind students' need for communication access in class. However, some classrooms environments on Gallaudet's campus are not "user-friendly" for deaf and hard of hearing individuals, including professors, students, and Deaf Interpreters. In my research I will investigate these classroom environments through the lens of the Deaf Interpreter. While Deaf Interpreters are working, they are constantly navigating environmental conditions in order to best meet the needs of consumers. This research seeks to answer two questions: (1) How do Deaf Interpreters perceive and negotiate their environmental conditions while working in challenging classroom settings; and (2) what are the most effective working environments for Deaf

## 1972



Ground is broken for the Model Secondary School for the Deaf's new building. U.S. First Lady Pat Nixon, who attends the ceremony, is pictured with Gallaudet's fourth president, Dr. Edward C. Merrill.

Interpreters? A mixed method approach will be used to answer the questions. The focus the study is on the full-time Deaf Interpreters working for Gallaudet Interpreting Services. The Deaf Interpreters will first be asked to complete a preliminary survey about various classrooms on campus, then 4-6 of the participants will be divided into two groups for the interview portion. The discussion of the interviews will be about the environment in classrooms that were identified as being the most challenging. Using manipulatives, the participants will illustrate how they would arrange the classroom environment for optimal work conditions. The aim of this research is assist Deaf Interpreters, students, and professors (both on and off campus) to better understand the environmental needs for effective interpreting by Deaf Interpreters.

**Principal investigators**

**Kawakami, Megumi** (Student) • Interpretation

**Funding sources**

GRI Small Research Grant

### Deaf women senior citizens: Perspectives on interpretation in the healthcare setting

**Status:** Completed
**End date:** September 2013

The goal of this study is to gain an understanding of the perspectives of Deaf women senior citizens in the healthcare setting and how interpreting services can be enhanced for this specific population. Healthcare is an essential component of the lives of most senior citizens, but access to healthcare services may be limited for senior citizens who are Deaf and who use ASL because of communication and cultural differences from healthcare providers. While there have been some studies of Deaf people in healthcare, the experience of Deaf senior citizens and interpretation has not been well examined to date. Perspectives will be gathered from 10-15 participants. The participants group is comprised of Deaf women senior citizens who use ASL as their primary language. Senior citizen is defined as an individual age 60 or older. Data will be gathered in two ways: via a panel discussion and through one-on-one interviews in person and/or via video. The videos were viewed and themes identified among the responses as well as critical narratives that illustrate challenges faced by Deaf women senior citizens in healthcare and the role of interpretation in their experience.

**Principal investigators**

**Schein, Samantha** (Student)

**Funding sources**

GRI Small Research Grant

### Direction asymmetries in spoken and signed language interpreting

**Status:** Completed

Spoken language (unimodal) interpreters often prefer to interpret from their non-dominant language (L2) into their native language (L1). Anecdotally, signed language (bimodal) interpreters express the opposite bias, preferring to interpret from L1 (spoken language) into L2 (signed language). We conducted a large survey study (N=1,359) of both unimodal and bimodal interpreters that confirmed these preferences. The L1 to L2 direction preference was stronger for novice than expert bimodal interpreters, while novice and expert unimodal interpreters did not differ from each other. The results indicated that the different direction preferences for bimodal and unimodal interpreters cannot be explained by language production–comprehension asymmetries or by work or training experiences. We suggest that modality and language-specific features of signed languages drive the directionality preferences of bimodal interpreters. Specifically, we propose that finger-spelling, transcoding (literal word-for-word translation), self-monitoring, and consumers' linguistic variation influence the preference of bimodal interpreters for working into their L2.

**Principal investigators**

**Nicodemus, Brenda** • Interpretation

**Emmorey, Karen** • San Diego State University

**Products**

Nicodemus, B., & Emmorey, K. (2013). Direction asymmetries in spoken and signed language interpreting. *Bilingualism: Language and Cognition, 16*(3), 624–636. Retrieved from http://journals.cambridge.org/repo_A89GMRbi

## Emergent Signers: Consumer Perspectives on Interpreting

**Status:** Completed
**End date:** September 2013

Signed language interpreters work with a variety of consumer populations throughout their careers. One population is emergent signers — individuals who are d/Deaf or hard of hearing, who are entering an ASL-dominant environment and who utilize interpreting services while acquiring proficiency in the language. In the Deaf community, the number of emergent signers may be expanding due to Deaf education practices that do not promote the use of signed language. These "in-betweenies" create challenges for interpreters who may be uncertain how to provide effective services to emergent signers. This study seeks to learn how emergent signers perceive their experiences with signed language interpreters. Although interpreters work with emergent signers with increasing frequency, scant literature exists on interpreting for this population and numerous questions arise about the communication needs of emergent signers. This research will specifically address two topics: the needs of emergent signers for communication access and how interpreters can best serve those needs. This study will recruit 15 self-identified emergent signers, who will be asked to complete an electronic demographic questionnaire, and participate in a 30-60 minute video-recorded interview. Results will be analyzed for emergent themes that will inform the practices of signed language interpreters.

### Principal investigators

**Smith, Caitlin** (Student) • Interpretation

### Funding sources

GRI Small Research Grant

## An examination of medical interview questions rendered in American Sign Language by Deaf physicians and interpreters

**Status:** Ongoing
**Start date:** September 2011
**End date:** November 2013

The study provides an analysis of the direct communication that occurs between Deaf physicians and Deaf patients compared to the identified features to those in interpreted medical interviews. This study asserts that healthcare interpreters have much to learn from Deaf physician-Deaf patient interactions and that critical comparison to interpreted interactions will benefit interpreters, interpreter educators, and Deaf consumers.

### Principal investigators

**Nicodemus, Brenda** • Interpretation

**Swabey, Laurie** • ASL/Interpreting • St. Catherine University

### Additional investigators

**Miller, Annette** (Student) • Interpretation

**Santiago, Roberto** (Student) • Interpretation

## Identifying depiction in literal ASL interpretations

**Status:** Completed
**End date:** September 2013

This research seeks to examine how sign language interpreters use features of depiction in literal ASL interpretations. Sign language interpreters are faced with the demand of accommodating the communication needs of a highly diverse Deaf community with a variety of linguistic backgrounds due to education background, degree of hearing loss, bilingual status and language preference. Previous research has suggested that literal interpretation is not only the process of changing one form of English into another manual form. Rather, literal interpretation includes feature of both English-like signing as well as linguistics features of ASL. This study aims to identity instances of depiction, one of the most salient features of ASL. To date, there has not been research that has identified the types of depiction found in literal interpretation. This research will result in contributing to the understanding and development of professional practices in the profession of sign language interpretation.

### Principal investigators

**Yocom, Jessica** (Student) • Interpretation

### Funding sources

GRI Small Research Grant

### Interactive interpreting: Teaching and learning strategies

**Status:** Completed
**End date:** September 2013

American Sign Language (ASL)/ English interpreters often interpret in situations where there are multiple interlocutors. When this occurs, the interpreter should let the participants know who is saying the utterance before they interpret it. This is known as source attribution (SA). When interpreting from English to ASL, this may involve body shift, eye gaze, index-to-source, or name/description. Although this is a critical skill for interpreters, it is frequently not explicitly taught during interpreter training programs. This study aims to examine the affects of SA instructor on interpreting students by using a pre-test/instruction/post-test design.

**Principal investigators**

  **Maddux, Laura** (Student) • Interpretation

**Funding sources**

  GRI Small Research Grant

# 1973



### Interpreting decisions and power: Interpreters working in legal settings

**Status:** Ongoing
**Start date:** April 2012
**End date:** April 2014

The primary aim of this applied research project is to investigate the decisions made by interpreters in legal settings that address the power relationship differential frequently found among participants in these settings. The project will expand knowledge about the various ways in which interpreters adopt practices designed to recognize, use, and potentially limit the impact of their power as the interpreter in a legal interaction. The objectives are to: (1) Assess awareness of interpreters in legal settings about the ways in which their decisions can positively or negatively affect the balance of power within an interpreted interaction; (2) Explore strategies used by interpreters when selecting the mode of interpretation in order to address power differentials in interactions; (3) Examine ways in which active preparation for legal assignments can contribute to producing a more effective interpretation, thus bringing closer alignment between parties in the legal interaction; (4) Investigate how Deaf/non-deaf interpreter teams affect an interpreted interaction and how the team is perceived by others in the legal interaction; (5) Identify working conditions that contribute to the shared responsibility in addressing the power relations among all participants in a legal interaction.

**Principal investigators**

  **Shaw, Risa** • Interpretation

  **Clark, LeWana** (Student) • Interpretation

  **Cranston, Jennifer** (Student) • Interpretation

  **Russell, Debra** • University of Alberta

**Products**

Russell, D. & Shaw, R. (2013,March). *Interpreting decisions and power: Interpreters working in legal settings.* Presented at the meeting of the Canadian Hearing Society, Toronto, Canada.

*Sign Me Alice,* a play by Gil Eastman (1957), premieres at Gallaudet. It is regarded as the first play written by a deaf person about deaf people.

## Investigating ASL/English interpreted interaction in video relay settings

**Status:** Completed
**End date:** September 2013

This research seeks to add to understanding about sign language interpreting, specifically the differences in the role and function of the interpreters in video reply settings as opposed to face-to-face interpreted interactions. The guiding research questions is: What are features of interaction management in ASL-English video reply interpreted interaction? To date, interpreting research has only described interaction management and sociolinguistics functions of interpreters in face-to-face interpreted interaction. This study aims to utilize existing frameworks for analyzing sociolinguistic data and apply them to a new set of data that will provide further insights about VRS interpreting. Recorded data from interpreted video relay calls will be collected in a VRS Simulation Center and analyzed using discourse analysis techniques. Findings from this research will result in potential contributions to the understanding and development of professional practice for interpreters in video relay settings.

**Principal investigators**

> **Marks, Annie** (Student) • Interpretation

**Funding sources**

> GRI Small Research Grant

## Investigating interactive interpreting

**Status:** Completed
**Start date:** June 2005
**End date:** November 2012

Our purpose is to investigate face-to-face interpreted encounters in medical, mental health, legal, educational, government, and business settings from a discourse perspective. The project video-recorded 15-30 interpreted encounters and analyzed them using discourse analysis methodology from the various approaches within linguistics. Interpreter-mediated conversations were accounted for as a mode of communication about the interpreters, their responsibilities, about what they do, and what others expect them to do in face-to-face institutional encounters.

**Principal investigators**

> **Roy, Cynthia** • Interpretation

> **Metzger, Melanie** • Interpretation

**Additional investigators**

> **Maddux, Laura** (Student) • Interpretation

## Language use at RID conferences: A national survey of behaviors and perceptions

**Status:** Completed
**End date:** September 2013

This study seeks to (1) identify the language and communication practices that exist at national Registry of Interpreters for the Deaf (RID) conferences; (2) elicit responses and perceptions on those practices; and (3) determine what desire there may be among stakeholders in the interpreting profession for policy regarding communication at national RID conferences.

The observation of common communication practices and language choice at RID conferences has long been a subject of debate both within and outside the interpreter community. The appropriate use of English and ASL at professional gatherings such as RID conferences has been addressed through policy at a small number of local levels, but the question remains to be explored on a national scale.

An online survey will be used to gather data. The survey will be presented via SurveyMonkey in both English and ASL, and consists of 45 open and close ended questions. It is divided into five sections: Conference participant experiences, Conference presenter experiences, interaction scenarios, language background, and demographics.

**Principal investigators**

> **Lang, Cassie** (Student) • Interpretation

**Funding sources**

> GRI Small Research Grant

## Research internship in interpretation

**Status:** Ongoing
**Start date:** September 2009

Students in the Ph.D. Interpretation program are required to participate in an internship series of courses for four semester where they serve as interns working on all aspects of the research cycle with data-based interpreting research projects run by an experienced scholar or group of scholars. Students participate in this fieldwork for 50 clock hours per credit hour (1) per course under the supervision of a Department of Interpretation faculty member. Students will assume increasing responsibilities on research projects as approved by their advisor. Shown under Products below is the list of Gallaudet student interns and the research studies and researchers with whom they are interning.

**Principal investigators**

> **Roy, Cynthia** • Interpretation

**Products**

Nelson, T., & Rogers, P. (2013). Garbage in, garbage out: Source text selection for interpreting student assignments [Webinar]. In the *Teaching Interpreting Educators & Mentors Center Webinar Series.* Retrieved from http://www.tiemcenter.org/

Sheneman, N., van den Bogaerde, B., Rathmann, C., Haug, T., & Leeson, L. (2013). *ProSigns project.* Retrieved from http://www.ecml.at/F5/News/tabid/881/language/en-GB/Default.aspx

# 1974



Stevens, T. (2013). *TerpTube: An accessible online portfolio for Deaf mentors and sign language interpreters.* Retrieved from http://wdcrobcolp01.ed.gov/cfapps/grantaward/abstract/dsp_abstract_file.cfm?abstract_file_nm=H133G110190.pdf

## Research methods in psycholinguistic investigations of signed language processing

**Status:** Completed

This chapter provides an overview of methods used to investigate the comprehension and production of signed languages. In a methodological review of 61 published studies, we found that psycholinguistic studies have been carried out on a very restricted range of signed languages. The majority of investigations used experimental methods conducted in laboratory settings. The populations studied consisted primarily of proficient adult deaf signers, with some inclusion of hearing signers. The methods used were best suited for testing specific hypotheses about signed language processing, rather than documenting or discovering norms and preferences for language use within social contexts. We conclude our review with a discussion of the challenges researchers face when conducting psycholinguistic investigations of signed language processing.

**Principal investigators**

> **Nicodemus, Brenda** • Interpretation
>
> **Morford, Jill** • University of New Mexico
>
> **Wilkinson, Erin** • University of Manitoba

## Stress and burnout in video relay interpreting: An examination of ASL-English interpreters

**Status:** Ongoing
**End date:** April 2014

This research project is about Video Relay Service (VRS) interpreters and the stress they experience at work, which can easily lead to burnout. A pilot study was completed along with the development of a survey instrument in Spring 2012 which showed fascinating results for stress in VRS. This year,

Students attend a holiday event at House One.

the research will be expanded to RID Members nationwide. By doing this, a higher response rate will follow giving a more accurate picture of the VRS industry in America.

**Principal investigators**

**Bower, Katie** (Student) • Interpretation

**Funding sources**

GRI Small Research Grant

### What are indicators of questions in ASL and Tactile ASL?

**Status:** Ongoing

The project further examines the forms of questions in ASL and Tactile ASL with the use of a large NSF corpus of data in ASL groups and a large NSF funded corpus of Tactile ASL interviews.

**Principal investigators**

**Dively, Valerie** • Interpretation

**Petronio, Karen** • Interpreting Training Program • Eastern Kentucky University

## Scholarly and Creative Activity

Ashton, G., Cagle, K., Kurz, K. B., Newell, W., & Zinza, J. (2013). *Standards for learning American Sign Language: A project of the American Sign Language Association.* Retrieved from http://www.aslta.org/sites/default/files/documents/National%20ASL%20Standards%20(approved).pdf

Metzger, M. (2013, January). *Ethics and interpretation: Real world and test taking applications for signed language interpreters and cued language transliterators.* Presented at Northern Virgina Community College, Annandale, VA.

Metzger, M., & Quadros, R. (2012). Executive control in signed language interpreters. In M. Metzger & E. Fleetwood (Series Eds.), *Studies in interpretation: Vol. 9. Signed language interpreting in Brazil: What research tells us.* Washington, DC: Gallaudet University Press.

Quadros, R., Fleetwood, E., & Metzger, M. (Eds.). (2012). Signed language interpreting in Brazil: What research tells us. In M. Metzger & E. Fleetwood (Series Eds.), *Studies in interpretation: Vol. 9.* Washington, DC: Gallaudet University Press.

Metzger, M., & Roy, C. (2013). Sociolinguistic studies of sign language interpreting. In R. Bailey, R. Cameron, & C. Lucas (Eds.), *The Oxford handbook of sociolinguistics* (pp. 735-753). New York, NY: Oxford University Press.

Roy, C. (2012, October). *A signed language interpreting studies reader as an iCORE.* Poster presented at the biannual meeting of Interpreter Trainers, Charlotte, NC.

Roy, C. (2012, October). *Building the Core for iCORE: Research studies in Interpretation from Gallaudet's doctoral students.* Panel presentation at the bi-annual meeting of Interpreter Trainers, Charlotte, NC.

Shaw, S. (2012). Service learning in interpreter education. In C. Roy (Series Ed.), *The interpreter education series: Vol. 6.* Washington, DC: Gallaudet University Press.

Winston, E., & Monikowski, C. (Eds.). (2013). Evolving paradigms in interpreter education. In C. Roy (Series Ed.), *The interpreter education series: Vol. 7.* Washington, DC: Gallaudet University Press.

Beeson, R., Wolfenden, D., Bergson, M., & Stone, C. (2013, September). *Modern technology and the modern interpreter.* Presented at the European Forum of Sign Language Interpreters, Ljubljana, Slovenia.

Stone, C. (2013, July). *The intersection between language and justice.* Panel presentation at Critical link 7 conference, Toronto, Canada.

Stone, C. (Presenter). (2013). *A brief synopsis of my past/current research projects* [Video file]. Presented for INTR6911:Research in Interpreting, University of North Florida, Jacksonville, FL. Retrieved from http://www.youtube.com/watch?v=mg1QJcPtHSE

Stone, C., & Vinson, D. (2013, July). *Enhanced cognition from L2 BSL acquisition.* Presented at Theoretical Issues in Sign Language Research, London, England.

Stone, C., Fowler, Y., Hayward, S., Straker, J., Watts, H., & Woll, B. (2013, July). *Legal lessons to be learnt: Public procurement of PSI in the UK.* Presented at Critical link 7, Toronto, Canada.

Woll, B., & Stone, C. (2013). Deaf people at the Old Bailey from the 18th century onwards. In M. Freeman & F. Smith (Eds.), *Language and the law* (Vol. 15, pp. 557-570). Retrieved from http://ukcatalogue.oup.com/product/9780199673667.do

# Laurent Clerc National Deaf Education Center

## Research Projects

### Applying evidenced based practices for Deaf and hard of hearing children with Autism and/or developmental disabilities at home and in the classroom

**Status:** Ongoing

Children with Autism often face pervasive challenges in their abilities to interact with others, communicate their thoughts, wants, or needs effectively, regulate their emotions, and perform daily living skills independently. Despite an increased prevalence rate of hard of hearing children to have Autism, there remains a limited understanding of appropriate educational interventions, knowledge of general characteristics or symptoms, an understanding of social emotional development, and the influences that parents, caregivers and families have on these children in the classroom and at home. In order to address this gap, this research plans to investigate how principles of the only scientifically proven evidenced based treatment for children with developmental disabilities, Applied Behavioral Analysis may be utilized to facilitate learning for a child, while at the same time investigating the unique roles that families and teachers have in assuring success for deaf children with Autism and/or other developmental disabilities.

## 1975



The VII World Congress of the World Federation of the Deaf meets in Washington, D.C., with some events taking place on Gallaudet's campus.

**Principal investigators**

> **Szymanski, Christen •** Laurent Clerc National Deaf Education Center

**Funding sources**

> Gallaudet Priority Research Fund

### Establishing best practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom

**Status:** Ongoing
**Start date:** February 2013
**End date:** September 2014

Children with autism or intellectual disabilities face pervasive challenges in their abilities to interact with others, communicate effectively their thoughts, wants, or needs, regulate their emotions, and perform daily living skills independently. Prevalence estimates suggest that autism occurs in approximately 1 in 59 children with hearing loss (specifically 8-year olds), while intellectual disabilities may occur as frequently as 1 in 12. Both estimates are significantly higher than prevalence estimates for hearing children. Despite an increased prevalence rate, their remains a gap in appropriate educational interventions, knowledge of general characteristics or symptoms, an understanding of social emotional development, and the influences that parents, caregivers and families have on children with hearing loss and autism or developmental disabilities in the classroom and at home. In order to address the lack of knowledge and resources, this research plans to investigate how principles of the only proven evidenced based treatment for children with developmental disabilities. Applied Behavioral Analysis may be ultimately utilized with children with hearing loss while at the same time investigate the unique roles that families and teachers have in assuring success for deaf children with developmental disabilities.

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**Principal investigators**

> **Szymanski, Christen** • Laurent Clerc National Deaf Education Center

> **Brice, Patrick** • Psychology

**Funding sources**

> Gallaudet Priority Research Fund

## Library Deaf Collections and Archives

The Gallaudet University Library Deaf Collections and Archives is responsible for the institutional memory of the University and also strives to preserve the memory of the global Deaf Community. The department works diligently to build, maintain and organize the world's largest collection of materials related to the Deaf, as well as the home to Gallaudet University's institutional records and the records of the Gallaudet family.

### Scholarly and Creative Activity

Moore, D., & Sayers, E. (2013). *Mrs. Sigourney in Hartford: Poems and prose on the early American Deaf community*. Washington, DC: Gallaudet University Press.

## Linguistics

The department of Linguistics is heavily dependent on research for both learning and teaching because sign language linguistics is a field that has so much more to discover. The ongoing, innovative research carried out by the linguistics faculty and graduate students is contributing substantially to what is known about the structure and use of sign languages.

### Research Projects

### Classroom discourse observation pilot study
*See in Office of Bilingual Teaching and Learning*

### Development of bimodal bilingualism

**Status:** Ongoing
**Start date:** May 2009
**End date:** May 2014

This is a five-year project to compare early language development in hearing bilingual (ASL/English), cochlear implanted monolingual (English or Brazilian Portuguese), and cochlear implanted bilingual (ASL/English) children in the U.S. and Brazil. It includes both longitudinal and experimental components.

**Principal investigators**

> **Chen Pichler, Deborah** • Linguistics

> **de Quadros, Ronice** • Universidade Federal de Santa Catarina, Brazil

> **Lillo-Martin, Diane** • Linguistics • University of Connecticut

**Funding sources**

> National Institutes of Health (NIH)

**Products**

Chen Pichler, D. (2012). *Sign-Speech bilingualism in hearing and deaf children with cochlear implants.* Presented at the Eighth International Scientific Conference: Research in Education and Rehabilitation Sciences, Zagreb, Croatia.

Quadros, R., Lillo-Martin, D., & Chen Pichler, D. (2013). Bi-National bi-modal bi-lingual corpora of child language. *Proceedings of the meeting of Gruppo di Studi sulla Comunicazione Parlata (GSCP)*, Belo Horizonte, Brazil.

Quadros, R., Lillo-Martin, D., & Chen Pichler, D. (2013). Early effects of bilingualism on wh-question structures: Insight from sign-speech bilingualism. In S. Stravrakaki, M. Lalioti, & P. Konstantinopoulou (Eds.), *Advances in language acquisition* (pp. 300-308). Newcastle upon Tyne, England: Cambridge Scholars Press.

Quadros, R., Lillo-Martin, D., Koulidobrova, E., & Chen Pichler, D. (2013) *Noun phrases in koda bimodal bilingual acquisition*. Presented at Theoretical Issues in Sign Language Research, London, England.

## Frequency and description of facial expression in ASL narratives

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

The proposed research continues a project started with Vcom3D and Florida International University (FIU) which examined the use of facial expressions in ASL narratives for the development of signing avatars to more accurately produce facial expressions. The goal is to create a computer authoring tool that would allow teachers to translate English texts into ASL signing avatars.

The focus of this project is to look at frequency of facial expressions produced in ASL narratives and provide a description. Facial expressions is a broad label for five sub facial behaviors those that express (a) syntactic/grammatical information; (b) emotive information; (c) ASL mouth gestures (sometimes referred to as adverbials); (d) English mouthing;and (e) discourse level information. Fifteen ASL narratives have been transcribed using ELAN. These narratives will be coded for the five categories of facial behaviors and described using the a facial coding and recognition software and integrated with the facial expression developed by Vcom3D. The goal is to identify the most frequent occurring facial expressions to allow Vcom3D a way of prioritizing their development. It will also provide a description of how these expressions are produced in natural ASL narratives.

## 1976



**Principal investigators**

**Mulrooney, Kristin** • Linguistics

**Funding sources**

GRI Small Research Grant

## Phonological matching in ASL

**Status:** Completed
**Start date:** October 2012
**End date:** September 2013

The study investigates how two factors, language experience and the parameters of phonological structure effect perception in American Sign Language (ASL). To address the effect of phonological parameters, the study uses a novel experimental technique in psycholinguistics, primed phonological matching, in which participants judge whether two signs produced by different signer are the same. The relevant question is whether participants can detect when the two signs differ slightly in one of the parameters. To evaluate the effects of language experience, data has been collected from three groups of 25 participants each: Deaf signers exposed to ASL from birth, Deaf signers exposed to ASL after 13 years of age, and hearing signers exposed to ASL after 13 years of age. The focus of this study is to analyze the data from these groups, with the aims of (1) identifying aspects of linguistic structure that are prominent in perception; and (2) determining the degrees of signed language fluency with respect to perception, which can be applied toward language assessment.

**Principal investigators**

**Mathur, Gaurav** • Linguistics

**Funding sources**

GRI Small Research Grant

The women's volleyball team sets up a shot. Over the past eight seasons, head coach Lynn Boren has accumulated a 204-95 career record with the Bison and led the team to five National Collegiate Athletic Association tournament appearances and three straight North Eastern Athletic Conference championships.

### Production of movement in users of American Sign Language and its influence on being identified as non-native"

**Status:** Ongoing
**Start date:** October 2011
**End date:** September 2014

This study will examine second language (L2) accent in American Sign Language, analyzing phonological errors made by signers acquiring ASL as an L2. Though there has been extensive research on accent in spoken L2s, this topic has been virtually ignored in the sign language literature. This project will focus on features of movement and how production of those features influences the perception of accent. There will be three components to this project. The goal of the first component will be to establish a baseline against which will measure movement production of the L2 subjects (this has been completed); the second will be a production component in which participants will be filmed reproducing ASL sentences (half of this has been completed); the third will be a rating component in which native ASL signers will be asked to view the ASL sentences filmed in the first component and identify which signers exhibit accents. Results from these three components will be analyzed to determine the amount of influence the target features have on the perception of non-native accent.

**Principal investigators**

    **Cull, Amber** (Student) • Linguistics

**Funding sources**

    GRI Small Research Grant

### Representation of hand configuration data in different notation systems for child acquisition of ASL

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

This research study reviews the practice of transcribing hand configuration by assessing the representativeness of four different notation systems available for notation of hand configuration data. To do this, one data-set of child and adult productions of the same ASL signs from a bilingual-bimodal ASL acquisition corpus were used. The study will determine the effectiveness in encoding information about the organization of hand configurations in ASL and discuss the potential ways in which these notations may have shaped perceptions and claims about child acquisition of hand configuration.

For this study, pairs of signs (i.e. child and adult production of the same sign) were chosen from 20 ASL target sessions of one child and his mother. There were a total of 966 tokens. Child acquisition corpus was chosen because it provided ample instances of unusual and non-target hand configurations that may not be found in adults. This puts notation systems to the test in that they must be flexible enough to represent such configurations in a way for researchers to explore the acquisition process. The goal was to use this data to test the notation systems and not any specific acquisition question.

**Principal investigators**

    **Hochgesang, Julie** • Linguistics

**Funding sources**

    GRI Small Research Grant

### Signing with an accent: ASL L2 phonology

**Status:** Ongoing
**Start date:** November 2005

This project investigates the phenomenon of "sign accent", or systematic phonological errors made by signers acquiring ASL as a second language (L2). This topic has been virtually ignored in the sign language literature, despite extensive discussion of accent in spoken L2s and a common assumption that some counterpart exists for signed L2. The investigations focus on handshape, approaching the phenomenon of L2 signing accent from two different perspectives. A "production component" explores non-signing subjects' ability to accurately reproduce ASL signs, while a "rating component" compares the ability of native and non-native ASL signers to identify accented L2 signing, based primarily on handshape.

**Principal investigators**

    **Chen Pichler, Deborah** • Linguistics

**Funding sources**

    GRI Small Research Grant

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### Products

Chen Pichler, D. (2013, March). *L2 acquisition of sign language.* Symposium conducted at the conference on Sign Language Acquisition, Lisbon, Portugal.

### Signing with an accent: ASL L2 phonology and Chinese signers

**Status:** Ongoing
**Start date:** July 2010

This project investigates the phenomenon of "sign accent", or systematic phonological errors made by signers acquiring ASL as a second language (L2). This topic has been virtually ignored in the sign language literature, despite extensive discussion of accent in spoken L2s and a common assumption that some counterpart exists for signed L2. The investigations will focus on handshape, approaching the phenomenon of L2 signing accent. Native Chinese Sign Language Users in Beijing, China will be recorded signing ASL and data collected will be analyzed for an accent.

Paper in progress; possible poster.

### Principal investigators

**Palmer, Jeffrey L.** (Student) • Linguistics

# 1977



### Scholarly and Creative Activity

McDonald, J., Wolfe, R., Schnepp, J., Hochgesang, J., Jamrzik D. G., Stumbo, M., & Berke, L. (2013, October). *Toward lifelike animations of American Sign Language: Achieving natural motion from the Movement-Hold Model.* Presented at the International Symposium on Sign Language Translation Avatar Technology, Chicago, IL.

Roberson, L., Russell, D., & Shaw, R. (2012). A case for training signed language interpreters for legal specialization. *International Journal of Interpreter Education, 4*(2), 52–73.

Shaw, R., & Thumann, M. (2012). Signed language academic papers. *International Journal of Interpreter Education, 4*(2), 74–86.

## Office for Diversity and Inclusion

### Research Projects

### Perception of diversity
*See in Education*

## Office of Academic Quality

The Office of Academic Quality is dedicated to institutional effectiveness by providing leadership for continuous assessment and improvement of programs and services. Research is essential in this process because it assures that the decisions made are the right ones to improve the quality of the programs and services across the university.

A member of the Gallaudet track team clears the pole in a high jump competition.

## Research Projects

### The experiences of non-signing Deaf and hard of hearing students and their academic and social integration into a predominantly signing Deaf university environment

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

This study will explore the experiences of non-signing Deaf and hard of hearing students and their academic and social integration into a predominantly signing Deaf university environment. This study seeks to develop a theory emerging from the shared experiences of deaf and hard of hearing students who come from predominantly mainstreamed or oral backgrounds as they enroll in a predominantly signing Deaf university environment. This study seeks to better understand the impact of this experience on their academic and social integration and subsequent identity development. A qualitative approach will be used, focusing on grounded theory methodology. Participants will be interviewed on videotape about their academic and social experiences prior to coming to a signing Deaf university and their subsequent academic and social experiences once they have arrived. The interviews seek to capture the experience of the students in their own words in order to develop a theory from the codes, categories, and themes that emerge from the stories that they share.

**Principal investigators**

   **Dorminy, Jerri Lyn** • Office of Academic Quality

**Funding sources**

   GRI Small Research Grant

### Undergraduate engagement and retention study using National Survey of Student Engagement (NSSE) data

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

This study utilizes institutional data to examine predictors for student retention. Retention will be the outcome variable, defined as enrollment in school two years after the students first enrolled as freshman. It is a dichotomous variable that has two levels: enrolled or not enrolled. The independent vari-

ables (predictors) include student registration, demographic and academic data from the registrar; and school engagement information from a national survey. The logistic regression model will be employed to identify significant predictors for school retention. Additional factor analyses will be performed on the survey data to identify school-specific structure of the survey instrument.

A sample of 493 Gallaudet undergraduate students, who either participated in the 2006, 2008, or 2010 National Survey of Student Engagement (NSSE, http://nsse.iub.edu/), is selected for this study. The students were from 10 fall freshman cohorts, ranging from 2000 to 2009. The longitudinal dataset includes institutional data (admission, registration, and academic records) and students' responses to the NSSE survey.

The main goal for identifying predictors for retention is to help educators to develop effective programs/practice. Predictors in areas other than academic or demographic can be especially informative. Better understanding factors such as student engagement can lead to immediate modifications in student guidance or intervention practices.

**Principal investigators**

   **Qi, Sen** • Gallaudet Research Institute (GRI)

**Additional investigators**

   **Hulsebosch, Patricia** • Education

### Wabash study: Understanding Gallaudet students' literacy development
*See in Office of the Provost*

## Office of Bilingual Teaching and Learning

## Research Projects

### Classroom discourse observation pilot study

**Status:** Ongoing
**Start date:** September 2010

In 2008, the Faculty Senate passed a measure requiring the development of multiple measures to evaluate faculty proficiency in American Sign Language. One key aspect is the evaluation

of language and discourse within the classroom. After an ad-hoc committee developed the classroom discourse checklist, the Office of Bilingual Teaching and Learning and the ASL-Diagnostic and Evaluation Services conducted a pilot study to determine appropriate procedures, protocols and measures involved in the classroom discourse observation (CDO). A final report was submitted to the Faculty Welfare Committee in May, 2011. The ASL-DES unit continues to conduct CDOs, and has created a resource guide online for CDO which can be found on the ASL-DES website.

**Principal investigators**

> **Bauman, Dirksen** • ASL and Deaf Studies

> **Arellano, Leticia** • ASL Diagnostic and Evaluation Services

> **Berrigan, Dennis** • ASL Diagnostic and Evaluation Services

> **Gordon, Jean M.** • ASL Diagnostic and Evaluation Services

> **Mather, Susan** • Linguistics

**Funding sources**

> Office of the Associate Provost for Research

## Office of the Associate Provost for Research

The Office of the Associate Provost for Research includes several units that supports the research mission of Gallaudet University. These units include Gallaudet Research Institute, the Office of Sponsored Programs, and three research centers: the NSF/Gallaudet Science of Learning Center on Visual Language and Visual Learning (VL2), the NIDRR Rehabilitation Engineering Research Center (RERC) on Hearing Enhancement and the Technology Access Program which includes the NIDRR-funded RERC on Telecommunications Access (with the Trace Center). In addition, the Associate Provost for Research collaborates with the Office of Bilingual Teaching and Learning to support the Gallaudet Scholarship of Teaching and Learning Initiative with funding from the Booth-Ferris Foundation.

**Research Projects**

### Gallaudet scholarship of teaching and learning initiative

**Status:** Ongoing
**Start date:** July 2011

The Gallaudet Scholarship of Teaching and Learning Initiative (GSTLI) is designed to create a learning community of teacher-scholars who, over a period of two years, will investigate, reflect upon, document, and enhance teaching practices designed to meet the needs of visually oriented and linguistically diverse learners in Gallaudet classrooms. Six faculty participants will be given one course release each semester for the two-year period of the initiative and will receive special project pay for two summers to work on their GTSLI projects. GSTLI activities include bi-weekly, 90 minute group meetings to discuss selected readings, individual project ideas and plans, and video samples of classroom teaching and learning. Participants will have the opportunity to meet with nationally recognized experts in the Scholarship of Teaching and Learning and to attend the annual meeting of the International Society for the Scholarship of Teaching and Learning. Each participant's GSTLI project will become part of a website entitled *Hands-on Learning: The Gallaudet Gallery of Engaged Teaching and Learning*.

**Principal investigators**

> **Bauman, Dirksen** • ASL and Deaf Studies

> **Erting, Carol J.** • Education

**Additional investigators**

> **Horejes, Thomas** • History, Philosophy, Religion, and Sociology

> **Mulrooney, Kristin** • Linguistics

> **Pajka, Sharon** • English

> **Rankin, Miako** • Linguistics

> **Simms, Laurene E.** • Education

> **Thumann-Prezioso, Carlene** • Gallaudet Research Institute (GRI)

> **Wood, Kathy** • English

**Funding sources**

Office of the Associate Provost for Research

Booth Ferris Foundation

**Products**

Holcomb, L., Ramirez, M., & Horejes, T. (2013). *To sign or to speak? Exploring diverse pedagogies of language in Education.* Presented at the Conference for Early Hearing Detection and Intervention, Phoenix, AZ.

Horejes, T. (2013). *(De)(re)constructing student languacultures: A study in a bilingual (American Sign Language & English) classroom.* Presented at the meeting of the Society for the Study of Social Problems, New York, NY.

Horejes, T. (2013). (Re)conceptualizing disability policy frameworks. *Journal of Policy Practice, 12*(1), 23–42.

Horejes, T. (2013). [Review of the films *Read me differently*, and *Original minds*]. *Teaching Sociology*, 41(4).

Horejes, T. (2013). Deaf subculture in the United States. In J. H. Ballantine & K. A. Roberts (Eds.), *Our social world: Introduction to sociology.* Thousand Oaks, CA: Sage Press.

Horejes, T. (2013). *Interrogating (in)equality in languaculture(s): A sociological study in an (unequal) bilingual classroom.* Presented at the meeting of the American Sociological Association, New York, NY.

Horejes, T. (2013). *Visual Deaf space classroom ecology: Lessons in learning from Gallaudet University.* Keynote address at the Conference for International Scholarship of Teaching and Learning, Elon University, Elon, NC.

Horejes, T., & Heuer, C. J. (2013). Negotiating Deaf bodies and corporeal experiences: The cybernetic Deaf subject. *Societies, 3*, 170–185.

Horejes, T., & Pajka, S. (2013, August). *Gallaudet models of SoTL.* Panel presentation for Teaching and Learning Development Day, Gallaudet University, Washington, DC.

Horejes, T., Batamula, C., Tobin, J., & Valente, J. (April 2013). *Demystifying bilingualism in deaf education within/between the United States, Japan, and France.* Presented at the meeting of the American Educational Research Association: Education and Poverty: Theory Research, Policy, and Praxis, San Francisco, CA.

Pajka, S. (2012, October). *Integrating visual learning and linguistic diversity in higher education: Lessons from bilingual ASL/English classrooms.* Panel presentation at the meeting of the International Society for the Scholarship of Teaching Learning, Hamilton, Canada.

Pajka, S. (2013, January). *Creating "place" in a visually-oriented and linguistically-diverse first year course.* Presented at the conference for Higher Education Teaching & Learning, Orlando, FL.

Wood, K. (2013, July). *Institutional assessment shaking hands with the SoTL scholar: Merging the what is with what-has-to-work.* Presented at the meeting of the International Society for the Scholarship of Teaching and Learning, Elon University, Elon, NC.

## 1978



The Gallaudet Bison Athletics cheerleading squad. Cheerleading continues to be a popular club sport at the University.

## Office of the Provost

### Research Projects

### Wabash study: Understanding Gallaudet students' literacy development

**Status:** Completed
**Start date:** September 2010
**End date:** September 2013

This is part of a national study that is using assessment to measure student learning outcomes. The researchers will address literacy skills of students who enter Gallaudet University in the developmental ENG courses and provide them with ongoing intervention to assess and track literacy skills.

**Principal investigators**

> **Dorminy, Jerri Lyn** • Office of Academic Quality

> **Andersen, Catherine** (Retired) • Office of the Provost

> **Franklin, Paige** • English

**Funding sources**

> Teagle Foundation

## Philosophy and Religion

The Philosophy and Religion programs' faculty engage in scholarly work in theology, philosophy, and bioethics. One unifying theme is that many of our projects touch on disability, including Deafness and cognitive disability.

### Research Projects

### Coming out of the hard of hearing closet: Reflections on a shared journey in academia
*See in Interpretation*

## Physical Education and Recreation

The department of Physical Education and Recreation promotes an active and healthy lifestyle that can be passed on through teaching others. Research is an important part of making sure the information and methods used are up to date and effective as well as help to provide programs that are well-suited for the university.

### Research Projects

### Motivations and goals of owners, managers, and counselors of planned recreational programs for Deaf and hard of hearing children

**Status:** Ongoing
**Start date:** June 2005

There are approximately 70 known summer camps for Deaf and hard of hearing children and youth around the United States. In addition, weekend programs directed at mainstreamed Deaf and hard of hearing youth are emerging around the United States as education and mental health professionals strive to provide the crucial social experiences that are frequently lacking in mainstream settings.

