

December 31, 2005

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

Dear Secretary Spellings:

We are delighted to present you with this book, *Annual Report 2005*, for the National Technical Institute for the Deaf (NTID), a college of the Rochester Institute of Technology (RIT), covering Fiscal Year 2005 (October 1, 2004 to September 30, 2005), as required by the Education of the Deaf Act. This report – the 39th – is also available on the Web at www.ntid.rit.edu/media/annual_report2005.pdf

Throughout this *Annual Report 2005*, you will find narrative and tables of data that reflect the enormous pride we take in the programs offered by RIT/NTID. We know that the support – the financial support and the guidance – provided by you, by your staff in the Department of Education, and by the President and the Congress, sustain our efforts on behalf of college-age deaf and hard-of-hearing students.

We cannot over-emphasize the word ‘students’ for they are at the heart of the magic performed every day at our institution. Our students are truly a national student body, for NTID students represent every region of the country and almost every state.

As NTID moves forward, it is guided by the broad mission established many years ago:

To provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs, complemented by a strong liberal arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning.

As we move ahead, we are implementing strategic plans that will take us to year 2010. We will slowly move toward programs that lead to a larger percentage of baccalaureate students while continuing to provide associate-level programs, work to create strong referral and transfer programs with community colleges, enhance access services for our students, and increase outreach activities.

We will do these things while entering year number four of a five-year plan to reduce our budget by \$1 million per year, totaling \$5 million over five years. We strongly believe that the planned, careful steps we are executing demonstrate the wise fiscal stewardship that we exercise with the federal funds we receive through your support.

You know that you have the thanks of everyone associated with RIT/NTID – students, faculty, staff, and all other friends of the institute – for the support you demonstrate for our programs.

With warm regards,



Albert J. Simone
President, RIT



T. Alan Hurwitz
Vice President, RIT for NTID
Dean, NTID

**FY2005 ANNUAL REPORT
CONTENTS**

Mission Statement	1
National Technical Institute for the Deaf at a Glance	2
Executive Summary	3
Note of Explanation	5
PERFORMANCE INDICATORS	7
STRATEGIC VISION	11
Executive Summary	12
Decision 1	14
Decision 2	17
Decision 3	18
Decision 4	19
Conclusion	21
Implementation Schedule	23
ADMISSIONS AND ENROLLMENT	29
Admissions Highlights	30
Comparative Admission Data	31
Summer Vestibule Program	32
Entering Registered Students.....	33
International Student Recruitment	34
Demographic Characteristics of All Entering Students	35
Demographic Characteristics of International Students Compared to U.S. Students	36
ACT Information on Entering Class	37
Hearing Assessment Information on Entering Class	38
Origin of Students and Graduates	39
ACADEMIC PROGRAM	41
Academic Program Highlights	42
NTID Student Enrollment	46
Percent of Registered Students with Full-Time Status	47
Enrollment by Degree Programs	48
Average Class Size by Discipline Within Division	51
Educational Support: Teaching	52
American Sign Language-English Interpretation Program	54
Master of Science in Secondary Education of Students Who Are Deaf or Hard-of-Hearing ..	55
Co-Op Work Experiences	56
STUDENT SUPPORT SERVICES	57
Student Support Services Highlights	58
Support Services	60
STUDENT ACCESS SERVICES	61
Student Access Services Highlights	62
Access Services: Interpreting Services	63
Access Services: C-Print Services	65
Access Services: Staff	66
GRADUATION AND RETENTION	67
Graduation and Retention Highlights	68
Degrees Granted: FY2001 to FY2005	69
Graduates by Program Areas	71
First-Year Persistence Rates	72
Persistence to Graduation for Deaf and Hard-of-Hearing RIT Students	73
Academic Skills of Entering Students	74
Time Required to Complete a Degree	75
Origin and Success of Deaf and Hard-of-Hearing Students Registered in Baccalaureate Programs	76

(continued)

CONTENTS (continued)

Graduation and Employment	77
Employment Services	78
Where Graduates Move After Graduation	79
Placements by Sector of the Economy	80
Occupations of Graduates: Entry Status	81
Occupations of Alumni by Labor Category	82
Ten Year Labor Force Status and Earnings of Alumni	83
Effect of College Graduation on Reduction in SSI and SSDI Payments	84
RESEARCH	85
Research Highlights	86
Summary of Research Activities	87
OUTREACH	93
Outreach Highlights	94
Special Certificates	97
Explore Your Future	98
Explore Your Future Enrollment by State	99
Employer Outreach	100
Deaf Initiative in Information Technology	101
NETAC	102
FACULTY & STAFF	105
Faculty and Staff Highlights	106
Average Salary: Faculty and Staff	107
Tenure-Track Positions and Tenured Faculty by Rank	108
Rank of Tenured and Tenure-Track Faculty	109
Degree Levels of Tenured and Tenure-Track Faculty	110
Average Age/Average Length of Service Faculty and Staff	111
Retirement Status of NTID Faculty and Staff	112
Faculty and Staff New Hires	113
Faculty and Staff Terminations	114
DIVERSITY & PLURALISM	115
Diversity and Pluralism Highlights	116
Diversity and Pluralism Philosophy	117
Ethnic Origin of Entering Students	118
Ethnicity of Enrolled Students	119
First-Year Persistence and Graduation Rates by Diversity Categories	120
NTID Affirmative Action Report: Faculty and Staff	121
Minority Faculty and Staff Hiring Results	122
Minority Faculty and Staff Termination Results	123
RESULTS OF FINANCIAL OPERATIONS	125
Financial Operations	126
Financial Operating Results	127
Tuition, Room, Board, and Other Fees	128
FINANCIAL AID	129
Financial Aid (Domestic Students)	130
EXTERNAL FUNDING SOURCES	131
External Funding Sources	132
NTID Annual Fundraising Results	134
NTID Endowment Programs	135
Scholarships	136
Grants and Contracts	138
RIT/NTID LEADERSHIP	139
NTID Administrative Team	140
NTID National Advisory Group	141
RIT Officers	143
RIT Board of Trustees	144

MISSION STATEMENT

The primary mission of the National Technical Institute for the Deaf is to provide deaf students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning. Secondly, NTID prepares professionals to work in fields related to deafness; undertakes a program of applied research designed to enhance the social, economic, and educational accommodation of deaf people; and shares its knowledge and expertise through outreach and other information dissemination programs.

National Technical Institute for the Deaf—At a Glance

CHARACTER:

World's first and largest technological college for students who are deaf or hard-of-hearing. One of eight colleges of Rochester Institute of Technology (RIT), a privately endowed, coeducational university that is student-centered and career-focused.

MISSION:

To provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhance their lifelong learning.

FOUNDED:

Formally established in 1965 through an Act of Congress (PL89-36). Began operation in 1967 at RIT, with first students in 1968. RIT was founded in 1829.

LOCATION:

Western New York, in suburban Rochester, just a few hours from Niagara Falls and Toronto.

RIT CAMPUS:

1,300 acres, 237 buildings (5.1 million square feet).

ENROLLMENT:

Total of 1,256 students enrolled. Undergraduate: 1,013 deaf and hard-of-hearing students, 116 hearing students (hearing students are enrolled in ASL-English Interpretation program). Graduate: 127 students, both hearing and deaf (74 in the Master of Science program in Secondary Education of Students Who are Deaf and 53 in the other colleges of RIT). These students study and reside on a campus that includes 14,200 hearing students studying at the baccalaureate, master's, and doctoral levels.

MALE/FEMALE RATIO:

52 percent male, 48 percent female.

DIVERSITY:

Of the 1,256 students enrolled, 24 percent are minority students and 5.0 percent are international students, representing 13 different countries.

RESIDENCE LIFE:

Most undergraduates live in campus residence halls, apartments, and townhouses. On-campus fraternities, sororities, and special-interest houses also are available.

RIT CAMPUS ACTIVITIES:

Currently there are 165 active clubs, 10 major student organizations, and 26 Greek organizations on campus. In addition, RIT hosts creative arts programs, intercollegiate sports, student government, and a religious interfaith center.

RIT CAMPUS TECHNOLOGY:

High-Tech Learning Center, dozens of Smart Classrooms with state-of-the-art computers and multimedia-based technologies, microcomputer labs, computer graphics and computer aided drafting labs, microelectronics and computer engineering facilities, digital and traditional printing presses, laser optics lab, computer-controlled observatory. Fully networked residence halls, equipped with strobe lights and telephone amplifiers.

RESEARCH:

Integrated research program of national and international prominence focusing on language and literacy, teaching and learning, sociocultural influences, career development, and technology integration.

CO-OP:

As an integral part of RIT, which has one of the oldest and largest cooperative education programs in the world, employers provide practical, on-the-job experience for students.

PLACEMENT:

Over the past five years, 92 percent of deaf graduates who chose to enter the labor market have obtained jobs in business, industry, government, education and other fields.

COMMUNICATION/SUPPORT:

Instructors use a variety of communication strategies while teaching, including sign language, speech, fingerspelling, writing, facial expression, body language, and visual aids. Support and access services include notetakers, tutors, speech-to-text technology, and the largest interpreting staff for a college program in the United States.

ANNUAL EXPENSES 2004-2005:

Tuition	\$ 7,470
Room	\$ 4,653
Board	\$ 3,483
Fees	\$ 588
Total	\$16,194

FINANCIAL AID:

A combination of grant-in-aid; Vocational Rehabilitation; Pell, federal and state grants are available to students in need. In addition, 61 endowed funds generate scholarship support for students based on financial need and academic merit. Average aid per domestic student: \$10,317.

ACADEMIC YEAR:

Quarter system divides calendar year into four 11-week terms, beginning with fall quarter in September. Traditional academic year runs three quarters from September through May.

DEGREE PROGRAMS:

Students enrolled in NTID can earn associate degrees in more than 30 accredited programs. Qualified deaf and hard-of-hearing students also can earn bachelor's or master's degrees in more than 200 programs offered by RIT's seven other colleges: Applied Science and Technology, Business, Computing and Information Sciences, Engineering, Imaging Arts and Sciences, Liberal Arts, and Science.

EXECUTIVE SUMMARY

	FY2001	FY2002	FY2003	FY2004	FY2005
New Registrations					
Admissions (Deaf and Hard-of-Hearing Students Only)					
Applications	728	776	753	737	768
Acceptances	472	461	435	434	424
Registrations	366	355	320	327	322
Other New Registrations					
A.A.S./B.S. ASL-English Interpretation	17	19	48	50	56
M.S. in Secondary Education	22	36	42	34	28
Total New Registrations	405	410	410	411	406
Enrollment					
Deaf and Hard-of-Hearing Students Only					
Career Exploration Studies	107	94	85	86	61
Sub-baccalaureate Programs	574	550	545	542	514
Baccalaureate Programs at RIT	440	449	434	427	438
Graduate Programs at RIT	30	29	45	42	53
Subtotal – Deaf and Hard-of-Hearing Students	1,151	1,122	1,109	1,097	1,066
Other Enrollments					
Educational Interpreting	49	65	92	100	116
M.S. in Secondary Education	34	44	69	84	74
Subtotal – Other	83	109	161	184	190
Total Enrollment	1,234	1,231	1,270	1,281	1,256
Financial Aid (Domestic Students)					
Grant-in-Aid	\$927,744	\$864,544	\$974,234	\$1,059,076	\$1,036,590
Vocational Rehabilitation	4,566,571	4,939,544	5,564,705	5,695,165	5,807,487
Pell Grants	875,264	944,518	1,126,403	1,214,120	1,277,893
State Grants	342,740	411,898	476,184	485,514	527,622
Federal Loans	1,693,358	1,719,949	1,895,509	2,641,914	2,940,256
Scholarships and Other	838,293	879,244	826,472	919,547	976,075
Total Financial Aid	\$9,243,970	\$9,759,697	\$10,863,507	\$12,015,336	\$12,565,923
Average Aid per Student* (Excluding Loans)	\$6,724	\$7,109	\$7,860	\$7,883	\$7,903
Rates Charged Students					
Domestic student rates**					
Tuition	\$5,700	\$6,099	\$6,525	\$6,981	\$7,470
Room	3,918	4,095	4,260	4,452	4,653
Board	3,078	3,171	3,267	3,381	3,483
Fees	513	537	558	579	588
Total	\$13,209	\$13,902	\$14,610	\$15,393	\$16,194

(continued)

* Total financial aid less loans divided by domestic student enrollment

** International students pay a 100% surcharge, or \$14,940, for tuition. Charges for room, board, and fees are the same as for domestic students.