This study is the first to focus on this phenomenon. Given the dearth of research on these programs, the focus is on very foundation of the program, the administrators, the program staff, and the actual activities offered. What are the motivations and goals of owners, managers, and counselors of summer and weekend programs for Deaf and hard of hearing children? How are these motivations and goals reflected in staffing patterns (qualifications, training provided, expectations), actual activities, perception of ongoing challenges, and marketing efforts? To what extent do these patterns, activities and perceptions include sensitivity to, and a special effort towards, solitary and almost solitary children and youth?

This qualitative study attempts to answer these and other questions, to provide a rich description of the current state of affairs, and promote further study of various elements of this phenomenon.

A proposal was submitted to the Gallaudet Press in March 2011 and was accepted in May 2011. The manuscript is due January 2013.

**Principal investigators**

    **Oliva, Gina A.** (Retired) • Physical Education and Recreation

**The reliability and norms of the leisure diagnostic battery for undergraduate recreation majors who are Deaf**

**Status:** Ongoing
**Start date:** March 2010

Presented normative data, for college students who are Deaf, on the Leisure Diagnostic Battery (LDB). The LDB measures leisure functioning, barriers to leisure involvement, and leisure preferences.

**Principal investigators**

    **Riddick, Carol C.** • Physical Education and Recreation

**Products**

Riddick, C. (2011). The reliability and norms of the leisure diagnostic battery for undergraduate recreation majors who are Deaf. *International Journal on Disability and Human Development, 10*, 159-165.

## Psychology

The Psychology department provides a rigorous academic and applied curriculum that addresses important core areas of psychology, encourages students to explore the implications of psychological research, theory and practice, and includes the application of psychology in internship settings. We also commit ourselves to producing scholarly work in scientific and applied areas.

**Research Projects**

**Assessment of Deaf and hard of hearing children and adolescents**

**Status:** Ongoing
**Start date:** January 2005

The researchers are writing a book on cognitive assessment of Deaf and hard of hearing children based on current research.

**Principal investigators**

    **Thomas-Presswood, Tania** • Psychology

**The biological basis of language and reading in monolingual and bilingual children and adults (discoveries of the reading brain, the bilingual brain, and the bilingual reading brain)**
*See in Brain and Language Laboratory (BL2)*

**Body image and cultural identity**

**Status:** Ongoing

This project combines multiple studies, using experimental design and survey methods, to examine how various cultural identities moderate the associations between media use and

## 1979



Former Gallaudet student Marie Jean Philip gains international acclaim as an advocate for ASL and deaf culture.

body image. In one study, data was collected from Latina adolescents who viewed media images of white women and provided qualitative and quantitative responses. A second study surveyed Gallaudet undergraduates about their media use, body image, and acculturation experiences.

**Principal investigators**

> **Schooler, Deborah** • Psychology

> **Aldular, Aileen** (Student) • Psychology

> **Daniels, Elizabeth** • Psychology • Oregon State University

**Products**

Aldalur, A., & Schooler, D. (2013). *Deaf acculturation as a buffer against internalization of mainstream media's beauty messages.* Paper presented at the meeting of the Association for Psychological Science, Washington, DC.

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

*See in Brain and Language Laboratory (BL2)*

### Comparing Deaf life scripts

**Status:** Completed
**Start date:** December 2012
**End date:** September 2013

Life scripts are culturally shared expectations about the order and timing of life events in a prototypical life course while a life story includes a person's episodic memories from birth to the point of the current narration. Because life scripts are shaped by cultural expectations, individual life scripts will differ based on their cultural identity. Interestingly, there is a Deaf culture, with a capital D in contrast to lower case (i.e. d-eaf). Here the Deaf culture includes individuals who identify with a linguistic subculture, which is focused on visual language.

**Principal investigators**

> **Suggs, Caroline** (Student) • Psychology

**Funding sources**

> GRI Small Research Grant

### Comparison of traumatic stress symptoms in Deaf and hearing college students

**Status:** Completed
**Start date:** November 2007
**End date:** May 2013

The research project samples Deaf college students' exposure to, or lack of exposure to, traumatic events and any resulting psychological sequelae. This data will be used to help standardize the measures for use with Deaf populations, and to better assess deaf peoples' experience with trauma and how to provide appropriate services. The results will also be applied to current theories of the development of traumatic stress symptoms and disorders, as well as helping determine factors which influence the etiology, progression, and treatment of related disorders. Data collection is currently in progress.

The measures used in the research will have a larger Deaf norm due to this project, and will be more useful for clinicians who need to assess Deaf people for trauma-related symptoms. The results can be used to better plan disaster and emergency response programs for Deaf people, and provide more evidence-based practice for more effective interventions.

The results will be used to write the researcher's PhD pre-dissertation project, as well as submitted for publication in a peer-reviewed psychological journal.

**Principal investigators**

> **Nead, Daniel** (Student) • Psychology

### Contemporary assessment practices among school psychologists with expertise in Deafness

**Status:** Ongoing
**Start date:** December 2012

Appropriately assessing the cognitive and academic skills of deaf and hard-of-hearing (D/HH) students is complex and requires considerable expertise. The purposes of this study are (a) to establish expert consensus on the application and utility of contemporary approaches such as cross-battery assessment, neuropsychological assessment, and curriculum-based assessment with this population of students; (b) to identify com-

mon challenges in providing appropriate assessment of D/HH students; (c) to provide recommendations to address these challenges.

**Principal investigators**

**Gibbons, Elizabeth** • Psychology

**Additional investigators**

**Miller, Bryan** • Psychology

## Coping development through an ecological systems framework

**Status:** Completed
**Start date:** January 2012
**End date:** September 2013

When reviewing current literature on coping, the impact of strong coping skills is discussed in a variety of situations such as education, trauma, stress, family dynamics, and performance. When a literature review is conducted to learn about the development of coping among deaf individuals, studies are hard to come by and those that do exist often discuss coping as a mediating factor involving socialization or self-esteem. The question of who guides a deaf individual through this process arises. When considering the range of resources available to deaf individuals across the country, the opportunity to have a pool of people who are available to teach a deaf individual these skills varies greatly depending on location. This is especially evident in the case of deaf individuals who live in rural areas. Researchers argue that deaf children learn to cope and build self-esteem through building friendships and participating in social activities, clubs, and sports. What happens for deaf children who do not have frequent access to an interpreter or who are barred from participating in certain activities? Current literature falls short in answering this question. This study works to achieve a better understanding of happiness and well being through a different path, an ability to adapt. This study seeks to understand the influences on an individual's coping development by assessing cognitive development, attachment style, community involvement, and cultural development in a sample of young deaf adults.

**Principal investigators**

**Sterling, Brittany** (Student) • Psychology

**Brice, Patrick** • Psychology

**Additional investigators**

**Erickson, Brittany** (Student) • Psychology

**Products**

Erickson, B. (2012, August). *Coping development of deaf individuals through an ecological systems framework.* Presented at the meeting of the Annual American Psychological Association, Orlando, FL.

## Development and initial validation of a questionnaire to measure hearing parents' perceptions of health care professionals' advice

**Status:** Completed
**Start date:** September 2008
**End date:** August 2010

The Hearing Parents' Perceptions of Health Professionals' Advice Questionnaire (HPP/HPQ) was designed over the course of this study in order to investigate the impact of the advice and information parents receive from health professionals during the time when their child's hearing loss is identified, and how parents, in turn, make initial decisions about services and interventions for their deaf child. Once developed, the HPP/HPQ was partially validated on two separate samples. Analysis of data from both samples supported a 14-item questionnaire, with all items loading onto a single composite factor. The implications of how this tool can be used to help improve health professionals' services and to gain an understanding of how the relationship between hearing parents and health professionals might influence developmental outcomes in deaf children are discussed.

**1980**

**GALLAUDET**
**university press**

# Goal E: Research and Outreach

**Principal investigators**

> **Day, Lori** • Psychology

> **Brice, Patrick** • Psychology

**Funding sources**

> GRI Small Research Grant

**Products**

Day, L. A., & Brice, P. J. (2013). Development and initial validation of a questionnaire to measure hearing parents' perceptions of health care professionals' advice. *Journal of Deaf Studies and Deaf Education, 18,* 123-137.

## The development of a whole word reading intervention for Deaf children

**Status:** Ongoing
**Start date:** July 2013
**End date:** June 2014

The development of the web application reading program, *Sign 'n' Read*, will contribute to the knowledge of intervention methods available to improve literacy in the deaf and hard-of-hearing population. Its web-based format, using American Sign Language video feedback, will allow educators and parents to easily access customized features to promote reading skills based on sight-word recognition, fluency training, and increased vocabulary rather than on word decoding using phonetics.

**Principal investigators**

> **Day, Lori** • Psychology

> **Beetar, John** • Neuropsychology • Kennedy Krieger Institute

**Additional investigators**

> **Brice, Patrick** • Psychology

> **Turner, Angela** (Student) • Psychology

## Disclosure of sexual assault among Deaf female survivors

**Status:** Completed
**Start date:** October 2011
**End date:** October 2012

Using a sexual assault survey supplemented with a disclosure questionnaire, this study examines the following questions:

- What is the prevalence rate of sexual assault among Deaf female undergraduates?

- What is the rate of disclosure after a sexual assault in Deaf female undergraduates?

- What are the circumstances surrounding such disclosure?

Understanding the factors that influence disclosure is vital to improving the visibility and efficacy of survivor resources.

**Principal investigators**

> **Elliott, Rebecca** (Student) • Psychology

**Funding sources**

> GRI Small Research Grant

## Early educational longitudinal study (EELS)
*See in Science of Learning Center on Visual Language & Visual Learning (VL²)*

## Effects of sexual assault disclosure among Deaf female survivors

**Status:** Ongoing
**End date:** September 2014

Using a sexual assault survey supplemented with a disclosure questionnaire, this study will examine the following primary questions: (1) What is the rate of disclosure in a national sample of Deaf female survivors and how does assault type and acknowledgement of rape affect the rate of disclosure in Deaf female survivors? (2) What percentage of disclosures endorsed by Deaf female survivors will be considered be helpful or un-helpful? (3) What personal, environmental, and socio-cultural factors related to disclosure (those found in the hearing popu-lation and those unique to the Deaf community) contribute to the experience being perceived as helpful or unhelpful for

Deaf female survivors? A secondary question will also be asked: What is the prevalence rate of sexual assault in a national sample of Deaf women?

**Principal investigators**

> **Elliott, Rebecca** (Student) • Psychology

**Funding sources**

> GRI Small Research Grant

### Establishing best practices for Deaf and hard of hearing children with autism and/or developmental disabilities at home and in the classroom
*See in Laurent Clerc National Deaf Education Center*

### Examining the effects of visual language experience on visual attention in young deaf emergent readers with eye-tracking: A pilot study for innovation in e-literacy and signing creatures avatar design
*See in Brain and Language Laboratory (BL2)*

### Exploring the foundations of iconicity in language: Evidence from an fNIRS brain imaging study on the neural basis of ASL classifiers
*See in Brain and Language Laboratory (BL2)*

### Factors that impact transportation decisions for college students: What are they and do they differ between Deaf and hearing students

**Status:** Completed
**Start date:** September 2012
**End date:** May 2013

The District of Columbia metropolitan area is known for its access to a wide variety of transportation services. Recently, new transportation services have been established to provide more options for navigating through the area. Due to the recent increase in options available to travelers, there is a need to understand which services individuals are using, how often, and for what reasons. This information will allow for improvements, modifications, and additions in the future. The current study examines old and new forms of transportation including Metro rail, public bus, train, taxicab, shuttle services, Capital Bikeshare, and hourly rental cars (i.e. Zipcar, Car2Go). With so many transportation services available, it is important to understand the factors that contribute to different populations' transportation decisions. Gallaudet University represents a unique population of Deaf, hard of hearing, and hearing students. College students at Gallaudet University were given a survey that explored their perceptions and use of transportation services as described in three areas: cost, safety, and accessibility/ease. The data was analyzed to identify which methods of transportation are used more and less often, which factors contributed to those decisions, and if those factors differed between Deaf, hard of hearing, and hearing college students.

**Principal investigators**

> **Daggett, Dorri** (Student) • Psychology

> **DiMarco, Jaimee** (Student) • Psychology

> **English, Kimberly** (Student) • Psychology

> **Erickson, Brittany** (Student) • Psychology

## 1981



In the early 1980s, Gallaudet's International Center provides training for Peace Corps volunteers who will go the Phillipines to serve the deaf community.

**Additional investigators**

> **Brice, Patrick** • Psychology

> **Goodman, Evan** (Student) • Psychology

> **Pietz, Tyler** (Student) • Psychology

**Funding sources**

> Federal Department of Transportation

**Products**

Daggett, D., DiMarco, J., English, K., Erickson, B., Brice, P., Pietz, T., & Goodman, E. (2013). *Factors that impact transportation decisions for college students: What are they and do they differ between Deaf and hearing students.* Poster presented at the meeting of the Transportation Research Board, Washington, DC.

## The influence of body image on adolescent girls' risk and protection behaviors

**Status:** Ongoing
**Start date:** October 2011

This study investigates prospective associations between body satisfaction and sexual risk among adolescents and young adults, through two separate data collections. Eighth grade girls (n = 148), recruited from a public middle school in the Northeastern United States, completed surveys in the 8th, 10th, and 12th grade. Findings suggest that body satisfaction may be an important contributor to adolescent sexual health. Moreover, results identify a psychosocial risk factor for inconsistent condom use that can be identified prior to the onset of risky sexual behavior and changed via intervention. In the second study, 115 couples completed survey measures and participated in a 15-minute problem solving discussion. Analyses assess the couple's attitudes, mental health, and sexual health.

**Principal investigators**

> **Schooler, Deborah** • Psychology

**Funding sources**

> National Institutes of Health (NIH)

**Products**

Schooler, D. (2013). Early adolescent body image predicts subsequent condom use behavior among girls. *Sexuality Research and Social Policy, 10*, 52-61.

Schooler, D., & Biesen, J. (2013). *Associations among attachment security, body image, and sexual assertiveness in romantic couples.* Paper presented at the meeting of the Association for Psychological Science, Washington, DC.

## Life scripts of oral deaf individuals
*See in Education*

## Parental self-concept: Understanding identity salience and discrepancy as it relates to parental satisfaction

**Status:** Ongoing
**Start date:** September 2012
**End date:** October 2013

The current study collected information on individuals' real and ideal sense of self and assessed the impact of potential discrepancies on parental satisfaction. Using quantitative methodology, 41 women were asked to provide a list of "who they are," ultimately providing us with a list of identities that compose their self-concept. Subsequent saliency and discrepancy analyses were conducted and correlated with parental satisfaction. The results suggested that there is a significant relationship between the saliency a woman attaches to her identity as a mother, and the overall discrepancy evident in her self-concept. In other words, these results indicate that the more salience a woman attributes to a maternal representation, the lower the discrepancy found within her total sense of self. Women who did not attribute salience to a maternal self-concept endorsed more general discord.

**Principal investigators**

> **DiMarco, Jaimee** (Student) • Psychology

> **Brice, Patrick** • Psychology

## Parenting stress in raising Deaf children and the role of parental personality in coping

**Status:** Completed
**Start date:** May 2011
**End date:** August 2013

Within any family parenting is a challenging process. For a variety of reasons, however, parents may be more or less reactive to the challenges of raising children. In general, parents of children with disabilities report greater parenting stress than parents of children without disabilities; parents of a Deaf child are generally no exception. Parents of newly - diagnosed deaf children have a persistent feeling of being overwhelmed and inadequate to the task of raising a Deaf child. Most of babies with hearing loss are born to hearing parents who had no reason to suspect their child would have any degree of hearing loss. Many parents have had little if any experience with anyone who is Deaf, leaving them with no frame of reference. At the time of diagnosis, parents are presented with technical information and the need to make decisions about sensory devices, early intervention, modality, and communication choices. The decision-making process can be emotional, challenging, and stressful. Despite the common assumption that rearing a child with a disability may put strain on parents, some studies have shown that not all families are at risk. This may suggest that parental factors, such as personality, may influence their approach to coping with the stressors of raising a Deaf child.

**Principal investigators**

Plotkin, Rachael (Student) • Psychology

**Additional investigators**

Brice, Patrick • Psychology

**Funding sources**

GRI Small Research Grant

## Perception of diversity
*See in Education*

## Pilot study: Immigrant families with Deaf children and their access to resources

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

The following pilot study will begin to explore the feelings of access to resources of immigrant families with a Deaf or hard of hearing child. This will begin with an Iranian-American family and will hopefully continue to include a variety of immigrant families later. Often times Deaf or hard of hearing people feel their family did not know or did not understand what resources were available to them. There is a very small bit of research on this group, but more definitely needs to be explored to create change. Many families with Deaf or hard of hearing children have difficulty understanding the complex terms that doctors and audiologists use, let alone when there are more than two or three languages in the room. This difficulty, along with cultural differences and a variety of other components, is often overlooked. The pilot will take into consideration language, culture, and experience when accounting for a family's access to resources for their child.

**1982**



Elstad Auditorium is dedicated in honor of Leonard M. Elstad, the College's third president.

**Principal investigators**

> **Joharchi, Hannah** (Student) • Psychology

**Funding sources**

> GRI Small Research Grant

## The relationship between parental personality, parenting stress, and adjustment in Deaf children

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Previous research has identified several factors that contribute to parenting stress in parents of deaf children. Investigations have focused their primary attention on child factors and their relationship to parenting stress, such as age of identification. Parental characteristics and their contribution to parenting stress have received limited attention; therefore, the current study will focus on the relations between parent personality traits and parenting stress in the context of raising Deaf children. This study will aim to examine parent personality, parenting stress, as well as child adjustment and behavior problems. Parent personality will be measured using the NEO-Five Factor Inventory-3. Parenting stress will be assessed with the Family Stress Scale. The Child Behavior Checklist will be used to assess children's adjustment. It is anticipated that parental personality traits will play an important role in determining levels of parenting stress. It is proposed that parental scores on Neuroticism will serve as a moderator of parenting level of stress; thus it is expected that when faced with the challenges of raising a Deaf child, parents with high Neuroticism would experience an elevated level of stress. It is anticipated that parents with a high Neuroticism score would report their child as demonstrating poorer overall adjustment.

**Principal investigators**

> **Plotkin, Rachael** (Student) • Psychology

**Funding sources**

> GRI Small Research Grant

## Retrospective study of Black Deaf doctorates' graduate school experiences

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

Variation in culture and native language is vast and can be a reason for miscommunication among students and teachers at Gallaudet University. Deaf teachers have received more favorable results from their students of foreign cultures than hearing teachers because of the dynamics that surround the Deaf classroom discourse. The geographic isolation, socioeconomic status, and other social factors of African Americans and Deaf African Americans has led to languages that differ from those used by other Americans in lexical structure, phonology, morphology, syntax and discourse. High achievers in learning institutions are often first- and second- generation students who regard family obligation as the most documented extrinsic motivator above others. Low achievers are more likely to enlist lack of influence and aversive family influence as extrinsic motivators.

The minuscule number of black Deaf Ph.D. level graduates implies there are challenges faced by this population in matriculation rates. The barriers in education for this population are untapped and need to be deciphered.

**Principal investigators**

> **Clarke, Kristen** (Student) • Psychology

**Funding sources**

> GRI Small Research Grant

## A study of excellent teaching at Gallaudet University

**Status:** Ongoing
**Start date:** January 2012

This study will first identify around five excellent teachers at Gallaudet University. Faculty members were asked who they thought were excellent teachers at Gallaudet. In addition Students were asked to fill out a one page survey called, "The Revised Teachers Behaviors Checklist". This was given to over 400 students in class and on line. The goal is not to find the best teachers on campus, but rather to identify a diverse sample of excellent teachers on campus.

Six teachers have been identified and are willing to participate in the remainder of the study. This will consist of an interview and a classroom observation by the ASL Diagnostic and Evaluation Services office. ASL and the visual nature of teaching and learning is what makes Gallaudet unique, so a classroom observation is essential. While there is research on what makes a good college teacher, there are no studies that look at the interplay of teaching strategies and techniques, ASL and visual learning.

**Principal investigators**

**Galvan, Dennis B.** • Psychology

### The use of the Trauma Symptom Inventory and Brief Symptom Inventory with Deaf and hard of hearing Israelis

**Status:** Completed
**Start date:** October 2011
**End date:** September 2013

This project will assess the validity of the Trauma Symptom Inventory and Brief Symptom Inventory with the Israeli Deaf and hard of hearing community, and the rates of symptoms of the Israeli Deaf community in the comparison to Israeli hearing communities and the American Deaf Community. Symptoms and symptoms rates will also be correlated with the subjects' level of trauma exposure. This is important as no research on trauma and the Israeli Deaf population has yet been conducted. The above measures will be administered anonymously to recruited subjects, and their results used to better plan intervention and recovery efforts as well as lead to more research on this and similar populations.

**Principal investigators**

**Nead, Daniel** (Student) • Psychology

**Funding sources**

GRI Small Research Grant

### A validation study of the signed paired associates test for children

**Status:** Ongoing
**Start date:** January 2013
**End date:** July 2014

There are no published measures available that assess language related memory for children who communicate using American Sign Language (ASL). Most memory measures are created using spoken language, which creates methodological difficulties when translating those measures into ASL. A signed paired associates test was developed by researchers at the University of Rochester to assess verbal (sign-based) learning and memory for deaf adults. The goal of the present study is to pilot a modified version of that measure to a sample of deaf children, ranging in age from 6 to 17 years. Results will be used to determine if the modified children's version is feasible for use with deaf children who are fluent in ASL. Convergent validity will be established by comparing the combined sample results to those obtained in previous research. Discriminant validity will be determined by comparing the results of the C-SPAT performance with measures found to be unrelated to verbal memory performance (i.e., motor speed as measured by the Purdue Pegboard, rapid naming, and visual-motor integration).

## 1983



The U.S. Postal Service issues a Thomas Hopkins Gallaudet stamp as part of its Great Americans series.

# Goal E: Research and Outreach

**Principal investigators**

**Day, Lori** • Psychology

**Reesman, Jennifer** • Neuropsychology • Kennedy Krieger Institute

**Additional investigators**

**Dziura, Joanna** (Student) • Psychology

**Funding sources**

GRI Small Research Grant

## Scholarly and Creative Activity

Brice, P., Leigh, I., Sheridan, M., & Smith, K. (2013). Training of mental health professionals: Yesterday, today, and tomorrow. In N. S. Glickman (Ed.), *Deaf mental health care*. New York, NY: Routledge.

Gibbons, E., & Miller, B. D. (2013, February). *Contemporary assessment practices among school psychologists with expertise in deafness*. Poster presented at the meeting of the National Association of School Psychologists, Seattle, WA.

Gibbons, E., Chilvers, A., Knight, S., & Neil, T. (2013, February). *Assessment considerations for students with visual disabilities, deaf/hard-of-hearing students, and students with deaf-blindness*. Presented at the meeting of the Council of Chief State School Officers: Assessing Special Education Students State Collaborative on Assessment and Student Standards, Atlanta, GA.

Koo, D., Nuzzo, R., Schooler, D., & DiMarco, J. (2012). *Teaching statistics and research methods to English language learners*. Presented at the conference for Best Practices in Teaching of Statistics and Research Methods, Atlanta, GA.

Allen, T. E. & Morere, D. A. (2012). Underlying neurocognitive and achievement factors and their relationship to student background characteristics. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 231-262). New York, NY: Springer.

Allen, T. E., & Morere. D. A. (2012). The VL2 toolkit psychometric study: Summary of procedures and description of sample characteristics. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors (*pp. 21-36). New York, NY: Springer.

Halper, E., Allen, T. E., & Morere, D. A. (2012). The "toolkit project": Introduction. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 3-19). New York, NY: Springer

Morere, D. A. & Allen, T. E. (Eds.). (2012). *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors*. New York, NY: Springer.

Morere, D. A. (2012). Fingerspelling. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 179-189). New York, NY: Springer.

Morere, D. A. (2012). Measures of memory and learning, In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 75-104). New York, NY: Springer.

Morere, D. A. (2012). Measures of writing, math, and general academic knowledge. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 127-137). New York, NY: Springer.

Morere, D. A. (2013). *Language, literacy, and Deaf children: Guidance from research*. Keynote address presented at the literacy workshop at the Maryland School for the Deaf, Columbia, MD.

Morere, D. A. (2013). *The challenges of evaluating deaf children with additional disabilities*. Paper presented at the meeting of the Society for Research in Child Development, Seattle, WA.

Morere, D. A., & Hosterman, J. (2013). *Evaluations for high-stakes test accommodations requests: Legal, ethical, and practical considerations*. Presented at a workshop for the Maryland Psychological Association, Columbia, MD.

Morere, D. A., & Koo, D. S. (2012). Measures of receptive language. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 159-178). New York, NY: Springer.

Morere, D. A., Goodman, E., Hanumantha, S., & Allen, T. E. (2012). Measures of general cognitive functioning. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 39-58). New York, NY: Springer.

Morere, D. A., Hall, W., & Allen, T. E. (2012). Measures of visuospatial ability. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 59-73*)*. New York, NY: Springer.

Morere, D. A., Hosterman, J., & Latham, P. H. (2013). *Evaluations for high-stakes test accommodations requests: Legal, ethical, and practical considerations.* Presented at the meeting of the American Psychological Association, Honolulu, HI.

Morere, D. A., Witkin, G., & Murphy, L. (2012). Measures of expressive language. In D. A. Morere & T. E. Allen (Eds.), *Assessing literacy in Deaf individuals: Neurocognitive measurement and predictors* (pp. 141-157). New York, NY: Springer.

Paludneviciene, R., Hauser, P. C., Daggett, D., & Kurz, K. (2012) Sign language assessment. In D. Morere & T. E. Allen (Eds.), *Measuring literacy and its neurocognitive predictors among deaf individuals: An assessment toolkit.* New York, NY: Springer.

Leigh, I. W., & Pick, L. (2013, February). *Working with deaf people.* Presented at Springfield Hospital Center, Springfield, MD.

Pick, L. H. (2013, August). Is It a Sign of the times? Psychological and neuropsychological assessment of Deaf people. In S. Peery & L. H. Pick (Co-Chairs), *Practical considerations for the assessment of culturally and linguistically diverse people.* Symposium conducted at the meeting of the American Psychological Association, Honolulu, HI.

Pick, L. H., & Pietz, T. (2013). Telehealth and persons with disabilities: What consumers should know. *Spotlight on Disability Newsletter, 5*(1). Retrieved from http://www.apa.org/pi/disability/resources/publications/newsletter/2013/05/telehealth-consumer.aspx

Pick, L. H., & Pietz, T. (2013). Telehealth and persons with disabilities: What psychologists should know. *Spotlight on Disability Newsletter, 5*(1). Retrieved from http://www.apa.org/pi/disability/resources/publications/newsletter/2013/05/telehealth-psychologists.aspx

Pick, L. H., & Thew, D. (Co-Chairs). (2013, August). *The provision of mental health services in small communities: The ethical shades of gray.* Symposium conducted at the meeting of the American Psychological Association, Honolulu, HI.

Pick, L. H., Anderson, M. L., McKee, M., & Kobek-Pezzarossi, C. M. (2013, April). A*ddressing healthcare disparities for Deaf individuals through research and intervention.* Poster presented at the national conference for Disparities Research: Intersection of Race, Ethnicity, and Disability, Washington, DC.

Pick, L. H., Meltzer, E., & Borod, J. C. (2013). Neuropsychology of emotion recognition. In H. Pashler (Ed.), *Encyclopedia of the mind.* New York, NY: Sage Publications, Inc.

## Science, Technology, and Mathematics

Research challenges our faculty and students to transform learning, observations and ideas into new solutions and products. We have active research in nanotechnology, remote sensing, limnology, pharmacognosy, organic synthesis and biomedical areas. Mentored research, university collaborations and internships provide students experience for work, advanced degrees and medical/pharmaceutical professional careers.

### Research Projects

#### Analysis of airborne bacteria and fungi levels on Gallaudet University campus

**Status:** Completed
**End date:** September 2013

Several Gallaudet University buildings have recurring mold outbreaks and excessive amount of dust. What are the conditions of the ventilation system among the buildings on campus? Is indoor air being circulated and filtered property? The goal of this proposed study is to analyze air quality by quantifying airborne microbe concentrations. Whether the levels of airborne microbes exceed the standard microbial count will be assessed. In order to complete this study, air samples will be randomly selected across different buildings on the campus including dormitory living spaces and classrooms in HMB, JSAC and SLLC. The collected data will then be compared with data from several off-campus indoor public places in Washington, DC. The data will reveal the mean ± standard deviation microbe counts and whether they exceed the US standards. This data will offer insight into the condition of ventilation systems on the Kendall Green at Gallaudet University.

**Principal investigators**

**Israel, Jessica** (Student) • Science, Technology, and Mathematics

**Funding sources**

GRI Small Research Grant

### Anthropological genetics of *GJB2* Deafness

**Status:** Ongoing
**Start date:** January 2010

The researchers aim to explore two anthropological explanations for the high prevalence and mutational diversity of Deafness-causing *GJB2* mutations in the North American population, as well as the association of specific *GJB2* mutations within ethnic groups. The first is heterotic balancing selection, in which *GJB2* heterozygotes may have increased fitness, possibly due to resistance to bacillary dysentery. A second explanation is linguistic homogamy, meaning in this case that Deaf individuals have actively sought mates with compatible fluency in signed languages. This mate-selection phenomenon may have begun ~200 years ago with the introduction of signed language in residential schools for the Deaf. The significance of linguistic homogamy in Deaf communities is that in the broader human population, the same mechanism may have driven the inexplicably rapid evolution of *FOXP2* and 21 other genes implicated in human speech since their appearance in early humans 100,000-200,000 years ago.

# 1984

Jerry Carlton Lee becomes Gallaudet's sixth president. Lee earlier served the College as director of general services and later as vice president of business affairs.

**Principal investigators**

**Braun, Derek C.** • Science, Technology, and Mathematics

**Additional investigators**

**Armstrong, David F.** (Retired)

**Arnos, Kathleen S.** • Science, Technology, and Mathematics

**Herlod, Brienna** (Student) • Science, Technology, and Mathematics

**Nance, Walter E.** • Virginia Commonwealth University

**Pandya, Arti** • Virginia Commonwealth University

**Tekin, Mustafa** • Miller School of Medicine • University of Miami

**Funding sources**

Sorenson Legacy Foundation

Mellon Foundation

NASA-Space Grant

### Continuous monitoring of urea concentrations and harmful algal productivity and physiology in the Anacostia River

**Status:** Ongoing
**Start date:** May 2013
**End date:** May 2014

Water quality monitoring in the Anacostia River is plagued by inconsistent and uncoordinated efforts by different municipalities and non-profit organizations throughout its watershed. Over the years, there have been studies that collect basic and important water quality parameters (e.g. temperature, salinity, dissolved oxygen, bacteria, and phytoplankton composition) that help determine the health of the river. However, one large component that is lacking from these monitoring studies or programs is assessing the concentration and impact of organic nitrogen, especially urea, that could compose more than

50% of the total nitrogen that comes from the 17 combined sewage outfalls along the DC portion of the Anacostia River. If present in high concentrations, urea as a liable part of the organic nitrogen (N) pool could simulate harmful dinoflagellate and cyanobacterial blooms that could release toxins in the Anacostia River. This study involves collecting samples at 9 sites determined by the Anacostia Watershed Society for nutrient concentrations, bacteria and phytoplankton composition, nitrogen uptake and assimilation enzyme rates, and toxin production to better understand the impact of organic N in the Anacostia River. Deaf and hard-of-hearing undergraduate summer interns will be involved by doing sampling, analysis, and interpretation of the data to help raise awareness regarding the health of the Anacostia River.

**Principal investigators**

**Solomon, Caroline** • Science, Technology, and Mathematics

**Additional investigators**

**Lundberg, Daniel J.** • Science, Technology, and Mathematics

### Creation of a DNA repository to identify deafness genes

**Status:** Ongoing
**Start date:** July 2001

This project is a collaborative effort between Gallaudet (Department of Biology and the Gallaudet Research Institute) and the Department of Human Genetics at the Medical College of Virginia to establish a large repository of DNA samples from deaf individuals and their families. These DNA samples are screened for common forms of deafness and then made available to other investigators for studies of hereditary deafness.

**Principal investigators**

**Arnos, Kathleen S.** • Science, Technology, and Mathematics

**Nance, Walter E.** • Virginia Commonwealth University

**Additional investigators**

**Pandya, Arti** • Virginia Commonwealth University

### District of Columbia Space Grant Consortium

**Status:** Ongoing
**Start date:** August 2012
**End date:** August 2014

Gallaudet University, along with other local universities and organizations comprising the District of Columbia Space Grant Consortium, participates in supporting educational and student financial assistance programs that develop infrastructure related to NASA and its strategic missions. This grant supported:

1. Stipends for summer internships in labs at Gallaudet

2. Participation of MSSD students in the DC regional Botball competition

3. Equipment for undergraduate labs in robotics and electronics

4. Software for faculty research

**Principal investigators**

**Snyder, Henry David** • Science, Technology, and Mathematics

**Additional investigators**

**Berendzen, Richard** • American University

**Funding sources**

Department of Science, Technology and Mathematics

NASA-Space Grant

### Forward to professorship: Pay it forward

**Status:** Ongoing
**End date:** September 2014

The goal of this grant is to encourage the advancement of Women and Minority Faculty in Science, Technology, Engineering and Mathematics (STEM) fields. Several workshops have been offered with a cadre of trained leaders who are able to provide a structured workshop targeted at specific regions, disciplines or societal groups across the United States and Territories. The teams selected drew participants from various

demographics and geographical regions. A number of Gallaudet faculty participated in these workshops as participants, panelists and presenters.

*Forward* was designed to address the shortage of women and under-represented minorities in the full range of STEM fields by reaching the individuals in the pipeline just before the moment of decision. For example, by working with undergraduates, we envisioned the opportunity to encourage them to continue to graduate school. By working with pre-tenured faculty we sought to enable them to move to the next level in their career. In the resulting work called *Pay it forward*, the goal was to enable the messages, information, and skills developed in our workshops to reach a wider audience, targeting specific underrepresented populations, specific disciplines and specific geographical regions, all with their own unique challenges

**Principal investigators**

> **Sabila, Paul S.** • Science, Technology, and Mathematics

## From plants to drugs

**Status:** Completed
**Start date:** October 2011
**End date:** May 2013

Ever since civilization began, plants have been used to treat ailments and illnesses. In the last century, pharmaceutical firms have depended on the isolated structure of the plant's active

substance that has therapeutic properties as templates to create more potent and direct-acting drugs in its drug discovery endeavors. This proposal seeks to bring this process to the laboratories of Gallaudet University to enlighten the students on what wonders plants have in store and to educate them on how the pharmacologically active substance is isolated, purified, and its chemical structure identified for drug discovery.

**Principal investigators**

> **Lundberg, Daniel J.** • Science, Technology, and Mathematics

**Additional investigators**

> **Cha, John** (Student) • Science, Technology, and Mathematics

> **O'Donnell, Sheena** (Student) • Science, Technology, and Mathematics

**Funding sources**

> GRI Small Research Grant

## Genetic Deafness in alumni of Gallaudet University

**Status:** Ongoing
**Start date:** April 2004

This project, designed to extend the 1898 study of Deaf families by Gallaudet's President at the time Professor E.A. Fay, is a collaborative effort between Gallaudet's Department of Biology and the Department of Human Genetics at the Medical College of Virginia. The goal is to identify and characterize rare genes that interact to cause deafness. A novel molecular genetic approach to identifying these genes will be used in the deaf offspring of deaf parents.

**Principal investigators**

> **Arnos, Kathleen S.** • Science, Technology, and Mathematics

# 1985



Former Gallaudet student Nancy V. Becker is an admired and creative advocate, leader, teacher, and mentor for the deaf community.

**Additional investigators**

> **Blanton, Susan H.** • University of Miami

> **Nance, Walter E.** • Virginia Commonwealth University

> **Pandya, Arti** • Virginia Commonwealth University

**Products**

Diaz-Horta, O., Sirmaci, A., Doherty, D., Nance, W., Arnos, K., Pandya, A., & Tekin, M. (2012). GPSM2 mutations in Chudley-Mccullough Syndrome. *American Journal of Medical Genetics. Part A, 158A*(11), 2972-2973.

Dodson, K., Georgolios, A., Barr, N., Nguyen, B., Sismanis, A., Arnos, K., … Pandya, A. (2012). Etiology of unilateral hearing loss in a national hereditary deafness repository. *American Journal of Otolaryngology, 33*(5), 590-594.

Yelverton, J., Arnos, K., Xia, X., Nance, W., Pandya, A., & Dodson, K. (2013). The clinical and audiologic features of hearing loss due to mitochondrial mutations. *Otolaryngology-Head and Neck Surgery, 148*(6), 1017-1022.

## HCC small: DHH cyber-community - supporting Deaf and hard of hearing students in STEM

**Status:** Ongoing
**Start date:** June 2009
**End date:** June 2014

The ASL-STEM Forum is part of a research venture at the University of Washington which seeks to remove a fundamental obstacle currently in the way of Deaf scholars, both students and professionals. Due to its relative youth and widely dispersed user base, American Sign Language (ASL) has never developed standardized vocabulary for the many terms that have arisen in advanced Science, Technology, Engineering, and Mathematics (STEM) fields. This makes it hard for Deaf students to learn in their native language, and it makes communication between both Deaf and hearing scientists and engineers far more difficult.

The Forum is an attempt to connect people together to introduce the necessary vocabulary to ASL, making it easier for those in the Deaf community to pursue careers in technical fields. Students at Gallaudet are involved in uploading

STEM terms and signs to encourage the expanding library of signs that are available on the Forum. This project is currently funded through two separate grants: one for the overall project and another one specifically to support undergraduates (REU) working on this project. Further information may be found at http://aslstem.cs.washington.edu/

**Principal investigators**

> **Solomon, Caroline** • Science, Technology, and Mathematics

**Additional investigators**

> **Blumenfeld, Rebecca** (Student) • Science, Technology, and Mathematics

> **Bonheyo, Todd** (Student) • Science, Technology, and Mathematics

> **Burton, Lauren** (Student) • Science, Technology, and Mathematics

> **McCall, Anna** (Student) • Science, Technology, and Mathematics

> **McMillian, Brandon** (Student) • Science, Technology, and Mathematics

**Funding sources**

> University of Washington (through National Science Foundation)

## Image processing for NASA applications

**Status:** Ongoing
**Start date:** May 2002

Software is being developed to improve geolocating Corona spy satellite photos from the 1960s and work continues on providing and updating data resources for the www.oceanmotion.org website.

**Principal investigators**

> **Snyder, Henry David** • Science, Technology, and Mathematics

## Investigation of the molecular mechanisms of tumor promotion

*See in Biology*


## Investigations of the effect of catalyst loading on cross-metathesis reaction

**Status:** Ongoing
**Start date:** October 2012
**End date:** October 2013

Investigations were carried out using various cross-metathesis catalysts to determine effect of catalyst concentration on the reaction. This has a potential application in chemical, polymer and pharmaceutical industries as it could potentially lead to reduced cost of production.

**Principal investigators**

    **Sabila, Paul S.** • Science, Technology, and Mathematics

**Funding sources**

    GRI Small Research Grant


## A model of Deaf scientists mentoring Deaf students

**Status:** Completed
**Start date:** April 2011
**End date:** June 2013

Deaf and hard of hearing individuals are under-represented in science, technology, engineering and mathematics (STEM)

# 1986



careers. Although Deaf individuals represent 3.5% of the eligible USA workforce, almost no doctorates in STEM fields are awarded to Deaf individuals. Clearly, significant barriers are preventing Deaf individuals from advancing in STEM education. Published testimonial evidence shows that some of these barriers may be due to linguistic and cultural factors that interfere with the formation of essential mentoring relationships with hearing research faculty. Ineffective mentoring results in a loss of academic capital, discipline capital, and community cultural wealth. In particular, the historical lack of Deaf scientists acting as role models appears to have made it difficult for Deaf students to envision themselves advancing to such positions.

This study consists of building and testing an unique educational model in which Deaf undergraduates will be mentored by linguistically and culturally compatible Deaf scientists within the context of a long-term undergraduate research experience (URE). This model will combine the various capitals obtained from effective mentoring, with the proven benefits of UREs. The central hypothesis is that this educational model will achieve short and long-term effectiveness, particularly success and persistence in STEM research careers.

**Principal investigators**

    **Braun, Derek C.** • Science, Technology, and Mathematics

    **Hauser, Peter** • National Technical Institute for the Deaf • Rochester Institute of Technology

**Additional investigators**

    **Clark, Diane** • Education

    **Dubler, Rupert** • Deaf Studies Laboratory • Rochester Institute of Technology

    **Listman, Jason** • Deaf Studies Laboratory • Rochester Institute of Technology

    **Mathur, Gaurav** • Linguistics

    **Mertens, Donna** • Education

    **Solomon, Caroline** • Science, Technology, and Mathematics

U.S. President Ronald Reagan signs the Education of the Deaf Act, changing the institution's name to Gallaudet University.

## National Socio-Environmental Synthesis Center

**Status:** Ongoing
**Start date:** September 2011
**End date:** September 2014

The Socio-Environmental Synthesis Center (SESYNC) promotes environmental science from a basic research perspective as well as a public policy, social science, and science translation perspective. Policy scholars from Resources for the Future, policy makers, natural resource managers, and federal scientists from the Washington, DC region and surroundings will be integral to the development of SESYNC projects and opportunities for engaging the public, students, and legislators. This study engages undergraduates, graduate students, postdoctoral fellow and faculty in activities specifically targeted at building capacity to undertake environmental synthesis. A founding education project will test methods for teaching high school and college students to apply a synthesis approach to environmental problems and large research questions. This project will involve building capacity across a diverse spectrum of students including Deaf and hard of hearing, inner-city urban students, and returning students. A database will be designed and populated a using metrics on center functioning, project activities and outcomes, participant experiences, and external assessment outcomes; all of which will continue to grow over time. The resulting data can be used to enhance understanding of what promotes effective synthesis.

### Principal investigators

**Solomon, Caroline** • Science, Technology, and Mathematics

**Rashid, Khadijat** • Business

### Funding sources

University of Maryland (through National Science Foundation)

### Products

Solomon, C. M., Rashid, K., Lundberg, D., & Berkowitz, A. (2013*). Promoting undergraduate synthetic learning through case studies on the health of the Chesapeake Bay.* Poster presented at the meeting of the Ecological Society of America, Minneapolis, MN.

## Overcoming barriers to STEM success for deaf undergraduates.

**Status:** Ongoing
**Start date:** May 2013
**End date:** April 2014

This project provides scholarships to deaf students majoring in biology, chemistry, or mathematics, thereby addressing the severe under-representation of deaf individuals in STEM fields by providing a specific plan to prepare deaf students for STEM careers. The goals of this plan are realized through the following objectives: (1) recruit deaf students into STEM majors; (2) provide scholarships to talented deaf STEM students with documented financial need; (3) provide individual and group activities to support undergraduate S-STEM Scholars; (4) assist deaf S-STEM Scholars in overcoming cultural and linguistic barriers; (5) to provide support services to deaf S-STEM Scholars to ultimately enter STEM careers.

Broader Impacts result from increasing the number of talented deaf students who choose a STEM major, and increasing the number of deaf STEM majors who are well prepared to enter STEM careers. Deaf S-STEM Scholars will interact with deaf mentors and deaf scientists to understand that they truly can make significant contributions to STEM fields. There is a need for replicable best practices in educating deaf undergraduates in STEM disciplines, and this project can help develop such practices. Plans are in place to disseminate these best practices through a variety of venues.

### Principal investigators

**Arnos, Kathleen S.** • Science, Technology, and Mathematics

### Funding sources

National Science Foundation (NSF)

## Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials

**Status:** Ongoing
**Start date:** October 2012
**End date:** October 2013

The project worked on developing strategies for the preparation of molybdenum disulfide nanomaterials, which have potential applications in fabrication of electronic devices and

semi-conductors. Two approaches for synthesis of nano-materials were explored. The first strategy was successful in depositing molybdenum disulfide films on silicon wafers and the resulting products analyzed using a Scanning Electron Microscope, which produces images of a sample by scanning it with a focused beam of electrons and contains information about the sample's surface composition and features.

**Principal investigators**

**Sabila, Paul S.** • Science, Technology, and Mathematics

**Funding sources**

National Science Foundation (NSF)

### Potential societal impact of advances in genetic deafness

**Status:** Ongoing
**Start date:** September 2003

This project was designed to assess the impact of testing for genes for deafness on the Deaf community and hearing parents of deaf and hard of hearing children. The first goal was to conduct focus groups and perform a survey of these groups to determine the attitudes and concerns related to genetics technologies and advances in the identification of genes for deafness. A second goal was to assess the impact of genetic testing on Deaf couples by measuring its influence on selection of a marriage partner.

# 1987



The Gallaudet University Alumni Association presents the University with a bust of Laurent Clerc, America's first deaf teacher of deaf students.

**Principal investigators**

**Arnos, Kathleen S.** • Science, Technology, and Mathematics

**Pandya, Arti** • Virginia Commonwealth University

**Additional investigators**

**Blanton, Susan H.** • University of Miami

**Nance, Walter E.** • Virginia Commonwealth University

**Norris, Virginia** • Science, Technology, and Mathematics

### Site-directed Mutagenesis of RasGRP2

**Status:** Ongoing
**Start date:** October 2008

Extracellular ligands, such as drugs, tumor promoters, and natural ligands, activate receptors located on the cellular membrane to elicit intracellular responses. This leads to a multitude of downstream signaling cascades, modulated by intracellular proteins. The researchers' project focuses on the Ras guanyl nucleotide-releasing protein (RasGRP). After activation of receptors located at the cellular membrane, the activated Ras-GRP "turns on" the Ras protein "switch." Activated Ras then broadcasts signals from the cell surface to other parts of the cell, such as downstream signaling on the ras gene, triggering cell proliferation and differentiation, essential for sustaining life. However, mutations on proteins that activate this pathway can stimulate cell division inappropriately, promoting the development of cancer. In collaboration with the National Cancer Institute, the Gallaudet University Molecular Genetics Laboratory utilizes site-directed mutagenesis to mutate specific residues of RasGRP1 and RasGRP2 isoforms to identify the reasons behind different binding affinities of the isoforms to phorbol esters, which are tumor-promoting ligands. Mutations of the RasGRP isoforms, DNA, and protein purification are performed in the Gallaudet University Molecular Genetics Laboratory. The National Cancer Institute then performs radioligand binding assays with phorbol esters to determine the binding affinities (increased or decreased Ras activation) of the mutated RasGRP. The long-term goal of this project is to develop novel strategies for manipulation of signaling pathways that involve RasGRP.

**Principal investigators**

**Lundberg, Daniel J.** • Science, Technology, and Mathematics

**Additional investigators**

**Blumberg, Peter** • National Cancer Institute

**Braun, Derek C.** • Science, Technology, and Mathematics

**Merritt, Raymond C.** • Science, Technology, and Mathematics

**Funding sources**

Biology Department

## Synthesis of small and medium sized molecules

**Status:** Ongoing
**Start date:** October 2011
**End date:** April 2014

This research project is aimed at the synthesis of small to medium-sized organic compounds. Some of these compounds will be used to access biologically important molecules while others will be used for the synthesis of new types of nanomaterials. Different synthesis techniques have been tested with the goal of optimizing reaction conditions. The study will strengthen the chemistry field and by extension scientific research at Gallaudet. With further support, the study will continue with the assimilation of materials, equipment and chemicals crucial for research in synthetic organic chemistry. This support will also enhance my ability to form research and other types of collaborations with faculty from other institutions and also continue to train more undergraduate students to prepare them for graduate school and work after graduation. Any new breakthroughs and website articles will be published/presented at Gallaudet University and elsewhere. Lastly, a more visible research program will make it easier to apply for more external grants from federal and other agencies. This will also contribute to the university priorities of recruitment, retention, and making Gallaudet University competitive as the university of choice among deaf and hard of hearing individuals.

**Principal investigators**

**Sabila, Paul S.** • Science, Technology, and Mathematics

**Funding sources**

GRI Small Research Grant

## Synthesis of strained heterocycles

**Status:** Ongoing
**Start date:** October 2010
**End date:** September 2014

The project aims at developing routes for the synthesis of biologically important tetrahydrofuran molecules like pachastrissamine using a ring expansion-silyl group migration protocol that was discovered during Sabila's graduate school research. The GRI Small Grants enabled the researcher to (a) set up a functioning Organic Chemistry Research Laboratory at Gallaudet University and (b) provide research experience to Gallaudet students. Undergraduate students explored various methodologies for accessing small, strained and heterocyclic compounds that could be used to access interesting organic compounds in fewer steps. The establishment of a research laboratory at Gallaudet has also enabled the researcher to form many external collaboration resulting in joint projects, NSF awards and summer internships for Gallaudet students.

**Principal investigators**

**Sabila, Paul S.** • Science, Technology, and Mathematics

**Additional investigators**

**Fang, Yang** (Student) • Science, Technology, and Mathematics

**McLaughlin, Robert** (Student) • Science, Technology, and Mathematics

**Rupnik, Gaber** (Student) • Science, Technology, and Mathematics

**Stallings, Chelsie** (Student) • Science, Technology, and Mathematics

**Funding sources**

GRI Small Research Grant

### Using Corona Program Imagery to study Bolivian deforestation, Mexican butterfly habitat, and Himalayan glacier changes since the 1960s

**Status:** Ongoing
**Start date:** May 2002

Software is being written and calibrated to Landsat imagery that will correctly image Corona Program imagery from spy satellites of the 1960s onto a rectangular map grid. Images will be composed into a mosaic and used to study deforestation and land use change since the 1960s. This year the software was inspected and rewritten to reduce error. Geolocation errors were reduced from 150 meters to 50 meters which is close to the resolution of the calibration data.

**Principal investigators**

**Snyder, Henry David** • Science, Technology, and Mathematics

**Additional investigators**

**Slayback, Daniel** • Goddard Space Flight Center

**Tucker, Compton J.** • Goddard Space Flight Center

# 1988



### Weekend science camp for the Deaf/hard of hearing at Camp Dreams and Inspirations, East Gull Lake, MN

**Status:** Completed
**Start date:** June 2011
**End date:** June 2013

A weekend camp for 8-14 year old deaf/hard of hearing students was held at Camp Dreams and Inspirations in East Gull Lake, MN. The camp is primarily for youth who have an interest in the sciences or are asked by their schools to participate (as part of an individualized lesson plan). Dr. Lundberg (Chemistry faculty at GU), Ms. Gerdts (registered nurse), and Mr. Sherman (pilot) served as deaf/hard of hearing counselors and role models to encourage interest in the science, technology, engineering, medicine, and mathematics fields. Demonstrations and activities were held on the camp's property and in biology and chemistry laboratories at Central Lakes College in Minnesota.

**Principal investigators**

**Lundberg, Daniel J.** • Science, Technology, and Mathematics

**Funding sources**

Camp Confidence (camper fees)

### Scholarly and Creative Activity

Garcia, N., Sabila, P., Cha, J., & Matthews, J. (2013) *Part A: Progress towards molybdenum disulfide nanomaterials.* Poster presented at the STEM Undergraduate event, Cornell University, Ithaca, NY.

Garcia, N., Sabila, P., Cha, J., & Matthews, J. (2013) *Part B: Exfoliation and synthesis of molybdenum disulfide films.* Poster presented at the STEM Undergraduate event, Cornell University, Ithaca, NY.

Deaf President Now, a seven-day demonstration by students, faculty, staff, and alumni, and with support by Congressional leaders and people around the world, leads to the Gallaudet Board of Trustees appointing the University's first deaf president, Dr. I. King Jordan (1970).

## Social Work

The department of Social Work provides an atmosphere to prepare students for a career in their field by emphasizing the application of the knowledge and theories that are acquired. Research is a large part of applying their knowledge in a way that fosters experimentation and developing skills needed for their career later on.

### Research Projects

#### An evaluation of mental health services for Deaf and hard of hearing people in Nepal-Part I

**Status:** Ongoing
**Start date:** January 2009

This study is a survey of mental health services among Deaf and hard of hearing people who live in Nepal.

**Principal investigators**

    **Mason, Teresa C.** • Social Work

#### Exploring the phenomenological experience of child sexual abuse in Deaf women through the creation of a sandtray world

**Status:** Completed
**Start date:** October 2011
**End date:** April 2013

It is well documented that Deaf children have a higher incidence of child sexual abuse than hearing children. The two research questions are:

1. What is the phenomenological (lived) experience of Deaf women who were sexually abused as children?

2. What is the perceived post-traumatic growth that may have come out of the abuse experience?

Using a sand tray (19.5 x 28.5 x 3 inches), filled with sand and providing hundreds of miniature objects representing various aspects of life, the participant will be asked to express their experience through the creation of a sandtray "world."

**Principal investigators**

    **Betman, Beth G.** • Social Work

**Funding sources**

    GRI Small Research Grant

#### Intimate partner violence in the Deaf community: A quantitative examination

**Status:** Completed
**Start date:** April 2009
**End date:** May 2013

This study is a web-based survey of Deaf individuals and their relationships to explore intimate partner violence.

**Principal investigators**

    **Mason, Teresa C.** • Social Work

### Scholarly and Creative Activity

Barclay, D. A. (2012). Impact of "sick" and "recovery" roles on brain injury rehabilitation outcomes. *Rehabilitation Research and Practice*, 1-10.

Barclay, D. A. (2013). Family functioning, psychosocial stress, and goal attainment in brain injury rehabilitation. *Journal of Social Work in Disability and Rehabilitation*, *12*(3), 159-175.

Barclay, D. A., Rider, M. A., & Dombo, E. A. (2012). Spirituality, religion, and mental health among deaf and hard of hearing people: A review of the literature. *Journal of the American Deafness and Rehabilitation Association, 46*(1), 399-415.

Betman, B. (2012). Letter from the chair. *NASW School Social Work Connection E-Newsletter*.

National Association of Social Work. (2012). *School social work standards*. Retrieved from http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf

Crowe, T. (2013). *Bipolar disorder: Signs, symptoms, and treatment strategies. Behavioral health edition.* West Bridgewater, MA: Western Schools.

Crowe, T. (2013). Intimate partner violence in the Deaf community. *Journal of the American Deafness and Rehabilitation Association, 46*(2), 71-84

Crowe, T. (2013). *Introduction to mental illness.* Presented at the meeting of the Deaf Independent Living Association, Salisbury, MD.

Crowe, T. (2013). *Schizoaffective disorder*. Hoffman Estates, IL: Gannet Education

Crowe, T., Ireland, H., & Musser, C. (2013). *Innovative approaches to expanding access to services to individuals who are deaf and hard of hearing.* Presented at the conference for the Mental Hygiene Administration Office of Special Needs Populations, Baltimore, MD.

Mason, T. (2012). *Mental health needs of deaf adults in Nepal.* Presented at the International Conference of the Social Sciences, Honolulu, HI.

Mason, T. (2012). *Mental health needs of deaf adults in Nepal.* Presented at the International Social Work Educator conference, Hanoi, Vietnam.

Mason, T. (2012). *Psychotic disorder: What to look for?* Hoffman Estates, IL: Gannet Education.

Mason, T. (2012). *Using clinical assessment tools to evaluate mental healt*h. Hoffman Estates, IL: Gannet Education.

Moore, E. A. (2013, August). *Learning valuable lessons from black Deaf administrators.* Presented at the meeting of the National Black Deaf Advocates, New Orleans, LA.

# 1989



Brice, P. J., Leigh, I. W., Sheridan, M. A., & Smith, K. (2013). Training of mental health professionals: Yesterday, today, and tomorrow. In N. S. Glickman (Ed.), *Challenges and opportunities in culturally affirmative mental health care of Deaf persons.* New York, NY: Routledge

## World Languages and Cultures

Our department seeks to broaden student perspectives through language and cultural studies pertaining to both Deaf and hearing communities world-wide. Research interests and creative endeavors tend to focus on pedagogy, community building, literary study, and linguistic analysis of both signed and written/spoken languages.

### Research Projects

#### ASL co-activation study

**Status:** Ongoing
**Start date:** January 2008

The researchers are conducting several studies testing whether Deaf and hearing ASL bilinguals at different levels of proficiency activate ASL signs when they read English words. The purpose is to gain a better understanding of the lexical architecture of ASL-English bilinguals and how this might affect their literacy development.

**Principal investigators**

**Piñar, Pilar** • World Languages and Cultures

**Kroll, Judith** • Pennsylvania State University

**Morford, Jill** • University of New Mexico

**Wilkinson, Erin** • University of Manitoba

"Deaf Way" is celebrated at Gallaudet University. This international celebration of deaf art, history, languages, and cultures draws more than 5,000 people from 81 countries.

**Additional investigators**

> **Occhino-Kehoe, Corrine** • University of New Mexico

**Funding sources**

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

**Products**

Ochino-Kehoe, C., Wilkinson, E., Piñar, P., Kroll, J., & Morford, J. (2013, July). *The time course of bilingual lexical access in deaf ASL-English bilinguals.* Paper presented at Theoretical Issues in Sign Language Research, London, England.

### Cross-language activation during sentence comprehension in deaf bilinguals
*See in Science of Learning Center on Visual Language & Visual Learning (VL²)*

### Deaf students in conventional foreign language classrooms

**Status:** Ongoing
**Start date:** April 2012
**End date:** October 2013

Based on abundant evidence coming from the fields of bilingualism and cognitive science showing the cognitive and literacy advantages of knowing multiple languages, this article re-evaluates previous misconceptions about Deaf students and foreign language learning. It provides practical information to teachers and supervisors in mainstream foreign language programs regarding how to accommodate Deaf students in foreign language classrooms in ways that both attend to their diverse linguistic and cultural backgrounds and capitalize on their strengths.

**Principal investigators**

> **Piñar, Pilar** • World Languages and Cultures

> **Herrera, Roberto** • World Languages and Cultures

> **Holzichter, Amanda** • World Languages and Cultures

**Products**

Piñar, P., Herrera, R., & Holzrichter, A. (2013). Deaf students in conventional foreign language classrooms. In C. Sanz & B. Lado (Eds.), *Individual differences, L2 development and language program administration* (pp. 192-209). Boston, MA: Cengage Learning.

### Empowering Deaf communities in Latin America and Africa

**Status:** Ongoing
**Start date:** October 1999

This project is an ongoing collaboration to pilot a "Deafness enhanced" participative leadership model which promotes a shared agenda of self-empowerment and "leadership in action" through Deaf peer mentoring. The mentoring occurs via exchanges and service learning opportunities within Deaf communities in the U.S.; in five Latin American countries, Argentina, Chile, Colombia, Costa Rica, and Mexico; and in Cameroun, Gabon, and Mali, Africa. In 2009, this leadership model, known as IDP (International Deaf Partnerships), was expanded to Mali. During the summer five undergraduate students successfully completed their 10-week internships in Latin America. One interned in Chile and four in Costa Rica. For the second time one of the students interned at the Office of Human Rights of the Costa Rica Government and was asked to produce a video to educate Deaf and hearing Costa Ricans about the UN Convention of Rights for People with Disabilities. Two students interned in Francophone, Africa, one student interned at a new partner organization, Cameroun Deaf Empowerment Organization and the other student at Bamako Deaf School in Mali. In conjunction with a former Gallaudet employee who is now in the Foreign Service, Kathleen Peoples, this student worked on a proposal to improve Deaf education in Mali, which was presented to the Minister of Education. Service learning projects on behalf of a Deaf school in Bogotá, Colombia and a deaf youth group in Guatemala City, Colombia were conducted in the fall of 2009 and the spring of 2010. A service project focusing on providing relief to Deaf Haitians after the January 12, 2010 earthquake was conducted in the spring of 2010.

In the spirit of solidarity with Deaf communities in developing countries, in the summer of 2010 the researcher developed and taught a new course focusing on "What's next for Deaf Haiti?" and started preliminary research on the topic. In the same spirit, in the fall of 2009 the researcher co-taught a course on

Africa and collaborated with a Deaf organization in Uganda, Deaf Link Uganda and its fight against HIV/AIDS among Deaf people in Uganda.

**Principal investigators**

**Berdichevsky, Cristina** • World Languages and Cultures

**Additional investigators**

**Ayala, Fernando** • Chilean Deaf Association

**Battistelli, Luis** • Mendoza Deaf Association, Argentina

**Bibum, Aloy** • Buea School for the Deaf, Cameroun

**Camarena, Silvia** • Guadalajara Deaf Association

**Guillermo, Elvia** • Office of Multicultural Student Affairs

**López, Leonel** • Costa Rica Deaf Association

**Mejía, Henri** • Colombian Deaf Association

**Peoples, Kathleen** • American Embassy, Bamako

**Sanabria, Gaspar** • Mexican Deaf Federation, Mexico City

**Siety, Blandine** • Gabonese Deaf Association, Libreville

## Gender issues in the writings of Mme De Gouges and Mme De Stäel

**Status:** Ongoing

This is an ongoing project which will result in the publication of a comparative study of the impact of gender politics in works by two daughters of The Enlightenment from opposite socio-economic backgrounds. The purpose of the study is to shed light on possible intersections between the politics of gender and class and the discourse of equality of The Enlightenment, a topic which is currently being debated among scholars in the fields of Women's Studies and 18th Century Studies. On November 7, 2008, the researcher delivered a paper entitled *Gender and politics in Revolutionary France* at a regional conference of the American Society for 18th Century Studies (ASECS) at Georgetown University in Washington, DC. This paper will be included in the last chapter of the comparative study which includes three chapters: Autobiographical writings, fictional writings, and non-fictional writings.

The researcher submitted an abstract to present at the regional conference of the American Society for 18th Century Studies in October of 2009. The abstract was approved and the paper entitled *Violating sacred intimacy: Reading Marie Antoinette's and Mme de Stäel's Correspondence* will be delivered on October 10, 2009.

**Principal investigators**

**Berdichevsky, Cristina** • World Languages and Cultures

## Investigating the social, economic, political, and cultural issues that affect the lives of Deaf people in Argentina, Costa Rica, and Mexico

**Status:** Ongoing
**Start date:** April 2006

Despite a steady increase in the interest in disability and development, only quantitative research exists, and much of it remains focused on categorizing and defining disabilities in the framework of a medical model. This project examines Deafness as a lived experience by investigating issues that affect the lives of Deaf Argentinians, Costa Ricans and Mexicans, and what is being done and could be done to address those issues according to Deaf people themselves.

Participants were recruited with assistance from their local Deaf associations. Data was collected through sixty signed interviews, written stories and surveys by a team of qualified Deaf Americans, in collaboration with local Deaf language consultants. Due to lack of funding the project is on hold as the investigators continue to look for funding to finish transcribing and captioning the interviews.

**Principal investigators**

**Berdichevsky, Cristina** • World Languages and Cultures

**Additional investigators**

**Bradford, Stacey (Tashi)** • World Languages and Cultures

**Guillermo, Elvia** • Office of Multicultural Student Affairs

**Jimenez, Alvaro** (Student) • World Languages and Cultures

**Rogers, Buck**

## Visual span in deaf readers

**Status:** Ongoing

Understanding how people read depends on understanding the *perceptual span* -- the portion of the visual field that provides useful visual information during reading. It is unknown whether models of eye-movement control from hearing readers apply equally well to deaf readers. In the absence of baseline information on eye-movement control in deaf readers, lexical and sentence processing studies on deaf readers cannot be fully interpreted. The specific aim of this proposal is, thus, to pilot experiments that will start testing the degree to which eye-movement control in deaf readers resembles similar processes in hearing readers.

**Principal investigators**

**Piñar, Pilar** • World Languages and Cultures

**Funding sources**

GRI Small Research Grant

## Scholarly and Creative Activity

Weinberg, M. (2013, January). *Témoignages de mise en accessibilité pour l'enseignement supérieur à l'international.* Presentation at Accessibilité pédagogique et surdité dans le continuum enseignement secondaire et supérieur, Poitiers, France.

# 1990

The Americans with Disabilities Act is signed. Led by Sen. Tom Harkin (D-Iowa) (right), who has a deaf brother, this act prohibits discrimination against people with disabilities. It is said that the Deaf President Now movement gave the act momentum to be passed. Also pictured is Dr. I. King Jordan, Gallaudet's eighth president.

# VI. Sponsored Programs

The Office of Sponsored Programs (OSP), a unit within Research, Graduate School, Continuing Studies, and International Programs (formerly under the Graduate School and Professional Programs), provides services and support to all Gallaudet faculty and professional staff seeking external sponsorship for research and scholarly projects. The primary source of these funds comes from competitively awarded federal agency competitions and other cost-reimbursable awards from non-federal sponsors. The OSP focuses on assisting faculty in securing federal funding via Gallaudet University's subscription to RefWorks-COS Pivot (www.pivot.cos.com). Pivot contains over 24,000 records from numerous sponsors across all disciplines, making it the world's largest funding database.

Using faculty and professional staff research interests, this tool allows the creation of easily customizable searches of over $33 billion worth of grant opportunities available worldwide. The OSP provides training on Pivot, offers guidance in the development of proposals and budgets and negotiates, finalizes and accepts awards on the university's behalf. The OSP is committed to augmenting institutional resources in order to enhance University research and educational programming. For up-to-date information on the OSP, consult the OSP's website, which is located at: www.gallaudet.edu/office_of_sponsored_programs.html

**Dollar Amounts in Millions for Proposals and Awards, FY 2004 – 2013**
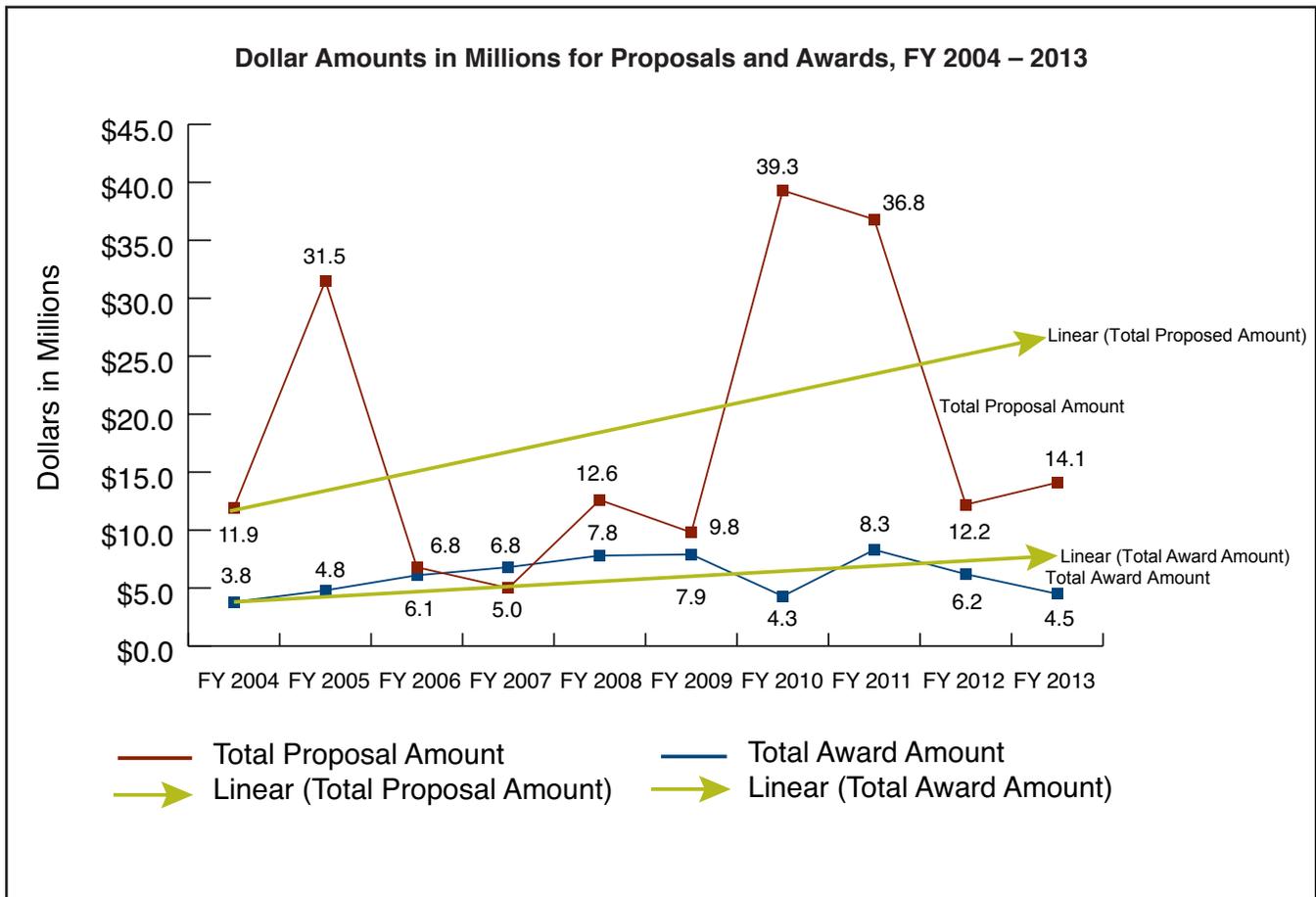
Gallaudet University has made a concerted effort to increase the focus on research proposals this fiscal year. Overall, Gallaudet has unfortunately seen a decline in awards funded which we attribute to the highly competitive environment created by cuts in federal funding and the sequestration of federal funds. However, the focus on research proposals has resulted in an increase of $3.4 million in research proposals.

The pie chart shows the percentage of awards received by sponsor. Consistent with our research focus, the National Science Foundation is our largest sponsor this fiscal year providing 67% of our total awards.

**Total Awards by Percentage and Sponsor Received in FY 2012**

State Department
2%

Department of Justice (DOJ)
2%

Federal Highway Administration
1%

National Institutes of Health (NIH)
3%

Federal Pass-Through[1]
14%

U.S. Department of Education
11%

National Science Foundation
67%
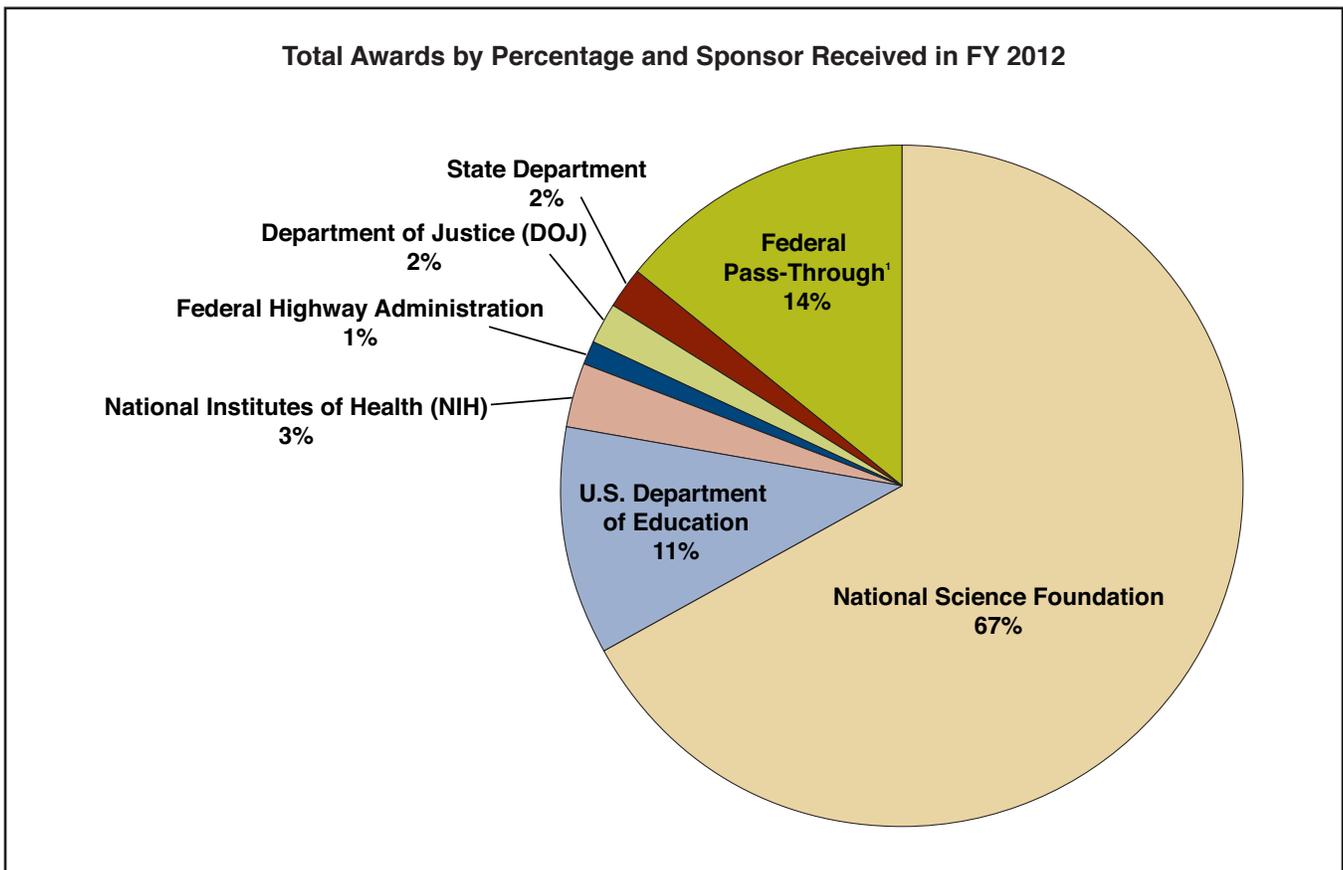
[1]Federal Pass-Through and Other Sponsors: Boston University **(NSF)** 4.4%; Brigham Young University **(NSF)** 8.5%; D.C. Government **(Federal Emergency Management Agency)** 8.0%; Georgia Department of Education **(U.S. Department of Education)** 4.2%; Maryland Sea Grant: University of Maryland Center for Environmental Science **(NOAA)** 1.1%; University of Connecticut **(NIH)** 19.7%; University of the District of Columbia **(D.C. Water Resources Research Institute)** 2.4%; and University of Wisconsin – Madison **(ED)** 51.3%.

## Research Compliance

In order to enhance post-award support of research compliance, the OSP will be working closely with the Associate Provost for Research to make faculty and professional staff aware of our upcoming enhanced research compliance training at Gallaudet University. This training will be provided in American Sign Language as opposed to only having access to traditional training in research compliance through transcripts or close captioning. Additionally, the OSP will be recruiting a Research Compliance Specialist whose main role will be to make the research compliance infrastructure of Gallaudet more connected across campus and increase the focus on training of our researchers, and those who are involved in their research whether collaborators or students. This recruitment is consistent with Goal E, Objective 2 which will lead to creating the infrastructure to support a world class research enterprise at Gallaudet University.

## Collaboration

Gallaudet faculty and professional staff compete for grants and contracts where sponsored projects are awarded on the basis of rigorous review by experts in the field. In order to enhance what Gallaudet offers, we often collaborate with other organizations. Collaborations not only extend the dissemination of results to a broader audience, collaborations enhance the com-

plexity of knowledge and skills brought to individual projects. Gallaudet's students directly benefit from the relationships built with sponsored programs collaborators. Below is a list of other major universities, nonprofits and for-profit organizations collaborating with Gallaudet on sponsored programs.

American University

Boston University

Brigham Young University

Carnegie Mellon University

Cleveland Clinic

DAWN

Georgia Tech Research Corporation

George Washington University

Georgetown University

Hearing Loss Association of America

Howard University

Julstrom Consulting and Development

Marine Biological Laboratory, Woods Hole Oceanographic Institute

Maryland Department of Natural Resources

Marymount University

Nemours Children's Clinic

Pennsylvania State University

Rochester Institute of Technology

Rutgers University

# 1991
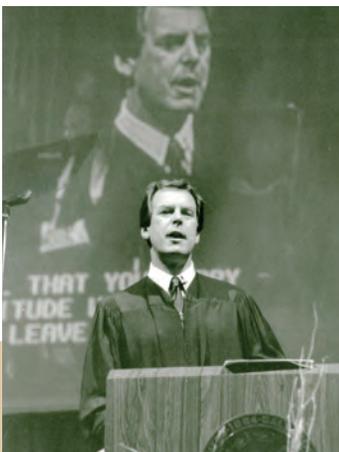


Peter Jennings, anchor of ABC's World News Tonight, is Gallaudet's commencement speaker. "I believed I was coming to a place where people made a difference," says Jennings, referring to the Deaf President Now movement of 1988.

San Diego State University

Spencer Foundation

State of Georgia

Universidade Federal de Ceara, Brazil

Universidade Federal de Santa Catarina, Brazil

University of Alberta, Canada

University of California-Davis

University of California-San Diego

University of Colorado, Boulder

University of Connecticut

University of the District of Columbia

University of Georgia

University of Hawaii/ Kapiolani Community College

University of Illinois-Urbana-Champaign

University of Iowa

University of Kentucky

University of Manitoba

University of Maryland Center for Environmental Sciences

University of New Mexico

University of Texas at Arlington

University of Texas-Austin

University of the District of Columbia

University of Washington

University of Wisconsin-Madison

Vcom3D

Collaborations are enabled either by funds flowed through Gallaudet University from federal sources to collaborators listed above, or through the collaborators above to Gallaudet. Now that the OSP is affiliated with the central Research unit of the University under the Gallaudet Associate Provost for Research, we expect increased collaborations.

## Awards and Proposals for FY 2013

Following is a listing of awards to Gallaudet University as well as the proposals to receive external funds to support Gallaudet research, training, scholarships, and other activities.

# 1992
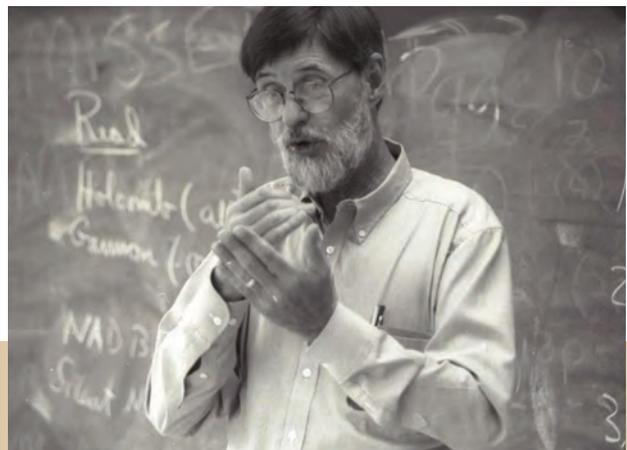


Dr. Yerker Andersson is appointed coordinator of the American Sign Language and Deaf Studies Program, which is being developed as an academic field.