EXECUTIVE SUMMARY (continued)

	FY2001	FY2002	FY2003	FY2004	FY2005
Fundraising Activity					
Cash to Endowment and Restricted Funds	\$2,397,888	\$2,442,873	\$1,916,891	\$2,032,651	\$2,136,259
Equipment and Software	322,860	120,288	42,487	71,075	16,651
Federal Funds Matched*	\$0	\$492,000	\$705,000	\$615,000	\$415,000
Graduates					
Total Degrees Granted	199	207	195	234	238
<i>Degree Level</i>					
Certificate	7%	6%	5%	1%	2%
Diploma	3%	4%	1%	1%	0%
Associate (A.O.S.)	16%	21%	19%	26%	17%
Associate (A.A.S.)	17%	19%	15%	18%	21%
Associate (Interpreting)	12%	10%	6%	7%	10%
Bachelor's	37%	30%	43%	39%	36%
Master's	3%	5%	4%	3%	4%
Master's (MSSE)	5%	5%	7%	5%	10%
Placement					
Permanent Placement	97	82	88	123	N/A**
Placement Rate	92%	90%	93%	93%	N/A**
<i>By Sector of the Economy</i>					
Business and Industry	52%	61%	66%	64%	N/A**
Government	9%	9%	12%	12%	N/A**
Education	39%	30%	22%	24%	N/A**
Co-op Work Experiences	228	244	258	231	N/A**
Access/Support Services					
Notetaking Hours	43,636	55,439	54,437	50,220	46,989
Tutoring Hours	13,783	14,487	14,886	14,516	15,103
Interpreting Hours	91,765	94,134	94,029	98,520	99,175
Outreach (Number of Participants)					
Interpreter Training***	114	99	105	130	104
Explore Your Future	226	183	168	187	193
Notetaker Training	162	257	246	236	216
National Center on Employment					
Workshops	12	14	29	31	32
Participants	173	642	663	640	831
Deaf Initiative in Information Technology	N/A	N/A	78	70	91

* There is no longer a separate appropriation for the Matching Endowment Program. Any monies matched must be funded through operating fund efficiencies.

** Placement numbers for September 1, 2004 through August 31, 2005 graduates are incomplete and will be reported next year.

*** Students supported by grants from the New York State Board of Regents, State Education Department, Vocational and Educational Services for Individuals with Disabilities, awarded to RIT/NTID and the Monroe County #1 Board of Cooperative Educational Services of Rochester, NY.

NOTE OF EXPLANATION

RIT/NTID deals with three “years:”

1. The federal fiscal year begins October 1 and ends September 30.
2. The RIT fiscal year begins July 1 and ends June 30.
3. The three 11-week quarters of the RIT academic year begin September 1 and end June 30; summer quarter, the fourth quarter, is July 1 to August 31.

Because the federal fiscal year spans two academic years, the activities and accomplishments described in this section, and throughout this annual report, report on two different sets of students:

- Those recruited from outside of NTID throughout the 2004-2005 academic year; that is, the 406 individuals who have become part of the total student enrollment served in 2005-2006. We will report on them in next year’s Annual Report.
- The total enrollment served throughout 2004-2005; that is, 1,281 students, comprising 870 returning students and 411 new students recruited throughout 2003-2004. Demographic analysis of the 1,256 students enrolled in fall 2005-2006 is provided in the first and second sections of this report. The remainder of the annual report focuses on services provided to the 1,281 students enrolled throughout 2004-2005.

PERFORMANCE INDICATORS

PERFORMANCE INDICATORS

Performance indicators are critical elements of the Congressionally mandated Government Performance and Results Act (GPRA), which

requires the Department of Education to measure the performance of all entities receiving federal funds.

1. Provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum and supplemented with appropriate student support services.				
Indicators	Baseline	2005 Actual	2006	2007
1.1 Accreditation	Middle States Assoc. (MSA) Accreditation 1997	Next MSA Accreditation 2002 (Completed, Mid 10-year Term)	Next MSA Accreditation 2007 (Establish Outcome Measures)	Next MSA Accreditation 2007 (Full Term – 10 years)
1.2 Access Services	94%	97%	97%	97%
1.3 Support Services	95%	95%	97%	97%
1.4 Student Program Satisfaction Compared to RIT and Selected Private Technical Institutions*	RIT Hearing Students 105% National Hearing Students 96%	RIT Hearing Students 99%* National Hearing Students 97%*	Goal: Deaf and hard-of-hearing students will report an overall level of satisfaction that is at least equal to hearing students at RIT and nationally (Selected private technical institutions)	Conduct follow-up survey in 2007

2. Maintain a diverse enrollment that fully utilizes current human and physical resources while enriching the students' collegiate experience.				
Indicators	Baseline	2005 Actual	2006	2007
2.1 Enrollment	1,185	1,256	1,300	1,300
2.2 Diversity (% Minority)	22%	28%	>National Demographic %'s	>National Demographic %'s

3. Maximize the number of students successfully completing a program of study.				
Indicators	Baseline	2005 Actual	2006	2007
3.1 Student Retention Rate: (1st Year)				
• Sub-baccalaureate	75%	75%	74%	74%
• Baccalaureate	84%	84%	86%	86%
• Overall	76%	76%	75%	75%
3.2 Graduation Rate:				
• Sub-baccalaureate	50%	48%	53%	53%
• Baccalaureate	51%	69%	70%	71%
• Overall	50%	55%	58%	59%

(continued)

*The percentages shown represent NTID's composite raw score for student satisfaction divided by composite raw scores for RIT and a group of selected private technical institutions in the U.S. NTID's raw score was one percentage point lower than the score recorded by RIT students, and three percentage points lower than the national average as represented by selected private technical institutions.

PERFORMANCE INDICATORS (continued)

4. Prepare graduates to find satisfying jobs in fields commensurate with their education.					
Indicators	Baseline		2005 Actual	Source	Goal
4.1 Placement Rate	93%		93%	NTID Placement Records—2002-2003 graduates	95%
4.2 Earnings Parity with Hearing Peers	80%		80%	Study conducted with Social Security Administration 2004	Conduct another study in 2008
4.3 Earnings Growth Rate	3%/year		3%/year	Study conducted with Social Security Administration 2004	Conduct another study in 2008 ≥Consumer Price Index
4.4 Value Added: Graduates earn substantially more than students who withdraw	<u>Sub-B.S.</u> 17%	<u>B.S.</u> 45%	<u>Sub-B.S.</u> 17%	<u>B.S.</u> 45%	Study conducted with Social Security Administration 2004 Conduct another study in 2008
4.5 Alumni Satisfaction	Satisfied with Education 94%	Recommend NTID 97%	Satisfied with Education 94%	Recommend NTID 97%	From a study of NTID alumni conducted in 2004 Conduct another study in 2007 ≥90% satisfaction

5. Prepare professionals to work with deaf and hard-of-hearing persons.					
Indicators	Baseline		2005 Actual	2006	2007
5.1 Enrollment:					
• Interpreting	84		116	120	120
• MSSE	16		74*	60	60
5.2 Diversity:					
• Interpreting (% Minority)	12%		9%	12%	12%
• MSSE (% Minority)	12%		13%	12%	12%
5.3 Employment rate	95%		96%	95%	95%
5.4 Professional Certification:					
• MSSE (NYS Cert.)	71%		100%	90%	90%

6. Conduct a program of applied research to provide innovative support for the teaching and learning process for deaf and hard-of-hearing individuals.					
Indicators	Baseline		2005 Actual	2006	2007
6.1 Appropriate Public Assessment	TBD		1,800 Contacts 7,707 Web site hits	3,000 Contacts 8,000 Web site hits	3,000 Contacts 8,000 Web site hits
6.2 Effective Positive Change	Publications (25) Presentations / Workshops (52)		Publications (37) Presentations / Workshops (79)	Publications (25) Presentations / Workshops (50)	Publications (20) Presentations / Workshops (50)
6.3 Ensure Quality: (% Peer Review)	90%		79%	90%	90%

(continued)

* Includes special grant project with Nazareth College

PERFORMANCE INDICATORS (continued)

7. Conduct outreach programs for external audiences to increase the knowledge base and improve practice in the field.				
Indicators	Baseline	2005 Actual	2006	2007
7.1 Consumer Satisfaction	TBD	Above Average	Above Average	Above Average
7.2 Employers/ Career Counselors	358	831	665	690
7.3 Secondary Students:				
• EYF	225	193	200	200
• CAP	50	90	120	120

8. Outside sources of revenue will result in NTID's ability to expand its resource base while simultaneously performing additional activities that support its mission.				
Indicators	Baseline	2005 Actual	2006	2007
8.1 Federal Matching Endowment Grant Program (Private funds raised and qualified for matching)	\$239,868	\$415,000	\$500,000	\$500,000
8.2 Other Private Funds Raised	\$705,235	\$1,721,259	\$1,000,000	\$1,000,000
8.3 Equipment Donations	\$671,077	\$16,651	\$700,000	\$700,000
8.4 Grants and Contracts	\$733,587	\$6,840,039	\$6,500,000	\$6,500,000

STRATEGIC VISION

EXECUTIVE SUMMARY

NTID's new long range planning document, Strategic Vision 2010, offers a bold multi-year plan to effectively position NTID for the next decade. It contains four basic "decisions" that will reshape academic programs, access services, and outreach.

What follows are brief summaries of each of the four decisions:

Decision #1

By 2010, NTID will offer three distinct areas of study: career-focused degrees, transfer degrees, and baccalaureate/master's degrees.

NTID will continue to offer quality, career-focused, niche associate degree programs that lead to immediate placement in well-paying careers at the paraprofessional or technician level. These programs will continue to include a cooperative education component closely tied to high-demand employment opportunities.

Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level. Our plan, therefore, is to expand transfer degree programs that will better serve the higher achieving segment of our student population: students whose test scores upon entry to NTID are good, but not sufficient to qualify them for admission to RIT baccalaureate programs.

NTID's greatest strength may be its outstanding track record of assisting high-potential students to not only gain admission to, but to successfully graduate from the other colleges of RIT at rates comparable to or better than their hearing peers. These transfer programs will be viewed as "2+2" or "2+3" programs in broad areas that match RIT offerings in business, computer technology, engineering technology, science technology, and imaging technology.

Decision #2

NTID will establish formal referral programs with selected community colleges for students not yet ready for admission to NTID career-focused programs. In addition, we will create an intensive summer program for students who have been admitted to or who are matriculated in a career-focused associate degree program and who, with intensive skill development, may be able to reposition themselves to enter a transfer program.

A strong referral program will help NTID help students who want to come to NTID, but who aren't yet academically ready. We will work with selected community colleges to develop college-readiness programs that emphasize English reading and writing, math, career awareness, and interpersonal growth. Money and time will be invested to assure a formal link between our college and students enrolled in such programs. Students successfully completing those programs will automatically be accepted into NTID.

The summer program will help students accepted into NTID career-focused programs, whose English skills are very promising and who desire a higher level degree, to build those skills and open the option to consider entering one of our transfer programs, which will lead to baccalaureate degrees.

Decision #3

NTID will immediately begin to expand the array of access services available to students taking courses within the other colleges of RIT in response to the changing needs of students.

Students taking courses in the other RIT colleges who know sign language and can benefit from sign language transliteration, notetaking, and/or assistive listening systems as access accommodations can request them. For those students taking courses in the other RIT colleges who cannot benefit from sign language transliteration or assistive listening systems, an alternative accommodation will be provided and will be based on an individual assessment of student need and on consideration of that need in relationship to the educational context. For most of these students, we expect this to be a text-based transliteration service (C-Print™).

(continued)

EXECUTIVE SUMMARY (continued)

In order to accomplish this goal, we will be significantly increasing access services human resources, investing in new technology, and conducting research on the effectiveness of various access services.

Decision #4

NTID will develop an educational outreach consortium to share our expertise with others to improve the education and career development of individuals who are deaf and hard-of-hearing.

This consortium initially will be established to provide educational experiences to students in grades 7-11 in an attempt to strengthen the skill level of students graduating from high school. Ultimately, the plan is for this consortium to become a central component of our institutional identity, focusing broadly on:

- *Pre-college audiences*, such as K-12 deaf and hard-of-hearing students, teachers, parents, Vocational Rehabilitation counselors, school counselors, and pediatricians. Individuals in this category should be a primary audience, since they will ultimately determine who attends which college, and how well prepared they are for college work.
- *College audiences*, such as deaf and hard-of-hearing students at other colleges, and teachers and access/support service personnel at other colleges.
- *Post-college audiences*, such as alumni, deaf and hard-of-hearing workers, and workplace managers.

DECISION #1

By 2010, RIT/NTID will offer three distinct types of academic study:

- Career-focused degrees
 - Transfer degrees
 - Baccalaureate/Master's degrees
-
-

Current Realities and Future Trends

- RIT is emerging as a major technological university. In doing so, it is clearly raising academic standards at all levels; NTID must follow this lead.
- Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level.
- NTID's greatest strength may be its outstanding track record of assisting high-potential students to not only gain admission to, but to successfully graduate from the other colleges of RIT at rates comparable to or better than their hearing peers.
- A large proportion of incoming NTID students want baccalaureate degrees. We cannot deliver on that desire for students not academically prepared for college, but NTID could become a center for highly qualified deaf and hard-of-hearing students seeking these degrees.
- NTID is facing increased competition from local community colleges that offer similar associate level degree programs, close to home and at far less cost.
- Research shows dramatic earnings gains for baccalaureate level graduates as compared to associate level graduates.
- We anticipate that the increased use of cochlear implants at an earlier age may ultimately raise the academic skill levels of deaf and hard-of-hearing high school graduates; thus, the pool of more highly qualified students may continue to grow. At the same time, the pool of AOS-level candidates may actually decrease.
- In recent years, enrollments in NTID sub-baccalaureate programs have declined. In 1985, approximately 1,000 students were enrolled in NTID technical programs; today that number is just over 500. If we continue unchanged into the future, by 2010 the number of students enrolled in these programs will be smaller than it is today. Reasons for this decline include:
 - Increasing student interest in baccalaureate degrees.
 - Declining interest in associate degrees due to decreasing perceived value.
 - Increasing numbers of our students entering and completing baccalaureate programs.
 - Increasing competition from community colleges, particularly those closer to students' homes.
 - Decreasing willingness on the part of Vocational Rehabilitation agencies to provide the added funds for these students to attend NTID when similar programs exist locally.
 - Increasing cost of an education at NTID compared to two-year community colleges.
 - Geographic position of Rochester with respect to the ongoing and projected population shifts to the South and West.
 - Past difficulties in developing and implementing new programs in a timely fashion.

Implementation Strategies

1. NTID will continue to offer high quality, career-focused, niche, associate degree programs that lead to immediate placement in well-paying technical careers at the paraprofessional or technician level. These programs will continue to include a cooperative education component closely tied to high demand employment opportunities. However, to assure the optimal impact and utilization of resources, NTID will begin to consolidate its 11 AOS program offerings into no more than three to five "career-focused" areas or clusters. These cluster programs should be designed to provide skills to meet the needs of technicians in the workplace and should serve as exit-to-work points for students who either are not currently capable of earning a higher degree or desire not to.

(continued)

DECISION #1 (continued)

- a. These combined cluster programs should array themselves in recognizable fields that appeal to young deaf and hard-of-hearing students, and where appropriate will offer concentrations in sub-areas with highly plentiful and desirable employment opportunities on graduation.
 - b. NTID should look for ways to make these programs more cost competitive with community colleges.
 - c. These programs should be closely monitored, with program continuation regularly assessed based on enrolling a critical mass of 50 or more students, on marketplace viability, and on graduates' ability to find immediate placement in well-paying technical careers. Program review will include assessment by internal and external sources.
 - d. These programs will be designed so that they are strictly understood and marketed as terminal degrees, and not as preparatory for a baccalaureate degree.
 - e. The curriculum and learning objectives will be structured so that mathematics, science, and most importantly, English courses focus on skills needed for the marketplace rather than on preparation for advanced degrees.
2. Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level in an increasingly demanding marketplace. As such, our plan is to expand transfer degree programs that will better serve the higher achieving segment of our student population; students whose test scores upon entry to NTID are good, but not quite sufficient to qualify them for direct admission to RIT baccalaureate programs. Perhaps one of NTID's greatest strengths is its outstanding track record of assisting high-potential students to not only gain admission to, but to successfully graduate from the other colleges of RIT at rates comparable to or better than their hearing peers. These transfer degree programs should be developed jointly with the respective RIT colleges, and provide for seamless transition to baccalaureate studies.
- a. NTID will expand its AS offerings from the current two to as many as six or seven. Ideally, the goal will be to have transfer associate degree programs in business, computer technology, engineering technology, science technology, and imaging technology.
 - b. Where possible, they will be marketed as "2+2" or "2+3" programs. NTID will accelerate the marketing of the two existing transfer programs beginning in 2005. Admissions, in consultation with institutional research and the two department chairs, will establish incremental increases in registration goals for each of these programs over the next two to three years. Target enrollment goals will be established for each of the transfer programs coming online between now and 2007. The NTID Administrative Team will review the results of these efforts quarterly to determine the short- and long-term market viability of these programs.
As we move in this direction, we will need to be alert to recognizing new opportunities, strategically developing curriculum, and offering new programs. As new baccalaureate programs are developed in other colleges of RIT, we will need to be part of the planning in order to determine if there is an AS opportunity in that field that would prepare our students for transfer.
 - c. In general, current A.A.S. programs will be phased out. However, where it may be deemed more educationally sound to maintain a particular A.A.S. degree offering, it will be modified to assure that at least 80 percent of the credits are transferable to its companion RIT baccalaureate program.
3. When the above changes have been fully developed and implemented we will revise our entry criteria to assure that we are admitting students who are capable of being successful in these revised programs:
- a. By 2010 or sooner, the admissions criteria for all entering students will be an ACT composite score of 14 or greater with an ACT component Reading score of 13 or greater. If appropriate, the ACT COMPASS will be utilized to help assess student qualifications for acceptance into career-focused programs.
 - b. Transfer degree programs will require minimum ACT component scores of 16 for both English and Reading. Academic departments may determine even higher ACT component and composite scores as deemed necessary by them.

(continued)

DECISION #1 (continued)

4. By 2010, 65 percent of NTID students will be enrolled in transfer, baccalaureate, and master's degree programs and 35 percent will be enrolled in career-focused associate degree programs. The enrollment vision for FY2010 is as follows:

	Enrollments	
	Current	Goal
Career-Focused Programs	525 48%	385 35%
Transfer Programs	118 11%	220 20%
B.S./M.S. Programs	454 41%	495 45%

- a. Due to the significant shift in enrollment toward transfer, baccalaureate and master's degree programs, NTID Enrollment Management in collaboration with the NAT will need to annually establish admissions targets by ACT scores that will yield the desired enrollment distribution within five years.
5. By 2010, direct instruction for NTID transfer degree programs and support for cross-registered students will be delivered by organizational units with strong ties to corresponding RIT academic units.
6. NTID faculty will need to integrate and apply their expertise in support of student success across all degree levels. Our goal should be for support faculty in baccalaureate programs to teach technical and non-technical associate level courses as part of their regular assignment, and for the associate level faculty in technical programs to regularly provide tutoring and advising at the baccalaureate level as part of their job. From the perspective of transfer degree students, this integration will offer a smoother transition for them to advanced programs.
7. By 2010, NTID may increase the array of baccalaureate and master's degree programs it offers. While not a priority, NTID will retain the right to establish its own unique baccalaureate and master's degree programs where there is no conflict or duplication with existing RIT programs.
8. By 2010, NTID may establish consortium relationships with other colleges in the Rochester area to offer baccalaureate and graduate degrees to deaf and hard-of-hearing students in fields not offered at RIT. We need to focus on changes within NTID first. If a unique opportunity presents itself, and there is no conflict with RIT programs, NTID may pursue a formal arrangement with another local college or university.

DECISION #2

NTID will establish:

- Formal referral programs with selected community colleges for students not ready for admission to NTID career-focused programs
 - An intensive summer program for students who have been admitted to, or are matriculated in, career-focused degree programs, and who may wish to improve their English skills to reposition themselves to enter a transfer program
-
-

Current Realities and Future Trends

- By virtue of the actions taken in Decision #1 to “raise the bar” and shift enrollment patterns, NTID could lose as many as 60-80 new students (20% of new registrants) each year.
- A large proportion of those students we might lose would be African-American, Latino-American, and Native American (AALANA).

The separation of the career-focused programs from the transfer programs is a considerable departure from past practices. Currently, students may use our developmental English curriculum to help them prepare for the change in degree levels from career-focused programs to transfer or baccalaureate programs. The new curriculum will limit the movement of students across degree levels. Students will be accepted into one or the other. There needs to be better communication with students, so they understand how English positions them for degree level acceptance at RIT.

Implementation Strategies

1. Establishing a strong referral program will help us help students who want to come to NTID, but aren't yet academically ready. We will work with selected community colleges to develop college-readiness programs. Considerable effort will be invested to assure a formal link between our college and students enrolled in such programs. Students successfully completing those programs will automatically be accepted into NTID.
 - a. Money and time will be invested in creating formal ties with selected colleges to assure that the link between the “referred” student and NTID is solid. In many ways, these students will be viewed as “NTID” students with conditional acceptance to career-focused programs at NTID.
 - b. NTID will work with professionals in these selected colleges to establish an intensive college-readiness program. That program will focus on English reading and writing, math, career awareness, and interpersonal growth.
 - c. To be accepted into this referral program, students must demonstrate the potential of succeeding in one of our career-focused programs. Research will be needed to determine who might best benefit from this program, how they benefit, and what pedagogical strategies are effective, particularly for AALANA students.
 - d. The program outcomes will be designed in such a way as to provide automatic acceptance into an NTID career-focused program upon successful completion.
2. Develop an intensive summer program for students who have been admitted to, or already matriculated in, a career-focused associate degree program, but whose English skills are within the Level D/Written Communication I range and who, with intensive skill development, may be able to reposition themselves to enter a transfer program.