## Awards for Research Projects

| Awards FY 2013: Report Period October 1, 2012 - September 30, 2013 |
| :-- |
| GSPP = Graduate School and Professional Programs |
| CLAST = College of Liberal Arts, Sciences, and Technologies |

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Award Amount | Award Date |
| :-- | :-- | :-- | :-- | :-- | :-- | :-- | :-- |
| PI: Allen, Thomas Co-PI/Science Director: Petitto, Laura-Ann | GSPP | Visual Language and Visual Learning (VL2) | Collaborative Research: Science of Learning Center: Visual Language and Visual Learning (VL2), Supplement for Innovations from Visual Signed Languages to the Advancement of Avatar and Robotics Translation: The iPad Pilot Study | National Science Foundation; Directorate for Social Behavioral and Economic Sciences | 10/01/2012-9/30/2013 | $16,000 | 6/7/2013 |
| PI: Allen, Thomas Co-PI/Science Director: Petitto, Laura-Ann | GSPP | Visual Language and Visual Learning (VL2) | Collaborative Research: Science of Learning Center: Visual Language and Visual Learning (VL2) | National Science Foundation; Directorate for Social Behavioral and Economic Sciences | 10/01/2013-9/30/2014 | $2,000,000 | 8/31/2013 |
| PI: Allen, Thomas Co-PI/Science Director: Petitto, Laura-Ann | GSPP | Visual Language and Visual Learning (VL2) | Collaborative Research: Science of Learning Center: Visual Language and Visual Learning (VL2) | National Science Foundation; Directorate for Social Behavioral and Economic Sciences | 10/01/2013-9/30/2014 | $500,000 | 9/14/2013 |
| PI: Bahan, Benjamin Co-PI: Vogler, Christian | CLAST | ASL & Deaf History | Collaborative Research: CI-ADDO-EN: Development of Publicly Available, Easily Searchable, Linguistically Analyzed, Video Corpora for Sign Language and Gesture Research | Boston University (National Science Foundation) | 8/01/2013-7/31/2014 | $25,199 | 9/9/2013 |
| PI: Boudreault, Patrick | GSPP | Dean's Office | Cancer Genetics Education for the Deaf Community | University of California Los Angeles (National Institutes of Health) | 8/01/2013-7/31/2014 | $60,076 | 8/15/2013 |

## Goal E: Research and Outreach

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Award Amount | Award Date |
|---|---|---|---|---|---|---|---|
| PI: Chen Pichler, Deborah | GSPP | Linguistics | Development of Bimodal Bilingualism | University of Connecticut (National Institutes of Health) | 4/01/2013-3/31/2014 | $112,880 | 8/28/2013 |
| PI: Kwon, Bomjun | GSPP | Hearing, Speech and Language Sciences | Perceptual effects of mixed channel configurations in cochlear implants | National Institutes of Health; National Institute on Deafness and Other Communication Disorders | 8/16/2012-11/30/2013 | $115,774 | 8/26/2013 |
| PI: Solomon, Caroline | CLAST | Biology | Continuous Monitoring of Harmful Algal Productivity and Physiology in the Anacostia River | The University of the District of Columbia (D.C. Water Resources Research Institute) | 3/01/2013-2/28/2014 | $13,466 | 5/16/2013 |
| PI: Solomon, Caroline | CLAST | Biology | Continuous Monitoring of Urea Concentrations and Harmful Algal Productivity and Physiology in the Anacostia River | Maryland Sea Grant; University of Maryland Center for Environmental Science (National Oceanic and Atmosphere Administration) | 5/01/2013-5/01/2014 | $6,300 | 7/11/2013 |
| PI: Vogler, Christian | GSPP | Communication Studies | Rehabilitation Engineering Research Center (RERC) on Telecommunications Access | University of Wisconsin-Madison (U.S. Department of Education) | 10/01/2012-9/30/2013 | $293,499 | 4/12/2013 |
| **Award Total Research Projects (10 Awards, 7 PIs, 2 Co-PIs)** | | | | | | **$3,143,194** | |

## Awards for Training, Scholarships, and Other Projects

| **Awards FY 2013: Report Period October 1, 2012 - September 30, 2013** |
|---|

GSPP = Graduate School and Professional Programs
CLAST = College of Liberal Arts, Sciences, and Technologies

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Award Amount | Award Date |
|---|---|---|---|---|---|---|---|
| PI: Arnos, Kathleen | CLAST | Biology | S-STEM Scholars: Overcoming Barriers to STEM Success for Deaf Undergraduates | National Science Foundation; Directorate for Education and Human Resources | 5/15/2013-4/30/2014 | $104,234 | 5/3/2013 |
| PD: Batten-Mickens, Meloyde* | Administration and Finance | Facilities | 2011 Earthquake Disaster Recovery Funds | Government of the District of Columbia (Federal Emergency Management Agency) | 1/30/2013-12/31/2013 | $48,148 | 8/26/2013 |
| PD: Brice, Patrick | GSPP | Psychology | 2013-2014 Eisenhower Transportation Fellowship Program | U.S. Department of Transportation; Federal Highway Administration | 9/01/2013-8/31/2014 | $22,500 | 3/28/2013 |
| PD: Collins, Stephen Co-PD: Metzger, Melanie | GSPP | Interpretation | US - Brazil Higher Education Consortia Program | U.S. Department of Education, Fund for the Improvement of Postsecondary Education | 9/07/2013-9/06/2014 | $48,590 | 9/20/2013 |
| PD: Gannon, Christine | Student Affairs and Academic Support | Health & Wellness | Gallaudet Grant to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus | U.S. Department of Justice; Office of Violence Against Women | 10/01/2013-9/30/2014 | $94,013 | 9/9/2013 |
| PD: Hile, Amy Co-PD: Simms, Laurene | GSPP | Education | Widening the Bottleneck: Preparing Highly Qualified Diverse Deaf and Minority Teachers for Deaf/Hard of Hearing School Age Children (Ages 3-21) | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 10/01/2013-9/30/2014 | $248,526 | 8/14/2013 |
| PD: Hollrah, Bev | GSPP | Interpretation | Gallaudet University Regional Interpreter Education Center (GURIEC) | U.S. Department of Education; Rehabilitative Services Agency | 10/01/2013-9/30/2014 | $300,000 | 7/10/2013 |

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Award Amount | Award Date |
|---|---|---|---|---|---|---|---|
| PD: Lytle, Linda | GSPP | Counseling | Dual Certification Through a Hybrid Program of Studies: A Masters of Arts Degree in School Counseling Combined with a Deaf and Hard of Hearing Infants, Toddler, and Their Families Collaboration and Leadership Interdisciplinary Graduate Certificate | U.S. Department of Education; Office of Special Education & Rehabilitative Services | 1/01/2014-12/31/2014 | $221,546 | 8/14/2013 |
| PI: Mangrubang, Fred | GSPP | Education | EXP: Collaborative Research: Accommodation for Deaf Children in Planetariums with Full-dome Capability | Brigham Young University (National Science Foundation) | 9/01/2013-8/31/2014 | $48,831 | 9/9/2013 |
| PD: Nover, Stephen* | GSPP | Bilingual Teaching and Learning | ASL/English Bilingual Professional Development for the Atlanta Area School for the Deaf (AASD) | Georgia Department of Education (U.S. Department of Education) | 5/30/2012-6/30/2012 | $24,096 | 5/30/2013 |
| PD: Petitto, Laura-Ann | GSPP | Visual Language and Visual Learning (VL2) | Signing Creatures Workshop | National Science Foundation | 9/01/2013-8/31/2014 | $38,827 | 9/10/2013 |
| PD: Reilly, Charles | GSPP | Gallaudet Research Institute (GRI) | Global Competency Through Deaf Eyes | U.S. State Department; Bureau of Education and Cultural Affairs | 8/31/2013-8/30/2014 | $82,981 | 9/3/2013 |
| PD: Smith, Kendra/Hufnell, Mary | GSPP | Counseling | Long-Term Training of Mental Health Counselors Working with Deaf, Deaf-Blind, and Hard of Hearing Rehabilitation Clients | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 10/01/2013-9/30/2014 | $100,000 | 7/8/2013 |
| PD: White, Barbara Co-PD: Crowe, Teresa | GSPP | Social Work | Study Abroad in Guatemala—Gallaudet University | U.S. Department of State | 5/24/2013-6/04/2013 | $1,500 | 7/2/2013 |
| **Award Total Training, Scholarships, & Other Projects (14 Awards, 15PI/PDs, 3 Co-PDs)** | | | | | | $1,383,792 | |
| **\* These proposals were not submitted through the OSP which was notified of these awards during FY 2013.** <br> **GRAND TOTAL (24 Awards)** | | | | | | $4,526,986 | |

## Proposals for Research Projects

| Proposals FY 2013: Report Period October 1, 2012 - September 30, 2013 | | | | | | | |
|---|---|---|---|---|---|---|---|
| GSPP = Graduate School and Professional Programs<br>CLAST = College of Liberal Arts, Sciences, and Technologies | | | | | | | |
| **Principal Investigator** | **School** | **Department** | **Title** | **Sponsor** | **Begin / End Dates** | **Proposed Amount** | **Proposed Date** |
| PI: Allen, Thomas Co-PI/Science Director: Petitto, Laura-Ann | GSPP | Visual Language and Visual Learning (VL2) | Collaborative Research: Science of Learning Center: Visual Language and Visual Learning (VL2), Supplement for Innovations from Visual Signed Languages to the Advancement of Avatar and Robotics Translation: The iPad Pilot Study | National Science Foundation; Directorate for Social Behavioral and Economic Sciences | 10/01/2012-9/30/2013 | $14,000 | 2/1/2013 |
| PD: Bakke, Matthew Co-PD: Barac-Cikoja, Dragana | GSPP | Hearing, Speech, and Language Sciences | Rehabilitation Engineering Research Center (RERC) on Hearing Enhancement | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 10/01/2013-9/30/2018 | $4,624,999 | 6/14/2013 |
| PI: Benaissa, Senda | GSPP | Gallaudet Research Institute (GRI) | Videophone Intervention to Improve Health Knowledge and Outcomes with Deaf Sign Language Users | University of Rochester (Patient-Centered Outcomes Research Institute) | 9/01/2013-8/31/2015 | $207,510 | 4/11/2013 |
| PI: Benaissa, Senda | GSPP | Gallaudet Research Institute (GRI) | Deaf Weight Wise (DWW): 2.0 | University of Rochester (Center of Disease Control) | 10/01/2014-9/30/2019 | $159,543 | 9/16/2013 |
| PI: Boudreault, Patrick | GSPP | Dean's Office | Cancer Genetics Education for the Deaf Community | University of California Los Angeles (National Institutes of Health) | 8/01/2013-7/31/2014 | $60,076 | 8/15/2013 |
| PI: Chen Pichler, Deborah | GSPP | Linguistics | Development of Bimodal Bilingualism | University of Connecticut (National Institutes of Health) | 4/01/2014-3/31/2019 | $921,313 | 6/26/2013 |

# Goal E: Research and Outreach

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Gannon, Christine | Student Affairs and Academic Support | Health & Wellness | Development and Pilot Testing of the GAIN-SS in American Sign Language: A Co-occurring Disorders Screener for Deaf and Hard of Hearing Signers | Chestnut Health Systems (National Institutes of Health) | 9/01/2014-5/31/2015 | $14,802 | 6/7/2013 |
| PI: Gormally, Cara | CLAST | Biology | STEMitude: Learning from underrepresented students to promote meaningful science literacy | National Science Foundation; Directorate for Education and Human Resources | 1/01/2014-12/31/2018 | $942,976 | 7/12/2013 |
| PI: Kuntze, Marlon | GSPP | Education | A study of 'Gesture' in Preschool ASL Discourse | National Science Foundation | 1/01/2014-12/31/2016 | $488,253 | 7/12/2013 |
| PI: Mathur, Gaurav | GSPP | Dean's Office | Sign Language Annotation, Archiving and Sharing (SLAAS) | Haskins Laboratories (National Institute of Health) | 1/01/2014-12/31/2018 | $699,785 | 1/31/2013 |
| PI: Pinar, Pilar | CLAST | Foreign Languages, Literatures and Cultures | Literacy Skills in Deaf Readers | University of California-Davis (National Institutes of Health) | 9/01/2013-8/31/2015 | $151,305 | 2/11/2013 |
| PI: Seal, Brenda | GSPP | Hearing, Speech, and Language Sciences | Investigating Infant Sign Perception | National Institutes of Health | 12/01/2013-11/30/2016 | $385,014 | 6/25/2013 |
| PI: Solomon, Caroline | CLAST | Biology | Continuous Monitoring of Harmful Algal Productivity and Physiology in the Anacostia River | The University of the District of Columbia (D.C. Water Resources Research Institute) | 3/01/2013-2/28/2014 | $13,466 | 11/20/2012 |

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Solomon, Caroline | CLAST | Biology | Continuous Monitoring of Urea Concentrations and Harmful Algal Productivity and Physiology in the Anacostia River | Maryland Sea Grant; University of Maryland Center for Environmental Science (National Oceanic and Atmosphere Administration) | 5/01/2013-4/30/2014 | $9,294 | 3/7/2013 |
| PI: Yuknis, Christina | GSPP | Education | Impact of Visual Supports | University of Michigan | 2/01/2013-1/31/2014 | $24,972 | 12/14/2012 |
| Proposals, Total Research Projects (15 Proposals, 13 PI/PDs, 2 Co-PI/PDs) | | | | | | $8,717,308 | |

# 1993



Ground is broken for the Kellogg Conference Hotel at Gallaudet University. Thanks to a $12 million gift from the W. K. Kellogg Foundation, the University builds a state-of-the-art building designed to promote full accessibility for deaf people.

## Proposals for Training, Scholarships, and Other Projects

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Proposals FY 2013: Report Period October 1, 2012 - September 30, 2013** | | | | | | | |
| GSPP = Graduate School and Professional Programs<br>CLAST =  College of Liberal Arts, Sciences, and Technologies | | | | | | | |

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PI: Agboola, Isaac<br>Co-PI: Sabila, Paul | CLAST | Dean's Office | AGEP KAT - GaUGe STEM Collaborative for the Diversification of the Professoriate | George Washington University (National Science Foundation) | 7/15/2013-6/30/2016 | $227,561 | 11/2/2012 |
| PD: Bergey, Jean | Provost | Provost's Office | Deaf Brooklyn | National Endowment for the Humanities | 4/01/2014-3/31/2015 | $75,000 | 8/13/2013 |
| PD: Betman, Beth<br>Co-PD: Sheridan, Martha | GSPP | Social Work | Training of School Social Workers to Meet the Educational and Developmental Needs of Deaf and Hard of Hearing Infants, Toddlers and Children | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 8/01/2013-7/31/2018 | $1,132,169 | 3/15/2013 |
| PI: Braun, Derek | GSPP | Biology | An Evidence-Based BUILD Training Pipeline for Deaf Scientists | National Institutes of Health | 9/01/2013-2/28/2014 | $102,186 | 5/23/2013 |
| PD: Brice, Patrick | GSPP | Psychology | 2013-2014 Eisenhower Transportation Fellowship Program | U.S. Department of Transportation; Federal Highway Administration | 9/01/2013-8/31/2014 | $22,500 | 3/28/2013 |
| PI: Day, Lori | GSPP | Psychology | Resiliency in Deaf Children with Additional Disabilities: Protective Factors of Social and Adaptive Skills | National Institutes of Health | 12/01/2013-11/30/2017 | $179,138 | 4/5/2013 |
| PD: Gannon, Christine | Student Affairs and Academic Support | Health & Wellness | Memorandum of Understanding for Men as Allies Project | Deaf Abused Women Network (U.S. Department of Justice) | 4/01/2013-3/31/2016 | $0 | 10/24/2012 |
| PD: Hanks, Wendy | GSPP | Hearing, Speech, and Language Sciences | Project AUDI: "Audiology Uniquely Designed for IDEA" in Gallaudet University's Doctor of Clinical Audiology (Au.D.) Program | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 8/01/2013-7/31/2018 | $1,249,373 | 3/15/2013 |

| Principal Investigator | School | Department | Title | Sponsor | Begin / End Dates | Proposed Amount | Proposed Date |
|---|---|---|---|---|---|---|---|
| PD: Malzkuhn, Melissa | GSPP | Visual Language and Visual Learning (VL2) | TheatreBridge | Quest: Arts for Everyone | 7/01/2013-6/30/2017 | $293,487 | 4/22/2013 |
| PI: Petitto, Laura-Ann | GSPP | Visual Language and Visual Learning (VL2) | Signing Creatures Workshop | National Science Foundation | 9/01/2013-11/30/2013 | $38,827 | 5/24/2013 |
| PD: Neese Bailes, Cynthia | GSPP | Education | Educating for Connections: Critical Studies in the Education of Deaf Learners Absolute Priority: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel—Higher Education Faculty | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 10/01/2013-9/30/2018 | $1,203,440 | 2/28/2013 |
| PD: Snyder, Henry | CLAST | Chemistry and Physics | National Space Grant College and Fellowship Program | American University (National Aeronautics and Space Administration) | 8/26/2013-8/25/2014 | $30,000 | 7/3/2013 |
| PD: Thomas-Presswood, Tania Co-PD: Gibbons, Beth | GSPP | Psychology | Stepping-Up to The Challenge: Preparing School Psychologists to Address the Academic, Social-Emotional, and Behavioral Needs of Deaf and Hard of Hearing Children | U.S. Department of Education; Office of Special Education and Rehabilitative Services | 10/01/2013-9/30/2018 | $863,973 | 3/14/2013 |
| PD: White, Barbara Co-PD: Crowe, Teresa | GSPP | Social Work | Study Abroad in Guatemala -- Gallaudet University | U.S. Department of State; U.S. Embassy Guatemala | 5/23/2013-6/04/2013 | $2,900 | 5/17/2013 |
| **Proposals Total Training, Scholarships, & Other Projects (14 Proposals, 14 PI/PDs, 4 Co-PI/PDs)** | | | | | | **$5,420,554** | |
| **PROPOSED GRAND TOTAL PROJECTS (29 Proposals)** | | | | | | **$14,137,862** | |

# VII. Outreach

Gallaudet University offers a comprehensive array of professional development, leadership, and outreach programs and services for deaf and hard of hearing people, their families, communities, and the professionals working with them across the globe. Programs and services are developed to address the needs and interests of diverse constituencies through the offering of graduate, undergraduate, professional studies, and non-credit courses and programs. Through its network of Gallaudet University Regional Centers (GURC), the programs and services of the University and the Laurent Clerc National Deaf Education Center are disseminated.

Programs and services include both credit and non-credit offerings within a bilingual (ASL/English) learning environment, and are created to support the goals of the Gallaudet Strategic Plan. Programs are provided using multiple formats – within traditional classroom settings, online and distance learning, and through hybrid approaches – delivering professional development, enrichment, and leadership programs both on campus, online, and at sites around the country.

Its regional, national, and international programs, extend the University's "reach" through:

- Delivery of graduate, undergraduate, and professional studies courses across the United States, often in collaboration with sponsoring schools, programs, and agencies, providing opportunities to study with experts in fields such as American Sign Language, deaf education, language planning, bilingual education, Deaf Studies, interpreting, and linguistics;

- Direct programming and outreach services to schools, agencies, and corporations actively engaged in the provision of education and/or human services for deaf and hard of hearing people;

- Use of online and distance education delivery formats for courses and programming;

- Coordination of international programs, such as study abroad and global internships, and the English Language Institute, which provide rich academic and cultural opportunities for visiting students, scholars, researchers, and other professionals;

- Coordination of summer programs which offer a broad array of academic and enrichment opportunities and courses for graduate, undergraduate, and professional studies credit, along with dynamic and empowering programs for high school students, providing educational, student development, and experiential learning opportunities;

- Coordination of the Gallaudet University Academic Bowl for Deaf and Hard of Hearing High School Students and the new Battle of the Books for middle-school students, which recognize academic achievement of students from all parts of the country and also serves as a recruitment and enrollment tool for the University.

During FY 2013, Gallaudet University documented 31,124 people served through training and technical assistance/consultation, and 35,231 through exhibits and performances, as the table illustrates. An additional 172,987 people received information through marketing, press releases, and listservs, and 80,013 people received information through other forms of information dissemination using a variety of formats.

### FY 2013 Activities and People Served

|  | Activities | People Served |
|---|---|---|
| Training & Technical Assistance | 1,425 | 31,124 |
| Exhibits & Performances | 62 | 35,231 |
| Marketing & Press Releases | 231 | 172,987 |
| Other Information Dissemination | 924 | 80,013 |
| **TOTAL** | **2,642** | **319,355** |

Source: Activity Summary/Contact Log Database

# Enrollment

Professional Studies courses are offered on-campus, online, and at sites across the United States. The following tables show the enrollment figures for students enrolled in PST classes during FY 2013.

### PST Annual Headcount Enrollment Trend

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| Students enrolled only in PST courses | 636 | 737 | 747 | 664 | 616 |
| Undergraduate/Graduate students also enrolled in PST courses | 174 | 197 | 153 | 178 | 135 |
| **TOTAL** | **810** | **934** | **900** | **842** | **751** |

### PST Enrollment Counts per Class by Student Type

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| Students enrolled only in PST courses | 871 | 1,088 | 1,192 | 1,099 | 901 |
| Graduate students enrolled in PST courses | 114 | 166 | 114 | 157 | 129 |
| Undergraduate students enrolled in PST courses | 98 | 124 | 93 | 92 | 56 |
| **TOTAL** | **1,083** | **1,378** | **1,399** | **1,348** | **1,086** |
| Faculty/Staff | 117 | 113 | 81 | 69 | 46 |
| Online | 92 | 394 | 651 | 289 | 317 |
| Extension | 122 | 80 | 34 | 141 | 85 |

### PST Fall Census Enrollment[1] Trend

| FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|
| 296 | 201 | 102 | 147 | 122 |

[1] Excludes graduate and undergraduate students enrolled in PST classes

**348**

In addition, Gallaudet also offers a number of non-credit activities throughout the year via the provision of conferences, trainings, and special events. Participation in these events is not part of the PST headcount or enrollment in courses.

**Non-Credit Program Offerings and Participation Trend
(outside of PST courses)**

|  | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|---|---|
| Activities | 29 | 29 | 17 | 23 | 26 |
| Participants | 1,701 | 1,824 | 1,038 | 1,351 | 7,069 |

**FY 2013 Non-credit Enrollment by Program**

|  | Activities | Participants |
|---|---|---|
| Summer Youth Programs | 3 | 111 |
| National Academic Bowl | 1 | 306 |
| Battle of the Books | 1 | 105 |
| Conferences/Special Events | 5 | 5,900 |
| External Contract Programs | 5 | 472 |
| Non-Credit Courses (previously "Contract Training") | 11 | 175 |
| **TOTAL** | **26** | **7,069** |

# 1994



U.S. President Bill Clinton gives the commencement address. Clinton notes during his address, "Gallaudet is a national treasure."

## Academic Bowl for Deaf and Hard of Hearing High School Students

FY 2013 marked the 17th anniversary of the Gallaudet University Academic Bowl for Deaf and Hard of Hearing students. This highly successful event was established in 1997 with the goal of promoting academic competition among high school teams to foster academic excellence and achievement among deaf and hard of hearing students across the country. In addition to promoting a spirit of academic competition and sportsmanship, the Academic Bowl provides social opportunities for development and collegiality between students from around the country. It serves as public recognition for the honor and importance of academic achievement and is a major recruitment program for the University.

In 2011 and 2012, a single national competition was held at Gallaudet. During FY 2013, the Academic Bowl returned to its previous model, holding five regional competitions and one national competition. This helps ensure that we have more interaction with prospective students.

During the 2013 competition, 78 high school teams participated, with a total of 306 students and 150 coaches. Of the 116 seniors participating in the competition, 34 enrolled at Gallaudet this fall.

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

|  | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|
| Schools/Programs | 78 | 79 | 78 |
| Teachers/Staff | 156 | 154 | 150 |
| Students | 312 | 313 | 306 |

**FY 2013 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students**

|  | Midwest | Northeast | Southeast | Southwest | West/Pacific |
|---|---|---|---|---|---|
| Schools/Programs | 15 | 16 | 16 | 15 | 16 |
| Teachers/Staff | 29 | 32 | 30 | 31 | 31 |
| Students | 59 | 61 | 64 | 59 | 63 |

# 1995



Gallaudet's first gymnasium, nicknamed "Ole Jim," is formally named Peikoff Alumni House in honor of David Peikoff (Class of 1929), a long-time deaf activist and founder of the Office of Alumni Relations.

**Regional Academic Bowls**

Coordinating the regional competitions was a major responsibility and a highlight for all Gallaudet University Regional Center regions. It included working with schools and programs to promote academic achievement and high expectations for all deaf and hard of hearing students while also introducing students, parents, and educators to the opportunities available at Gallaudet University.

**Regional Academic Bowls**

| GURC | Regional Academic Bowl Host Institution |
|---|---|
| Midwest | Illinois School for the Deaf in Jacksonville, IL |
| Northeast | The Learning Center for the Deaf, Framingham, MA |
| Southeast | Model Secondary School for the Deaf, Washington, DC |
| Southwest | Robert G. Sanderson Community Center, Taylorsville, UT |
| West / Pacific | Washington School for the Deaf, Vancouver, WA |

## American Sign Language as a Second Language (ASL2) Program

In direct support of Gallaudet University's bilingual mission, the ASL2 Program provides instruction to faculty, staff, and students as well as students from other area schools and colleges, federal government employees, area businesses and other individuals interested in learning the language. It offers ASL I–VI, credit-bearing courses, and other ASL learning opportunities, such as short courses focusing on specialized aspects of ASL (e.g., non-manual markers, fingerspelling) or tailored for the needs of specific disciplines, departments or units on campus. The program also offers ASL I and II classes online. The area businesses, government agencies, schools, and organizations that contract with Gallaudet for ASL classes include the Department of Navy, United States Fish and Wildlife, and the Office of the State Superintendent of Education, among others.

ASL Program highlights for FY 2013 include:

- 50% increase in enrollment in ASL online courses from AY 2012

- ASL2 Program merged with the Department of ASL and Deaf Studies

- The ASL2 Program's curricular offerings were aligned with the Department of ASL and Deaf Studies "Immersion Program," to create a new program: the ASL As a Second Language (ASL2) program.

- ASL I – IV courses has been approved by the Faculty Senate, recognizing ASL courses as an academic course

- Dramatic increase in inquiries about the availability of sign language classes on campus as well as online

- Increase in requests for ASL Program Certificates for students to show the completion of a series of ASL classes

- Provided ASL mini-course to our community including Union Market and H Street Festival

- Provided training and mentoring service to ASL undergraduate majors and Masters in ASL Education students

### Strategic Planning

The ASL2 Program and the Department of ASL and Deaf Studies are engaged in a strategic planning process designed to expand online courses, programs and services. A feature of this initiative is a weekly series of Massive Open Online Lessons, to be launched in fall 2014.

### Increased Inquiries

Gallaudet University is seeing a marked increase in inquiries related to the availability of sign language classes. Interests expressed are primarily for on-campus ASL classes either during the academic year or during the summer. Since 2008, the volume of email inquiries documented has risen by 167%. There is also a dramatic increase in inquires about online ASL courses, approximately a 1500% increase when compared with 2008. Those numbers show the high demand for ASL courses, both in face-to-face and online formats.

Since the Spring 2011, the ASL2 Program has continued to receive a significant number of emails seeking information about concurrent credit courses, also referred to as "dual enrollment." Concurrent credit courses provide high school students with the opportunity to enroll in college courses and earn college credits during high school, on the high school campus.

In addition, the ASL2 Program has received a number of requests seeking information on the ASL Program Certificate for those students who are either currently working or plan to enroll in interpreting programs across the country. The certificate program will include five levels of ASL courses and an Introduction to Deaf Studies course to satisfy the minimum requirements. The certificate is ideal for any students who are entering an Interpreting Training Program. In addition, more states recognize ASL as a language of instruction and have established a regulation that includes 18 credits of language teaching and learning for prospective ASL instructors or mentors who either complete their Masters or are going through a career change.

### Battle of the Books – Academic Competition for Middle School Students

During FY 2013, Gallaudet's Battle of the Books was established as a new competition for deaf and hard of hearing students. The purpose of the Battle of the Books is multi-faceted: to promote literacy, foster a spirit of academic competition and good sportsmanship and to develop critical thinking skills among deaf and hard of hearing middle school students.

During the competition, 17 schools participated with a total of 105 students and 35 chaperones. There will not be any data in regards to enrollment rates until the group of 8th grade students from this year are eligible to enroll at Gallaudet in the fall of 2017.

### FY 2013 Participation in Battle of the Books

|  | FY 2013 |
|---|---|
| Schools/Programs | 17 |
| Teachers/Staff | 35 |
| Students | 105 |

### Burstein Leadership Institute

The Gerald "Bummy" Burstein Leadership Institute (BLI), a unit within the Center for Continuing Education in the Graduate School at Gallaudet University, provides an array of high-quality and innovative programs for deaf and hard of hearing individuals that is designed to help them move to the next level in their careers or personal lives. BLI addresses leadership knowledge and skills development in education and other social service professions, including deaf-centric for-profit and non-profit agencies and corporations. Program offerings utilize engaged learning formats with a focus on experiential learning, problem solving, and transformation. Although outreach through BLI was impacted by reduced funding this year, a total of 43 participants were served.

BLI programs and courses focus on the following areas:

- Agency leadership, entrepreneurial leadership

- Consumer, family, and community advocacy; advocacy training for deaf people internationally

- Deaf women leadership

- Educational leadership, change leadership, early education professional development leadership

- Parliamentary procedures, project management, life coaching

- Theater arts leadership for deaf and hard of hearing people of color.

## FY 2013 Highlights

### Change Leadership Academy

The four-course Change Leadership Academy, designed in collaboration with the former Department of Administration and Supervision and the Language Planning Institute, trains teams of educators from schools for the deaf to create and sustain transformational change in their schools. Four schools, led by the superintendent of each, participated in the launch of the Academy in fall 2011: Arizona School for the Deaf and Blind, the Delaware School for the Deaf, the New Jersey School for the Deaf, and the Pennsylvania School for the Deaf. The teams completed their training in summer 2013, and each program completer will be awarded a professional studies Certificate of Change Leadership.

### Deaf Women Leadership Training

In collaboration with the Gallaudet University Regional Center-Southwest, BLI provided leadership training for 16 deaf women from Arkansas, Arizona, Colorado, Louisiana, New Mexico, Oklahoma, Texas, and Utah. The training focused on self-awareness, identification of participant leadership styles, leadership styles in for-profit and non-profit corporations and agencies, effective professional communication, and conflict resolution strategies.

As part of the training, participants identified and began implementing projects that are designed to have a significant impact within their local communities: (1) Austin, Texas participants implemented Deaf Volunteers-Filming project. They recruited six deaf volunteers to work on a regular basis for three months with Safe Place, Austin Animal Center and deaf group homes. The volunteers were filmed to showcase deaf people's service to their communities; (2) Project to establish a Texas Black Deaf Advocates (TBDA) chapter: This new TBDA chapter will be fully established in October; (3) Deaf Teen Girls Resource Center project: Arkansas participants worked with dorm counselors at the Arkansas School for the Deaf to establish a deaf teen girls resource center in each girls dorm. This center is designed to feature information on accomplished deaf women around the world, who are performers, film makers, writers, physicians, teachers, administrators, lawyers, accountants, information technology specialists and others; and (4) Deaf Women United chapter project: Utah participants shared their experiences with their fellow deaf women in Utah and are working together to set up a Deaf Women United chapter in Utah by 2014.

### Leadership Training in Theater Arts for Deaf and Hard of Hearing People of Color

The Burstein Leadership Institute provided intensive one week leadership training in Theater Arts for 14 participants. This training was designed specifically for deaf people of color, who are interested in leisure or professional participation in deaf theaters. Participants acquired knowledge and skills in three distinct areas: (1) history of deaf theater and theater arts of color, (2) actors movements, and (3) play production. This training was led by a nationally and internationally renowned deaf theater arts professional along with his team.

## 1996



Jerald Jordan (Class of 1948), longtime chair of the International Committee of Sports for the Deaf, carries the Olympic torch to the Gallaudet campus on its way to the 1996 Summer Olympics in Atlanta, Ga. He hands the torch to Gallaudet President I. King Jordan (Class of 1970) who carries it on the next leg of its journey.

## Grassroots Advocacy International Leadership Training

BLI provided leadership training to 20 deaf and hard of hearing leaders from Ethiopia, Liberia, Mongolia, Nepal, Nigeria, Panama, and Saudi Arabia during summer 2013. This marked the third year that the program has been offered; the first and second trainings were held in 2009 and 2012 and enrolled 13 and 23 international leaders respectively.

Participation in the Grassroots Advocacy International Leadership Training program required a commitment by the participating leaders to share their knowledge by training con-

stituents when they returned home. The intensive, week-long program utilized the train-the-trainer approach and focused on a wide array of leadership skills, including organizing grass-roots-level deaf people into productive groups, establishing a clear vision of strategic planning and goal-setting, leadership styles and their application, human relations, and fundraising skills. Perhaps most important, these community-minded participants were taught by a team of noted deaf role models about how to network with other potential leaders and how to advocate for their rights.

During FY2013, 43 people were served through BLI offerings.

### Burstein Leadership Institute Program Enrollment Trend

| | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|
| **Courses** | | | |
| On-campus | 4 | 5 | 1 |
| Hybrid/Online | 2 | 9 | 2 |
| Extension | 9 | 3 | 1 |
| **People Served** | | | |
| Enrollment | 42 | 168 | 43 |

## Gallaudet University Museum

The Gallaudet University Museum was formed in 2007 when a museum committee consisting of three faculty and four staff members presented the provost of the Division of Academic Affairs with mission and vision statements that became the foundation of the Museum.

### Mission Statement

The Gallaudet University Museum promotes and interprets the rich and complex deaf experience. This cuts to the very core of the University's mission by offering students, their families, and the wider public a mechanism to analyze this "bilingual, diverse, and multicultural institution."

### Vision Statement

As a premier research and information resource center, the Gallaudet University Museum will:

- Provide national leadership on public presentations of deaf history and contemporary life of the deaf community.

- Collect and preserve cultural material for scholarly research and for posterity, working in close collaboration with the Gallaudet University Archives.

- Exhibit artifacts and ideas that inform, inspire, and challenge common understandings of deaf life from cultural, linguistic, and sensory perspectives.

- Create public programming serving the campus, the neighborhood surrounding Gallaudet University, diverse Washington, D.C. constituencies, and local, national, and international audiences.

- Advance the educational mission of Gallaudet University by providing opportunities for shared research and academic collaboration.

## Tagline

Mapping the Future, Guided by the Past

## Role of the Museum

The Gallaudet University Museum will present the heritage of an evolving cultural community, and trace the historic roots of the University. By promoting the open exchange of ideas about what it means to be deaf—and conversely, what it means to be hearing—with the local, national, and international communities, the Museum will inspire examination of community identities. As a place of historic, linguistic, and cultural scholarship, the Museum will also serve the University and its visitors as an accessible resource on deaf life and artistic expression.

In the spring of 2012 the University's national historic landmark, Chapel Hall, was designated as the main Museum site. With exhibition space of approximately 3,600 square feet, plans for Chapel Hall currently involve a permanent exhibition, revolving exhibitions with topics designed to keep the Museum alive and current, a sensory lab program "Living Circle," a lecture series and a campus visitor's center. In October of 2013, renovations of the Chapel Hall began.

Serving as honorary chair of the Friends of the Gallaudet University Museum is Mrs. Vicki Hurwitz, the first lady of Gallaudet University and curator of Gallaudet University's House One. Dr. Jack Gannon and Mrs. Rosalyn Gannon are honorary chairs of the Museum and founders of the museum endowment fund. Dr. Gerald Burstein, in creating a museum fund, is a significant contributing member of the Museum. The Museum has received endorsement from the Gallaudet University Alumni Association, the National Black Deaf Advocates, Inc., and the World Federation of the Deaf. The Gallaudet University Museum is registered with the American Alliance of Museums (AAM) and the Association of Academic Museums and Galleries (AAMG).

Information on the Museum can be found on Facebook, Twitter, and its website www.gallaudet.edu/museum.html.

## Exhibitions

### Olof Hanson, Conspicuous Leader (1862-1933)

The Gallaudet University Museum's first exhibition, "Olof Hanson, Conspicuous Leader (1862-1933)," opened in the Weyerhaeuser Family Art Gallery and Exhibition Hall in the I. King Jordan Student Activities Center on October 22, 2009 and closed on October 1, 2011. It focused on the life of the deaf architect, advocate, clergyman Olof Hanson, who also designed Dawes House, which was a campus dormitory for boys that currently houses the Gallaudet Research Institute. From its opening day until mid-August 2010 scheduled campus tours conducted by the Visitors Center introduced more than 4,300 visitors to the exhibit. The University Archives, as an unparalleled source on deaf history and documents, provided the curatorial team with access and support for this exhibit.

### Making a Difference: Deaf Peace Corps Volunteers

As part of the 50th Anniversary of the Peace Corps, the Gallaudet University on October 25, 2011 replaced the Weyerhaeuser Family Art Gallery and Exhibition Hall first exhibit with a new exhibit, "Making a Difference: Deaf Peace Corps Volunteers." Many of the Deaf Peace Corps Volunteers profiled were alumni of the university. The exhibition explored the resourcefulness of the Deaf Returned Peace Corps Volunteers and the challenges they faced while on assignment.

### Gallaudet at 150 and Beyond

The Museum office at the Gate House is the center of planning for the 150th anniversary "Gallaudet at 150 and Beyond" exhibition. The upcoming exhibition will present the story of this one-of-a-kind institution and foster analysis of broad societal issues and specific deaf themes. Drawing on the unsurpassed collection of deaf history and contemporary material in the university's archives, as well as the expertise of scholars, the exhibit seeks to analyze issues both proud and painful to advance a greater understanding of deaf life and the national and international role of Gallaudet University over the past 150 years.

## English Language Institute

The English Language Institute (ELI) program completed a self-study report three years in the making, with the intention of earning accreditation from the Commission on English Language Accreditation (CEA). The self-study highlighted areas of the program that could benefit from additional attention and review. One outcome of the self-study process was the decision made by the program to standardize our assessment of student competency levels in English around the Michigan English Test, an instrument that dovetails with both the Com-mon European Framework of Reference for Languages and the American Council on the Teaching of Foreign Languages proficiency levels. Using this instrument will help us better track student achievement and readiness for promotion to the next higher course level.

The absorption of ELI into the Department of World Languages & Cultures has brought new perspectives to both the curriculum and the administration of the program. Collaborative efforts between foreign language faculty and ELI trainers will be enhanced starting in the fall of 2013, leading to what we expect will be a new synergy.

**English Language Institute Enrollment Trend**

| FY 2010 | | FY 2011 | | FY 2012 | | FY 2013 | |
|---|---|---|---|---|---|---|---|
| Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 | Fall 2012 | Spring 2013 |
| 67 | 61 | 59 | 54 | 65 | 72 | 90 | 77 |

## Gallaudet University Regional Centers

The Gallaudet University Regional Centers (GURCs) bring the resources and expertise of Gallaudet University and the Laurent Clerc National Deaf Education Center to the six major regions of the United States and its territories, through extension courses, training programs, workshops, conferences, special events, consultation services, and other innovative programming. The regions and host institutions are indicated below:

| GURC Region | Host Institution | Location |
|---|---|---|
| Midwest | John A. Logan College | Illinois |
| Northeast | Northern Essex Community College | Massachusetts |
| Pacific | Kapi'olani Community College | Hawai'i |
| Southeast | Gallaudet University | Washington, D.C. |
| Southwest | Austin Community College | Texas |
| West | Ohlone College | California |

During FY 2013, the GURCs documented 28,162 people served through training and technical assistance/consultation, and 28,635 through exhibits and performances. In addition, 171,288 were reached through marketing, press releases, and listservs, and 66,198 through other forms of information dissemination.

## GURC Activities and People Served Trend

| | FY 2011 | FY 2012 | FY 2013 |
|---|---|---|---|
| **ACTIVITIES** | | | |
| Training & Technical Assistance | 1,246 | 991 | 1,255 |
| Exhibits & Performances | 45 | 106 | 55 |
| Marketing & Press Releases | 136 | 131 | 217 |
| Other Information Dissemination | 602 | 1,286 | 895 |
| **ACTIVITIES TOTAL** | **2,029** | **2,514** | **2,422** |
| **PEOPLE SERVED** | | | |
| Training & Technical Assistance | 19,561 | 11,533 | 28,162 |
| Exhibits & Performances | 16,451 | 42,669 | 28,635 |
| Marketing & Press Releases | 44,527 | 36,195 | 171,288 |
| Other Information Dissemination | 90,168 | 67,881 | 66,198 |
| **PEOPLE SERVED TOTAL** | **170,707** | **158,278** | **294,283** |

Source: Activity Summary/Contact Log Database

## 1997

Gallaudet University establishes the Academic Bowl for Deaf and Hard of Hearing high school students.

### FY 2013 GURC Activities and People Served by Region

| | Midwest | Northeast | Pacific | Southeast | South-west | West | National | TOTAL |
|---|---|---|---|---|---|---|---|---|
| **ACTIVITIES** | | | | | | | | |
| Training & Technical Assistance | 69 | 852 | 130 | 67 | 68 | 57 | 12 | **1,255** |
| Exhibits & Performances | 9 | 10 | 6 | 2 | 19 | 6 | 3 | **55** |
| Marketing & Press Releases | 27 | 66 | 4 | 11 | 77 | 18 | 14 | **217** |
| Other Information Dissemination | 90 | 319 | 0 | 262 | 117 | 94 | 13 | **895** |
| **ACTIVITIES TOTAL** | **195** | **1,247** | **140** | **342** | **281** | **175** | **42** | **2,422** |
| **PEOPLE SERVED** | | | | | | | | |
| Training & Technical Assistance | 2,988 | 7,390 | 3,912 | 573 | 2,142 | 9,858 | 1,299 | **28,162** |
| Exhibits & Performances | 6,715 | 1,800 | 4,442 | 460 | 11,292 | 2,796 | 1,130 | **28,635** |
| Marketing & Press Releases | 17,355 | 89,539 | 3,873 | 1,912 | 37,833 | 14,825 | 5,951 | **171,288** |
| Other Information Dissemination | 2,067 | 42,994 | 0 | 15,931 | 1,318 | 98 | 3,790 | **66,198** |
| **PEOPLE SERVED TOTAL** | **29,125** | **141,723** | **12,227** | **18,876** | **52,585** | **27,577** | **12,170** | **294,283** |

Source: Activity Summary/Contact Log Database

The GURCs play a significant role in accomplishing the goals and objectives of the Gallaudet Strategic Plan (GSP) and disseminating the programs and services of the Laurent Clerc National Deaf Education Center. This section focuses primarily on their relationship in enhancing "outreach integrating research and practice, particularly to benefit deaf and hard of hearing PK-12 students" (GSP objective E.3) by seeking "partnerships with universities, PK-12 programs, community organizations, private foundations, government programs, and businesses aimed at developing, implementing, and assessing educational innovations and impacts on student learning" (GSP strategy E.3.2).

### Regional and National Outreach Highlights

The GURCs work together as a team to accomplish national-level objectives. In addition, each of the GURCs conducts its own region-specific programs, specifically designed to meet the needs of Gallaudet University constituents within the region. The following section provides an overview of the significant accomplishments during FY 2013.

### National-Level Initiatives and Others Involving Cross-Region Collaboration

#### Deaf WorldTeach in the Federated States of Micronesia and the Republic of the Marshall Islands

In an initiative led by the director of the GURC-Pacific and the director of Regional & National Outreach, and supported by the director of the GURC-West, Gallaudet University entered into a collaborative agreement with WorldTeach, Inc., a nonprofit organization based in Cambridge, MA, to create Deaf WorldTeach for the purpose of teaching deaf students and offering ASL classes in the Federated States of Micronesia and the Republic of the Marshall Islands.

#### National Outreach Conference

GURC-Southwest led planning for the 2013 National Outreach Conference in Tucson, Arizona, in collaboration with Louisiana Schools for the Deaf and Visually Impaired. The conference theme was *The 7 P's of Outreach Success: Partnership, Program, Power of Technology, People, Place, Process and Priorities.* Seventy-eight (78) participants, representing 45 outreach

programs throughout the country, gathered to share best practices and strengthen their programs. All GURC directors co-presented a session titled, "Gallaudet University Regional Centers: There's No Place Like Home."

**Needs Assessment – Professional Educational Development & Outreach Programs**

The Office of Regional & National Outreach, in collaboration with the Center for Continuing Studies and all GURCs, developed and disseminated a needs assessment titled, "Professional Educational Development & Outreach Programs Needs Assessment Survey." The survey gauged the professional development needs of outreach service providers throughout the GURC regions. Of the 1,102 people who responded, 31% were deaf/hard of hearing and 69% were hearing; 59% had graduate/professional degrees; 46% had deaf/hard of hearing/deaf-blind family members; 6% were currently students. The tables summarize the survey findings.

**Top Areas of Need Identified by All Respondents (n=1,102)**

| Survey Categories | Top 3 Needs Identified |
|---|---|
| Family/Young Children Programs | Workshops for parents/families<br><br>Literacy programs<br><br>Transition programs |
| Deaf Adult Programs | Advocacy training/programs<br><br>Legal issues workshops<br><br>Developmental English |
| Deaf-Related Fields of Interest | Education<br><br>Mental health/counseling<br><br>Interpreting |

**Top Areas of Interest Identified by Deaf/Hard of Hearing Respondents (n=315)**

| Survey Categories | Top 3 Needs Identified |
|---|---|
| Program Opportunities | Vocational/workforce training programs<br><br>Online learning opportunities<br><br>On-site learning |
| Deaf-Related Fields of Interest | ASL classes for the community<br><br>Mental health/counseling |

**359**

**Transfer Agreements between Gallaudet University and GURC Host Institutions**

Each of the GURC host institutions now has a Memorandum of Understanding with Gallaudet University for general transfer students. These agreements facilitate the transfer process of academic credits of qualified students from the GURC host college to the four-year program at Gallaudet for the purpose of matriculating at the baccalaureate level.

### Region-Specific Initiatives

**GURC-Midwest Region at John A. Logan College, Carterville, Illinois**

**Expanded Recruitment**

GURC-Midwest promoted Gallaudet University's undergraduate, graduate, certificate and summer learning programs by distributing over 12,800 electronic newsletters. GURC-Midwest attended MI School for the Deaf, KY School for the Deaf, KS School for the Deaf, WI School for the Deaf, South Dakota Deaf Youth Group and several schools in IL such as Streamwood High School, South Elgin High School, Bartlett High School, IL School for the Deaf and Thornton Fractional South High School as part of a recruitment effort.

**Initiatives Supporting Traditionally Underserved Groups**

GURC-Midwest promoted Gallaudet University undergraduate program and summer youth programs to minority groups and individuals living in rural areas. GURC co-sponsored John A. Logan College Annual Deafest and worked with international deaf students from Central and South America and deaf students from rural KY, IN, IL and MO. GURC-Midwest sponsored a sign language class for Spanish-speaking families in Chicago, IL. GURC-Midwest gave a presentation about Gallaudet to Spanish-speaking families and other minority groups in Chicago, IL and South Holland, IL.

**Partnerships in Outreach and PK-12 Education**

GURC-Midwest partnered with schools, outreach programs, parent groups and conferences in IL, IA, IN, KS, KY, MI, MO, OH, SD and WI and represented Gallaudet University at over 55 learning events and 30 workshops in the Midwest region including these locations or programs.

- Eisenhower Cooperative School District in Illinois

- Kentucky School for the Deaf

- Kinzie Elementary School and Prairie Point Elementary School in Illinois

- Kansas School for the Deaf Outreach

- Illinois Guide By Your Side

- South Dakota School for the Deaf Outreach Program

- Illinois Teachers of the Deaf and Hard of Hearing (ITHI)

**New Partnerships in Outreach & Higher Education**

- Lansing Community College in Lansing, MI

- Milwaukee Area Technical College in Milwaukee, WI

- Maryville University in St. Louis, MO

- Indiana State University's Bayh College of Education in Indiana

- Augustana College in South Dakota

**New Partnerships in Outreach and Community Organizations**

- Larned Mental Health Correctional Facilities in Kansas

- Michigan Department of Community Health

**GURC-Northeast Region at Northern Essex Community College, Haverhill, Massachusetts**

**Professional Development – Collaborations with Rhode Island School for the Deaf (RISD)**

During this fiscal year, GURC-Northeast collaborated with RISD and the Clerc Center to provide professional development opportunities and consultation related to "Implementing an ASL/English Bimodal Bilingual Early Childhood Education Program."

**Family Sign Language Program**

The GURC-Northeast was again awarded a three-year contract by the Massachusetts Department of Public Health to operate the statewide Family Sign Language Program for families with children who are deaf or hard of hearing and 0-3 years of age. The total amount of the 6-year contract is $630,000. Since 2010, approximately 216 families have been referred to the program.

### Consumer Conference on Employment / Summer Transition to Work Program

The GURC-Northeast was involved in the planning of a highly successful Consumer Conference focusing on employability hosted by the Massachusetts Commission for the Deaf and Hard of Hearing, the Massachusetts Commission for the Blind, the Massachusetts Rehabilitation Commission, and the Statewide Independent Living Association. The GURC-Northeast again participated in the Summer Transition to Work Program offered by the Massachusetts Commission for the Deaf and Hard of Hearing with support from the Massachusetts Rehabilitation Commission.

### Outreach to Spanish-Speaking Parents and Family Members

The GURC-Northeast worked closely with the Massachusetts Commission for the Deaf and Hard of Hearing to provide presentations for family members who speak Spanish at both the Horace Mann School for the Deaf, Boston, and at the monthly Shared Reading event in Lawrence, MA. At the conclusion of both presentations, the GURC facilitated brainstorming sessions with local parent representatives to discuss ways in which services and programs can be improved.

### Shared Reading Saturdays

In operation since 2004, the GURC-Northeast continued its innovative adaptation of the Shared Reading Project, providing early literacy services to parents in the Greater Lawrence and Merrimack Valley, MA area, many of whom speak Spanish. Since its inception approximately $110,000 has been procured from private Foundations for the operations of this program.

### GURC-Pacific Region at Kapiolani Community College, Honolulu, Hawai'i

### Deaf WorldTeach in Chuuk, Federated States of Micronesia

The GURC-Pacific selected, placed, and supervised two Deaf WorldTeach volunteers who started up this 5-month pilot program in Chuuk. Prior to this initiative, there were no deaf students attending school. Enrollment at the Chuuk Deaf Education Center went from 0-20 in a few weeks. Deaf students' language and literacy in ASL skyrocketed.

### Deaf WorldTeach in Majuro, Republic of the Marshall Islands

Three Deaf WorldTeach volunteers were selected for the Majuro placement. They taught 32 deaf students from K-12 in the new Marshall Islands Deaf Education Center, taught ASL at the College of Marshall Islands, worked with young deaf children, and provided Family ASL classes.

### Shared Reading Saturdays

Fifteen families from Oahu attended monthly Shared Reading Saturday events. Using Clerc Center's Shared Reading materials, adults learned to sign books from deaf mentors while children participated in story-of-the-month related activities.

### PILI Deaf Education teacher preparation for Hawai'i and the Pacific

Four graduate students from Hawai'i and the Pacific are enrolled in the PILI Deaf Education program.

### External funding in support of GURC-Pacific initiatives

The GURC-Pacific director secured substantial external funding to support the programs of the GURC, including:

- PILI Deaf Education program: U.S. Department of Education/Office of Special Education Programs (USDOE/OSEP)

- CORE Deaf Education paraprofessional program: USDOE/OSEP

## 1998



Gallaudet University and the United States Holocaust Memorial Museum jointly host a conference entitled "Deaf People in Hitler's Europe, 1933-1945," bringing to light new research and personal reflections on the Holocaust.

- CORE Program Improvement grant: USDOE/OSEP

- Deaf WorldTeach Chuuk: $17,000 from Chuuk Department of Education

- Deaf WorldTeach Majuro: $44,000 from RMI Ministry of Education

## GURC-Southeast Region at Gallaudet University, Washington, DC

### Planning Collaborations in the Southeast

Site visits included trips to Florida, North Carolina and South Carolina to identify needs and seek partnerships in providing professional development training and extension courses at the following schools and programs:

- Florida: Division of Vocational Rehabilitation

- Florida Educators of Deaf and Hard of Hearing Individuals

- Florida: Flagler College

### Florida Hands and Voices

- Florida: Resource Materials & Technology Center for Deaf/HH

- Florida School for the Deaf and Blind

- Eastern North Carolina School for the Deaf, Wilson

- North Carolina School for the Deaf, Morganton

- South Carolina Department of Education

- South Carolina School for the Deaf and Blind: Outreach Services

### Promoting Gallaudet University throughout the Southeast:

As a member of the Gallaudet University Marketing (GUM) Committee, the GURC-Southeast director assisted with conference and exhibit planning, specifically:

- Southeast Region Institute on Deafness (SERID), Knoxville, TN

- Childhood on Deafness Summit, Lake Mary, FL

- American Sign Language Teachers Association (ASLTA), Charlotte, NC

- Alabama Department of Mental Health Services for Deaf and Hard of Hearing, Montgomery, AL

- Deaf Expo: Gallaudet University, Washington, DC

- ASL Roundtable (ASLRT), Newark, DE

### Professional Development for Educators and Other Professionals

Coordinated the Clerc Center's Visual Phonics and Cochlear Implant workshops at Tennessee School for the Deaf and Cecil County Public Schools in Maryland. Coordinated Gallaudet Mental Health Center's (MHC) "Orientation to Communication Access and Interpreting," conducted at Howard University Nursing Program, Washington, DC; and "Quality HealthCare for Deaf and Hard of Hearing People: ADA and other Considerations," presented to nurses in Alexandria, VA.

### Visual Language/Visual Learning (VL2) Benefits/ Risk Assessment and Parent Information Package

The GURC-Southeast director served on VL2's Benefits and Risk Assessment Committee to ensure the committee has sufficient information to determine the level of risk inherent in any dissemination activity being proposed, and can, therefore make reasoned judgments regarding whether VL2 should engage in the activity.

### ASL Round Table (ASLRT) Summit – Memorandum of Understanding (MOU)

In preparation for the 2014 ASLRT Summit, GURC-Southeast led the development of the MOU between the GURC-Southeast, Delaware School for the Deaf, and Delaware Statewide Programs Association.

## GURC-Southwest Region at Austin Community College, Austin, Texas

### Youth Leadership Training: "Individual Assessment, Culture Awareness, Community Connection: Building Tomorrow's Leaders"

The GURC-Southwest provided a series of training that included hands-on activities with youth from diverse cultures, giving them a "voice" in sharing what they know about their own identify, culture and community. The workshop was conducted at the following sites during FY 2013:

- Latino Youth Program at National Council of Hispano Deaf and Hard of Hearing Biennial Conference, Austin, TX

- San Marcos High School Deaf Program, San Marcos, TX

- Marion Downs' Campus Connections, Boulder, CO

- Youth Empowerment Summit at National Black Advocates for the Deaf National Biennial Conference, New Orleans, LA

### Burstein Leadership Institute: "Deaf Women Leadership Seminar"

The GURC-Southwest coordinated and hosted the training that provides deaf women an invigorating environment for self-awareness, exploration, actualization, and leadership development. The GURC also partnered with several state associations for the deaf to identify and sponsor two deaf women from the following 6 states of the Southwest region: Arizona, Arkansas, Colorado, Louisiana, Utah and Texas.

### Texas Science Fair

The GURC-Southwest co-sponsored the Science Fair competition where over one hundred students teamed up to present and demonstrate their findings before a panel of judges.

### Imagination Celebration, Fort Worth/Dallas, Texas

The GURC-Southwest was one of the major sponsors of the annual Imagination Celebration, a unique program that hosted over 500 deaf and hard of hearing high school students from across the state of Texas for a weekend of arts and cultural experiences.

### GURC-West at Ohlone College, Fremont, California

### Creating Professional Development Partnerships

GURC-West continued to cultivate a partnership with the Center for Childhood Deafness and Hearing Loss in Washington State. This state agency is the umbrella agency for the Washington School for the Deaf and provides outreach and professional development throughout the state. GURC-West is a member of their statewide outreach team as the Gallaudet Liaison.

### Supporting Families of Deaf and Hard of Hearing Students

Building on a long-standing partnership with the Montana School for the Deaf and the Blind, GURC-West continued to support families in remote rural areas with parent education.

### Multicultural Involvement

GURC-West continued to support workshops and trainings related to diverse communities. Work with the Deaf Asian community included: pre-Town Hall meeting between the National Association of the Deaf and the Bay Area Asian Deaf Association (BAADA); GURC-West and BAADA worked together on several presentations on Deaf Asian Identity; Asian Tea Party, Lunar New Year, and three workshops on the Korean Deaf experience. Work with the Deaf African-American community included the support of a workshop on Deaf Black Performing Arts.

### Interpreter Training Initiatives

GURC-West continued to provide support for the Community Forum hosted by the Deaf Caucus and Interpreters with Deaf Parent Member Sections during the Registry of Interpreters for the Deaf National Conference. Participants engaged in discussions on the current and future state of the interpreting field, the involvement of the entire Deaf Community, and developed 'doable' actions to promote healthy relationships between the Deaf Community and the interpreting profession.

### Deaf Education

GURC-West continued to support professional development among professionals in deaf education by providing consultation and Gallaudet representation to the remaining two conferences for educators in the Western region; the California Educators of the Deaf and the Washington Combined Summer Institute.

## Special Outreach Initiatives

### Deaf President Now (DPN) 25

March 2013 marked the 25th anniversary of the Deaf President Now (DPN) movement. This civil rights movement culminated with the appointment of a deaf president for the first time in 124 years of Gallaudet's history. To recognize the significance of this milestone for the Deaf community, the university held a semester-long lecture series, with the goal of understanding answers to fundamental questions about the impact of DPN on the lives of deaf people in the United States and the world. Events included: a lecture by Julian Bond entitled "From Civil Rights to Human Rights;" separate panels

made up of the first three deaf Presidents of Gallaudet, Board of Trustees chairs, DPN Student Leaders, and Model Secondary School for Deaf Alumni; panels on "Comparative Civil Rights" and "The History of Women at Gallaudet and DPN." Other activities included: screening of the film "Lives Worth Living" followed by a panel discussion; lectures on "DPN and the Struggle for Deaf Control at Gallaudet" by David Armstrong; "Our Time: The Legacy of the 20th Century" by Tom Humphries; and "International Perspectives on Human Rights" by Wilma Newhoudt-Druchen and Bruno Duchen.

### Deaf Peace Corps Story Collection

Over the past year stories of Deaf Peace Corps Volunteers have been collected and edited and are being merged with photographs and introductory text into draft manuscript form for a book tentatively entitled "Human Touch: Deaf Peace Corps Stories."

### We Are Gallaudet Exhibit

We Are Gallaudet, an exhibit of more than 260 portraits that celebrate the diversity of the Gallaudet community, was on display from March to May 2013, in the I. King Jordan Student Academic Center. The faces, both young and old, reflected a variety of races and ethnicities. Collectively, the photographs reminded viewers of the rich tapestry that makes up the Gallaudet community.

Diversity was the theme of We Are Gallaudet. After viewing the photos, exhibit goers were invited to share personal reflections on how they identify themselves through race, gender, nationality, ethnicity, communication, religion, or political affiliation. The notes that people wrote on brightly colored paper showed a wide range of identities, for example: bisexual, gay, woman, Jewish, sorority member, ASL user, basketball player, and human.

The exhibit was a project of photojournalism students sponsored by the Office of the Provost.

### Smithsonian Folklife Festival - Gallaudet Sessions

Gallaudet University faculty, staff, students and alumni contributed to the annual Smithsonian Folklife Festival, participating in the One World, Many Voices: Endangered Languages and Cultural Heritage program. Sessions touched on language use, research, and preservation with a focus on American Sign Language, specifically:

- Visual Literature: American Sign Language Performance – shared stories and poems Gallaudet University ASL Literature Course.

- Language and Technology: Deaf Perspectives – discussed the impact of technology on language use, research and preservation.

- 150 Years of a Language Community: American Sign Language and Gallaudet University – shared perspectives on the meaning of place as it impacts language use.

### National Geographic Society production of "Bell"

A Gallaudet History Professor joined a National Geographic Society panel discussion on Alexander Graham Bell following a performance of the play, "Bell" written by playwright and executive editor of PBS NewsHour, Jim Lehrer. The one-man play, brought to life the trials and restless inventing of Bell, allowing his character to jump to the present time and bring the audience into his world. Following the performance, a lively panel discussion highlighted how the play was researched and developed, and its meaning for those involved, including historic references and nuanced interpretation on Bell's work on education and eugenics by the Gallaudet professor.

### History Through Deaf Eyes

The History Through Deaf Eyes project continues to reach a national audience through its website. Average monthly visitation to the site is 700 unique visitors opening over 1500 pages, with returning visits of 107. Slightly more than 93% are from the U.S. The project's website address is: www.gallaudet.edu/history_through_deaf_eyes.html.

*Clerc Center/Susan Flanigan*

# Laurent Clerc National Deaf Education Center

The Laurent Clerc National Deaf Education Center, a division of Gallaudet University, includes Kendall Demonstration Elementary School (KDES), the Model Secondary School for the Deaf (MSSD), and associated research, evaluation, training, and dissemination services. The primary purpose of the Clerc Center is to fulfill the national mission of improving the quality of education afforded to deaf and hard of hearing students from birth through age 21 across the country.

# I. Overview of the Clerc Center

While providing an exemplary education to the students attending Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. The partnership of the Clerc Center with schools and programs throughout the United States is the cornerstone for activities designed to have national impact. The goal of collaborative partnerships is the provision of quality educational opportunities to all students, with emphasis on students who are lower achieving academically, who come from families that speak a language other than English in the home, who have additional disabilities, who are members of diverse racial or cultural groups, or who live in rural areas. The Clerc Center publishes and disseminates materials and information, establishes and publicizes its research priorities through a process allowing for public input, and provides training and technical assistance to families of children who are deaf or hard of hearing and the professionals who work with them.

## FY 2013 Highlights

During FY 2013, the Clerc Center engaged in a number of activities designed to improve education and outcomes for deaf and hard of hearing children at the Clerc Center and nationwide. Specifically, the Clerc Center remained engaged with reform efforts and devoted significant resources to the continued implementation of the Common Core State Standards for English language Arts and mathematics, and state assessment for the purpose of improving academic achievement among its students.

The Clerc Center made significant progress on the Clerc Center Strategic Plan (2009-2012), while completing the priority setting process for the next strategic plan (2013-2018). During FY 2013, several products stemming from the work of the action plan teams in 2011 completed the development phase and are being actively disseminated.  Product highlights include:

*   *More Than Meets the Eye: An Introduction to Autism Spectrum Disorders* webinar designed and hosted

*   Deaf Students with Disabilities online network launched

*   Worked with a team of over 40 authors and solicited feedback via two national surveys in development of the *Students with Cochlear Implants: Guidelines for Educational Program Planning* (a collaboration with Boston's Children's Hospital)

*   "Planning for Bimodal and Bilingual Success for Children Who are Deaf or Hard of Hearing" Train the Trainer program developed and implemented

The Clerc Center used a Structured Dialogic Design Process with a broad representative group of stakeholders which resulted in the identification of three priorities that will serve as the foundation for the Clerc Center's 2013-2018 strategic plan:

1.   **Collaboration—**Facilitate the recognition and development of productive collaborations among organizations at the national and state level to effectively meet the linguistic, educational, and social-emotional needs of deaf and hard of hearing children from birth to 21 years of age.

2.   **Professional Development—**Support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of deaf and hard of hearing children from birth to 21 years of age.

3.   **Family-School Partnerships—**Promote the use of proactive partnerships between families and professionals at schools and/or in programs to effectively meet the linguistic, educational, and social-emotional needs of deaf and hard of hearing children from birth to 21 years of age.

The Clerc Center will develop this strategic plan in early FY 2014 and anticipates its release in winter 2014.

The Clerc Center is pleased to provide this report of achievements.

# II. Education of the Deaf Act

The Education of the Deaf Act (EDA), reauthorized in 2008 (P.L. 110-315), directly impacts Gallaudet University and the Clerc Center, including KDES and MSSD. The EDA specifically outlines both the primary responsibilities of the Clerc Center and the demonstration schools and the reporting requirements for Gallaudet University, many of which also apply to the Clerc Center. This section includes excerpts of the EDA that apply to the Clerc Center.

Note: Where "..." appears below, sections of the EDA that do not apply to the Clerc Center have been removed.

## Primary Responsibilities of the Clerc Center

The EDA mandates activities specific to the Clerc Center. It authorizes the Board of Trustees of Gallaudet University to maintain and operate the Clerc Center to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing throughout the nation.

The EDA requires the Clerc Center's elementary and secondary programs to serve students with a broad spectrum of needs, including students who are lower achieving academically, who come from families that speak a language other than English in the home, who have secondary disabilities, who are members of diverse racial or cultural groups, or who are from rural areas.

The EDA states that the elementary and secondary programs must include:

- KDES, to provide day facilities for elementary education for individuals who are deaf to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for high school and other secondary study. (See section VII.)

- MSSD, to provide day and residential facilities for secondary education for individuals who are deaf, to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for college,

other postsecondary opportunities, or the workplace. (See section VII.)

The EDA also mandates the Clerc Center to:

- Provide technical assistance and outreach throughout the nation to meet the training and information needs of parents of infants and children who are deaf or hard of hearing. (See section VI.)

- Provide technical assistance and training to personnel for use in teaching students who are deaf or hard of hearing in various educational environments and students who are deaf or hard of hearing with a broad spectrum of needs.... (See section VI.)

- Establish and publish priorities for research, development, and demonstration through a process that allows for public input. (See section III.)

To the extent possible, the Clerc Center must provide the services required in an equitable manner based on the national distribution of students who are deaf or hard of hearing in educational environments, including regular classes; resource rooms; separate classes; separate, public, or private nonresidential schools; separate, public, or private residential schools; and homebound or hospital environments. (See section VI.)

In 2008, the EDA added language requiring the University, for the purposes of KDES and MSSD, to:

- Select challenging academic content standards, challenging student academic achievement standards, and academic assessments of a State, adopted and implemented, as appropriate, pursuant to the applicable provisions of the Elementary and Secondary Education Act of 1965 and approved by the Secretary; and implement such standards and assessments for such programs by no later than the beginning of the 2009-10 academic year;

- Annually determine whether such programs at the Clerc Center are making adequate yearly progress...; and

- Publicly report the results of the academic assessments, except where such reporting would not yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress.... (See section VII.)

## Reporting Requirements for the EDA

The Board of Trustees of Gallaudet University … shall prepare and submit an annual report to the Secretary and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate no later than 100 days after the end of each fiscal year, which shall include the following:

1. The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, and who left without completing a program of study reported under each of the programs of the University (i.e., elementary, secondary)…. (See sections IX and X.)

2. For the preceding academic year, and to the extent possible, the following data on individuals who are deaf and from minority backgrounds and who are students (at all educational levels) or employees:

    A. The number of students enrolled full time and part time. (See sections VIII, IX, and X below.)

    B. The number of these students who completed or graduated from each of the educational programs. (See sections VIII and X.)

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

    D. The number of students needing and receiving support services (e.g., tutoring, counseling) at all educational levels. (See section VI.)

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

*Note: This annual report satisfies these requirements.*

## 1999
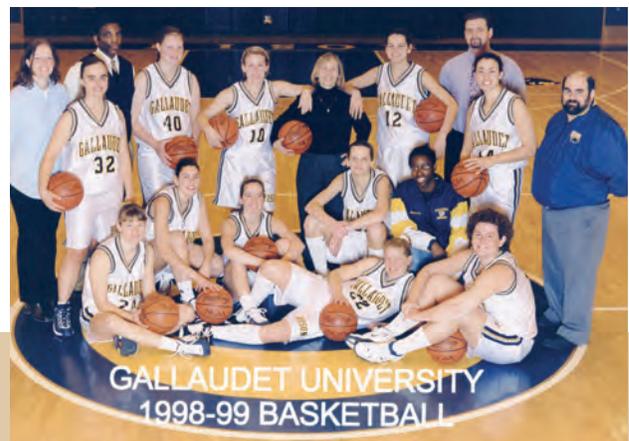
The Bison women's basketball team wins the Northeast Athletic Conference and advances to the National Collegiate Athletic Association Final Four before ending the season 24-6.

# III. Public Input

Through the EDA, the Clerc Center is required by the United States Congress "to establish and publish priorities for research, development, and demonstration through a process that allows for public input." With the U.S. Department of Education's support, the Clerc Center has established a system for launching a three-year cycle in which input is sought from stakeholder groups and individuals to ensure a broad perspective based on a range of experiences to identify critical needs. This public input informs the Clerc Center of priorities that then determine the direction and focus of the Clerc Center's work to meet the needs of deaf and hard of hearing children, their families, and the professionals who work with them.

## Clerc Center's Response to Public Input

Over recent years, the Clerc Center has used various mechanisms through which to gather public input, such as targeted meetings, conferences, surveys, and individual contacts. The information gleaned has been rich and instructive. Based on this public input, in FY 2009 the Clerc Center developed the Clerc Center Strategic Plan (2010-2012). At the Strategic Planning Summit held in February 2009, a committee of stakeholders representing parents, mainstream programs, schools for deaf and hard of hearing students, teacher preparation programs, and the Clerc Center established three priorities:

1. Student academic achievement

2. Evidence-based strategies and resources for deaf and hard of hearing students with disabilities

3. Early and ongoing intervention to support linguistic competence

From these three priority areas, goals and objectives were developed to specifically address needs identified by public input. Action plans for each objective, or group of like objectives, were developed in FY 2010 following a review of the Clerc Center Strategic Plan by the Board of Trustees of Gallaudet University. (See section IV for more information on the Clerc Center Strategic Plan.)

## Targeted Group Characteristics

| Stakeholders | Educators and Families of Students in Traditionally Underserved Groups (TUGs) | Educators and Families of Students in Diverse Educational Environments |
|---|---|---|
| Teachers<br>    Deaf and hard of hearing students<br>    Special education | Students from rural areas | Public schools |
| School staff | Students who are lower achieving academically | Day schools for deaf students (including charter schools) |
| Parents of deaf and hard of hearing children | Students from non-English speaking homes | Residential schools |
| Early intervention specialists | Students with secondary disabilities | National and professional organizations (e.g., CEC, ASDC, CEASD, EHDI, CAID, National Council on Disability) |
| School administrators | Students who are members of minority groups | |
| District or state-level administrators | Adult members of TUGs | |
| University<br>    Researchers<br>    Teacher training programs | | |
| General public | | |

## Stages of the Public Input Process

The three-stage system for collecting, analyzing, and using public input was established by the Clerc Center and accepted by the U.S. Department of Education in FY 2010. These stages are cyclical and will be used on an ongoing basis to collect input and set priorities.

### Stage One: Determination of Critical Needs

In this stage, the specific trigger question to which Clerc Center constituents and the public respond is defined. This critical step in the process ultimately will, on a cyclical basis, define the Clerc Center's strategic priorities. It will help to determine root causes of the issues identified that the Clerc Center can address through products and services disseminated to the nation.

A broad range and variety of input is obtained by constituent groups that have been identified to respond to the question, including educators and families from traditionally under-served groups as well as those from a range of educational environments. Once input is gathered, the process moves to data analysis in order to identify common themes among the responses that will lead to identification of critical educational needs for deaf and hard of hearing students.

**Public Input Process**



**Strategic Planning Five-Year Cycle** (As projects near completion, cycle begins again.)

**Stage 1:** Determination of Critical Needs
- Define trigger question
- Define target constituent groups
- Define input collection tools, schedule, and venues
- Collect/analyze data
- Identify critical needs

**Stage 2:** Selection of Strategic Goals and Objectives

**Stage 3:** Focused Public Input into Development

**Annual Report on Public Input**

## Stage Two: Selection of Strategic Goals and Objectives

Once the critical needs are defined, a group of selected stakeholders will identify those of greatest priority. They will then determine how to address those needs. Work at this stage will ultimately establish the Clerc Center's strategic plan, including goals and objectives. This information will also be used to develop the Clerc Center's long-range research plans.

Once this process is complete, the strategic work for the Clerc Center will be defined in enough detail for implementation planning to begin and for information about the Clerc Center's priorities to be disseminated to all community stakeholders.

## Stage Three: Focused Public Input into Development

For each objective, or group of like objectives, action plans will be developed and subsequent projects will be defined. Input specific to those projects will be sought by appropriate stakeholders at identified times during the life cycle of each project. Progress updates to the public will communicate how products being developed reflect the identified critical needs.

As project development nears completion, Stage One of the public input process will begin again. This ensures that the cycle—from critical needs identification to product delivery—is ongoing and responsive to changing community needs.

## Stage One: Public Input Critical Needs Collection

Collection of critical needs input was completed in FY 2012. The process, which began in FY 2010, focused on ensuring adequate representation from those serving traditionally underserved students and from mainstream programs as well as from schools and programs for deaf and hard of hearing students. Respondents provided input based on the following trigger question: *"What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?"*

Respondents were also asked demographic information about the role and setting in which they serve, which traditionally underserved groups they serve, and their race and/or ethnicity. Venues were selected to intentionally seek the perspectives of educators and families of students from traditionally underserved groups and from the range of educational environments in which deaf and hard of hearing students are enrolled. Demographic information provided by the respondents was intended to identify:

- Potential gaps in the reach of populations participating in the public input process

- Concerns and/or issues that may be specific to one group (e.g., concerns expressed by parents may be different from concerns expressed by professionals working with deaf and hard of hearing students)

Public input data was sought primarily in four ways:

1. At identified venues (e.g., conferences)

2. Online via the Clerc Center's home page

3. Through direct e-mail to subscribers of *News and Notables*, the Clerc Center's electronic newsletter

4. At identified workshops and training

## Public Input Cycle

### Clerc Center Strategic Plan FY 2010-FY 2012

| | FY 2003-2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 | FY 2013 | FY 2014 | FY 2015-2017 |
|---|---|---|---|---|---|---|---|---|
| **Stage 1:** Determination of Critical Needs | Input Collection on Critical Needs | Input Analysis | | | | | | |
| **Stage 2:** Selection of Strategic Goals and Objectives | | | Action Plans Developed | | | | | |
| **Stage 3:** Focused Public Input into Development | | | | Development of Projects from Action Plans Targeted Public Input on Projects | | | | |
| | | | | | | Dissemination of Projects | | |

## 2000
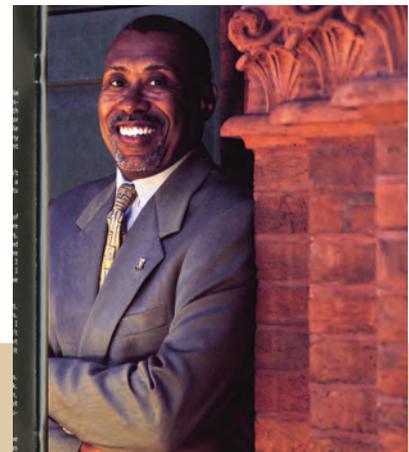
Dr. Glenn Anderson continues his service as the second deaf person and the first African American to chair the Board of Trustees. Anderson (Graduate Class of 1968) is one of the first deaf African Americans to receive a doctoral degree.

## Stage Two: Identifying Strategic Goals and Objectives

Data analysis of critical needs responses was completed in FY 2013. Key findings from the analysis are reported below. The complete report of public input findings, *Critical needs of students who are deaf and hard of hearing: A public input summary,* was released in June 2013 and can be found at www.gallaudet.edu/clerc_center/public_input_summary_published.html.

## Public Input Respondent Demographics

A total of 775 individuals responded to the Clerc Center's critical needs survey between March 2010 and August 2011. Forty percent (308) of the respondents reported that they worked in public schools, 29 percent (225) worked in schools for the deaf, 8 percent (63) worked in colleges/technical schools, 10 percent (78) worked with nonprofit organizations/agencies, 3 percent (25) worked with federal/state agencies, 1 percent (9) worked in hospitals, and 7 percent (54) worked with other types of organizations. Thirteen respondents did not provide work setting information.

### Race/Ethnicity

While the majority of respondents were Caucasian/white, approximately one-third of those who responded identified themselves as a person of color.

### Hearing Status

Sixty-one percent of the respondents (469) were hearing, 23 percent (177) were deaf, and 10 percent (74) were hard of hearing. Fifty-five respondents did not provide hearing status information.

### Traditionally Underserved Groups

Respondents served students across the five traditionally underserved groups. Forty-seven percent (368) of the respondents served students in rural areas, 57 percent (440) served students from non-English speaking homes, 64 percent (499) served students with secondary disabilities, 61 percent (470) served students from racial/ethnic minority populations, and 63 percent (485) served students who were low academic achievers. Fifteen percent (113) of respondents did not serve any traditionally underserved group, and 31 percent (239) served all five of the traditionally underserved groups.

## Stage Three: Analysis and Findings

Analysis of the critical needs information was completed in 2013. Results were based on approximately 1,400 comments received from 775 respondents. Analysis identified four thematic areas and five major barriers in the education of children who are deaf or hard of hearing. Themes identified were Language and Communication, Resources, Social Concerns, and Qualified Direct Service Personnel. The five overarching barriers were the need for knowledge and education of caregivers, professionals, and the general public; collaborative efforts; qualified professionals and services; meeting the needs of the student within a given school system; and the child's self-development. Themes and barriers were similar for all respondents regardless of their background, communication modality, and setting. This suggested that educating children who are deaf or hard of hearing has barriers that transcend language, setting, and location. Results were disseminated via website and publication.

The complete report of public input findings can be found on the Clerc Center website at www.gallaudet.edu/clerc_center/public_input_summary_published.html.

### Frequency of the Thematic Barriers (data table)

| | |
|---|---|
| Policy/Legislation | 7 |
| Lack of Understanding | 20 |
| Students with Disabilities | 27 |
| Collaboration | 28 |
| Technology | 42 |
| Expectations | 43 |
| Other | 50 |
| Early Hearing Detection and Intervention | 58 |
| Literacy | 64 |
| Family Involvement and Support | 71 |
| Curriculum, Instruction, and Assessment | 114 |
| Qualified Direct Service Personnel | 150 |
| Social Concerns | 178 |
| Resources | 211 |
| Language and Communication | 314 |

Note: Results indicate that Language and Communication was most often reported as the primary barrier accounting for 23 percent of all responses. Frequency is based on the total number of comments (n=1,377) and not the number of people who replied (775).

# 2001



The "History Through Deaf Eyes" exhibition tours 12 cities throughout the U.S., where it is seen by an estimated 415,000 people. In the photograph, Dr. Glenn Anderson (Graduate Class of 1968), chair of Gallaudet's Board of Trustees, Dr. Lawrence J. Pijeaux, Jr., president and CEO of the Birmingham Civil Rights Institute, and Dr. I. King Jordan (Class of 1970), president of Gallaudet University, cut the ribbon for the exhibit.

**Barriers Ranking**

| | Teacher (275) | Parents and Family (158) | Principal (66) | State Administrator (25) | Human Service/ Direct Care (42) | Interpreter (26) | Speech/ Audiologist (45) | Faculty/ Researcher (74) |
|---|---|---|---|---|---|---|---|---|
| Language and Communication | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 2 |
| Qualified Direct Service Providers | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 2 |
| Resources | 3 | 2 | 2 | 1 | 3 | | 2 | 1 |
| Social Concerns | 2 | 3 | | 2 | 2 | 2 | | 4 |
| Curriculum, Instruction, and Assessment | | | 4 | | | 3 | 4 | 3 |

Note: The numbers 1 through 4 reflect the ranking of the most frequently reported barriers for each profession. The most frequent barriers were reported across profession, suggesting similar needs.

## Priority Setting

Following analysis, the public input information was used to guide the Clerc Center's priority setting process for its 2013-2018 strategic plan. On February 4-5, 2013, a group of 23 diverse representatives in deaf education and early intervention that included parents, teachers, service providers, organizational leaders, and university professionals participated in a national priority setting meeting.