While this will provide students with the opportunity to improve their English skills, so they might be admissible to a transfer program, it will also clearly demonstrate to students who do not successfully improve their English skills that career-focused programs are the most appropriate placements for them.

DECISION #3

NTID will immediately begin to expand the array of access services available to students taking courses within the other colleges of RIT in response to changing student needs.

Current Realities and Future Trends

We differentiate *access services*, which include interpreting, text-based captioning (including C-Print™), and notetaking, from *support services*, which are educational activities designed to bolster students' college success (including tutoring, counseling, and academic advising).

- It is highly probable that incoming students will take for granted that they will receive the same level of access services here that they have received elsewhere before applying to NTID. If they learn that their expected type of service is not provided, or that it is difficult to get services, they may choose to go elsewhere for their education. We need to anticipate these expectations and establish access services that attract and retain students.
- The large, diverse community of deaf, hard-of-hearing, and hearing individuals comprising RIT, coupled with the array of scientific and technological expertise at RIT should position us well to develop cutting-edge access technologies for deaf students.

Implementation Strategies

1. Develop and implement a new access services policy which will respond to the academic access needs of deaf and hard-of-hearing students who take courses in other RIT colleges and whose access needs cannot be met by sign language transliteration service.
2. To meet the expected increased demand, NTID will expand text-based transliteration services human resources from 14 FTE captionists in 2004-2005 to the equivalent of 55 FTE by 2005-2006. Interpreting Services human resources will be expanded from the current level of 105 FTE to 110 FTE by 2005-2006.
3. The development of new technological solutions for increasing access services will become an institute priority. We will become a Center of Excellence in Access Technology as a part of RIT's First-in-Class initiative. Given the rapid growth in technology in this area, it is reasonable to expect that all classes at some point in the future will be supported by a failsafe remote system of text-based transliteration augmented by interpreters as needed.
4. NTID will conduct research on both the future demand/need for text-based transliteration and its effectiveness as an access service, to assist with planning for the future. The results of this research should help to inform our decisions regarding the appropriate resources necessary to support this function and provide us with evidence necessary to support its effectiveness.
5. NTID will develop a cost-effective strategic business plan for the delivery of access services that will respond to the Strategic Vision decisions and the evolving requirements and needs for accommodations.

NOTE: This expansion of access services options applies to cross-registered students only. Faculty who teach in NTID associate-level programs or who teach sections of only deaf students in another college of RIT will continue to use the direct instruction model. These faculty are expected to respond to the particular access needs of students in their classes. On a practical level, this mean utilizing a range of communication methods and strategies to assure that students have full access to the information being conveyed in and out of the classroom. Faculty are expected to use sign language, spoken communication strategies and techniques, visual aids, and instructional technology to assure that good communication occurs between themselves and their students. They are purposely assigned small class sizes to assure that this responsibility is achievable.

DECISION #4

NTID will develop an educational outreach consortium to share our expertise with others to improve the education and career development of individuals who are deaf and hard-of-hearing.

Current Realities and Future Trends

NTID is a worldwide leader in deaf education, mainstreaming, technical and professional education, and instructional technology. As such, we possess the expertise to provide valuable assistance to others in these areas. Outreach activities could become integral to our institution; a series of activities that serve a broad spectrum of constituencies related to our mission, including pre-college, college, and post-college audiences.

Outreach enhances the achievement of deaf and hard-of-hearing students in multiple ways. Pre-college outreach means that academically stronger students arrive at college. College-age outreach means that other universities provide stronger access and support services to their students, again strengthening the skills of those students. Post-college outreach allows individuals to achieve at higher levels in their professional fields on the job.

NTID's ongoing (mostly grant-supported) outreach activities provide substantial models for its future activity. NTID is enthusiastic about its outreach activities through Explore Your Future (EYF), Career Awareness Project, Postsecondary Education Programs Network (PEPNet), Northeast Technical Assistance Center (NETAC), Postsecondary Education Network (PEN) International, Project Access/Class Act, Deaf Initiative in Information Technology (DIIT), and the Clearinghouse on Mathematics Engineering Technology and Science (COMETS) activities. Most of these demonstrate the importance of obtaining external grants for startup activity.

Externally supported grants should be allowed to flourish in different portions of the organizational structure. NTID has a short history in the grants area, but there exists an opportunity for us to perpetuate those initiatives that are proven to be successful by absorbing them into our everyday college activities when grants expire.

Potential Audiences

- For pre-college audiences, we could positively impact the kindergarten through 12th grade education of deaf children via teacher preparation and consultation, as well as applied research on content, methodology, application of instructional technologies, and mainstreaming. The intention is to increase the skills of deaf and hard-of-hearing students in the college-bound pipeline.
 - We could have direct instructional interventions by NTID regarding students at the middle school through high school levels.
- For college audiences throughout the nation, our intention could be to close the communication gap of deaf and hard-of-hearing students with their hearing peers. This could occur via direct student services such as remote C-Print™ or on-air tutors, or indirect services such as faculty consultation regarding access technology.
- NTID's Communication Studies and Services Department currently does a significant amount of outreach with implant centers. This could be used as a tool to attract students to NTID.
- For post-college audiences, we could focus on providing technical training for deaf and hard-of-hearing adults that matches the areas of our undergraduate and graduate programming efforts. These efforts could enhance the overall career trajectory of deaf and hard-of-hearing adults.

(continued)

DECISION #4 (continued)

We could continue our experimentation and research with distance learning. Although on the surface it seems appropriate for deaf and hard-of-hearing individuals who live in small numbers in many different communities, experience tells us that the social interaction of the classroom and workshop setting are vital for learning. We do know that our offerings must be unique to our audiences (perhaps offered via high speed video), to differentiate them from the large and growing number of distance learning courses available nationwide.

Implementation Strategies

1. As the first step in moving toward the establishment of a consortium, NTID will focus its immediate efforts on the pre-college audience of students in the 7-11 grades. NTID will move forward to develop outreach programs for the following target student audiences as our highest priority:
 - a. **AALANA students.** NTID will investigate best practices models of working with this target population such as Upward Bound within the TRIO program and develop a pilot project for implementation during 2006. This pilot project will be designed to enhance the readiness of the approximately 60 AALANA students who apply to our program each year and to enhance the retention/graduation rates of the 30 who are accepted and enroll. The overall goal of this outreach project will be to enhance both the participation and graduation rates of AALANA students at RIT/NTID through these efforts. (Note: the development of this model should be coordinated with the development of the community college referral partnership proposed in Decision #2.)
 - b. **Women students.** RIT/NTID will investigate best practices models for enhancing the recruitment, retention, and graduation rates of deaf and hard-of-hearing women students. NTID will explore existing efforts at RIT in this area as well as external partnerships that could be developed to enhance the enrollment of this target population on our campus. Dual Enrollment Programs will be considered as one option. Strategic partnerships with private and public sources to increase registrations from 40 to 43 percent of new student enrollments will be proposed by 2007. Models supported by the National Science Foundation (NSF) in this area will be explored for potential replication.
 - c. **Deaf students in need of academic support to complete their secondary degrees as mandated by the No Child Left Behind Act.** NTID will explore partnerships with key agencies in target states to assist students in completing their academic requirements for high school. Given the diversity of outcome expectations, it is anticipated that NTID will need to work with larger feeder programs in target states to support this effort. This may be in the form of online learning or via summer institutes held in target states.
 - d. **Deaf and hard-of-hearing students through a Summer Academy for Educational Excellence.** This academy will be designed to attract the best and brightest deaf and hard-of-hearing students from throughout the country to RIT/NTID for a series of challenging and innovative programs that will highlight RIT/NTID's strengths.
2. Following an immediate focus on students, NTID will expand its outreach consortium in 2008 to include:
 - a. Other key K-12 audiences such as parents, counselors and pediatricians
 - b. College audiences to be explored via our PEPNet/NETAC collaborative efforts with the DOE
 - c. Post-college audiences include employers (NTID Center on Employment) and alumni (Alumni Association and DIIT)

NOTE: It is important to point out that implementation strategy #2 is a future activity and not a current priority. Right now our time, energy and resources will be focused almost solely on implementation strategy #1.

CONCLUSION

NTID must clarify its identity to outside audiences and foster an attitude and environment for change.

Identity:

These four decisions will significantly alter the landscape at NTID, necessitating a review of our marketing materials in an effort to sketch a new identity for NTID. As our NTID-specific programs become more congruent with those offered by the larger university of RIT, we must align the messages we communicate to our external audiences with the strength of RIT's technological reputation. As the nation's premiere model of successful mainstreaming at the postsecondary level, we truly offer students "the best of both worlds." We will articulate a new identity for NTID that is both consistent with RIT and provides the support and access services needed for our students to graduate and find satisfying jobs.

As RIT embarks on future analyses and clarification regarding its institutional identity, NTID must play a major role in those efforts. NTID administration will make sure that NTID issues are made known before decisions are made. Supplementing whatever identifying characteristics for NTID that emerge from this RIT-wide identity process, NTID Marketing Communications and Admissions will work in collaboration with the NTID Administrative Team to articulate a new identity that contains at a minimum the following attributes:

- High quality, career-focused, niche associate degree programs that lead to immediate placement in lucrative careers at the paraprofessional or technician level.
- Excellence in technical and professional education, with increasing emphasis on baccalaureate and graduate degrees.
- Success in assisting high-potential students to not only gain admission to, but to successfully graduate from the other colleges of RIT at rates comparable to or better than their hearing peers.
- Excellence in educational mainstreaming of deaf, hard-of-hearing, and hearing students.
- Commitment to the educational benefits of both diversity and inclusion among its members, and to the unfettered development and expression of individual and cultural identities.
- Exemplary educational model where others come to learn about ways to enhance educational outcomes for deaf and hard-of-hearing individuals.

Change:

If we are to successfully traverse the slippery slopes of change over the next several years we need to learn to encourage and embrace new concepts and ideas. It is one thing to have a plan, it is quite another to bring it successfully to fruition. It requires all of us working together toward common outcomes and goals. We are very fortunate to be in a place where we can all agree on one thing: student success is our unanimous goal. We are hopeful that these decisions and the accompanying implementation strategies will vastly improve the outcomes for students, so we are part of the way there. Now we must gather the momentum and the heavy lifting of actually changing the curriculum and establishing the new programs. This will not be easy. The journey will be shaped by the following guideposts:

1. The pace of change in the world will continue to accelerate; it is not just the volume, it is the velocity of change. To survive we must learn how to make change a fundamental part of our culture.
2. We will need to be accepting of institutional processes that constantly and repeatedly place our individual and collective activities "under the microscope." Our resources are unlikely to meet our needs; we must become comfortable with a continual reevaluation of the need and efficiency of what we do.
3. We must constantly reposition ourselves, and we must do it now. This applies from expediting the curriculum process to freeing resources on an annual basis to initiate new activities.