The Clerc Center used a process called "Structured Dialogic Design Process" (SDD) designed by Dr. Alexander "Aleco" Christakis. Christakis has more than 35 years of working in the field of complex change and consulted with the Clerc Center to plan and execute this meeting or "co-laboratory." Co-laboratories are focused, action-oriented, and democratic meetings during which every perspective is recognized and honored. The SDD process was selected because it promotes consensus building and shared ownership and would result in the identification of priorities based on the collective wisdom of Clerc Center stakeholders. By the end of the process, all participants developed a shared understanding of the challenges that, if addressed by the Clerc Center, would have a positive impact on the success of current and future generations of deaf and hard of hearing children.

The process resulted in the identification of three priorities that will serve as the foundation for the Clerc Center's 2013-2018 strategic plan:

1. **Collaboration—**Facilitate the recognition and development of productive collaborations among organizations at the national and state level to effectively meet the linguistic, educational, and social-emotional needs of deaf and hard of hearing children from birth to 21 years of age.

2. **Professional Development—**Support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of deaf and hard of hearing children from birth to 21 years of age.

3. **Family-School Partnerships—**Promote the use of proactive partnerships between families and professionals at schools and/or in programs to effectively meet the linguistic, educational, and social-emotional needs of deaf and hard of hearing children from birth to 21 years of age.

The setting of the 2013-2018 strategic plan will complete Stage Three. The Clerc Center will develop this strategic plan in early FY 2014 and anticipates its release in winter 2014.

## IV. Strategic Plan Activities

**Clerc Center Strategic Plan 2009-2012**

| | |
|---|---|
| **Goal One:**<br>Students will reach their full potential linguistically and academically from birth through 21 years of age. | **Objective 1:** Teachers will develop and implement a standards-based curriculum in language arts, math, social studies, and science that includes unit summaries and plans, textbooks, related resources, and initial differentiation strategies by August 2010.<br><br>**Objective 2:** The Clerc Center will lead a collaborative effort with identified experts to develop national standards for American Sign Language from kindergarten through twelfth grade by 2012.<br><br>**Objective 3:** The Clerc Center will establish baseline student achievement data for grades three through eight and grade eleven in the areas of language arts, math, and science by June 2010. Once established, the Clerc Center will revise this objective to reflect target performance levels in accordance with its Adequate Yearly Progress model. |
| **Goal Two:**<br>The Clerc Center will provide leadership in the identification, evaluation, and dissemination of evidence-based instructional practices, strategies, and resources for deaf and hard of hearing students with disabilities through a collaborative project with schools and programs. | **Objective 1:** Using established criteria, the Clerc Center will select at least five evidence-based instructional strategies, curricula, and/or materials for deaf and hard of hearing students with disabilities from schools and programs and prepare for dissemination by 2011.<br><br>**Objective 2:** The Clerc Center will disseminate the selected evidence-based instructional strategies, curricula, and/or materials for deaf and hard of hearing students with disabilities through publications, media, and training by 2012. |
| **Goal Three:**<br>The Clerc Center will identify and disseminate resources to ensure that all deaf and hard of hearing children and their families have early and ongoing access to information that supports the development of linguistic competence. | **Objective 1:** Using research to inform practice, the Clerc Center will identify and disseminate evidence-based strategies for early intervention service delivery by 2012.<br><br>**Objective 2:** Using established criteria, the Clerc Center will identify at least five resources for service providers and five resources for families that support the development of linguistic competence for deaf and hard of hearing students from birth through 21 years of age by 2011.<br><br>**Objective 3:** The Clerc Center will disseminate the selected resources for service providers and families that support the development of linguistic competence for deaf and hard of hearing students from birth through 21 years of age through publications, media, and training by 2012. |

## Curriculum and Assessment

The Clerc Center continues its work engaging in the systematic cultural and academic changes necessary for implementing standards-based reform. The implementation process is highly complex and multifaceted, and it involves the ongoing attention and work of all teachers and staff at KDES and MSSD.

The demonstration schools have begun implementing the multi-year action plan identified through the Excellence by Design (EBD) reaccreditation effort undertaken in 2010-2011. The major goal areas selected through the self-study—reading/writing, math, and school climate—form the basis for the annual School Improvement Plan (SIP). The SIP is a one-year subset of activities drawn from the multi-year accreditation action plan, and it outlines the projects that will be implemented in the form of goals, targets, measures, and associated professional development support.

Additional examples of the reform effort include:

- Ongoing focus on the Common Core State Standards for English Language Arts and Mathematics that serve as the foundation for curriculum and instruction

- Implementing a unit-based instructional design method following the Understanding by Design template developed by Wiggins & McTighe (2005, *Understanding by design*. Alexandria, VA: ASDC)

- Providing support for teacher instructional planning through professional development, individual consultation from content specialists and other instructional support personnel, and allocated planning time on professional development days throughout the year

- Beginning the transition to the Common Core State Standards (CCSS) in the areas of English language arts and math by implementing newly-developed curricular units for all English language arts and math classes for students in kindergarten through grade twelve in FY 2013

- Using information from research and evidence-based practice to redesign instructional efforts to meet the needs of all students

- Multi-year planning for allocating resources and creating new instructional support positions to reinforce and sustain the work to change practice

The Clerc Center continues to engage the services of edCount, LLC, an educational consulting firm, to support this reform effort. Further details of this implementation, led by the Curriculum and Assessment Leadership Team, are included in the Demonstration Elementary and Secondary Schools section (section VII) of this report as a major component of the work accomplished in FY 2013.

### Goal One, Objective 1 Milestones and Status Summary

#### FY 2013 Anticipated Milestones

- Implement newly designed units aligned with the CCSS in all kindergarten through grade twelve English language arts and math classes

- Implement flexible grouping across grade levels for kindergarten through grade five for literacy and language development

- Implement a systematic effort of cognitive and meta-cognitive strategy instruction at the high school to assist students in monitoring and improving their own reading comprehension

- Implement reading and writing across all areas of the curriculum through the identified instructional focus areas of building background knowledge, monitoring comprehension, summarizing main ideas, and making inferences from text along with aligned writing goals for focus and organization

- Implement strategies in all math classes that support developing problem-solving skills with story problems and developing number sense at the elementary level

- Implement school improvement strategies that incorporate the abovementioned goals into a comprehensive plan that includes targets, measures, implementation and professional development strategies, and a monitoring component

## Status

Work continued in all areas outlined above. A majority of professional development time was allotted to support teachers in understanding and implementing the new CCSS-aligned units with guidance and feedback. As a part of the school improvement planning process, the teacher community focused on a few key areas of instruction in reading (e.g., building background knowledge, monitoring for comprehension, summarizing the main idea and making inferences), writing (e.g., strengthening focus/ideas and organization), and math (e.g., developing number sense, building problem-solving skills through story problems). Work has begun at the elementary school implementing flexible grouping across grades one through five to support language and literacy development. Flexible grouping will be expanded to include students in grades kindergarten through eight. Additionally, initial work on cognitive strategy instruction was a priority for the high school English department with a focus on strategies for identifying question-answer relationships (QAR). The Clerc Center also implemented new instructional units, based on the CCSS, for English language arts and math in FY 2013.

### FY 2014 Anticipated Milestones

- Refine implementation of the new CCSS-aligned instructional units in English language arts and math to ensure fidelity of implementation and appropriate differentiation and scaffolding to ensure students have access to grade-level standards and expectations

- Continue implementation of flexible grouping at KDES for kindergarten through grade five and expand into middle school English language arts classes

- Add additional strategies to the cognitive strategy instruction at the high school

- Continue to implement reading and writing across all areas of the curriculum through the identified instructional focus areas of building background knowledge, monitoring comprehension, summarizing main ideas, and making inferences from text along with aligned writing goals for focus and organization

- Implement strategies in all math classes that support developing problem-solving skills with story problems and developing number sense at the elementary level

- Implement a SIP that includes the abovementioned goals into a comprehensive plan that includes targets, measures, implementation and professional development strategies, and a monitoring component

## Goal One, Objective 3 Milestones and Status Summary

### FY 2013 Anticipated Milestones

- Based on guidelines from the U.S. Department of Education regarding the use of the Ohio Achievement Standards, review all assessment data from the past three years to guide development of Adequate Yearly Progress (AYP) targets and accountability reporting

- Implement Ohio's newly released Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

- Continue to report Ohio Achievement Assessment (OAA)/Ohio Graduation Test (OGT) results in accordance with EDA requirements via the Clerc Center website and meet all Ohio and federal assessment and reporting requirements within the designated timelines

**2002**
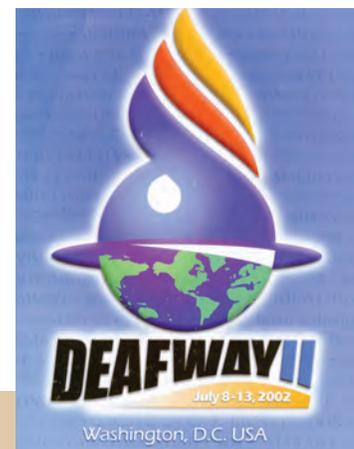


The "Deaf Way II," an international conference and festival, is celebrated at Gallaudet University, hosting 9,675 people from 121 countries.

- Provide ongoing communication about progress with teachers, staff, families, and the community

**Status**

- Reviewed all assessment data from the past three years to guide development of AYP targets and accountability reporting per guidelines from the U.S. Department of Education

- Implemented administration of the OAA, the OGT, and the AASCD

- Reported OAA/OGT results in accordance with EDA requirements via the Clerc Center website

- Met all Ohio and federal assessment and reporting requirements within the designated timelines

- Provided ongoing communication about progress with teachers, staff, families, and the community

**FY 2014 Anticipated Milestones**

- Continue with the milestones identified in 2013 consistent with the Clerc Center obligation to review assessment data and report results in accordance with EDA requirements

- As the new assessments being developed by the national testing consortia come online, the Clerc Center will, in accordance with our agreement with the state of Ohio, adopt the new assessments and establish performance targets and accountability reporting.

## ASL Content Standards K-12

The need to develop national American Sign Language (ASL) content standards was a recurring theme identified by previous public input. Stakeholders mentioned the need for Clerc Center leadership in language planning, for valid and reliable assessment tools for deaf and hard of hearing children, and for the development of age-appropriate strategies and materials. These include assessment tools and protocols for early language planning and literacy, ASL content standards, an ASL curriculum, and ASL materials and assessments. A contract was awarded in early 2011 to a team of researchers and educators to complete a research synthesis and develop K-12 content standards and benchmarks.

In the previous fiscal year the ASL Standards Contract Team completed and submitted the research synthesis of existing literature on ASL acquisition and development and a proposed framework and benchmarks upon which the content standards were to be developed. Following a period of review and revision, the literature review and proposed framework received a preliminary validation in early 2012 pending further revisions once the content standards were submitted. The first draft of the ASL content standards was received in the summer of 2012. The Clerc Center engaged a national expert on standards development as well as an expert on ASL linguistics to provide an initial review of the content standards and benchmarks. Based on this review, the Clerc Center provided the contract team with extensive feedback and guidance and asked the team to complete significant revisions to both the content standards and the research synthesis.

As work on the content standards and benchmarks continued, it became evident that the development of first generation content standards was more complex than envisioned at the onset of this project. In retrospect, the initial timelines and resource allocation were not feasible and have been adjusted to ensure the final product meets the rigor, quality, and usability criteria as originally intentioned.

Fiscal year 2013 work focused on completing extensive revisions to the research synthesis and the draft content standards and benchmarks. The Clerc Center provided significant guidance to the contract team to structure the revision process. The Clerc Center also instituted interim reviews of the work in progress to provide progress checks and increase monitoring. Completed second drafts were received from the contract team in May of 2012. Following a thorough review of materials received, the Clerc Center will determine the necessary steps to complete the content standards and benchmarks and to ensure they are based on a strong research foundation.

Once the content standards and benchmarks are ready for review by ASL teachers and specialists for usability and classroom application, the Clerc Center will convene a national feedback group. This group consists of classroom teachers and practitioners from different regions of the country and with a broad range of knowledge and experience teaching ASL at the early childhood, elementary, and high school levels. The Clerc Center will then offer the general public an opportunity to provide input on the content standards and benchmarks. Feedback from these two processes will be incorporated into a final version of the content standards and benchmarks. Once finalized, a team of experts in ASL linguistics, language development, and education will be selected to validate the content

standards and benchmarks in relation to the research foundation. Current projections are for the feedback group and public comment to take place in 2014. A date for validation team review and initial dissemination will be determined when the above review processes are completed.

### Goal One, Objective 2 Milestones and Status Summary

#### FY 2013 Anticipated Milestones

- Complete national feedback group process and provide input to contract team

- Finalize and implement process for public comment on draft content standards and benchmarks

- Establish a validation committee for final review of all deliverables

- Finalize the ASL content standards and benchmarks for grades K-12

#### Status

- Feedback group process deferred to allow for necessary revisions to the research synthesis and draft content standards and benchmarks

- Planning for the public comment process deferred as a result of timeline adjustments and to focus resources on review and revision of draft materials from contract team

- Validation team planning to commence in FY 2014 following scheduling of the feedback group and public comment processes

- Revised completion date to be determined pending completion of feedback and validation processes

#### FY 2014 Anticipated Milestones

- Determine work, processes, and resources needed to complete the content standards and benchmarks with the necessary research foundation

- Revise timelines to better reflect complexity of work involved in developing first generation content standards and benchmarks

- Convene a feedback group of ASL educators and specialists

- Host a period of public comment on the content standards and benchmarks

- Plan validation team process

- Begin initial dissemination planning

## Resources for Students with Disabilities

In FY 2013, the Clerc Center continued the development and dissemination of products to address the needs of parents and educators serving students who are deaf and hard of hearing with disabilities. The products developed were based on the work of strategic plan action plan teams to provide tools, teaching strategies, and support. The products have been designed to fit the five resource areas previously identified by the action plan team. The products that were disseminated this fiscal year included:

- A second webinar on students who are deaf and hard of hearing with autism entitled "More Than Meets the Eye: An Introduction to Autism Spectrum Disorders"

- The Deaf Students with Disabilities Network, an on-line network designed to provide resources for educators and parents of students who are deaf and hard of hearing with disabilities. The site includes discussion forums designed to promote information sharing and ongoing opportunities for participants to engage with others. The site also included the following features:

    o "Ask the Expert"—Participants of the "More Than Meets the Eye: An Introduction to Autism Spectrum Disorders" webinar were able ask follow-up questions of the presenter on the Deaf Students with Disabilities Network

    o Parent-to-Parent Network—A section of the site provided for parent-to-parent connections networking, information sharing, and advocacy

*(Please note that the work defined under Goal 2, Objective 1 was completed in FY 2011.)*

## Goal Two, Objective 2 Milestones and Status Summary

### FY 2013 Anticipated Milestones

- Highlight identified collaborators as part of the on-line network in the "Ask the Expert" feature of the network

- Establish discussion boards on the network for parents and for educators who have deaf and hard of hearing students with disabilities

- Continue developing and implementing dissemination plans, including sharing information via *News and Notables*, the National Outreach Resources website, exhibits, conferences, and organizations

- Develop and implement an evaluation to gather input on these products from families and educators

### Status

- "Ask the Expert" was launched and will be expanded in FY 2014

- Discussion opportunities were launched for parents and professionals

- A survey of the on-line members has been conducted to provide feedback for future improvements and expansion to the site

### FY 2014 Anticipated Milestones

- Host a webinar for parents entitled "A Dialogue with Parents of Children Who are Deaf and/or Hard of Hearing with Autism" by Dr. Christen Szymanski (the third in this webinar series)

- Continued growth of the Deaf Students with Disabilities Network website:

  o Add additional resources to the site

  o Encourage increased membership and interaction between members

  o Establish a schedule of professionals to participate in "Ask the Expert" forums

- Based on participant feedback, identify additional features that can be added to the Deaf Students with Disabilities Network website pending availability of resources.

## Early Intervention

Work on the early intervention objective continued and evolved in FY 2013. As work progressed, the process to identify the factors was clarified and further refined. The process began in FY 2011 with an initial review of seminal early intervention literature which guided the selection of components considered to be essential for the development of linguistic competence. The action plan team then completed a search for additional research and literature that supported the identified components or factors. This year the factors were modified and one was eliminated to better reflect the current research base.

The following list of factors is composed of essential components of effective early intervention programs for children who are deaf and hard of hearing. These factors have guided the early intervention work:

- **Factor 1:** Direct and daily access to language and communication is essential to facilitating each child's language and communication.

- **Factor 2:** A collaborative, ongoing process should be used to explore modalities, technologies, and strategies to support the development of linguistic competence.

- **Factor 3:** Exposure to accessible language through signs and gestures can be beneficial to language acquisition.

- **Factor 4:** Ongoing monitoring of amplification effectiveness is integral to selecting communication strategies to facilitate language development.

- **Factor 5:** Planning for language and communication development should be individualized and systematically guided by ongoing assessment and monitoring.

## Goal Three, Objective 1 Milestones and Status Summary

### FY 2013 Anticipated Milestones

- Finalize and launch the on-line network to share the identified factors and associated program components

- Disseminate the work of identified schools/programs on the on-line network as it corresponds to the identified factors

- Publish an article sharing the identified factors essential for developing linguistic competence in a peer reviewed journal

### Status

- Continued development of the early intervention website (This site will share the five identified factors, associated program components, supporting evidence, and highlights showing how programs implement various aspects of the factors.)

- Developed content to share the work of identified schools/programs and how their work illustrates the various factors

- A decision was made not to publish an article about the factors in a peer review journal but rather to include essential information for practitioners on the Clerc Center website

### FY 2014 Anticipated Milestones

- Launch of the early intervention website

- Add a mechanism to provide interaction among early intervention providers on the early intervention network

- Encourage other programs exemplifying the five factors to share their work on the early intervention network

- Disseminate the Early Intervention Network via Clerc Center mechanisms as well as via on-line resources from selected organizations and agencies

## Family and Professional Resources

In FY 2013, the Clerc Center focused on the continued development, completion, and dissemination of several products to address the needs of families and professionals serving students who are deaf and hard of hearing. These products are designed to provide resources, training, strategies, and support to these primary stakeholder groups.

Work on the Family and Professional Resources Action Plan continued with the development of products based on the resources identified by the action plan team. The products, which were previously identified, have been in the development and dissemination phase. The focus of FY 2013 has been on the completion of the products still in development as well as on dissemination and evaluation of all completed products.

### Goal Three, Objectives 2 and 3 Milestones and Status Summary

### FY 2013 Milestones

- Completion of identified products:

  o Web-based product addressing key points in providing effective early intervention with deaf and hard of hearing infants and toddlers (collaboration with Boston Children's Hospital)

  o Revision and expansion of *Children with Cochlear Implants Who Sign: Guidelines for Transitioning to Oral Education or a Mainstream Setting* (collaboration with Boston Children's Hospital)

  o On-line module entitled "Educating Deaf and Hard of Hearing Students: A Guide for Professionals in the Mainstream" (collaboration with Texas Education Service Center, Region 20)

  o Educational interpreter publication (collaboration with Dr. Brenda Schick and Boys Town National Research Hospital)

  o Spanish and Mandarin translations of an additional four Visual Language and Visual Learning (VL2) research briefs designed for families and educators:

    - Research Brief 5: *Eye Gaze and Joint Attention*

    - Research Brief 6: *Children with Cochlear Implants*

    - Research Brief 7: *The Benefits of Bilingualism*

    - Research Brief 8: *ASL/English Bilingual Education*

- Continued dissemination and evaluation of completed products

- Development of a targeted dissemination plan for reaching educators and families of students in traditionally under-served groups and in mainstream settings

- Evaluation of completed projects to assess quality, utility, and relevance

## Status

### Product Development

- **Train the Trainer for "Planning for Bimodal and Bilingual Success for Children Who are Deaf or Hard of Hearing" (formerly "The 'Why' and 'How' of an ASL/English Bimodal Bilingual Program")**

  Following "The 'Why' and 'How' of an ASL/English Bimodal Bilingual Program" (a six-hour workshop that has since been renamed) developed in FY 2012, a three-part Train the Trainer program was developed and implemented. This increased the number of trainers qualified to provide this workshop to interested schools and programs.

  o Developed and implemented an on-line knowledge-building component

## 2003



o Developed and implemented a face-to-face skill-building and application training

o Provided opportunities for trainees to present the content with coaching and feedback

o Evaluated procedures to assess quality, utility, and relevance

- **Web-based product for early intervention—ASL version—Collaboration with Boston Children's Hospital (BCH)**

  The ASL version of the web-based product for early intervention (title pending) that supports professionals, families, and caregivers of young children in their understanding of the importance of early identification, intervention, and language acquisition for the development of linguistic competences in children who are deaf or hard of hearing is slated for completion in the fall of 2014. This searchable, web-based product is based on BCH's webinar series entitled "Building Blocks of Intervention: Hearing Loss in Children 0-3 years." This product is available on both the Clerc Center website and the BCH website. The ASL version is currently in development and will be available with a spoken English voiceover and captioning.

  o Original webinar source material reviewed and revised by early intervention specialists

  o Web product instructional design completed

  o ASL script developed

  o Production elements (i.e., slide design, video, graphics) nearing completion

A student works in the Harkin Digital Learning Center. The center is dedicated in 2002 to Sen. Tom Harkin (D-Iowa), a longtime champion of Gallaudet and the disability community, and his family, including his late brother Frank, who was deaf. "I think he understood that Gallaudet is the path of opportunity for deaf people," Harkin says of his brother at the dedication ceremony. "He died two years ago, but I know how proud he'd be to see our name at the top of the Harkin Digital Learning Center."

- *Students with Cochlear Implants: Guidelines for Educational Program Planning*—**Collaboration with BCH**

  *Students with Cochlear Implants: Guidelines for Educational Program Planning* (working title) is an updated and expanded version of BCH's current publication, *Children with Cochlear Implants Who Sign: Guidelines for Transitioning to Oral Education or a Mainstream Setting*. In order to create a set of guidelines that will ensure full linguistic access for students with cochlear implants, these revised guidelines support education program planning regardless of the language or modality utilized, thereby serving a wide range of student needs. This product will guide school administrators, educational professionals, and families. These guidelines will be available online on both the Clerc Center and the BCH websites.

  - A national survey soliciting feedback on the original document was completed by stakeholders

  - Two working meetings were held for 40+ authors to meet and review the survey data and work on revisions and expansion of this product

  - A draft of the documented was completed

  - A survey was completed to assess the readability and usability of the document

- **Texas Education Service Center, Region 20, collaboration for on-line modular training**

  An on-line, three-module series entitled "Educating Deaf and Hard of Hearing Students: A Guide for Professionals in the Mainstream" is in development for educators in collaboration with the Texas Education Service Center, Region 20 (ESC 20), using portions of their on-line series "Deafness 101." The modules are designed for educators in mainstream programs who have little experience working with deaf and hard of hearing students. This interactive training includes introductory information about deaf and hard of hearing students, instructional considerations for educators, and information about educational planning (Individualized Education Program and Section 504).

  - Established content for modules using multiple perspectives, providing knowledge and application

  - Incorporated subject matter expert material through text and video

  - Produced module components (i.e., narration, closed captioning, interactive activities)

  - Began process to determine the analytics that will be used to retrieve data of product use and effectiveness

- **Educational interpreter publications—Collaboration established with Dr. Brenda Schick (www.classroominterpreting.org) and Boys Town Research Hospital**

  This series of publications on educational interpreting provides guidance to administrators, teachers, interpreters, and parents on the use of classroom interpreters. This work focuses on the effective involvement of educational interpreters working with students who are deaf or hard of hearing. The publication will be available on the Clerc Center website as well as on the Boys Town Research Hospital Center for Childhood Deafness Auditory Consultant Resource Network website and the Classroom Interpreting website. A printed version, as well as Spanish and Mandarin translations, will be available in FY 2014.

  - Content of five tip sheets written by Dr. Brenda Schick to address various audiences (e.g., administrators, teachers, educational interpreters, families)

  - Content review process established

  - Tip sheets design completed

- **Gallaudet University's Visual Language and Visual Learning (VL2) program research brief translations**

  The Clerc Center translated an additional four VL2 research briefs, designed for families and educators, into both Spanish and Mandarin. These documents are avail-

able from both VL2 and the Clerc Center. They will be available online and distributed at workshops and conference exhibits. The four additional research briefs are:

- o  Research Brief 5: *Eye Gaze and Joint Attention*

- o  Research Brief 6: *Children with Cochlear Implants*

- o  Research Brief 7: *The Benefits of Bilingualism*

- o  Research Brief 8: *ASL/English Bilingual Education*

**Dissemination and Evaluation**

- Continued dissemination and evaluation of completed products

  - o  Products completed in FY 2013 have been disseminated via electronic newsletters, at targeted conferences and exhibits, through our network of Gallaudet University Regional Centers, and via collaborating organizations such as Hands & Voices and the American Society for Deaf Children

  - o  An evaluation plan has been put into place for each product and is ongoing

- Development of a targeted dissemination plan for reaching educators and families of students in traditionally underserved groups and in mainstream settings

  - o  A national outreach plan has been developed to disseminate all new products to targeted audiences

  - o  Coordination of outreach with the Gallaudet University Regional Centers has been put in place in order to reach more of the mainstream audiences across the country

- Evaluation of completed projects to assess quality, utility, and relevance

- Development of an evaluation plan for each new product, implementation, and assessment will continue through FY 2014

**FY 2014 Anticipated Milestones**

- **Web-based product for early intervention—ASL version—Collaboration with Boston Children's Hospital (BCH)**

  - o  Complete production and review processes

  - o  Product launch and dissemination

- **Web-based product for early intervention—spoken English version—Collaboration with BCH**

  - o  The spoken English version of this web-based product for early intervention (title pending) will be produced and disseminated in early 2014. This version will provide the same information provided in the ASL version and will be captioned.

    - ▪  Create a spoken English version of all seven modules

    - ▪  Caption all modules

    - ▪  Complete product and upload to both the Clerc Center and the BCH websites

    - ▪  Determine the analytics that will be utilized to retrieve data of product use and effectiveness

  - o  Implement a targeted dissemination plan for products focused on reaching educators and families of students in traditionally underserved groups and in mainstream settings

- *Students with Cochlear Implants: Guidelines for Educational Program Planning***—Collaboration with BCH**

  - o  Complete final product revisions and design

  - o  Publish electronically via Clerc Center and BCH web-sites

- **Texas Education Service Center, Region 20, collaboration for on-line modular training**

  o Finalize production of module components (i.e., narration, closed captioning, interactive activities)

  o Launch product via Clerc Center web-site

- **Educational interpreter publications—Collaboration established with Dr. Brenda Schick (www.classroominterpreting.org) and Boys Town Research Hospital**

  o Content review process by representative stakeholders completed

  o Publish electronically and in print

## 2004



The new Gallaudet Metro station opens. The station is renamed NoMa-Gallaudet U in 2011.

*Communications and Public Relations*

# V. Research Plan, Priorities, and Projects

The purpose of the Clerc Center's Research Agenda is to support the development of effective, innovative, evidence-based instructional strategies and curricula aimed at improving deaf and hard of hearing students' language acquisition and academic achievement, to prepare them for postsecondary education and employment, and to prepare them to lead independent, productive lives.

The goals of the current Research Agenda remain aligned with the Clerc Center's current strategic plan. These goals are to:

- Identify gaps in current knowledge about the language acquisition of deaf and hard of hearing children, early intervention, and effective standards-based educational practices, and promote increased basic and applied research in those areas

- Work in collaboration with other schools, researchers, and organizations to translate knowledge from existing research into innovations that are effective in improving the language and academic attainment of deaf and hard of hearing students

- Engage Clerc Center teachers and related services and Student Life staff in research about innovative educational strategies and curricula

- Synthesize existing research in strategic goal areas that will guide the development of evidence-based strategies and practices and inform decision making at local and state levels about best practices in the education of deaf and hard of hearing students

## Scope of the Research Agenda

The scope of the Clerc Center's Research Agenda covers applied research that will be carried out by the Clerc Center and other programs and organizations with which it collaborates. For example, while the Clerc Center may not initiate basic research in language acquisition and learning, it will encourage collaborative research in those areas where significant knowledge gaps exist through networking with other programs and organizations.

The Clerc Center also welcomes ongoing collaborations with research partners who engage in basic and applied research in identified priority area topics. Cooperative research includes research in which the Clerc Center has not been involved in the study design but agrees to participate by recruiting subjects and participating in data collection. The principal investigators will be encouraged to share their research findings with the Clerc Center to further its innovation and outreach work.

Research projects are implemented in two categories:

1. Current projects that fit the priority research topics identified in this Research Agenda and other immediate, important projects that can be conducted with currently available resources

2. Future research studies under consideration that will require additional resources, including grant funding or collaborative agreements, to plan and implement

**Current Research Projects by Priority Topic Area**

| Priority Topic Area | Current Research Projects |
|---|---|
| **Priority Topic Area #1:** Student Academic Achievement | • American Sign Language (ASL) Content Standards, K-12<br><br>• Deaf and Hard of Hearing Student Performance on High-Stakes Assessments: A National Study by Gallaudet University and the Clerc Center<br><br>• Early Reading Development of Young Deaf Children<br><br>• Fingerspelling as a Predictor of Phonetic Awareness |
| **Priority Topic Area #2:** Evidence-Based Strategies and Resources for Deaf and Hard of Hearing Students with Disabilities | • Deaf Children with Autism Spectrum Disorders |
| **Priority Topic Area #3:** Early and Ongoing Intervention in Support of Linguistic Competence | • Early Education Longitudinal Study<br><br>• Identifying Evidence-Based Factors Critical to Promoting Linguistic Competence<br><br>• Identifying Early Intervention Programs Throughout the United States Incorporating Evidence-Based Factors that Support Linguistic Competence in ASL and English<br><br>• Students Who are Deaf and Hard of Hearing and Use Sign Language: Considerations and Strategies for Developing Spoken Language and Literacy Skills<br><br>• Individualized Planning: Language and Communication Profile |

# Priority Research Areas

The three priority topic areas for the current Research Agenda stem from the strategic priorities identified and selected based on public input (see section III for more information on public input):

1. Student academic achievement

2. Evidence-based strategies and resources for deaf and hard of hearing students with disabilities

3. Early and ongoing intervention in support of linguistic competence

Future Research Agendas will be grounded in strategic priorities established by the Clerc Center. Each priority will be supported by a synthesis or review of current research knowledge about the topic. The Clerc Center will also review current practices related to the topic, as applicable to deaf and hard of hearing children. This will inform the development or refinement of guiding overarching research questions. This process allows an opportunity to explore possible collaborations with external researchers and other programs with an interest in similar priority topics. As input is obtained about the importance and relevance of the research questions, the Clerc Center and its partners will translate the knowledge of research and practice into proposals for future projects. These projects may then address important knowledge gaps and unmet critical needs. Each research question may suggest one or more possible projects, or discussions of the questions taken together may suggest future cross-cutting projects.

The priority topic areas described below include a summary of current projects that support the priority topic areas as well as projects that are being reviewed or are in the application stages. The listing of preliminary guiding research questions serves as the impetus for the development of future research initiatives and a long-term Research Agenda. As education is a

dynamic field, the lists of guiding questions and projects under consideration or in the application stages are likely to change as the knowledge base shifts over time. As this report reflects the ending stages of the strategic plan priority areas for 2009-2012, many projects are nearing completion or have been completed.

The priority topic areas for the Clerc Center's Research Agenda will be revised with the identification of new priorities, based on public input, for the Clerc Center's next strategic plan from 2013 to 2018.

## Priority Topic Area #1: Student Academic Achievement

A significant amount of research and resources has been spent on the area of student academic achievement. The establishment of the Research Agenda suggested a need for identifying gaps in the knowledge of general student academic achievement. This topic has collaborative research in the other priority areas through networking internally within the Clerc Center and Gallaudet University as well as externally with other programs and organizations.

The following guiding research questions were devised based on public input collected by the Clerc Center as well as on a review of existing research in this priority topic area.

These questions are intended to guide discussion about and planning for important future research initiatives to support the student academic achievement priority area of the Research Agenda:

- How do teacher attitudes and perceptions about deaf and hard of hearing students relate to high expectations?

- How do teacher attitudes and perceptions about deaf and hard of hearing students relate to accommodations?

- What are the effects of various accommodations (e.g., use of signing accommodations) on the measured achievement of deaf and hard of hearing students?

- What allowable accommodations are effective with deaf and hard of hearing students?

- How can effective use of technology improve the quality of instruction and learning?

- How can schools and programs serving deaf and hard of hearing students help inform decision makers concerning

the design of a national common assessment that is fair and accessible to deaf and hard of hearing students?

- What do we know about the achievement of academic standards of deaf and hard of hearing students in schools and programs across the nation?

- What are effective strategies and curricula for improving the literacy skills of deaf and hard of hearing adolescent students?

- How can the Clerc Center best reach educators and parents living and working in rural areas?

Current research projects and research projects under consideration that support student achievement of rigorous academic standards include:

### American Sign Language (ASL) Content Standards K-12

(Collaborative Research Project; Principal Investigator: David Geeslin, Indiana School for the Deaf)

The Clerc Center will lead a collaborative effort with identified experts to develop national content standards for ASL acquisition and development from kindergarten through twelfth grade. Topics for future research may be identified during the standards development process.

### Objectives

1. Establish a contract, via a competitive process, with a team of national experts in the area of ASL linguistics, language acquisition, and education to draft K-12 ASL content standards and benchmarks

2. Via the contract team, complete a synthesis of the research and develop a framework of standards strands upon which the content standards and benchmarks will be founded

3. Via the contract team, develop K-12 content standards and benchmarks

4. Design, oversee, and implement a series of national review processes to ensure the rigor, accuracy, and applicability of the work of the contract team

5. Disseminate the content standards and benchmarks nationally

## Status

Work on development of the draft content standards and benchmarks continued by the contract team with oversight and guidance provided by the Clerc Center. Due to the complexity of developing first generation content standards, the decision was made to invest additional time in the standards review and revision process prior to convening the national feedback group and making them available for public comment. A revised second draft of the content standards and benchmarks as well as a revised version of the research synthesis was submitted to the Clerc Center in the spring of 2013. Following a thorough review of these materials, the Clerc Center will determine the necessary steps to complete the standards and benchmarks and ensure they have a strong research foundation.

Once the content standards and benchmarks are ready for review by ASL teachers and specialists for usability and classroom application, the Clerc Center will convene the national feedback group. This group consists of classroom teachers and practitioners from different regions of the country and with a broad range of knowledge and experience teaching ASL at the early childhood, elementary, and high school levels. The Clerc Center will then offer the general public an opportunity to provide input on the content standards and benchmarks. Feedback from these two processes will be incorporated into a final version of the content standards and benchmarks. Once finalized, a team of experts in ASL linguistics, language development, and education will be selected to validate the content standards and benchmarks in relation to the research synthesis. Current projections are for the feedback group and public comment to take place in 2014. A date for validation team review and initial dissemination will be determined when the above review processes are completed.

### Deaf and Hard of Hearing Student Performance on High-Stakes Assessments: A National Study by Gallaudet University and the Clerc Center
(Formerly the National Collaboration to Assess Performance of Deaf and Hard of Hearing Students on State Achievement Tests)

The purpose of this project is to increase knowledge about the attainment of reading, mathematics, and science proficiency of deaf and hard of hearing students on statewide assessments. The Clerc Center, in collaboration with Gallaudet University, seeks to identify and target future development and support toward areas where students are most challenged academically.

## Objectives

1. Determine to what extent states' data systems allow for the evaluation of achievement among deaf and hard of hearing students and comparisons between the achievement of these students and other students

2. Investigate how achievement among deaf and hard of hearing students compares to state and national expectations

3. Determine to what extent the achievement of deaf and hard of hearing students is mediated by student or context characteristics (pending the availability of sufficient data)

4. Obtain funding to implement the research study

5. Identify future research studies and research-to-practice initiatives based on the results of this study with a particular emphasis on students from traditionally under-served populations

## Status

A formal executive summary was completed in FY 2013. Plans to disseminate the formal summary and a condensed version are being considered for FY 2014.

### Early Reading Development of Young Deaf Children
(Formerly Potential in Young Deaf Children: Supportive Family Contexts Study; Principal Investigator: Lori Lutz, Clerc Center)

This qualitative study focuses on developing an understanding of the multiple and complex family contexts that exist in the lives of families with young deaf children and how those contexts may be related to the development of reading skills for deaf children.

## Objectives

1. Describe the family environments and contexts of deaf children who displayed advanced reading skills at a young age

2. Examine how these family patterns compare with those of families whose deaf children are still developing readers

## Status

In FY 2013, the multi-family case study revealed similarities in events influencing families' experiences with reading to their young children such as the timing of early hearing detection and intervention, parents' involvement with early intervention programs, their considerations of language for communication and reading with their deaf child, engaging in different types of literacy and reading activities, and managing their child's interest and involvement with books and print. The development of case histories led into the development of eight assertions about families' experiences that may support young deaf children's early reading. These assertions address the timing and intensity of parental participation and involvement in early intervention programs, the inclusion of shared reading as part of early intervention programming, individual differences among deaf and hard of hearing children, parents' evolving language choices for communication and for reading, parental beliefs about the relationship of language and reading, parents' use of reading strategies and approaches, parental values for reading, and differences in deaf children's reading due to different environments.

Each assertion addresses a piece of the larger picture of what it takes for young deaf children to become literate readers. Ultimately, the most critical statement that can be made about family contexts supporting young deaf children's early reading development is that deaf children who become readers are learning about and engaging in reading as part of an adult-child activity in which a shared language is used by parents and their deaf child to participate in reading or other literacy-type activities. This shared language, from birth, is essential for the young deaf child to develop concepts and knowledge about language as well as the larger world. Deaf children's knowledge of and about language provides them with the foundation they need to develop literacy knowledge in relation to print in books and the environment.

The study was completed in FY 2013.

### Fingerspelling as a Predictor of Phonetic Awareness
(Collaborative Research Project; Principal Investigator: Dr. Brenda Schick, University of Colorado)

This is the first national study focusing on the role that fingerspelling may have in better understanding how children who are deaf and hard of hearing process phonetics, whether they are signed or spoken. Research has shown that sign language has components of phonetic representations that may be best indicated via fingerspelling. In this collaborative effort, researchers are attempting to better understand how fingerspelling may aid some students in understanding written text as well as visual texts as a possible intervention strategy for reading comprehension.

### Objectives

1. Identify whether fingerspelling may play a role in understanding sound-based phonics

2. Gather information as to the relationship between fingerspelling, reading abilities, vocabulary knowledge, and phonic awareness (whether signed or spoken)

### Status

In the fall of 2012, nearly all of the students at KDES in kindergarten through grade five participated in data collection. During the spring of FY 2013, data was collected by research staff and administrators at the Clerc Center to help provide a more accurate understanding of the student demographics. Data was shared with school-based curriculum and assessment staff at the Clerc Center.

# 2005



Dr. I. King Jordan announces his retirement. The University's Board of Trustees confers him the title of "President Emeritus" and names the I. King Jordan Student Academic Center in his honor.

## Priority Topic Area #2: Evidence-Based Strategies and Resources for Deaf and Hard of Hearing Students with Disabilities

The need to identify and share resources for deaf and hard of hearing students with disabilities was identified in several public input forums. Limited research exists in this priority topic area. Guiding questions based on the work of the Clerc Center Resources for Deaf Students with Disabilities Action Plan Team include:

1. How can standards-based curriculum be modified to meet the needs of deaf and hard of hearing students with disabilities working well below the standards?

2. How can families of deaf and hard of hearing children with disabilities educate and support each other using social media and other virtual communities?

These questions are intended to guide discussion about and planning for future research initiatives to support the achievement and postsecondary preparation of deaf and hard of hearing students with disabilities.

### Deaf Children with Autism Spectrum Disorders

(Collaborative Research Publication; Principal Investigator: Christen Szymanski, PhD, Clerc Center, and Patrick Brice, PhD, Gallaudet University)

After successfully being awarded the Gallaudet Research Institute Priority Grant in 2012, a collaborative research partnership with Gallaudet University's Psychology Department ensued. During FY 2013, Drs. Brice and Szymanski, with the assistance of a Gallaudet University graduate student, investigated the literature for the use of treatment and intervention strategies in children who are deaf or hard of hearing and have an autism spectrum disorder. Researchers also investigated the roles that families, teachers, and parents have in the lives of children who are deaf and hard of hearing.

**Objectives**

1. Understand the applicability of the only evidenced-based treatment for autism—Applied Behavioral Analyses—in the lives of children who are deaf and hard of hearing

2. Gather information pertaining to the impact that families and parents have in the lives of children who are both deaf and have autism

**Status**

In the late part of FY 2013, families were approached and consented to participate in the research study. Participation was halted when these families transferred to new schools. New families will be sought for data collection in FY 2014. Completion of a theory paper pertaining to understanding autism in a child who is deaf or hard of hearing is also anticipated.

All other research studies for this priory topic area have been completed. Please see section IV ("Strategic Plan Activities") in this chapter of the annual report for information on products developed to support deaf and hard of hearing students with disabilities.

## Priority Topic Area #3: Early and Ongoing Intervention in Support of Linguistic Competence

The following guiding research questions were devised based on public input collected by the Clerc Center as well as on a review of existing research in this priority topic area. The questions intended to guide discussion about and planning for important future research initiatives include:

1. What are the evidence-based factors that positively impact linguistic competence in young deaf and hard of hearing children?

2. What are the characteristics of early intervention programs that best prepare young deaf and hard of hearing children to develop linguistic competence and succeed in school?

3. How can families of deaf and hard of hearing children gain access to high-quality early intervention programs and services?

4. How can information about effective early intervention resources and practices be disseminated to diverse families of deaf and hard of hearing children?

5. How can information about ongoing linguistic development be disseminated to diverse families of deaf and hard of hearing children?

6. How can information about effective early intervention delivery systems and resources be disseminated to medical, social service, and educational decision makers at local and state levels?

Current research projects that support early and ongoing intervention in support of linguistic competence include:

## Early Education Longitudinal Study

(Collaborative Research Project; Principal Investigator: Dr. Thomas Allen, Gallaudet University)

This is the first national study focusing on special education services provided to deaf and hard of hearing children ages 3 to 5. It is a collaborative study between Gallaudet University's VL2 program, the National Science Foundation, and several school programs for deaf and hard of hearing children across the United States, including the Clerc Center. Results of the study will help policy makers, program administrators, service providers, and others learn more about deaf and hard of hearing children and how to better serve them.

### Objectives

1. To gather information from the parents about the services received by their child

2. To gather information from the teacher of the child regarding the child's performance in school and the type of services being provided there to him or her

3. To assess the child's readiness in school and communication

### Status

Several KDES students, ages 3 to 5, and their parents participated in the final wave of data collection in FY 2013. Additional information was provided by each child's teacher regarding his or her strengths and weaknesses across academic and social skills during FY 2013.

## Identifying Evidence-Based Factors Critical to Promoting Linguistic Competence

Part of the Early Intervention Action Plan Committee work was to review evidence-based factors critical for fostering deaf and hard of hearing children's developing linguistic competence during early childhood (birth to age 5). This identi-

fication of evidence-based factors led to the delineation of essential early intervention program components. This laid the foundation for the committee's efforts to identify early intervention programs using these essential components and to share this information nationally.

### Objectives

1. Identify evidence-based factors that have a positive impact on young deaf and hard of hearing children's linguistic competence

2. Conduct a literature review of sources and select best evidence providing support for those factors

### Status

Based on the literature review process completed in FY 2012, the committee drafted a document outlining and describing factors considered critical to promoting linguistic competence in young deaf and hard of hearing children. This information will be shared via the Clerc Center's Early Intervention Network currently in development and anticipated for release in early FY 2014.

## Identifying Early Intervention Programs Throughout the United States Incorporating Evidence-Based Factors that Support Linguistic Competence in ASL and English

(Team Leader: Debra Nussbaum, Clerc Center)

One of the tasks addressed by the Early Intervention Action Plan Team was to develop and distribute a survey to early intervention providers to identify programs that are practicing the six evidence-based factors that have a positive impact on young deaf and hard of hearing children's linguistic competence.

### Objective

This work supports the Clerc Center Strategic Plan's Goal 3, Objective 1 (using research to inform practice, the Clerc Center will identify and disseminate evidence-based strategies for early intervention services).

### Status

The survey identifying programs that practice the five factors believed to have a positive impact on young deaf and hard of

hearing children's early linguistic competence was completed in FY 2012. In FY 2013, development began on the on-line network that will be used to share information about programs that incorporate the five factors believed to be essential for early linguistic competence of deaf and hard of hearing students. It is anticipated the network will be ready for release in early 2014.

## Students Who are Deaf and Hard of Hearing and Use Sign Language: Considerations and Strategies for Developing Spoken Language and Literacy Skills

(Collaborative Research Publication; Principal Investigator: Debra Nussbaum, Clerc Center)

In FY 2012, Debra Nussbaum, Bettie Waddy-Smith, and Jane Doyle, all from the Clerc Center, co-authored an invited article to assist professionals in better understanding the unique needs of deaf and hard of hearing children in developing skills in listening, spoken language, and literacy. Internal support, review, and feedback were provided to the authors.

### Objective

This work supports the Clerc Center's Strategic Plan Goals 1 and 3 (assuring that students reach their linguistic potential and that families and professionals continue to have ongoing access to the most up-to-date information that supports the development of linguistic competence).

### Status

The article was accepted for publication in *Seminars in Speech and Language*, a peer-reviewed journal publication with a large audience of speech and language pathologists and audiologists.

> Nussbaum, D., Waddy-Smith, B., & Doyle, J. (2012). Students who are deaf and hard of hearing and use sign language: Considerations and strategies for developing spoken language and literacy skills. *Seminars in Speech and Language*, 33(4), 310-321.

## Individualized Planning: Language and Communication Profile

Individualized planning for language and literacy development provides a guide for teaching and learning interventions to support a student's linguistic competence in both ASL and English. The Language and Communication Profile (LCP) is intended to document characteristics of a student's language and communicative competency in both ASL and spoken English to assist with his or her individualized planning. The LCP consists of informal and formal observational checklists that are completed by teachers and staff to gather data on each student that leads to the completion of a profile summary. The profile summary then fosters future planning for the use of each language (ASL and spoken English) within the student's educational program in order to promote linguistic competence in both languages.

### Objectives

1. Use of LCP tools and checklists by teachers and staff in the Parent-Infant Program (PIP) through second grade to develop LCP summaries of language development in ASL and spoken English

2. Use of LCP summaries for the development of individualized language plans for students

3. Explore the use of LCP tools and checklists by teachers and staff in third through fifth grade classrooms to document each student's skills and development in ASL and English as part of that student's ongoing individualized bilingual plan

4. Improve systems for data collection, input, analysis, and reporting

### Status

Appropriate tools were identified and observational checklists developed to document ASL, spoken English, and communicative competence. The LCP was completed for each student enrolled in PIP and Early Child Education program. LCP summaries were generated and used for language planning. Work for FY 2013 includes revisiting the LCP and its components to determine what components to continue for KDES grades one through five.

# VI. Training and Technical Assistance

During FY 2013, the Clerc Center strategically allocated resources to reach families and professionals working with underserved populations and within all school systems where students who are deaf or hard of hearing are educated. The Clerc Center continues to ensure that information and support are available to meet the needs of a broad range of parents and families.

The Clerc Center provided support to families and professionals through the distribution of products and publications; direct outreach by exhibiting and presenting at conferences and events; and technical assistance and training through training workshops, a series of e-learning opportunities, collaborative relationships, and consultative relationships with programs across the country.

## Products and Publications

During FY 2013, the Clerc Center distributed products and publications at conferences and exhibits as well as through downloads from the Clerc Center website, e-mail distributions, and sales. The numbers of materials distributed through each channel are as follows:

## 2006



- Free distributions of products: 23,938 publications and products

- Free distribution of on-line resources and publications through e-mail: 46,168

- Free distributions of information and resources through social media (Facebook, National Outreach Resources network, Deaf Students with Disabilities Network): 17,916

- *Odyssey* magazine subscription list: 21,591 (includes schools, individual educators, libraries, parents, and other stakeholders); an additional 3,329 distributed at conferences and exhibits. Articles can also be downloaded for free from the Clerc Center website

- Sales: 10,600 products

### Web Products

- The Deaf Students with Disabilities Networked, an on-line resource for educators and parents of deaf and hard of hearing students with disabilities, was launched in May of 2013. The site, which has 450 members, includes discussion forums designed to promote information sharing and ongoing opportunities to engage with others living and working with deaf and hard of hearing students with disabilities.

- National Outreach Resources network, a website for outreach providers to interact and share resources to support deaf and hard of hearing children birth through age 21, especially those in mainstream environments, continues to add new resources and information and now has over 592 members.

- The Cochlear Implant Education Center's updated *Navigating a Forest of Information… One Tree at a Time* has been translated into Spanish and is available on the Clerc Center website.

Gallaudet graduates are the center of attention on the huge Panasonic Astro Vision screen in New York City's Times Square. The 30-second public service announcement features Gallaudet alumni showing diverse career paths for deaf and hard of hearing people that a Gallaudet education can bring. The video aired every half hour every day for a month.

## Webinar Series

- A second webinar about deaf and hard of hearing students with autism was broadcast on April 18, 2013. "More Than Meets the Eye: An Introduction to Autism Spectrum Disorders" drew 214 participants. It is now archived and posted on the Clerc Center website.

- Filming for two future webcasts has been completed for broadcast in FY 2014. They are: "What the Eyes Reveal About the Brain: Insights from VL2, the Brain & Language Laboratory, BL2, and Advances in Human Language Acquisition" with Dr. Laura Ann Petitto and "Strategies to Prevent Visual Split Attention in Classes for Students Who are Deaf or Hard of Hearing" with Dr. Susan Mather.

## Publications

- *Odyssey* magazine—The 2013 issue of this publication focused on accessing appropriate special education and related services. The largest issue to date featured 20 articles authored by families and professionals from around the country.

- *Critical Needs of Students Who are Deaf or Hard of Hearing: A Public Input Summary*, a ground-level reference on how people are describing and experiencing the barriers they encounter for the deaf and hard of hearing children in their homes or workplaces, was published in the spring of 2013. This publication was developed to be easily understood and includes analysis and statistics that will benefit educators at all levels, academic researchers, service providers, grant seekers, and policymakers. It is available online at the Clerc Center website.

- In collaboration with VL2, four additional research briefs have been translated into Spanish and Mandarin. These briefs are now available on the VL2 and Clerc Center websites. The four briefs—*Eye Gaze and Joint Attention*, *Children with Cochlear Implants*, *The Benefits of Bilingualism*, and *ASL/English Bilingual Education* —focus on visual language acquisition and development of deaf and hard of hearing children from birth to age 21.

- Educational interpreter publications—This series of publications, developed through a collaboration with Dr. Brenda Schick (www.classroominterpreting.org) and Boys Town Research Hospital, provides guidance to administrators, teachers, interpreters, and parents on the use of classroom interpreters. This work focuses on the effective involvement of educational interpreters working with students who are deaf or hard of hearing. The publications will be available on the Clerc Center website as well as on the Boys Town Research Hospital Center for Childhood Deafness Auditory Consultant Resource Network website and the Classroom Interpreting website.

## Training

The Clerc Center provided workshops and trainings to 16,468 individuals who work with students who are deaf or hard of hearing. Workshops took place at mainstream and residential academic programs, professional conferences, training centers, Family Learning Vacations, and community programs for families. The goal of the Clerc Center trainings was to provide skills and knowledge to educators, service providers, and families who work with students who are deaf or hard of hearing with a range of abilities and needs.

During FY 2013, the Clerc Center provided a wide variety of workshops, including on-site training and eLearning opportunities. The Clerc Center provided three Visual Phonics workshops, eight literacy-based workshops, two family dynamics workshops, five language planning workshops, three consultations for school language planning, and one webinar and seven presentations about children with cochlear implants. In addition, Clerc Center teachers and staff provided 14 presentations at 10 different conferences, ranging from state education conferences to national conferences such as the Council for Exceptional Children and the Early Hearing Detection and Intervention conference.

In an effort to reach individuals working with underserved groups and mainstreamed populations, the Clerc Center continues to target marketing and outreach efforts for its distance education training opportunities. In addition to the new webinar "More Than Meets the Eye: An Introduction to Autism Spectrum Disorders," the Clerc Center has launched an interactive on-line resource, the Deaf Students with Disabilities Network, which includes an "Ask the Expert" section and a parent-to-parent discussion forum. The Clerc Center has also launched three new web products designed to provide information and resources to educators who work with students who are deaf or hard of hearing in a variety of academic settings and family members with children who are deaf or hard of hearing. These web products are: 1) an Early Intervention Network that provides information on five factors considered to be essential for the development of linguistic competence;

2) a web-based early intervention product designed to provide parents and practitioners with a better understanding of the importance of early identification, intervention, and language acquisition; and 3) interactive modules for professionals in the mainstream that include introductory information about educating students who are deaf or hard of hearing, instructional considerations for effective instruction, and information about educational planning.

## Outreach

During FY 2013, the Clerc Center sent representatives to 25 events and conferences to distribute materials and provide information and support to event attendees. Events were carefully selected to ensure attendees represented a wide cross-section of families and professionals, with an emphasis on those who work with traditionally underserved students and in mainstream programs. These events included participation in the Conference on Mainstreaming Students with Hearing Loss, the Association of College Educators—Deaf and Hard of Hearing, the Council for Exceptional Children Convention and Expo, the Early Hearing Detection and Intervention Conference, the Mountain States Deaf Education Summit, and the Convention of American Instructors of the Deaf.

Through attendance at these events, the Clerc Center offered materials and support to more than 1,585 participants.

## Collaborations, Consultation, and Technical Assistance

The Clerc Center provided consultation and technical assistance to schools and programs at their request and sought collaborations with organizations and programs for joint initiatives. The following is a summary of the major collaborations in these categories that occurred in FY 2013.

### Common Core State Standards and National Assessments

There are six consortia developing assessments for the Common Core State Standards in English Language Arts and Mathematics: two consortia for the general assessments (Smarter Balanced Assessment Consortium [SBAC] and Partnership for Assessment of Readiness of College and Careers [PARCC]), two focused on alternative assessments (the National Center and State Collaborative and Dynamic Learning Maps), and two on creating assessments for English

language learners (WIDA-ASSETS and ELPA21). The Clerc Center was involved in ensuring that the needs of deaf and hard of hearing students were considered throughout assessment development.

The vice president of the Clerc Center was invited to serve on a number of committees supporting assessment development. He was selected as one of 10 representatives to serve on the Students with Disabilities Assessment Advisory Task Force established by the Council of Chief State School Officers (CCSSO). This national task force provided feedback to all six consortia groups by working to understand the demands of the CCSS and their impact on assessments as they relate to students with disabilities. The vice president continued his involvement with the SBAC consortia, serving on their Item Quality Review Panel. In this role, he participated in a process to approve quality criteria and specifications for test items and performance task development. In addition, he participated in the initial process to review item and task prototypes as well as samples of assessment items. As a member of the PARCC Access, Accommodations, and Fairness Technical Working Group, the vice president advised PARCC developers on issues of accessibility, accommodations, and fairness, helping to ensure assessments developed would be accessible while consistent with the initial vision for the assessment system. The vice president also successfully engaged selected educators of deaf and hard of hearing students, including members of the Clerc Center, to participate in the PARCC bias and sensitivity review of test items process.

### Rhode Island School for the Deaf

The Clerc Center provided technical assistance to the Rhode Island School for the Deaf in language planning and allocation for its early intervention program. Through three site visits and numerous e-mails and phone conferences, the Clerc Center was able to provide classroom observations, consultations with administrators, support to language specialists, training to teachers and staff in language planning and language allocation, and follow-up support and coaching.

### On-line/Distance Learning Technical Assistance: Shared Reading Project

Coaching and consultation were provided via phone, video-conferencing, and e-mail to two new Shared Reading Project (SRP) sites— the Missouri School for the Deaf; DEAF Inc. in St. Louis, Mo.; and the Cleary School for the Deaf in Nesconset, N.Y. Technical assistance was also provided to the Pacific

Gallaudet University Regional Center in ongoing support for the SRP tutoring program in the Marshall Islands, Guam, and American Samoa. The Clerc Center also offered ongoing technical assistance to SRP sites throughout the country through an on-line organization for SRP site coordinators. The site contains templates, logos, and sample letters used in managing a SRP program; materials used in training SRP tutors; and a variety of resources, background information documents, and helpful links. Site coordinators can also ask questions and get ideas from fellow site coordinators and Clerc Center SRP trainers through the on-line site.

## VL2—A Science of Learning Center on Visual Language and Visual Learning

The Clerc Center continued its collaboration with VL2—A Science of Learning Center on Visual Language and Visual Learning, one of six such centers funded by the National Science Foundation. The purpose of VL2 is to gain a greater understanding of the biological, cognitive, linguistic, sociocultural, and pedagogical conditions that influence the acquisition of language and knowledge through the visual modality.

As part of this collaboration, the Clerc Center took an active role in the engagement of preschool through grade twelve educators and schools regarding VL2 research and its application to teaching and learning. Toward that end, the Clerc Center worked with the preschool through grade twelve engagement manager to support dissemination of materials to birth to grade twelve educators.

In FY 2013, the Clerc Center collaborated with VL2 for the following activities:

- Filmed footage for a webcast, "What the Eyes Reveal About the Brain: Insights from VL2, the Brain & Language Laboratory, BL2, and Advances in Human Language Acquisition" with Dr. Laura Ann Petitto, to be aired in 2014

- Participated in the VL2-Early Education Longitudinal Study (VL2 EELS), a longitudinal study of deaf children ages 3 to 5

- Shared VL2 research briefs and information through exhibits, training workshops, and other dissemination mechanisms

- Translated four VL2 research briefs (numbers five through eight) into Spanish and Mandarin to provide accessibility for families who use these languages in the home

- Served on the Benefits and Risks Assessment Committees for two VL2 translational products—an iPad storybook app entitled *The Baobab* and the Parent Information Package

- Served on the committee to develop the new doctoral program in educational neuroscience; one of the courses within the program will include on-site practicum experience within the Clerc Center

## Ohio Department of Education

The Clerc Center continued its partnership with the Ohio Department of Education to focus on the provision of state-level, standards-based assessments for deaf and hard of hearing students. With an emphasis on accessible and equitable testing, this collaboration provided the Clerc Center with greater insight into the assessment experiences of deaf and hard of hearing students in a range of public school settings. Through this collaboration, the Clerc Center communicated with state-level officials and school-based personnel to address topics such as test administration, accommodations provision,

## 2007



Dr. Robert R. Davila (Class of 1953) becomes Gallaudet's ninth, and first deaf Latino, president.

and state policy interpretation. Also involved in this partnership is the American Institute of Research, the educational assessment corporation responsible for the development of state-level assessments for Ohio and many other states. In FY 2013, the Clerc Center maintained its agreement with the Ohio Department of Education reflecting stipulations from the U.S. Department of Education. Consistent with Ohio's transition to the Common Core State Standards (CCSS), the Clerc Center worked aggressively to implement its initial curriculum aligned with the CCSS English Language Arts and Mathematics standards. This work will continue into FY 2014 through refinement of that curriculum and preparation for the implementation of CCSS assessments during the 2014-2015 school year.

### Gallaudet University Regional Centers (GURCs)/ Clerc Center Collaboration

The Clerc Center collaborated with the GURCs to provide support for the third National Outreach Conference that was held in April of 2013. The conference targeted outreach providers actively involved in the education of deaf and hard of hearing children, birth through age 21, and provided opportunities for networking and coalition building for outreach providers. The Clerc Center also continues to collaborate with the GURCs to coordinate training and technical assistance and increase dissemination in each region.

### Pepnet2

The Clerc Center continued its collaboration with staff of Pepnet2 to support the transition of deaf and hard of hearing students from secondary to postsecondary education and employment settings. Pepnet2's mission is to improve the postsecondary outcomes of deaf and hard of hearing students. During FY 2013, the executive director of Planning, Development, and Dissemination served on a Pepnet2 advisory panel providing insight into the transition needs of deaf and hard of hearing high school students as well as allied professionals and families. The Clerc Center was also invited to send observers of the national summit, a meeting of state teams of professionals and parents focused on improving transition systems and services for deaf and hard of hearing students. Discussions continued in FY 2013 about potential collaborations between the Clerc Center and Pepnet2 as part of the Clerc Center's 2013-2018 strategic plan.

### Boston Children's Hospital

The collaboration with Boston Children's Hospital produced two new products—a web-based product that addresses key points in providing effective early intervention with deaf and hard of hearing infants and toddlers, and revised guidelines for considering appropriate educational programming and placement options for students with cochlear implants.

### Texas Education Service Center, Region 20

The Clerc Center collaborated with the Texas Education Service Center, Region 20, to develop a series of on-line modules, "Educating Deaf and Hard of Hearing Students: A Guide for Professionals in the Mainstream." These modules were developed for educators in mainstream programs who have limited experience working with deaf and hard of hearing students. The modules provide introductory information about deafness as well as information on how to support the effective education of children who are deaf or hard of hearing in mainstream settings.

## Outreach Efforts by Region

During FY 2013, the Clerc Center, in collaboration with efforts by the Gallaudet University Regional Centers, documented 31,749 people served throughout the various geographical regions of the country through training and technical assistance, information dissemination, and exhibits/performances. *Training* includes presentations about programs or strategies to further and support the education of deaf and hard of hearing children and their families. *Technical assistance* refers to consultative services that the Clerc Center provides to cooperating programs or assistance to individuals, programs, or agencies in relation to educating students who are deaf or hard of hearing. *Information dissemination* refers to information that was specifically requested and then disseminated, often through individual e-mails, calls to Clerc Center teachers and staff, and in packets for conference participants. Exhibits and performances include exhibit booths of products and services offered by the Clerc Center at national and regional conferences related to serving children who are deaf and hard of hearing.

### Types of Requesting Programs Served

The recipients of the training and technical assistance and disseminated information varied considerably. In FY 2013, they included early intervention professionals, schools that serve

deaf and hard of hearing students, teachers and administrators in mainstream programs, students enrolled at a college or university, professionals who run teacher training programs, professionals who work at hospitals, parent organizations, individuals served by nonprofit organizations, parents and caregivers of deaf and hard of hearing students, and others. The next two charts illustrate the various types of programs requesting training and technical assistance by geographic region and

similar data about information that was disseminated. Please note that totals for overall training and technical assistance and information dissemination on these two tables vary from the totals on the preceding chart due to the diversity of those receiving the information from a single training or event. For example, a teacher from a school for the deaf and a teacher from a mainstream program could attend the same workshop.

## Training and Technical Assistance, Information Dissemination, and Exhibits and Performances

| Region | Training and Technical Assistance | | Information Dissemination | | Exhibits and Performances | | Total | |
|---|---|---|---|---|---|---|---|---|
| | Activities | Served | Activities | Served | Activities | Served | Activities | Served |
| International | 0 | 0 | 23 | 24 | 0 | 0 | 23 | 24 |
| Midwest | 24 | 804 | 28 | 29 | 5 | 1,435 | 57 | 2,268 |
| National | 22 | 516 | 4 | 11 | 5 | 615 | 31 | 1,142 |
| Northeast | 808 | 5,452 | 253 | 791 | 5 | 945 | 1,066 | 7,188 |
| Pacific | 99 | 3,178 | 1 | 1 | 6 | 4,442 | 106 | 7,621 |
| Southeast | 30 | 207 | 62 | 62 | 3 | 610 | 95 | 879 |
| Southwest | 19 | 1,340 | 35 | 185 | 9 | 4,990 | 63 | 6,515 |
| Western | 25 | 4,971 | 64 | 65 | 2 | 1,030 | 91 | 6,066 |
| Unknown | 0 | 0 | 42 | 46 | 0 | 0 | 42 | 46 |
| TOTAL | 1,027 | 16,468 | 512 | 1,214 | 35 | 14,067 | 1,574 | 31,749 |

# 2008



A ribbon-cutting ceremony is held for the new James Lee Sorenson Language and Communication Center. It is the first building in the University's history to be designed by and for deaf people using architectural concepts known as "DeafSpace" that are specific to deaf peoples' communication needs.

### Training and Technical Assistance - Types of Requesting Programs Served

| Region | School for the Deaf | Public/ Private School | Post-secondary | Organization/ Agency | Hospital/ Homebound | Other Setting | Unknown | Total Requested |
|---|---|---|---|---|---|---|---|---|
| International | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Midwest | 8 | 7 | 3 | 3 | 0 | 0 | 9 | 30 |
| National | 4 | 3 | 18 | 1 | 0 | 1 | 4 | 31 |
| Northeast | 15 | 5 | 15 | 27 | 2 | 697 | 68 | 829 |
| Pacific | 34 | 12 | 19 | 53 | 0 | 0 | 21 | 139 |
| Southeast | 10 | 5 | 5 | 15 | 0 | 0 | 2 | 37 |
| Southwest | 10 | 6 | 1 | 2 | 0 | 3 | 9 | 31 |
| Western | 3 | 2 | 1 | 1 | 0 | 0 | 22 | 29 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **TOTAL** | **84** | **40** | **62** | **102** | **2** | **701** | **135** | **1,126** |

### Information Dissemination - Types of Requesting Programs Served

| Region | School for the Deaf | Public/ Private School | Post-secondary | Organization/ Agency | Hospital/ Homebound | Other Setting | Unknown | Total Requested |
|---|---|---|---|---|---|---|---|---|
| International | 2 | 2 | 7 | 1 | 1 | 7 | 4 | 24 |
| Midwest | 9 | 4 | 2 | 7 | 0 | 3 | 4 | 29 |
| National | 0 | 0 | 0 | 4 | 0 | 0 | 1 | 5 |
| Northeast | 12 | 8 | 34 | 100 | 3 | 14 | 129 | 300 |
| Pacific | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Southeast | 29 | 6 | 7 | 9 | 0 | 9 | 2 | 62 |
| Southwest | 10 | 15 | 5 | 1 | 0 | 0 | 4 | 35 |
| Western | 3 | 1 | 2 | 10 | 0 | 1 | 47 | 64 |
| Unknown | 0 | 7 | 1 | 0 | 0 | 14 | 20 | 42 |
| **TOTAL** | **65** | **44** | **58** | **132** | **4** | **48** | **211** | **562** |

## FY 2013 Outreach Efforts

Outreach efforts in FY 2013 focused on contacting and building relationships with state and district-level programs, national organizations, and state outreach programs serving deaf and hard of hearing students. As part of this effort, the Clerc Center continued to support the National Outreach Conference which provided opportunities for networking and coalition building to outreach providers as well as support for the creation of a professional development summit for professionals in the rural mountains states. These efforts will continue in FY 2014.

The Clerc Center developed several knowledge-building products to reach stakeholders via distance learning formats. In addition to continuing to producing new webinars for national viewing, the Clerc Center has developed three multi-module on-line web products (described above) as well as an on-line network for resource sharing and networking for educators and families focused on deaf students with co-occurring disabilities.

The Clerc Center continues to be intentional in the selection of conferences and events in order to reach professionals and parents of traditionally underserved students as well as educators and families in mainstream programs. The Clerc Center presented as well as disseminated information and resources at the Conference on Mainstreaming Students with Hearing Loss, the Council for Exceptional Children national conference, and several Family Learning Vacation events in order to network and develop relationships with professionals and families in mainstream settings as well as families from rural environments and families of under-achieving students.

The Clerc Center has been working on a redesign of the Info to Go website, a primary mechanism for providing technical assistance via its website. The redesign, which is expected to be completed in FY 2014, will expand resources available to families and professionals working with deaf and hard of hearing students and make the site easier to use. The Clerc Center will continue to expand its outreach efforts to reach the identified audiences mentioned above as part of its next strategic plan set to launch in FY 2014.

## 2009

Gallaudet baseball coach Curtis Pride and other members of the President's Council on Fitness, Sports, and Nutrition were sworn in by Department of Health and Human Services Secretary Kathleen Sebelius.

*Gallaudet University Athletics/Sam Atkinson*

# VII. Demonstration Elementary and Secondary Schools

Both KDES and MSSD play a vital role in the Clerc Center's national mission. They are a place where innovative ideas, strategies, training, and technology applications begin and can later become national mission projects. Students in the schools are representative of deaf and hard of hearing students across the United States, making the schools excellent sites for developing and evaluating promising educational practices that could be replicated at other schools and programs throughout the country.

## Implementing Standards-Based Instruction and Assessment

During the 2012-2013 school year, the Clerc Center continued its reform efforts and devoted significant resources to the continued implementation of standards-based instruction and assessment for the purpose of improving academic achievement among its students.

Standards and assessments remain in place for reading/English language arts and mathematics in grades 3-8 and at the high school level. Mirroring efforts underway in Ohio, the Clerc Center has moved forward with its transition to use of the Common Core State Standards for English Language Arts and Mathematics. Standards for science are in place throughout the demonstration schools and new Ohio model curricula are being implemented. Science assessments are given in grades four, eight, and in the high school via the Ohio Achievement Assessment (OAA), the Ohio Graduation Test (OGT), and the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). Participation and performance information for both reading/English language arts and mathematics are being used in the accountability determinations.

## Standards

Implementing standards-based instruction continues to evolve within the Clerc Center. The 2012-2013 school year began with the rollout of new Common Core-aligned curricula in English language arts (ELA) and mathematics K-12. These new units were developed following the Understanding by Design template (Wiggins, G., & McTighe, J. [2005]. *Understanding by design*. Alexandria, VA: ASDC) and include the selected unit standards, essential questions, the intended knowledge and skills, readiness activities, planned daily instructional activities, cumulative projects, suggested formative assessments, and literature connections. In science, teachers have continued the shift to Ohio's new model science curriculum with a focus on identifying and working with essential questions based on the standards as well as the accompanying key academic vocabulary.

## Assessments

The Clerc Center has adopted Ohio's student accountability assessments. The Clerc Center administered the OAA and the OGT for the fourth time in the spring of 2013. The Clerc Center administered Ohio's new Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) for the first time this year. Select teachers and staff in the demonstration schools underwent training on administering this new performance-based assessment in early spring. Results for the spring administration are presented in the next three tables. The first contains summary information for the Clerc Center for students in grades three through eight and ten on the OAA and OGT, and the second shows the summary information disaggregated by subgroup. The third contains summary information for students in grades three through eight and ten who participated in the AASCD.

# Clerc Center

## Student Achievement[1]—Summary Information (OAA and OGT[2])

| | Valid Scores | Enrolled | Percentage Tested | Percentage of Students Scoring in Each Performance Level | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Limited | Basic | Proficient | Accelerated | Advanced |
| **Reading** | 70 | 71 | 98.6 | 62.9 | 20.0 | 15.7 | 1.4 | 0.0 |
| **Mathematics** | 65 | 71 | 91.5 | 58.5 | 27.7 | 10.8 | 3.1 | 0.0 |
| **Science** | 42 | 42 | 100.0 | 47.6 | 35.7 | 14.3 | 2.4 | 0.0 |

[1]No information will be reported when the number of students is less than 10.

[2] Results are reported using Ohio's performance standards for grades three through eight and ten on the OAA and OGT in accordance with federal regulations. Results are not comparable to administrations prior to 2011-2012.

## Student Achievement[1]—Disaggregated Information

| | Reading | | | Mathematics | | | Science[2] | | |
|---|---|---|---|---|---|---|---|---|---|
| | Enrolled | Percentage Tested | Percentage Met Standards | Enrolled | Percentage Tested | Percentage Met Standards | Enrolled | Percentage Tested | Percentage Met Standards |
| White | 22 | 100.0 | 36.4 | 22 | 95.5 | 28.6 | 14 | 100.0 | 35.7 |
| Black/African American | 29 | 100.0 | 10.3 | 29 | 93.1 | 3.7 | 18 | 100.0 | 5.6 |
| Hispanic/ Latino | 10 | 100.0 | 0.0 | 10 | 90.0 | 0.0 | 6 | -- | -- |
| Asian | 5 | -- | -- | 5 | -- | -- | 3 | -- | -- |
| American Indian/ Alaska Native/ Hawaiian | 0 | -- | -- | 0 | -- | -- | 0 | -- | -- |
| Race and ethnicity unknown | 2 | -- | -- | 2 | -- | -- | 0 | -- | -- |
| Two or more | 3 | -- | -- | 3 | -- | -- | 1 | -- | -- |
| LEP Students | 1 | -- | -- | 1 | -- | -- | 0 | -- | -- |
| Non-LEP Students | 70 | 100.0 | 17.1 | 70 | 92.9 | 13.8 | 42 | 100.0 | 16.7 |
| Low Income | 21 | 100.0 | 23.8 | 21 | 95.2 | 25.0 | 13 | 100.0 | 15.4 |
| Non-low Income | 50 | 98.0 | 14.3 | 50 | 90.0 | 8.9 | 29 | 100.0 | 17.2 |
| Male | 31 | 100.0 | 22.6 | 31 | 96.8 | 23.3 | 17 | 100.0 | 29.4 |
| Female | 40 | 97.5 | 12.8 | 40 | 87.5 | 5.7 | 25 | 100.0 | 8.0 |

[1]Results include scores for students in grades three through eight and ten. No information will be reported when the number of students is less than 10.

[2]The science assessment is administered to students in grades five, eight and ten.

**405**

## Student Achievement[1]—School Summary Information AASWD

| | Valid Scores | Enrolled | Percentage Tested | Percentage of Students Scoring in Each Performance Level | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Limited | Basic | Proficient | Accelerated | Advanced |
| **Reading** | 7 | -- | -- | -- | -- | -- | -- | -- |
| **Mathematics** | 7 | -- | -- | -- | -- | -- | -- | -- |
| **Science** | 1 | -- | -- | -- | -- | -- | -- | -- |

[1] Scores are reported for students in grades three through eight and ten. No information will be reported when the number of students is less than 10.

As reflected in the previous three tables, nearly all students in the tested grades participated in the assessment administration. The results for students in both KDES and MSSD reflect low levels of proficiency on the assessments. The spring 2013 administration of the assessments represents the fourth year of implementation. The Clerc Center continues to monitor implementation of grade-level standards and to provide students with the exposure and "opportunity to learn" that these standards require. We will analyze and use the assessment data we have collected to strategically target our focus on student performance.

In addition, this was a year of change as the Clerc Center, along with schools nationwide, begin implementing new Common Core curricula in English language arts and math-ematics. The Clerc Center believes the following points remain relevant as we continue with standards-based implementation with a focus on the key instructional shifts identified in the common core state standards initiative. Literature regarding instructional change suggests that change is a slow process requiring adoption of strategies by the faculty as well as students acquiring empowering knowledge and skills both in test taking and the curriculum from previous grades. Low levels of performance reflect students' relative inexperience with the curriculum content and with the process of testing. As teachers at the Clerc Center gain greater facility with the standards and as students have more time in a standards-based learning environment and more experience with the assessment process, it is expected that their scores will rise. These results do clearly underscore the need to continue redirecting instructional attention to supporting students' achievement of grade-level expectations.

After two years of implementing the AASWD, a portfolio-based assessment system, the Clerc Center followed Ohio in changing from the previous portfolio-based system to the new performance-based AASCD.

The assessment instruments (i.e., the tests themselves) were adopted from the ODE in their entirety. Students at the Clerc Center saw and responded to the same test questions as students in the same grades in Ohio. At the Clerc Center, most students participated in the assessment with the use of

## 2010

Dr. T. Alan Hurwitz becomes Gallaudet's 10th president. He comes to Gallaudet from the National Technical Institute for the Deaf at the Rochester Institute of Technology, where he was president for six years.

one or more accommodations, such as ASL interpretation and small group administration. It is not yet known whether these accommodated test conditions adequately support students' access to the assessment and their ability to demonstrate their knowledge and skills. Thus it is not entirely clear that the assessment, even under accommodated testing conditions, yields meaningful scores for all students at the Clerc Center. Over time, as students have increased opportunities to learn to high standards and more is understood about how to accurately assess what deaf and hard of hearing students know and can do, it is anticipated that performance will increase. At the same time, we are monitoring the development of and providing input to the federally funded consortia developing the new general and alternate assessments.

Also, as part of its responsibilities in implementing an assessment system, the Clerc Center is bound by professional standards for testing to gather and review evidence related to the meaning and uses of its test scores. The Clerc Center has adopted the Standards and Assessment Peer Review Guidance, published by the U.S. Department of Education, as the framework for this assessment evaluation process. This is the same framework the U.S. Department of Education uses to evaluate state assessment systems. The ODE submitted evidence in support of its assessments to the U.S. Department of Education and was approved in November of 2006. Some of this evidence can be adopted by the Clerc Center, but other evidence must be generated independently.

The body of validity evidence Ohio has established to support the appropriate interpretation and inferences about students based on its assessment scores can be shared in part with the Clerc Center. However, the Clerc Center determined that additional validity evidence was needed to ensure the correct interpretation and inferences for its student population. For example, the test forms used at the Clerc Center are the same as those used in Ohio, so evidence related to the alignment of the tests with the standards can be shared with Ohio. However, the Clerc Center decided to establish its own evidence that the test items are accessible to its students. That is, Ohio's body of validity evidence does not include evidence about the degree to which deaf and hard of hearing students can understand the questions and generate responses that reflect their target knowledge and skills. The Clerc Center is obligated to explore this issue for its own students and on behalf of deaf and hard of hearing students nationwide.

Ohio, like all other states, serves a diverse population of students. Deaf and hard of hearing students make up less than 0.01 percent of the student population in Ohio. At the Clerc

Center, all students are deaf or hard of hearing. If test questions were not accessible to deaf or hard of hearing students, this would affect these individual students' scores in both Ohio and at the Clerc Center, but aggregated scores would probably not be significantly affected for any school or district in Ohio. The scores for KDES and MSSD, however, could be uninterpretable even if only a handful of items on a test did not allow students to demonstrate what they know and can do. Deafness has linguistic and cultural aspects that affect how some students learn and manifest their knowledge and skills. Meaningful assessment scores require assessment practices that take into consideration the linguistic and academic backgrounds of this student population.

The Clerc Center also reviewed and revised the performance level descriptors (PLDs) associated with Ohio's system of standards and assessments. PLDs describe the specific skills that students who score at that level have demonstrated they know and can do. Under Elementary and Secondary Education Act regulations, each state/territory has the right and the flexibility to define proficiency in a manner that is meaningful to them. Policy definitions (those more general PLDs that define the levels for all grades and subjects) tend to vary greatly from one state to another. It is important for an entity to consider the policy implications of adopting another state's definitions. Once these policy definitions have been determined, content related to the subject and grade assessed is added to develop the full PLD. When working with special populations, it is necessary to also consider attributes of that population when writing the descriptors. It is important to understand each population's learning trajectories, required supports or accommodations, and how they demonstrate their knowledge and skills.

Further, in its agreement with the Clerc Center, the ODE specifically prohibited the use of scores that would allow for direct comparisons between Ohio students' performance and the performance of students at the Clerc Center. Thus the Clerc Center took steps to distinguish its students' scores from those used in Ohio. In light of these differences, the Clerc Center needed to set unique cut scores and scales for accountability purposes, and implemented a multi-phase, local standard setting process to refine PLDs and to identify and monitor cut scores associated with those levels. As a result, in June of 2010 the Clerc Center convened a policy committee to review the cut score recommendations from the panels and to establish the official cut scores that would be applied to the 2010 assessment results and to subsequent administrations. The Clerc Center set cut scores for the OAA and OGT that were appropriate for their students using the four levels of perfor-

mance as set by the Board of Trustees of Gallaudet University in October of 2009.