(continued)

CONCLUSION (continued)

4. Faculty and staff who have a good idea for change, must take ownership of it and help make it happen. They must take more risks. Sharing a good idea with someone is simply not enough.
5. Managers must look for ways to nurture and support change among their colleagues.
6. We must begin an immediate dialog on the impact of cochlear implants on the deaf community, and ultimately on NTID. Even if we are uncomfortable with the discussion, we must begin it now.
7. NTID needs to nurture more opportunities for leadership by deaf and hard-of-hearing faculty and staff. We will establish a system that will identify, encourage, mentor, and support this talent.
8. We must create a culture of collegiality that fosters social interaction among faculty and staff; and we will.

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
DECISION #1 By 2010 RIT/NTID will offer three distinct types of academic study: <ul style="list-style-type: none"> • Career-focused degrees • Transfer degrees • Baccalaureate/Master's degrees 								
1. Consolidate 11 AOS programs to no more than three to five career-focused cluster programs that are cost competitive, instantly recognizable, attractive, yet unique.	C. Licata							
a. Programs should array themselves as highly recognizable and appealing with plentiful employment opportunities post graduation.	C. Licata		Begin		Complete			
b. Programs should be more cost competitive with community colleges.	G. Buckley		Begin			Complete		
c. Program enrollment and marketplace viability monitored and regularly assessed.	C. Licata & G. Buckley	Begin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
d. Programs should be structured to be strictly understood and marketed as terminal degrees, not as prep degrees.	C. Licata & G. Buckley		Begin		Complete			
e. Structure courses on skills needed for jobs, rather than for advanced degree preparation.	C. Licata		Begin		Complete			
2. Offer an array of transfer programs providing seamless transition to baccalaureate studies.								
a. Increase the number of transfer programs to as many as seven.	C. Licata	Begin				Complete		
b. Market as "2+2" or "2+3" programs.	C. Licata & G. Buckley	Begin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
c. As new RIT B.S. programs are developed, NTID should be part of the planning to assure appropriate AS offerings.	C. Licata	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
d. Where possible, phase out A.A.S. programs, or modify them to be at least 80% transferable.	C. Licata		Begin				Complete	
3. Revise admission criteria to ensure student success.	A. Hurwitz & C. Licata			Begin				Complete

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
a. Entering students will need to have ACT composite score of ≥ 14 , with a component Reading score of ≥ 13 .	A. Hurwitz & C. Licata					Begin		Complete
b. Transfer degree programs will require minimum (and maybe higher) ACT component scores of ≥ 16 for both English and reading.	A. Hurwitz & C. Licata	Begin				Complete		
4. Enrollment in transfer, baccalaureate, and master's programs up to 65%, with the remaining 35% enrolled in career-focused associate degree programs.	A. Hurwitz & C. Licata			Begin				Complete
a. NTID Enrollment Management in collaboration with the NAT will annually establish admissions targets by ACT scores.	A. Hurwitz & C. Licata		Begin					
5. Transfer degree programs will have strong ties to corresponding RIT units.	C. Licata	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
6. NTID faculty to support student success across all degree levels.	C. Licata	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
7. Increase array of B.S. and M.S. programs offered by NTID.	C. Licata						Begin	
8. Establish consortium relationships with other colleges in Rochester.	C. Licata					Begin		

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
DECISION #2 NTID will establish: <ul style="list-style-type: none"> • Formal referral programs with selected community colleges for students not ready for admission to NTID • An intensive summer program for students who have been admitted to career-focused degree programs, who may wish to improve their English skills in order to reposition themselves to enter a transfer program 								
1. Establish referral partnerships with community colleges.								
a. Invest in creating formal ties to solidify link between NTID and referred students.	C. Licata & E. Rosenfield		Begin			Complete		
b. Work with professionals in these colleges to establish intensive college readiness program.	C. Licata & E. Rosenfield		Begin			Complete		
c. Conduct research to determine who might best benefit from this program, how they benefit, and what pedagogical strategies are effective, particularly for AALANA students.	C. Licata & Research		Begin		Complete			
d. Program outcomes will be designed to provide automatic acceptance to NTID career-focused programs.	C. Licata & E. Rosenfield		Begin			Complete		
2. Develop intensive summer program for students admitted to career-focused associate degree programs, or matriculated in such programs, who might be candidates for transfer degree programs.	C. Licata & E. Rosenfield		Begin			Complete		

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
DECISION #3 NTID will expand its array of access services to meet the changing needs of its students.								
1. Develop and implement a new access services policy.	A. Smith	Begin	Complete					
2. Resources for text-based services will be increased up to the equivalent 55 FTE, and interpreting services will be increased to 110 FTE, by 2005-2006.	A. Smith	Begin		Complete				
3. NTID will become a Center of Excellence in Access Technology as part of RIT's First-in-Class initiative.	A. Hurwitz & J. DeCaro		Begin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
4. Conduct research and evaluation on the effectiveness of various access services strategies.	A. Smith, C. Licata & Research		Begin	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
5. Develop a cost-effective strategic business plan for the delivery of access services in response to the Strategic Vision decisions and future needs.	A. Smith		Begin	Complete				

Decision/Implementation Strategies	Who will lead?	2004	2005	2006	2007	2008	2009	2010
DECISION #4 NTID will develop an educational outreach consortium to share its expertise with others to improve the education and career development of individuals who are deaf and hard-of-hearing.								
1. Establish an educational outreach consortium and develop and prioritize a plan to serve the following audiences in grades 7 – 11:								
a. AALANA students	D. Brooks & G. Buckley		Begin		Complete			
b. Women students	E. Rosenfield & G. Buckley		Begin		Complete			
c. Deaf students in need of academic support to complete their secondary degrees as mandated by NCLB Act.	E. Rosenfield & G. Buckley		Begin		Complete			
d. Deaf and hard-of-hearing students through a Summer Academy for Educational Excellence.	E. Rosenfield & G. Buckley				Begin			
2. In 2008, the outreach consortium will expand to include:								
a. Other key K-12 audiences, including teachers, parents, counselors, and pediatricians.	E. Rosenfield & G. Buckley		Begin					
b. College audiences to be explored via our PEPNet/NETAC collaborative efforts with the DOE.	D. Brooks & G. Buckley		Begin					
c. Post-college audiences, including employers (NCE) and Alumni (AR and DIIT).	G. Buckley		Begin					

ADMISSIONS & ENROLLMENT

ADMISSIONS AND ENROLLMENT HIGHLIGHTS

Because deafness is a low-incidence disability and deaf and hard-of-hearing students are widely dispersed throughout the nation's 15,000 school districts, finding and admitting qualified students to NTID is always a challenge. Overall, NTID's applicant base increased, with applications from deaf and hard-of-hearing students increasing by 4 percent from 737 in FY2004 to 768 in FY2005. Applications for the ASL-English Interpretation and the Master of Science in Secondary Education (MSSE) increased by 41 percent.

The number of new students entering NTID during 2004-2005 was 406, five less than last year. The total included 311 deaf and hard-of-hearing freshmen and transfers, 27 first-year deaf or hard-of-hearing graduate students (16 in MSSE and 11 in other RIT master's programs), 56 first-year hearing students in the ASL-English Interpretation program, and 12 in the MSSE program. Total enrollment was 1,256 compared to 1,281 for last year. The breakdown of the 1,256 students is as follows:

Career Exploration Studies	61
Sub-baccalaureate Programs	514
Sub-baccalaureate Programs (ASL-English Interpretation – all are hearing)	116
Baccalaureate Programs at RIT	438
Graduate Programs at RIT	53
Graduate Programs at NTID (MSSE – 38 deaf or hard-of-hearing)	<u>74*</u>
Total	1,256

NTID's student population remains strong in both ethnic and geographic diversity. Minority students represent 28 percent of this year's entering class, matching their representation in the total student body, which now also stands at 28 percent of registered students from the U.S. This percentage compares favorably to the national average for degree granting institutions, which is 29.6 percent.**

In addition, NTID admitted 10 new international students, bringing the total number of international students to 64, or 5.1 percent of the total student population. This international figure is up from last year's 4.9 percent.

	Number	Percent
Students from the U.S.	1,192	94.9
International Students	64	5.1
Total	1,256	100.0

In summary, NTID registered 406 new students and is serving a total of 1,256 students.

* Includes 16 non-matriculated students 14 of whom are from a joint program with Nazareth College to train speech pathologists to work with deaf and hard-of-hearing students.

** SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Enrollment in Postsecondary Institutions, September 2002, NCES 2002-212.

COMPARATIVE ADMISSION DATA

Total applications increased by 4 percent over last year. However, the acceptance rate was 55 percent of applications, significantly below previous years. This is the direct result of increased admission standards implemented four years ago. Total registrations (322) were about

the same as last year and slightly below our expected range of 325-350. This is a trend NTID will endeavor to reverse as we implement new recruitment strategies in 2005-2006.

	Number of Students*				
	FY2001	FY2002	FY2003	FY2004	FY2005
Total Applicants	728	776	753	737	768
% Increase or decrease from previous year	-2%	+7%	-3%	-2%	+4%
Accepted Applicants	472	461	435	434	424
% Increase or decrease from previous year	-8%	-2%	-6%	0%	-2%
Acceptance Rate (Percent of total applications)	65%	59%	58%	59%	55%
Registrations	366	355	320	327	322
Yield Rate (Registrations as a percent of accepted applicants)	76%	77%	74%	76%	76%

*Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported in the section on Academic Programs.

SUMMER VESTIBULE PROGRAM

The Summer Vestibule Program (SVP) is a 10-day experience that allows new students to engage in career exploration and decision making, adjust to college life, and assess their academic competencies. Students get hands-on experience and information about various academic programs.

SVP includes a Student/Parent Orientation Weekend designed to give participants an overview of the program and to familiarize them with NTID and its place on the RIT campus. Informational seminars, awareness workshops,

and in-depth orientation programs are offered to facilitate student-parent separation and the students' transition to the college environment.

The number of students participating in the program has decreased since 2001. We are accepting fewer marginally qualified students who in past years would have entered SVP. Additionally, the number of students being accepted directly into majors, therefore not attending SVP, has increased.



	Number of Students*				
	FY2001	FY2002	FY2003	FY2004	FY2005
SVP Students Accepted	320	306	262	219	248
SVP Students Registered at Start of Program	241	234	195	168	190
SVP Students Completing Program	238	234	195	167	190
SVP Students Registered in Academic Programs for Fall Quarter (based on the Fall 21-day report)	235	232	194	167	189

* Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported in the section on Academic Programs.

ENTERING REGISTERED STUDENTS

Although NTID admits students in each quarter throughout the academic year, the vast majority enter in the fall, either following the Summer Vestibule Program (SVP) or as fall direct-entry students. SVP is a 10-day orientation and career sampling program for students held in August. Those who finish the program become part of the fall entering class.

The remainder of the fall class enters directly into a program because their academic preparation suggests that they do not need the SVP experience. This year, the number of new students was down 2 percent from the previous year, from 327 to 322 students. New recruitment strategies will be employed next year to improve the situation.

	Number of Students*				
	FY2001	FY2002	FY2003	FY2004	FY2005
Off Term (Winter)	20	24	20	26	23
Off Term (Spring)	15	22	10	20	19
Off Term (Summer)	1	2	3	2	1
Off Term (Subtotal)	36	48	33	48	43
Fall (SVP)	235	232	194	167	189
Fall (Direct Entry)	89	73	93	112	90
Fall (Subtotal)	324	305	287	279	279
Total	360	353	320	327	322

* Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported in the section on Academic Programs.