Although the Clerc Center engaged stakeholders in the standard setting process in 2010, more recent requirements were imposed by the U.S. Department of Education that reversed that work. To comply with section 104(b)(5)(A) of the EDA, the Clerc Center must use Ohio's score scale and performance levels. As a result, the 2011-2012 assessment results reflect changes to scale scores and performance levels that make them not comparable with scores from previous years. Beginning in the 2011-2012 academic year, results of the assessments will reflect five levels of performance: limited, basic, proficient, accelerated, and advanced. The performance levels are based on Ohio's scale, cut scores, and PLDs. The 2011-2012 results will be comparable to those for subsequent administrations of the OAA.

The Clerc Center is employing an argument-based approach to validity evaluation to ensure that the combined evidence about its assessments is comprehensive and that it addresses critical features of the assessments. This approach has been recognized by the U.S. Department of Education, which has funded three separate projects on state assessment systems. Under this approach, a basic program logic is articulated to clarify the major points in the system in which an assessment is embedded. This program logic model reflects the comprehensive standards-based reform efforts in which the Clerc Center is engaged.

# 2011



Gallaudet adopts a new bilingual logo. The word Gallaudet represents the English language, while the swoosh represents Gallaudet in American Sign Language.

## Program Logic for the Standards-Based Reforms at the Clerc Center

A detailed interpretive argument has been developed to identify the specific priorities for evaluating assessment quality.

Teachers have the knowledge, orientation, and support necessary to access standards and provide academic instruction

Teachers provide instruction aligned with academic expectations

The assessment and its operational system have been designed to yield scores that reflect students' knowldege and skills in relation to academic expectations

Assessment scores provide informa- tion that is useful for teachers in building and maintaining standards- aligned curriculum and instruction

Students have an opportunity to learn in relation to challenging academic expecatations

The assessment system operates as intended (i.e. administration, scoring, analyses, reporting)

Assessment scores provide information that reflects what students know and can do in relation to academic expectations

Students achieve increasingly challenging academic expectations

Students take the assessment under conditions that allow them to demonstrate what they know and can do in relation to academic expectations

Assessment scores support appropri- ate accountability decisions regarding the distribution of resources

**Precursors and Context**

**Assessment Systems**

**Primary Claims**

**Score Users**

**Goals**

The chart reads:

- To support the claim that the assessment has been designed to yield scores that provide information that reflects what students know and can do in relation to academic expectations and can, therefore, be used for instructional and accountability decisions, the assessment must be designed and administered appropriately. In addition, students must have full access to the assessment through the use of any necessary accommodations.

- To support the claim that students have the opportunity to learn, teachers must have the knowledge and orientation necessary to access the standards and to provide academic instruction, and also provide such instruction.

- If claims about assessment and opportunity to learn are both supported, then students can achieve increasingly high expectations.

- The green box encompasses assumptions for which Ohio evidence can be adopted.

- The blue boxes encompass assumptions for which the Clerc Center must gather at least some of its own evidence.

# VIII. Accountability

Accountability principles at the Clerc Center, like elsewhere in the country, are meant to ensure that processes, programs, and systems are in place and functioning well to support continuous improvements in student achievement. Under the accountability provision of the EDA, the Clerc Center is required to calculate annually the proportion of students scoring at or above the "proficient" level of performance on the spring assessment and to report this information publicly. The Clerc Center has fulfilled this requirement and an on-line report is operational. However, given recent guidance from the U.S. Department of Education, the Clerc Center has reviewed all previous assessment scoring using the Ohio Achievement Standards.

## Curriculum and Assessment Progress Accomplishments

In connection with its accountability requirements, during FY 2013 the Clerc Center continued its effort to implement standards-based reform in the areas of instruction, assessment, and accountability. This work will continue into FY 2014 and beyond. Progress in these areas is reported below:

### Standards-Based Instruction

- Implemented training and support for specific target areas of instructional focus in reading (i.e., building background knowledge, monitoring for comprehension, summarizing the main idea, drawing inferences), writing (i.e., ideas and organization), and mathematics (i.e., developing number sense and developing problem-solving skills through story problems)

- Implemented all new English language arts and mathematics K-12 curriculum units aligned with the CCSS

- Provided quarterly professional development focused on the new English language arts and math curricula and incorporating additional training on the specific target areas of instructional focus (listed above)

- Continued the implementation of PLCs, where teachers gather to meet and discuss pedagogy and practice

- Provided individual feedback, group follow-up, and ongoing professional development time and support to teacher unit planning and implementation

### Standards-Based Assessment

- Trained KDES and MSSD test coordinators, examiners, and monitors and conducted teacher and student test preparation at both schools

- Used the list of allowable and approved accommodations along with the accommodations guide in all Individualized Education Program (IEP) meetings to identify appropriate accommodations for students and document them on all IEPs

- Provided students with experience using identified accommodations during regular classroom activities

- Prepared teachers and appropriate staff to provide a broad range of accommodations for OAA and OGT administration

- Provided practice and support for administration of the OAA and the OGT in ASL

- Documented provision of a broad range of accommodations during OAA and OGT administration

- Received training on administering Ohio's new AASCD provided by AIR, Ohio's testing vendor

- Successfully administered the OAA, the OGT, and the AASCD and met all expectations for participation rate

- Administered school-wide writing assessments to all students in grades three through eleven in the fall, winter, and spring of FY 2013

- Provided training and a pilot administration of a benchmark assessment system from Discovery Education, measuring student progress towards the Common Core standards. Additional training and multiple annual administrations will continue.

### Standards-Based Accountability

- Reported OAA/OGT results in accordance with EDA requirements via the Clerc Center website

- Met all Ohio and federal assessment and reporting requirements within the designated timelines

- Provided ongoing communication about progress with teachers, staff, families, and the community

Implementing standards-based reforms at the Clerc Center will continue into FY 2014 as a major component of the work of the demonstration schools. School personnel will continue to work to implement Common Core-aligned standards-based instruction and assessments, learn from the experiences of other schools, and explore and incorporate promising practices for deaf and hard of hearing students.

## Demonstration School Initiatives

To support the implementation of standards-based instruction, school professionals continue to explore innovative ways to support students and enhance teaching and learning at the demonstration schools. As these initiatives are explored and evaluated, initiatives showing positive results for students will be considered for national dissemination.

### Teaching Strategies (Formerly the Creative Curriculum)®

In FY 2013, teachers moved forward in implementing the Teaching Strategies curriculum in the preschool/pre-kindergarten and Parent-Infant Program (PIP). Teachers continued to use of the on-line assessment system (Teaching Strategies Gold) for all students in the preschool and pre-kindergarten programs. The focus was again on assessment—the selecting of the objectives to observe and assess and collecting evidence in the form of observations, photos, and videos of students in action, and sharing that information with other teachers and parents. Teachers continued to experiment with integrating use of the Clerc Center's Language and Communication Profile into the Teaching Strategies framework to more effectively meet the needs of deaf students in the area of language development. In addition, teachers participated in ongoing training to incorporate the use of the Communication Matrix to document communication and language development for students who are significantly behind their peers, have developmental delays, and/or who are identified on the autism spectrum.

In FY 2014, teachers will continue to explore implementing the curriculum content in an effective and engaging manner, focusing on the progressions for development and leaning and how those are addressed through the "studies" and "investigations" components.

### Language and Communication Profile (LCP)

Assessment of language development and proficiency is a key component in providing the best education possible for the students at KDES. In FY 2013, the Clerc Center continued its use of the LCP in varying degrees with the ECE through fifth grade. The purpose of the LCP is to provide consolidated documentation of each child's language and communication functioning in both ASL and English to guide goal development, language allocation, and support services recommendations. This profile can also be used to track development of a child's growth in each language.

The Clerc Center completed LCP summaries on the students in ECE during the spring of 2013. The LCP summaries will be used to create individual language and communication plans. These plans will be used to address language development and use of ASL and spoken English in the classroom for instruction and to identify the need for additional support services. For kindergarten through fifth grade students, the KDES Conversational Proficiency Levels (P-levels) were identified for ASL and spoken English (for those students who use spoken English conversationally) as well as documentation of each student's auditory access to language and communication. This information was used to plan for placement in flexible grouping for language arts. For FY 2014, the LCP will continue to be used with students in ECE with summaries developed for individualized planning. The KDES P-levels will be assessed as well as documentation of language and communication access for students in kindergarten through eighth grade. Appropriate assessments for ASL, communication, and pragmatics will be investigated to be included in the development of an LCP for students in kindergarten through eighth grade.

### Excellence by Design Accreditation Protocol

In FY 2013, the demonstration schools began implementation of the action plans in reading/writing, mathematics, and enhancing school climate. Numerous projects in these goal areas are being pursued under the action plans and its annual subset, the School Improvement Plan (SIP).

Beginning in the fall of FY 2014, teachers will move deeper into implementing the CCSS through exploring in depth the key instructional shifts in English language arts and mathematics. This will become the focus of ongoing training, feedback via walk-throughs, and discussion in PLCs. Teachers were oriented to these key shifts during professional development days in August and this work will be ongoing throughout FY 2014.

Teachers at both schools reviewed relevant research and evidence-based practice in reading and writing instruction to identify instructional priorities for FY 2013. The areas they identified in reading include developing background knowledge, monitoring for comprehension during reading, making inferences, and summarizing the main idea. Priority areas for writing instruction are the focus of ideas and organization. These instructional priorities were the focus of professional development and support in the form of training and coaching teachers to apply these strategies in instruction throughout the year. These strategies will continue to be a focus for FY 2014.

A related area of focus is the implementation of flexible grouping for literacy development at the elementary school in kindergarten through grade five. Teachers in these grades have been working throughout FY 2013 under the leadership and planning of the coordinator of instructional support, the coordinator of differentiation and inclusion, and the English language arts content specialist to implement flexible student groupings across the early grades. The purpose of this work is to maximize the acquisition and development of linguistic competence in both ASL and English through an intentional focus on each language and grouping students accordingly. Periodic formal and informal assessments allow for ongoing regrouping as the curriculum and activities dictate. Implementation began in the fall and was guided by weekly planning and discussion meetings.

The high school began implementing cognitive strategy instruction in all English classes with struggling readers. The teachers reviewed a number of research studies that indicated the need for cognitive strategy instruction with deaf students. They selected a question and response strategy to focus on during FY 2014. The strategy was modeled, taught, and practiced so that students developed a thorough understanding of the strategy and practiced applying it in a variety of contexts

In the area of articulating the curriculum across grade levels, the Clerc Center contracted the development of new K-12 curriculum units aligned with the CCSS in English language arts and mathematics. The units were delivered to teachers quarterly and were accompanied by all-day professional development sessions that focused on the curriculum content and the key instructional areas in reading, writing, and mathematics.

The Clerc Center also purchased the Discovery Education Assessment benchmark and interim assessment system to provide teachers with ongoing formative feedback on student progress. This system can be administered numerous times throughout the year to gauge student learning and guide instructional accommodations. Orientation to the new system was given in early fall and the pilot assessment administration took place in the spring. Plans for the periodic administration of this assessment in FY 2014 are being finalized.

The annual climate survey was administered in the spring. Results were analyzed, presented, and discussed by teachers and staff at both schools to identify priority areas to be implemented at each school. In addition, the schools planned and launched the Olweus Bullying Prevention Program in the fall of FY 2013. This involved school-wide training for all teacher and staff, orientation for all students, information sharing with families, and weekly class meetings of teachers and students to implement the program. In addition, the school identified School-Wide Positive Behavior and Supports as the behavior intervention program the schools will adopt. Plans are underway to implement Tier 1 of this program in FY 2014.

All assessments indicated in the action plans were administered in the spring. Results were shared with the Community Advisory Committee and the school community in order to track progress toward achieving our goals and adjust our action plan strategies as needed.

## Adequate Yearly Progress

The Adequate Yearly Progress (AYP) report for the Clerc Center included demographics data regarding enrollment, graduation rate, attendance rate, and the percentage of students from low income families from both schools. These tables are included here. Fall 2013 enrollment figures have been included as well.

In the spring of 2013, KDES and MSSD students participated in the fourth official administration of the OAA at KDES and the OGT at MSSD as part of compliance with No Child Left Behind (NCLB).

As a historical note, results of the assessments administered in the 2011 and 2012 school year were used to calculate the AYP determinations included in the school report cards and in the Clerc Center report card. As mandated by the U.S. Department of Education in relation to section 104(b)(5)(A) of the EDA, the 2011-2012 achievement assessment results reflect changes to scale scores and performance levels that make them not comparable to scores from previous years. These changes represent the implementation of Ohio score scale and performance levels. Beginning in the 2011-2012 academic year, results of the graduation tests now reflect five levels of perfor-

mance: limited, basic, proficient, accelerated, and advanced. The performance levels are based on Ohio's scale, cut scores, and performance level descriptors. The 2011-2012 results will be comparable to those for FY 2013 and subsequent administrations of the OGT.

NCLB requires that states and schools make testing results public as part of the AYP reporting requirement. The following tables show the combined results for the two schools for school year 2012-2013. These reports reflect the limited time and opportunity that KDES and MSSD students have been engaged in learning within the Ohio standards and assessment framework. This is consistent with the expectations of any school in the early stages of implementing standards-based instruction and assessments.

# 2012



The Living and Learning Residence Hall (LLRH6) opens. It becomes the University's second building to incorporate architectural design concepts known as DeafSpace, which emphasizes community building, visual language, and the promotion of personal safety and well-being.

*Communications and Public Relations*

# IX. KDES Student Characteristics, Related Educational Services Received, and Achievement

## Enrollment

KDES serves students from birth through age 15 who reside in the Washington, D.C., metropolitan area. On September 15, 2012, 94 students were enrolled at KDES. Five eighth grade students completed the KDES program in June.

### AY 2012-2013 Enrollment at KDES

| | All Students | ECE[1] | Elementary Grades | | | | | Middle School | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
| September 15, 2012 | 94 | 34 | 7 | 9 | 11 | 5 | 7 | 5 | 12 | 4 |
| First-time enrollments | 25 | 12 | 2 | 2 | 2 | 0 | 0 | 2 | 3 | 2 |
| Completed program[2] | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | 5 |
| Left before completing program | 7 | 3 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 |

[1] Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.
[2] One student who completed the program enrolled after September 15.

## Student Characteristics

### Hearing Levels of KDES Students

In September of 2012, 54 percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2012-2013, the number of KDES students with cochlear implants was 19, or 20 percent of the school population. Fifteen of those students were still using their implants.

## KDES Students by Hearing Level and Instructional Grouping

| Level of Hearing Loss | All Students[1] | | ECE | | Elementary | | Middle School | |
|---|---|---|---|---|---|---|---|---|
| **All levels** | **84** | **100%** | **24** | **100%** | **39** | **100%** | **21** | **100%** |
| Normal[2] (<27dB) | 6 | 7% | 2 | 8% | 4 | 10% | 0 | 0% |
| Mild (27-40 dB) | 6 | 7% | 3 | 13% | 3 | 8% | 0 | 0% |
| Moderate (41-55 dB) | 8 | 10% | 2 | 8% | 2 | 5% | 4 | 19% |
| Moderately severe (56-70 dB) | 5 | 6% | 2 | 8% | 3 | 8% | 0 | 0% |
| Severe (71-90 dB) | 14 | 17% | 6 | 25% | 5 | 13% | 3 | 14% |
| Profound (91 dB & above) | 45 | 54% | 9 | 38% | 22 | 56% | 14 | 67% |

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

[1] Current test data is not available for 16 students.

[2] Six students had unilateral hearing loss.

## Traditionally Underserved Racial/Ethnic Groups

Traditionally underserved racial/ethnic groups include African American or Black, Hispanic, Asian/Pacific Islander and other groups not of Caucasian or European American heritage. Sixty-eight percent of KDES students were members of traditionally underserved racial/ethnic groups.

## KDES Students by Race/Ethnicity and Instructional Grouping

| | All Teams | | ECE | | Elementary | | Middle School | |
|---|---|---|---|---|---|---|---|---|
| **All groups** | **97** | **100%** | **39** | **100%** | **36** | **100%** | **22** | **100%** |
| Caucasian | 30 | 32% | 16 | 47% | 11 | 28% | 3 | 14% |
| Traditionally underserved racial/ethnic groups | 64 | 68% | 18 | 53% | 28 | 72% | 18 | 86% |
| African American or Black | 38 | 40% | 8 | 24% | 21 | 54% | 9 | 43% |
| Hispanic/Latino | 14 | 15% | 5 | 15% | 3 | 8% | 6 | 29% |
| Asian/Pacific Islander | 6 | 6% | 2 | 6% | 3 | 8% | 1 | 5% |
| Two or more or other racial/ethnic groups | 6 | 6% | 3 | 9% | 1 | 3% | 2 | 10% |

Note: Percentages may not sum to 100 percent due to rounding.

## Additional Disabilities

In September of 2012, 18 percent of KDES students were identified as having additional physical or cognitive disabilities. The most prevalent disability among KDES students was intellectual/learning disability.

### KDES Students with Disabilities by Instructional Grouping

| Disabilities | All Students | | ECE | | Elementary | | Middle School | |
|---|---|---|---|---|---|---|---|---|
| **All conditions** | **94** | **100%** | **34** | **100%** | **39** | **100%** | **21** | **100%** |
| No disabilities | 77 | 82% | 29 | 85% | 31 | 80% | 17 | 81% |
| Deaf students with 1 or more additional disabilities | 17 | 18% | 5 | 15% | 8 | 20% | 4 | 19% |
| Vision impairment | 4 | 4% | 3 | 9% | 1 | 3% | 0 | 0% |
| Developmental delay | 2 | 2% | 2 | 6% | 0 | 0% | 0 | 0% |
| Intellectual/learning disability | 8 | 9% | 0 | 0% | 5 | 13% | 3 | 14% |
| Attention Deficit Disorder (ADD/ADHD) | 1 | 1% | 0 | 0% | 1 | 3% | 0 | 0% |
| Autism | 3 | 3% | 1 | 3% | 1 | 3% | 1 | 5% |
| Other health impairments | 2 | 2% | 0 | 0% | 2 | 5% | 0 | 0% |
| Other conditions | 4 | 4% | 3 | 9% | 1 | 3% | 0 | 0% |

Note: Percentages may not sum to 100 percent due to rounding.

## Support Services

During AY 2012-2013, 86 percent of KDES students received one or more support services. At KDES, students from traditionally underserved racial/ethnic groups received higher rates of support services than other students.

**KDES Students Receiving Support Services by Instructional Grouping**

| Support Services | All Students (N=94) | | ECE (N=34) | | Elementary (N=39) | | Middle School (N=21) | |
|---|---|---|---|---|---|---|---|---|
| No support services | 13 | 14% | 9 | 27% | 3 | 8% | 1 | 5% |
| 1 or more support services | 81 | 86% | 25 | 74% | 36 | 92% | 20 | 95% |
| Audiology | 8 | 9% | 4 | 12% | 4 | 10% | 0 | 0% |
| Speech-language | 71 | 76% | 20 | 59% | 35 | 90% | 16 | 76% |
| Counseling | 17 | 18% | 2 | 6% | 10 | 26% | 5 | 24% |
| Occupational therapy | 14 | 15% | 7 | 21% | 6 | 15% | 1 | 5% |
| Physical therapy | 8 | 9% | 5 | 15% | 3 | 8% | 0 | 0% |
| Other services (includes ASL and ESY) | 45 | 48% | 12 | 35% | 21 | 54% | 12 | 57% |

Note: Percentages may not sum to 100 percent due to rounding.

**KDES Students Receiving Support Services by Race/Ethnicity**

| Support Services | All Students (N=94) | | Caucasian Students (N=30) | | All Traditionally Underserved Racial/ Ethnic Group Students[1] (N=64) | |
|---|---|---|---|---|---|---|
| No support services | 13 | 14% | 7 | 23% | 6 | 9% |
| 1 or more support services | 81 | 86% | 23 | 77% | 58 | 91% |
| Audiology | 8 | 9% | 2 | 7% | 6 | 9% |
| Speech language | 71 | 76% | 20 | 67% | 51 | 80% |
| Counseling | 17 | 18% | 3 | 10% | 14 | 22% |
| Occupational therapy | 14 | 15% | 7 | 23% | 7 | 11% |
| Physical therapy | 8 | 9% | 5 | 17% | 3 | 5% |
| Other services (includes ASL and ESY) | 45 | 48% | 7 | 23% | 38 | 59% |

Note: Percentages may not sum to 100 percent due to rounding.

[1]Due to the small numbers of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

# Student Achievement

### Student Reading Achievement

The reading comprehension attainment of KDES students, age 8 and older, is measured annually using the Stanford Achievement Test (10th edition). During AY 2012-2013, students at the elementary and middle school instructional levels attained reading grade equivalent levels ranging from first grade to ninth grade.

**KDES Students Reading at Different Grade Levels by Instructional Grouping**

| Grade Equivalent Level | All Students | | Elementary | | Middle School | |
|---|---|---|---|---|---|---|
| **All levels** | **42** | **100%** | **21** | **100%** | **21** | **100%** |
| 9.0-9.9 | 1 | 2% | 0 | 0% | 1 | 5% |
| 8.0-8.9 | 0 | 0% | 0 | 0% | 0 | 0% |
| 7.0-7.9 | 1 | 2% | 0 | 0% | 1 | 5% |
| 6.0-6.9 | 1 | 2% | 0 | 0% | 1 | 5% |
| 5.0-5.9 | 1 | 2% | 1 | 5% | 0 | 0% |
| 4.0-4.9 | 2 | 5% | 0 | 0% | 2 | 10% |
| 3.0-3.9 | 3 | 7% | 2 | 10% | 1 | 5% |
| 2.0-2.9 | 17 | 41% | 8 | 38% | 9 | 43% |
| 1.0-1.9 | 16 | 38% | 10 | 48% | 6 | 29% |

Note: Includes students who were enrolled as of September 15, 2012, who were 8 years of age or older at the time of testing and who were still enrolled at the time of testing in May. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition). Percentages may not sum to 100 percent due to rounding.

### Students Completing the KDES Instructional Program

The Stanford reading comprehension levels of completers ranged from first grade to fourth grade, with an average grade equivalent of 2.1.

# X. 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, 2012, 150 students were enrolled at MSSD. Thirty-seven seniors graduated.

### AY 2012-2013 MSSD Enrollment

| 2012-2013 Enrollment | All Students | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|
| September 15, 2012 | 150 | 29 | 36 | 46 | 39 |
| First-time enrollments | 51 | 21 | 11 | 12 | 7 |
| Left before completing program | 12 | 2 | 4 | 5 | 1 |
| Completed program[1] | 37 | N/A | N/A | N/A | 37 |

[1]One grade 12 student who completed the program enrolled after September 15, 2012.

Three of the 37 graduates were originally enrolled as juniors on September 15, 2012.  These students remain listed in the Grade 11 class for all grade-level analysis in this report. However, they are also represented as graduates for graduate-level analysis.

## Student Characteristics

### Hearing Levels of MSSD Students

In September of 2012, 84 percent of MSSD students had hearing losses measured at the severe or profound levels. In 2012-2013, 22 MSSD students, or 15 percent of the school population, had cochlear implants. Fifteen of these students were currently using their implants.

### MSSD Students by Hearing Level and Grade

| Level of Hearing Loss | All Students[1] | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| All levels | 149 | 100% | 29 | 100% | 36 | 100% | 46 | 100% | 38 | 100% |
| Normal[2] (<27 dB) | 5 | 3% | 1 | 3% | 2 | 6% | 2 | 4% | 0 | 0% |
| Mild (27-40 dB) | 3 | 2% | 1 | 3% | 1 | 3% | 1 | 2% | 0 | 0% |
| Moderate (41-55 dB) | 3 | 2% | 0 | 0% | 1 | 3% | 2 | 4% | 0 | 0% |
| Moderately severe (56-70 dB) | 13 | 9% | 3 | 10% | 3 | 8% | 5 | 11% | 2 | 5% |
| Severe (71-90 dB) | 28 | 19% | 7 | 24% | 5 | 14% | 8 | 17% | 8 | 29% |
| Profound (91 dB & above) | 97 | 65% | 17 | 59% | 24 | 67% | 28 | 61% | 28 | 74% |

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

[1]Current test data not available for one student.

[2]Five students had unilateral hearing loss.

## Traditionally Underserved Racial/Ethnic Groups

In September of 2012, 55 percent of MSSD students were members of traditionally underserved racial/ethnic groups.

### MSSD Students by Race/Ethnicity and Grade

|  | All Teams | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All groups** | **150** | **100%** | **29** | **100%** | **36** | **100%** | **46** | **100%** | **39** | **100%** |
| White | 68 | 45% | 13 | 45% | 16 | 44% | 20 | 44% | 19 | 49% |
| Traditionally underserved racial/ethnic groups | 82 | 55% | 16 | 55% | 20 | 56% | 26 | 56% | 20 | 51% |
| Black/African American | 46 | 31% | 9 | 31% | 13 | 36% | 15 | 33% | 9 | 23% |
| Hispanic of any race | 21 | 14% | 4 | 14% | 4 | 11% | 6 | 13% | 7 | 18% |
| Asian | 9 | 6% | 1 | 3% | 3 | 8% | 2 | 4% | 3 | 8% |
| Two or more and other racial/ethnic groups | 6 | 4% | 2 | 7% | 0 | 0% | 3 | 7% | 1 | 3% |

Note: Percentages may not sum to 100 percent due to rounding.

## Additional Disabilities

In September of 2012, 16 percent of MSSD students were identified as having additional physical or cognitive disabilities. The most prevalent disability among MSSD students was intellectual/learning disability.

### MSSD Students with Disabilities by Grade

| Disabilities | All Students | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **All conditions** | **150** | **100%** | **29** | **100%** | **36** | **100%** | **46** | **100%** | **39** | **100%** |
| No disabilities | 126 | 84% | 23 | 83% | 30 | 83% | 39 | 85% | 34 | 87% |
| Deaf students with 1 or more additional disabilities | 24 | 16% | 6 | 21% | 6 | 17% | 7 | 15% | 5 | 13% |
| Vision impairment | 2 | 1% | 1 | 3% | 0 | 0% | 0 | 0% | 0 | 0% |
| Intellectual/learning disability | 13 | 9% | 2 | 7% | 4 | 11% | 4 | 9% | 3 | 8% |
| Attention Deficit Disorder (ADD/ADHD) | 9 | 6% | 3 | 10% | 1 | 3% | 4 | 9% | 1 | 3% |
| Autism | 1 | <1% | 1 | 3% | 0 | 0% | 0 | 0% | 0 | 0% |
| Other health impairments | 1 | <1% | 1 | 3% | 0 | 0% | 0 | 0% | 0 | 0% |
| Other conditions | 1 | <1% | 0 | 0% | 1 | 3% | 0 | 0% | 0 | 0% |

Note: Percentages may not sum to 100 percent due to rounding.

## Support Services

During AY 2012-2013, 62 percent of all MSSD students received one or more support services

### MSSD Students Receiving Support Services by Grade

| Support Services | All Students (N=150) | | Grade 9 (N=29) | | Grade 10 (N=36) | | Grade 11 (N=46) | | Grade 12 (N=39) | |
|---|---|---|---|---|---|---|---|---|---|---|
| No support services | 57 | 38% | 8 | 28% | 14 | 39% | 21 | 46% | 14 | 36% |
| 1 or more support services | 93 | 62% | 21 | 72% | 22 | 61% | 25 | 54% | 25 | 64% |
| Audiology | 7 | 5% | 3 | 10% | 2 | 6% | 0 | 0% | 2 | 5% |
| Speech-language | 83 | 55% | 17 | 59% | 19 | 53% | 24 | 52% | 23 | 59% |
| Counseling | 26 | 17% | 6 | 21% | 8 | 22% | 7 | 15% | 5 | 13% |
| Other services (includes transportation and ESY) | 9 | 6% | 2 | 7% | 6 | 17% | 0 | 0% | 1 | 3% |

Note: Percentages may not sum to 100 percent due to rounding.

During AY 2012-2013, 73 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 49 percent of other students.

### MSSD Students Receiving Support Services by Race/Ethnicity

| Support Services | All Students (N=150) | | White Students (N=68) | | Traditionally Underserved Racial/Ethnic Groups | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | All Traditionally Underserved Racial/Ethnic Groups (N=82) | | Black/ African American (N=46) | | Hispanic/ Latino (N=21) | | Asian/ Pacific Islander (N=9) | | Two or More and Other Racial/Ethnic Groups (N=6) | |
| No support services | 57 | 38% | 36 | 53% | 21 | 26% | 8 | 17% | 9 | 43% | 2 | 22% | 2 | 33% |
| 1 or more support services | 93 | 62% | 32 | 47% | 61 | 74% | 38 | 83% | 12 | 57% | 7 | 78% | 4 | 67% |
| Audiology | 7 | 5% | 2 | 3% | 5 | 6% | 2 | 4% | 2 | 10% | 0 | 0% | 1 | 17% |
| Speech-language | 83 | 55% | 26 | 38% | 57 | 70% | 37 | 80% | 11 | 52% | 7 | 78% | 2 | 33% |
| Counseling | 26 | 17% | 9 | 13% | 17 | 21% | 12 | 26% | 3 | 14% | 0 | 0% | 2 | 33% |
| Other services (includes transportation and ESY) | 9 | 6% | 1 | 2% | 8 | 10% | 7 | 15% | 1 | 5% | 0 | 0% | 0 | 0% |

Note: Percentages may not sum to 100 percent due to rounding.

## Student Outcomes

### Student Reading Achievement

The reading comprehension attainment of MSSD students is measured annually using the Stanford Achievement Test (10th Edition) or the Test of Academic Skills (TASK). During AY 2012-2013, 33 percent of MSSD students were reading at the fourth grade level or lower. Twenty-eight percent had reading grade equivalent levels between fifth and seventh grade. Thirty-nine percent had reading grade equivalents of eighth grade or higher. The freshmen had the lowest reading levels, with an average grade equivalent of 4.3. The juniors had the highest average reading grade equivalent at 7.9.

**MSSD Students Reading at Different Grade Levels by Grade**

| Grade Equivalent Level | All Students | | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | |
|---|---|---|---|---|---|---|---|---|---|---|
| All levels | 132 | 100% | 25 | 100% | 31 | 100% | 40 | 100% | 36 | 100% |
| Post high school | 27 | 21% | 1 | 4% | 4 | 13% | 13 | 33% | 9 | 25% |
| 12.0-12.9 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 11.0-11.9 | 2 | 2% | 0 | 0% | 1 | 3% | 1 | 3% | 0 | 0% |
| 10.0-10.9 | 7 | 5% | 2 | 8% | 2 | 7% | 2 | 5% | 1 | 3% |
| 9.0-9.9 | 9 | 7% | 1 | 4% | 3 | 10% | 2 | 5% | 3 | 8% |
| 8.0-8.9 | 6 | 5% | 1 | 17% | 1 | 17% | 1 | 3% | 3 | 8% |
| 7.0-7.9 | 4 | 3% | 1 | 4% | 2 | 7% | 0 | 0% | 1 | 3% |
| 6.0-6.9 | 15 | 11% | 4 | 16% | 5 | 16% | 4 | 10% | 2 | 6% |
| 5.0-5.9 | 18 | 14% | 3 | 12% | 3 | 10% | 6 | 15% | 6 | 17% |
| 4.0-4.9 | 6 | 5% | 1 | 4% | 0 | 0% | 2 | 5% | 3 | 8% |
| 3.0-3.9 | 13 | 10% | 4 | 16% | 3 | 10% | 4 | 10% | 2 | 6% |
| 2.0-2.9 | 18 | 14% | 4 | 16% | 5 | 16% | 5 | 13% | 4 | 11% |
| 1.0-1.9 | 7 | 5% | 3 | 12% | 2 | 7% | 0 | 0% | 2 | 6% |
| Average grade equivalent | | | 4.3 | | 5.7 | | 7.9 | | 6.7 | |

Note: Includes students enrolled as of September 15, 2012, who were still enrolled at the time of spring testing. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition) and the Test of Academic Skills (TASK). Percentages may not sum to 100 percent due to rounding.

## Reading Achievement of Graduates

According to the Gallaudet Research Institute, about half of high school-age deaf and hard of hearing students leaving special education programs read below the fourth grade level. During AY 2012-2013, the average grade equivalent reading level of MSSD graduates was 8.0. Twenty-three percent of the graduates were reading at the fourth grade level or below; 29 percent were reading between the fifth and seventh grade levels, and 49 percent were reading at or above the eighth grade level. Graduates who were members of traditionally underserved racial/ethnic groups had an average reading level 5.7, while white students had an average grade equivalent level of 11.5.

### MSSD Graduates Reading at Different Grade Levels by Race/Ethnicity

| Grade Equivalent Level | All Graduates[1] | | White Graduates | | All Traditionally Underserved Racial/Ethnic Groups | |
|---|---|---|---|---|---|---|
| All levels | 35 | 100% | 16 | 100% | 19 | 100% |
| Post high school | 10 | 29% | 8 | 50% | 2 | 11% |
| 12.0-12.9 | 0 | 0% | 0 | 0% | 0 | 0% |
| 11.0-11.9 | 0 | 0% | 0 | 0% | 0 | 0% |
| 10.0-10.9 | 2 | 6% | 1 | 6% | 1 | 5% |
| 9.0-9.9 | 3 | 9% | 2 | 13% | 1 | 5% |
| 8.0-8.9 | 2 | 6% | 1 | 6% | 1 | 5% |
| 7.0-7.9 | 1 | 3% | 1 | 6% | 0 | 0% |
| 6.0-6.9 | 3 | 9% | 0 | 0% | 3 | 16% |
| 5.0-5.9 | 6 | 17% | 2 | 13% | 4 | 21% |
| 4.0-4.9 | 3 | 9% | 1 | 6% | 2 | 11% |
| 3.0-3.9 | 1 | 3% | 0 | 0% | 1 | 5% |
| 2.0-2.9 | 3 | 9% | 0 | 0% | 3 | 16% |
| 1.0-1.9 | 1 | 3% | 0 | 0% | 1 | 5% |
| Average grade equivalent | 8.0 | | 11.5 | | 5.7 | |

Note: Includes students enrolled as of September 15, 2012, who were still enrolled at the time of spring testing. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition) and the Test of Academic Skills (TASK). Percentages may not sum to 100 percent due to rounding.

[1]One graduate had no SAT-10 reading comprehension test data, and one graduate was enrolled after September 15, 2012.

### Disposition of 2013 MSSD Graduates

MSSD graduated 37 students in the spring of 2013. In September of 2013, graduates who received their diplomas were surveyed four months after their senior year ended to determine where their transition from high school was leading them. Seventy-three percent were enrolled in an advanced education or training program. No outcome information was available for seven graduates (19 percent).

**MSSD 2013 Graduates' Immediate Outcomes by Race/Ethnicity**

| | All Graduates | | White | | All Traditionally Underserved Racial/Ethnic Groups | | Black/African American | | Hispanic of Any Race | | Asian | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All outcomes** | 37 | 100% | 18 | 100% | 19 | 100% | 11 | 100% | 6 | 100% | 2 | 100% |
| Entered Gallaudet University | 12 | 32% | 10 | 56% | 2 | 11% | 1 | 9% | 1 | 17% | 0 | 0% |
| Entered another college or university | 7 | 19% | 2 | 11% | 5 | 26% | 4 | 36% | 0 | 0% | 1 | 50% |
| Entered RIT/NTID | 8 | 22% | 4 | 22% | 4 | 21% | 1 | 9% | 2 | 33% | 1 | 50% |
| Working | 1 | 3% | 1 | 6% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| At home, not in school/ not working | 2 | 5% | 0 | 0% | 2 | 11% | 2 | 18% | 0 | 0% | 0 | 0% |
| Unknown | 7 | 19% | 1 | 6% | 6 | 32% | 3 | 27% | 3 | 50% | 0 | 0% |

Note: Percentages may not sum to 100 percent.  One student was both in school and working, and was counted in both categories.

## Disposition of 2012 MSSD Graduates

In September of 2013, a one-year follow-up was conducted of the 36 students who graduated from MSSD in 2012. The response rate for this follow-up was 81 percent.

Ninety-three percent of graduates responding to the one-year survey reported that they were enrolled in a postsecondary program. Seventy-seven percent of all the respondents enrolled in a postsecondary program were attending Gallaudet University.

### MSSD 2012 Graduates' One-Year Outcomes by Race/Ethnicity

| | All Responding Graduates | | White | | All Traditionally Underserved Racial/Ethnic Groups | | Black/African American | | Hispanic of Any Race | | Asian | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All outcomes** | **29** | **100%** | **19** | **100%** | **10** | **100%** | **6** | **100%** | **3** | **100%** | **1** | **100%** |
| Entered Gallaudet University | 18 | 62% | 13 | 68% | 5 | 50% | 4 | 66% | 0 | 0% | 1 | 100% |
| Entered another college or university | 2 | 7% | 1 | 5% | 1 | 10% | 0 | 0% | 1 | 33% | 0 | 0% |
| Entered NTID | 7 | 24% | 4 | 21% | 3 | 30% | 1 | 17% | 2 | 67% | 0 | 0% |
| Not working/not enrolled in a postsecondary program | 2 | 7% | 1 | 5% | 1 | 10% | 1 | 17% | 0 | 0% | 0 | 0% |

# 2013

*John Mason and Taylor Moses*



Members of the campus community, many wearing University colors buff and blue, gather on the Hotchkiss football field to form '150' in recognition of Gallaudet's sesquicentennial celebration

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June 28, 1864

*"One of the designs of our college is to furnish deaf-mutes the means of obtaining the mental training and those academic honors which may entitle them to consideration in the world of letters, and allow them to gain positions of much greater usefulness and higher emolument than they can now aspire to. We propose at least to test the question whether what is valued so highly by hearing and speaking persons, as a preparation for entering the more elevated spheres of usefulness in life, may not in like manner result in opening to deaf-mutes positions and pursuits from which they have been hitherto debarred."*

Edward Miner Gallaudet

April 15, 1874

*"The college for the deaf and dumb is no longer an experiment. The most important fact of all in the history of our first decade is that it is only the first, and not the last. While we have cause to rejoice today over the fruit of our labor past, our greatest reason for congratulations arises from the hopes we are permitted to entertain for the future."*

Edward Miner Gallaudet

May 4, 1904

*"But in estimating the value of what this college has done for the deaf of this country much more must be considered than the mere fact that it has enabled its graduates to take positions of high rank and greater usefulness in the world than they could have aspired to without the training the college has given them."*

Edward Miner Gallaudet

May 6, 1914

*"President Garfield, who from the time of his advent to Congress took a lively interest in the college, alluded in an address at one of the public anniversaries to the interesting fact that Congress was willing, while the burdens of the Civil War were heavy, to authorize and support such a benevolent institution as a national college for the deaf. It is also an interesting fact that the appropriation of $26,000 was paid out of the Treasury at a time when the Capital was cut off from all communication from the outside world. I trust it may not be presumptuous on my part to say that the events of 50 years on Kendall Green have justified the efforts put forth in the prenatal days in behalf of the college; and to express the hope that, so long as there are to be found in our country deaf young men and women capable and deserving of securing the higher education, Congress may be found willing to support the college for the deaf, which has had its favor so long."*

Edward Miner Gallaudet

*"The graduates of the college have entered into many fields of work…. Wherever they have been and whatever avenues of work they have entered, they have taken with them higher ideals of education and of life and have joined gladly and successfully in uplifting the deaf population in the United States. Note only have they done this, but, without question, by their success in spite of handicaps and by their example of courage and endeavor they have made the hearing world better for their presence in it."*

Percival Hall

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