INTERNATIONAL STUDENT RECRUITMENT

This year, applications from international students numbered 75 and, of those, 13 were accepted and 10 registered. This is the lowest number of international registrants in the 15 years we have been admitting them. Canadian students have always represented the largest contingent of international students, but many of them continue to experience a lack of funding resources, which discouraged a number of prospective students

from applying or prevented many of those accepted from being able to attend NTID. Students from third-world countries also encounter financial difficulties, and NTID has only limited scholarship dollars to assist them. Until the situation in Canada changes, and until we obtain additional private scholarship funds, enrollment of international students will continue to be a challenge.

	FY2001	FY2002	FY2003	FY2004	FY2005
Continent of Origin					
Africa	20	21	19	15	28
Asia	18	14	10	15	24
Australia	0	0	0	0	0
Europe	7	9	4	3	4
North America	39	42	26	17	16
South America	1	4	2	1	3
Total Applicants*	85	90	61	51	75
Accepted Applicants*	46	40	30	21	13
Acceptance Rate (% of Applications)	54%	44%	49%	41%	17%
Registrations*	30	25	14	13	10
Yield Rate (Registrants as a percent of Acceptances)	65%	63%	47%	62%	77%
Enrollment* (Returning International students plus new registrations)	103	90	81	63	60

* Figures reported do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported in the section on Academic Programs.

DEMOGRAPHIC CHARACTERISTICS OF ALL ENTERING STUDENTS

The demographic profile remained essentially unchanged from past years. The majority are male, single, and approximately 22 years of age. The percent from families in which both parents are hearing was 90 percent in 2005.

	FY2001	FY2002	FY2003	FY2004	FY2005
Characteristics*					
Gender					
Male	59%	60%	56%	65%	53%
Female	41%	40%	44%	35%	47%
Marital Status					
Single	98%	98%	99%	99%	99%
Other	2%	2%	1%	1%	1%
Mean Age at Entry	21	21	21	21	22
Parents' Hearing Status					
Both Hearing	93%	90%	96%	90%	90%
Both Deaf	6%	9%	3%	7%	6%
One Hearing/One Deaf	1%	1%	1%	3%	4%
Origin of Students					
United States	91%	94%	96%	96%	97%
West	10%	11%	12%	11%	13%
North Central	24%	23%	24%	23%	26%
South	18%	17%	17%	18%	23%
Northeast	48%	49%	47%	48%	38%
International	9%	6%	4%	4%	5%
School Background					
First Time in College	60%	67%	67%	63%	65%
Transfer from Other Colleges	24%	19%	18%	19%	21%
Previously Enrolled at RIT	13%	11%	10%	13%	10%
Graduate Students	3%	3%	5%	5%	4%

* Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported in the section on Academic Programs.

DEMOGRAPHIC CHARACTERISTICS OF INTERNATIONAL STUDENTS COMPARED TO U.S. STUDENTS

International student demographics are presented below.

	FY2005*	
	International	U.S.
Demographics		
Gender		
Male	62%	58%
Female	38%	42%
Entry Age	25	21
Age of Onset of Deafness		
Birth	76%	85%
1 - 3 Years of Age	12%	13%
More than 3 Years of Age	12%	2%
Entry Scores		
Pure Tone Average	100 dB	95 dB
ACT Composite Score	17.4	17.9
Program Area		
Career Exploration	7%	5%
Career Focused and Transfer Degrees	32%	36%
Pre-baccalaureate	0%	1%
Other Colleges of RIT	61%	58%
Current (2005) Status of Students Enrolled Fall 2004		
Still Registered	72%	67%
Withdrawn	6%	16%
Graduated	22%	17%

* Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported in the section on Academic Programs.

**ACT INFORMATION ON ENTERING CLASS
(deaf and hard-of-hearing students only)**

Beginning in 1969, the Stanford Achievement Test (SAT) was used to evaluate educational achievement for admission to NTID. In 1996, the decision was made to replace the SAT with the American College Test (ACT). The 1997-1998 admission year was a year of transition in which applicants could submit either SAT or ACT scores

as part of the application process. This year, 254 accepted applicants submitted ACT scores. Mean scores for the ACT are presented below. Results indicate that skill levels of entering students were similar to those of students entering in 2004.

	FY2001	FY2002	FY2003	FY2004	FY2005
American College Test (ACT)*					
ACT English	14.3	14.5	14.8	14.8	14.8
ACT Reading	16.6	17.2	16.9	16.9	17.3
ACT Mathematics	17.1	17.5	17.5	17.9	17.5
ACT Science Reasoning	18.0	18.2	18.6	18.6	18.7
ACT Composite	16.8	17.2	17.2	17.4	17.4

* Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported in the section on Academic Programs.

**HEARING ASSESSMENT INFORMATION ON ENTERING CLASS
(deaf and hard-of-hearing students only)**

Hearing is measured in units of intensity called decibels (dB) at a variety of frequencies [Hz (cycles per second)]. The hearing level (HL) reported here is calculated by taking the arithmetic mean of an individual's responses in dB to pure tones presented at 500 Hz, 1000 Hz, and 2000 Hz. Normal hearing is in the range of -10 dB to 20 dB.

Moderate hearing loss is defined as having a pure tone average of 40-55 dB, with moderately severe at 56-70 dB, severe at 71-90 dB, and profound at 90 dB or more. NTID continues to serve a prelingually, profoundly deaf population whose measured decibel hearing loss averages 94.5 dB.

	FY2001	FY2002	FY2003	FY2004	FY2005
Average Hearing Level in Best Ear*	96.7	96.2	93.5	96.5	94.5

* Figures reported include deaf and hard-of-hearing international students, but do not include admissions activity in the ASL-English Interpretation program or the Master of Science in Secondary Education program. Specific data on these students is reported in the section on Academic Programs.

ORIGIN OF STUDENTS AND GRADUATES

NTID students in the current enrollment come from all over the United States (48 states and the District of Columbia). A total of 12 countries are represented among current international students.

Home State or U.S. Territory	Number in Student Body Fall 2005	Total Number of Graduates as of Fall 2005
Alabama	8	17
Alaska	4	6
Arizona	6	21
Arkansas	1	27
California	77	270
Colorado	15	38
Connecticut	27	161
Delaware	4	23
District of Columbia	3	10
Florida	34	136
Georgia	17	46
Hawaii	6	17
Idaho	0	3
Illinois	66	322
Indiana	14	85
Iowa	12	44
Kansas	8	36
Kentucky	10	34
Louisiana	12	42
Maine	13	35
Maryland	25	121
Massachusetts	38	275
Michigan	37	220
Minnesota	14	83
Mississippi	2	4
Missouri	25	124
Montana	0	6
Nebraska	12	23
Nevada	4	4
New Hampshire	6	40
New Jersey	67	266
New Mexico	5	18
New York	343	1,529
North Carolina	11	46
North Dakota	2	18
Ohio	46	327
Oklahoma	1	12
Oregon	15	35
Pennsylvania	67	461
Puerto Rico	0	8
Rhode Island	8	32
South Carolina	3	18
South Dakota	4	10
Tennessee	10	33
Texas	32	138
Utah	2	9
Vermont	8	32
Virgin Islands	0	1

(continued)

ORIGIN OF STUDENTS AND GRADUATES (continued)

Home State or U.S. Territory	Number in Student Body Fall 2005	Total Number of Graduates as of Fall 2005
Virginia	25	94
Washington	17	46
West Virginia	5	25
Wisconsin	19	76
Wyoming	2	1
Other*	0	7
Subtotal	1,192	5,515

Country	Number in Student Body Fall 2005	Total Number of Graduates as of Fall 2005
Australia	0	1
Bahamas	1	0
Belgium	0	1
Bermuda	0	1
Bolivia	0	1
Canada	38	128
China	3	0
Columbia	1	0
Czech Republic	0	1
Estonia	0	1
Ghana	3	2
Greece	0	1
India	8	10
Ireland	0	1
Japan	0	3
Kenya	0	1
Malaysia	1	0
Mexico	0	1
Nepal	0	1
Nigeria	2	0
Pakistan	0	2
Philippines	0	2
Portugal	1	1
Saudi Arabia	0	2
Singapore	2	2
South Africa	0	1
Taiwan	0	4
Tanzania	0	1
Thailand	3	3
Trinidad & Tobago	0	1
Turkey	0	1
Uganda	1	0
United Kingdom	0	2
Venezuela	0	1
Zimbabwe	0	1
Subtotal	64	178
Total	1,256	5,693

* U.S. citizens living in other countries

ACADEMIC PROGRAM

ACADEMIC PROGRAM HIGHLIGHTS

In the 2004-2005 academic year Academic Affairs began the implementation of the NTID Strategic Vision for 2010 by: 1) establishing key curriculum objectives for career-focused degrees and transfer degrees; 2) analyzing the support needs for baccalaureate students; 3) developing a proposal for a community college referral program; and 4) re-organizing Academic Affairs, including development of a long-term staffing plan to achieve the 2010 Strategic Vision. Academic Affairs works closely with Student and Academic Services to provide several learning centers and programs that support student academic success. These learning centers and programs are described below.

Career-Focused Degrees

The Strategic Vision calls for consolidating the 11 career-focused associate degree (AOS) programs into 3-5 career-focused cluster areas with 35 percent of NTID students enrolled in these programs. The career-focused degrees are designed to lead directly to employment in high demand technical jobs. In 2004-2005, an Engineering Technology Cluster was developed that integrates four existing career-focused programs with a common set of educational experiences in the first two quarters. As a part of this curriculum revision, the Computer Aided Drafting Technology program, the Automation Technology program and the Applied Optical Technology program were modified. In addition, the Computer Integrated Machining Technology program was thoroughly revised and refocused on computer-numerical-control (CNC) machining skill development. The Information and Computing Studies (ICS) Department eliminated the industrial computer electronics option and added additional options in: networking and cyber security, PC technical support, and Web development and database. The Art and Computer Design and Digital Imaging and Publishing Technology cluster began an intensive review of its curriculum to identify overlapping technologies, emerging software applications, and common skill sets that could be integrated into a common set of first-year courses within the program cluster. Given the increased emphasis in career-focused programs on preparation for the needs of the job market, a faculty committee was established to re-structure the English and general education courses to more closely meet the employment objectives of these career-focused degree programs.

At the beginning of the 2005-2006 academic year, there were 575 deaf and hard-of-hearing students enrolled in career focused programs. These numbers include students enrolled in AOS and AAS degrees as well as students in Career Exploration Studies.

Transfer Degrees

The Strategic Vision calls for offering an array of transfer associate degrees providing seamless transition to baccalaureate programs at RIT, which carry at least 80 percent transferable credits. By 2010, NTID projects that 65 percent of NTID-supported students will be enrolled in two-year transfer programs or baccalaureate degrees. At the beginning of the 2005-2006 academic year, there were 61 students enrolled in NTID's associate-level transfer degree and pre-baccalaureate programs.

The number of transfer associate degrees will be increased from two to seven. In 2004-2005, a new transfer degree was developed in Applied Mechanical Technology and submitted for curriculum review. In addition, new transfer degree opportunities are being explored in Science, Business, Art, Design, Print Media, Liberal Studies, Computing, and Information Technology. Finally, a series of strategies were developed to enhance advising support for deaf and hard-of-hearing students participation in the RIT Flex Degree offered through RIT's College of Applied Science and Technology. The numbers of NTID students entering the AAS and BS FLEX degree options have increased over the last three years. A team of NTID and Flex program leaders was established to establish a more formal transition arrangement for these students.

(continued)

ACADEMIC PROGRAM HIGHLIGHTS (continued)

Support for Baccalaureate Students

At the beginning of the 2005-2006 academic year, 477 deaf and hard-of-hearing students were fully matriculated in RIT's baccalaureate and graduate programs. NTID faculty and staff provided tutoring,

direct instruction, notetaking, academic advising and counseling for deaf and hard-of-hearing students studying in the other colleges of RIT. In addition, interpreting and C-Print™ services were offered through NTID's Department of Access Services.

The goal of the Strategic Vision is to increase the number of deaf and hard-of-hearing students successfully completing baccalaureate degrees in order to increase their ability to compete in the technology job market where the baccalaureate degree is becoming the degree of choice by employers, while continuing to offer degrees to associate-level students. One of the major goals of the re-organization of Academic Affairs was to increase the number of faculty available to support baccalaureate students. Anticipating that the number of deaf and hard-of-hearing students in baccalaureate programs will continue to increase, a committee was established in AY2005-2006 to analyze the support needs of baccalaureate students and to consider innovative ways to provide support services in a manner that is educationally sound and cost effective.

Community College Referral Programs

To support NTID's strategic enrollment goals, a preliminary proposal was developed to establish a referral program with selected community colleges to refer students not ready for admission to NTID to transitional studies (college preparatory) programs within these partner community colleges. Upon successful completion of remedial work, these students would be eligible for matriculation at NTID. Another facet of this partnership proposal is to strengthen the ties and relationships with community colleges that currently serve large numbers of deaf students, so these same students can transfer to an RIT baccalaureate program after completing a two-year degree. This proposal was discussed with the Department of Education and NTID's National Advisory Group. Our local community college, Monroe Community College, and 7-10 other potential partners were identified. Further work will be undertaken to work out the specific details, solicit support from the identified community college partners, and establish formal links between NTID and these two-year institutions.

Re-Organization of Academic Affairs and Staffing Plan

In 2004-2005, a plan was developed for the re-organization for Academic Affairs. The departments offering associate level technical degrees were merged with the departments providing academic support to baccalaureate students in the other colleges of RIT. The major goal of the re-organization is to foster student success and graduation by establishing an organizational structure that facilitates a seamless movement of students from associate degree programs to baccalaureate programs. In addition, the Research Department and the Master's Degree program in Secondary Education were merged, and the consolidation of the Audiology Department and Speech and Language Department into the Communication Studies Department was fully implemented. The new department structure within Academic Affairs was established and new chairpersons were selected through an internal search process. New departments and chairs became effective in September 2005. One merger remains to occur in fall 2007. A staffing plan for 2005-2010 was developed by each department in Academic Affairs to meet the goals of the Strategic Vision. Budgets, all Academic Policies and Procedures, and standing committee structures were modified to reflect the new organizational structure.

Outcomes Assessment

RIT is preparing for Middle States Review in 2007. As part of this process NTID has developed Outcomes Assessment Plans for each technical program and the general education curriculum. Data collection has begun, and a system for maintaining and reporting this data centrally is under development. This puts in place a system of ongoing assessment of our programs based on student learning outcomes with the goal of continuous improvement. (continued)

ACADEMIC PROGRAM HIGHLIGHTS (continued)

American Sign Language and Interpreting Education (ASLIE)

ASLIE enrolled 21 students in the BS program and 94 in the AAS program in interpreting. This is the largest class of interpreting students in NTID's history and is a result of a strategic marketing and recruitment plan. Interpreting faculty began to reconceptualize and redesign the interpreting curriculum in response to changing requirements in the interpreting field and increased requests for transfer from two-year programs. A curriculum modification proposal is expected in September 2006.

Professional development outreach activities for practicing interpreters were initiated through a Memorandum of Understanding with the Technical Assistance Centers and the Institute of Higher Education in the New York State Education Department.

The Faculty Staff Sign Language Education Program (FSSLEP) had an enrollment of 377 faculty and staff from NTID and RIT. ASL faculty provided instruction for ASL courses in ASL/Deaf Studies (DCCS) with a total enrollment of 31 students, ASL/Deaf Studies Certificate with a total enrollment of 85 students, the Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing with a total of 12 students, and the Provost Program with 12 RIT faculty and staff. ASL faculty continued to provide sign communication assessment and feedback services for RIT/NTID faculty and staff and MSSE students through the Office of Communication Assessment Services (OCAS) with SCPI (73 total) and Classroom Sign Language Assessment (CSLA) (six total) activities.

Communication Studies and Services

The Communication Studies and Services (CSS) Department comprises faculty and staff with expertise in the areas of speech-language and audiology. The department provides instruction for students, faculty and staff in developing receptive and spoken language communication and in the area of telecommunications. During academic year 2004-2005, faculty, staff, and interns fulfilled 2,309 requests for services from members of the RIT community. On a weekly basis, the department provided 84 credit hours of instruction in communication services, serving 361 students, and 25 non-credit hours of instruction, serving 126 students. In addition, the department provided 2,795 hours of individual speech-language instruction, serving 188 students, and provided 3,147 hours of audiological services to 833 members of the RIT community as well as serving approximately 502 customers in NTID's Hearing Aid Shop.

Instruction in NTID's Spoken Language Learning and Practice Lab includes the use of modern technology designed to enhance students' spoken communication skills. During the past academic year, the lab served 361 individuals on a walk-in basis.

CSS also supports the Spoken Communication, Ushers Syndrome, and Cochlear Implant Clubs and provides special programs of instruction and social activities for students who are speakers of other languages. CSS also is a co-sponsor of a grant from the Department of Education to train master's degree students in Speech-Language Pathology to work with deaf and hard-of-hearing students.

Master of Science in Secondary Education of Students who are Deaf or Hard-of-Hearing

The Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing (MSSE), now in its 11th year, graduated 25 students in 2005. MSSE graduates receive Provision/Initial Certification from New York State in a content area (grades 7-12) and in education of students who are deaf or hard-of-hearing (grades K-12). To date, 111 students have graduated from the program, and nearly all have found teaching positions in residential or mainstream settings. For the 2005-2006 academic year, the MSSE program has an enrollment of 58 full-time students, of which 60 percent are deaf or hard-of-hearing and 9 percent are minority. It is anticipated that 30 students will graduate from the program during the 2005-2006 academic year.

(continued)

ACADEMIC PROGRAM HIGHLIGHTS (continued)

During 2004-2005, the MSSE program completed its self-study inquiry brief in preparation for a 2006 accreditation site visit by the Teacher Education Accreditation Council (TEAC). The program is also accredited by the Council of Education of the Deaf (CED).

First Year Experiences

First Year Experiences (FYE)/Career Exploration Studies (CES) programming is designed to maximize first-year student success and persistence. FYE provides an array of courses and co-curricular programs as well as personal/academic counseling designed to help students successfully complete their first year of college. CES allows students the opportunity to explore technical programs while satisfying necessary core and/or prerequisite coursework. The Summer Vestibule Program (SVP), NTID's two-week summer orientation program for incoming freshmen and transfers served 190 students. Efforts to address the unique needs of qualified students directly accepted into an NTID Technical program were renewed. Further attempts to integrate NTID student orientation activities with the broader RIT MYOrientation program were successful.

NTID Learning Center

The NTID Learning Center (NLC) supports teaching and learning partnerships through tutorial support in a variety of discipline areas and computer/multimedia resources (both PC- and Mac-based). In addition, the center houses a "Smart Classroom" that uses computer, multimedia, and videoconferencing technologies for in-house instruction and distance learning. During academic year 2004-2005, the NLC scheduled 677 class sessions in its classroom facilities, for a total of 891 scheduled class hours. The NLC offers individual and small group tutoring and studying in mathematics, science, English, accounting, and career services. This year, individual students signed up to use NLC computers 38,168 times for a total of approximately 37,290 hours.

Self-Instruction Lab

The Self-Instruction Lab comprises state-of-the-art equipment and materials to support development of signed and spoken language communication for faculty, staff, and students. It serves as an environment for both expressive and receptive practice, offering flexible scheduling to meet learner needs as well as supporting individual learning styles. During academic year 2004-2005, students, faculty, and staff signed in to use the SIL facilities 4,155 times for a total of 5,606 hours. Two video production rooms generated 1,926 hours of use in 2004-2005.

NTID STUDENT ENROLLMENT (deaf and hard-of-hearing students only)

The enrollment reported reflects only the deaf and hard-of-hearing students on the RIT campus. Not included are hearing students enrolled in the ASL-English Interpretation program or students enrolled in the Master of Science program in Secondary Education.

Master of Science program in Secondary Education accounted for 74 students, including students in the grant project at Nazareth College. In addition, large numbers of hearing, deaf and hard-of-hearing students access a variety of part-time and non-credit-bearing coursework at NTID throughout the year.

In fall 2005, the ASL-English Interpretation program accounted for 116 students, and the

PERIOD COVERED	FALL QUARTER		WINTER QUARTER			SPRING QUARTER			SUMMER QUARTER		SUMMER VESTIBULE PROGRAM	
	A	B	A	B	C	A	B	C	A	B	A	B
FY87: * Oct. 86-Sep. 87	1,288	-0.6%	1,199	-1.2%	-6.9%	1,127	-1.6%	-6.0%	255	-8.6%	330	+5.8%
FY88:* Oct. 87-Sep. 88	1,245	-3.3%	1,147	-4.3%	-7.9%	1,057	-6.2%	-7.8%	282	+10.6%	311	-5.8%
FY89:* Oct. 88-Sep. 89	1,171	-5.9%	1,078	-6.0%	-7.9%	1,014	-4.1%	-5.9%	231	-18.1%	281	-9.6%
FY90: Oct. 89-Sep. 90	1,096	-6.4%	1,022	-5.2%	-6.8%	969	-5.2%	-4.4%	299	+29.4%	274	-2.5%
FY91: Oct. 90-Sep. 91	1,105	+8%	1,048	+2.5%	-5.2%	982	+1.3%	-6.3%	255	-14.7%	245	-10.6%
FY92: Oct. 91-Sep. 92	1,086	-1.7%	1,027	-2.0%	-5.4%	991	+1.0%	-3.5%	260	+2.0%	259	+5.7%
FY93: Oct. 92-Sep. 93	1,130	+4.1%	1,058	+3.0%	-6.4%	978	-1.3%	-7.6%	251	-3.5%	235	-9.3%
FY94: Oct. 93-Sep. 94	1,092	-3.5%	1,021	-3.6%	-6.9%	978	0.0%	-4.4%	299	+16.1%	196	-19.9%
FY95: Oct. 94-Sep. 95	1,045	-4.5%	977	-4.3%	-6.5%	900	-7.9%	-7.8%	240	-19.7%	272	+38.8%
FY96: Oct. 95-Sep. 96	1,056	+1.0%	968	-0.9%	-8.3%	933	+3.7%	-3.6%	194	-19.2%	260	-4.4%
FY97: Oct. 96-Sep. 97	1,085	+2.7%	1,021	+5.5%	-5.9%	965	+3.4%	-5.5%	187	0.0%	253	-2.7%
FY98: Oct. 97-Sep. 98	1,085	0.0%	1,010	-1.1%	-6.9%	960	-0.5%	-5.0%	189	1.1%	241	-4.7%
FY99: Oct. 98-Sep. 99	1,155	0.065%	1,030	2.0%	-10.8%	976	1.7%	-5.2%	217	14.8%	255	5.8%
FY00: Oct. 99-Sep. 00	1,107	-4.2%	1,040	1.0%	-6.6%	1009	3.4%	-3.0%	221	1.8%	256	0.0%
FY01: Oct. 00-Sep. 01	1,113	0.5%	1,045	0.5%	-6.1%	1,017	0.8%	-2.7%	236	6.8%	242	-5.5%
FY02: Oct. 01-Sep. 02	1,151	3.4%	1,056	1.1%	-8.3%	1,007	-9%	-4.6%	224	-5.1%	234	-5.0%
FY03: Oct. 02-Sep. 03	1,122	-2.5%	1,027	-2.7%	-8.5%	994	-1.3%	-3.2%	228	+1.8%	195	-15.0%
FY04: Oct. 03-Sep. 04	1,109	-1.2%	1,047	+1.9%	-5.6%	1,005	+1.1%	-4.0%	249	+4.8%	168	-13.8%
FY05: Oct. 04-Sep. 05	1,097	-1.1%	1,029	-1.7%	-6.2%	962	-4.3%	-6.5%	222	-10.8%	190	+13.1%
FY06: Oct. 05-Sep. 06	1,066	-2.8%										

NOTES: Column A = Number of Student Enrollments for the period covered
 Column B = Percent Change of Enrollment from the same quarter in previous year
 Column C = Percent Change of Enrollment from the previous quarter

* The higher enrollments for FY87 to FY89 were the result of the Rubella epidemic of 1963-65.

PERCENT OF REGISTERED STUDENTS WITH FULL-TIME STATUS

On average, 93 percent of NTID-supported students are registered full time. At RIT, full-time status is defined as taking at least 12 credit hours per academic quarter. About one-third of the students enrolled in the Master of Science program in Secondary Education (MSSE) are pursuing this degree on a part-time basis.

	FY2001	FY2002	FY2003	FY2004	FY2005	Five-Year Average
Career Exploration	98%	97%	99%	100%	100%	99%
Career Focused and Transfer Degrees	97%	96%	98%	97%	97%	97%
Pre-baccalaureate	98%	100%	100%	100%	100%	100%
Baccalaureate	93%	92%	91%	91%	92%	92%
ASL-English Interpretation	79%	58%	71%	88%	91%	78%
MSSE	71%	61%	70%	77%	65%	69%
Overall	93%	92%	92%	93%	93%	93%

ENROLLMENT BY DEGREE PROGRAMS

In fall 2005, 62 percent of NTID's 1,066 supported students were enrolled in a broad array of programs within NTID. Thirty-eight percent were enrolled in the other seven colleges of RIT. Looked at another way, of the 1,066 deaf and hard-of-hearing students in traditional undergraduate and graduate programs (excluding MSSE and Interpreting), 45 percent, 477 students, are

partially or fully enrolled in the other colleges of RIT.

NTID's Applied Computer Technology program continues to enroll the largest number of students at NTID, while the College of Imaging Arts and Sciences has the largest share of deaf and hard-of-hearing students of the other colleges of RIT.

	Student Enrollment Fall 2005	
	Number of Students	Percentage of Total
NTID		
Career Exploration Studies	61	4.9%
Career Focused and Transfer Degrees		
Accounting Technology	42	
Applied Computer Technology	113	
Applied Optical Technology	9	
Art and Computer Design	60	
Automation Technologies	37	
Business Technology	104	
Computer Aided Drafting Technology	25	
Computer Integrated Machining Technology	16	
Digital Imaging and Publishing Technology	69	
Laboratory Science Technology	31	
NTID—Non-matriculated	8	
Subtotal	514	40.9%
Master of Science in Secondary Education (MSSE)		
Matriculated	58	
Non-Matriculated	16	
Subtotal	74	5.9%
ASL-English Interpretation		
Associate of Applied Science	94	
Bachelor of Science	21	
Deaf Studies	1	
Subtotal	116	9.2%
Pre-Baccalaureate	14	1.1%
NTID SUBTOTAL	779	62.0%

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

	Student Enrollment Fall 2005	
	Number of Students	Percentage of Total
OTHER COLLEGES OF RIT		
College of Business		
Accounting	7	
Business Administration	2	
Finance	5	
Information Systems	4	
International Business	1	
Management	25	
Marketing	3	
Undeclared	5	
Subtotal	52	4.1%
College of Liberal Arts		
Career Decision	7	
Criminal Justice	15	
International Studies	2	
Professional and Technical Communication	20	
Psychology	30	
Public Policy	4	
School Psychology	1	
Social Work	22	
Subtotal	101	8.0%
College of Applied Science and Technology		
Applied Arts and Sciences	17	
Career and Human Resource Development	2	
Civil Engineering Technology	8	
Computer Engineering Technology	5	
Computer Integrated Manufacturing	4	
Cross-Disciplinary Professional Studies	15	
Electrical Engineering Technology	7	
Environmental Management	3	
Food, Hotel, and Resort Management	7	
Health System Administration	1	
Mechanical Engineering Technology	13	
Non Degree	1	
Nutrition Management	1	
Packaging Science	4	
Safety Technology	1	
Telecommunication Technology	4	
Undeclared Engineering Technology	1	
Subtotal	94	7.5%
College of Computing and Information Sciences		
Computer Science	13	
Information Technology	28	
Networking	3	
Telecommunications	1	
Subtotal	45	3.6%

(continued)

ENROLLMENT BY DEGREE PROGRAMS (continued)

	Student Enrollment Fall 2005	
	Number of Students	Percentage of Total
OTHER COLLEGES OF RIT (continued)		
College of Imaging Arts and Sciences		
Art and Design	1	
Biomedical Photographic Communication	5	
Film and Video	8	
Fine Arts	12	
Graphic Design	21	
Illustration	5	
Imaging Arts	1	
Industrial Design	4	
Interior Design	7	
Metalcrafts	1	
New Media Design	3	
Printing	31	
Professional Photographic Illustration	15	
Visual Media	5	
Undeclared Crafts	1	
Woodworking and Furniture	2	
Subtotal	122	9.7%
College of Science		
Biomedical Computing	2	
Clinical Chemistry	1	
Biology	9	
Biotechnology	9	
Chemistry	1	
Environmental Science	2	
Imaging Science	3	
Mathematics	5	
Medical Technology	1	
Nuclear Medicine Technology	1	
Physician Assistant	1	
Undeclared	1	
Subtotal	36	2.9%
College of Engineering		
Applied Statistics	1	
Computer Engineering	2	
Electrical Engineering	4	
Engineering Management	1	
Industrial/Manufacturing	3	
Mechanical Engineering	12	
Undeclared	4	
Subtotal	27	2.2%
Colleges of RIT Subtotal	477	38.0%
Grand Total	1,256	100.0%

AVERAGE CLASS SIZE BY DISCIPLINE WITHIN DIVISION

The variability in average class size is influenced by the nature of instruction. For example, many of the programs are laboratory-oriented and use specialized equipment, which limits the numbers of students that can reasonably be accommodated.

	Fall 2004	2004-2005 Winter 2004	Spring 2005
Accounting Technology	8.4	7.4	5.7
American Sign Language	8.5	2.5	6.5
Applied Computer Technology	7.0	6.4	6.7
Applied Optical Technology	5.4	4.2	4.8
Art and Computer Design	6.7	6.7	6.1
ASL-English Interpretation	9.1	8.0	6.0
Automation Technologies	4.2	5.2	5.2
Business Technology	8.3	7.6	7.2
Communication Studies and Humanities	9.0	8.6	8.3
Computer Aided Drafting Technology	7.5	6.9	6.3
Computer Integrated Machining Technology	8.0	8.0	8.6
Deaf Studies	5.3	7.3	8.8
Digital Imaging and Publishing Technology	5.1	5.3	4.7
English	10.5	9.9	8.3
Freshman Seminar / Career Exploration	9.0	11.2	8.7
Interdisciplinary Studies	12.3	8.3	9.4
Laboratory Science Technology	7.1	7.1	7.7
Master of Science in Secondary Education	10.3	10.7	12.8
Mathematics	10.2	9.0	10.9
Performing Arts	6.7	6.9	7.6
Pre-baccalaureate	9.0	1.0	0.0
Science	10.6	9.5	7.8
Social Sciences	11.8	14.2	10.8
Speech	6.0	3.5	2.0
Overall Average	8.2	7.3	7.1

EDUCATIONAL SUPPORT: TEACHING

In addition to providing academic advisement, tutoring, and notetaking services to deaf and hard-of-hearing students enrolled in the other colleges of RIT, NTID support faculty are expected to teach as well. The sum total of this support helps maximize the benefit students receive from each course to ensure their success in RIT's highly competitive academic environment. NTID's

four support departments are Business and Computing Technologies, Imaging Arts and Sciences, Liberal Arts, and Science and Engineering. In addition, we employ physical education faculty to provide support to courses offered through RIT's Center for Human Performance.

	Number of Sections	Number of Students	
		Deaf/Hard-of-Hearing	Hearing
Sections Taught by Liberal Arts Support Faculty			
Aerobics	4	29	110
American Sign Language I	1	0	20
Business Law	2	1	33
Business Law I	1	0	28
Business Law II	1	0	10
Criminology	1	14	28
Concepts in Criminal Law	1	1	36
Courts	1	2	32
Cultural Immersion I	1	11	11
Cyberlaw	2	9	46
Deaf Literature	1	11	19
Deafness: Intervention Strategies	1	8	3
Foundations of Sociology	2	36	0
Fundamentals of Legal Research I	1	5	16
History: Modern America	1	12	0
Independent Study: English	4	6	0
Introduction to Psychology	6	95	0
Keiser Powerpace Cycling	3	7	31
Self Awareness in Helping Role	1	3	12
Special Topics: Basic Correspondence	1	1	0
Special Topics: Basic Report Writing	1	2	0
Writing and Literature I	11	148	0
Writing and Literature II	9	106	0
Written Argument	1	11	0
Written Communication I	10	107	0
Written Communication II	9	130	0
Subtotal	77	755	435
Sections Taught by Science and Engineering Support Faculty			
Applied Mechanics I	1	0	25
Applied Mechanics II	1	0	21
Biology Lab	1	5	19
Engineering Economics	2	0	36
Freshman Seminar	1	8	0
Independent Study	1	1	0
Subtotal	7	14	101

(continued)

EDUCATIONAL SUPPORT: TEACHING (continued)

	Number of Sections	Number of Students	
		Deaf/Hard-of-Hearing	Hearing
Sections Taught by Business and Computing Technologies Support Faculty			
Application Software (NTID Course)	3	36	0
Business Software Application	3	33	66
Computing Fundamentals	1	10	0
Fundamentals of Marketing I (NTID Course)	1	8	0
Information Technology Laboratory	18	15	201
Internet Technology I (NTID Course)	4	28	0
Internet Technology II (NTID Course)	2	7	0
Management Process	1	2	22
Management Process II	1	2	23
Management Process III	2	3	38
Managerial Accounting I (NTID Course)	1	9	0
Managerial Accounting II (NTID Course)	1	8	0
Organizational Behavior	1	0	36
Programming for Information Tech I	2	26	39
Programming for Information Tech II	1	6	23
Special Topics: Dynamic Web Application	1	6	0
Survey of Organization Change	2	1	18
Subtotal	45	200	466
Sections Taught by Imaging Arts and Sciences Support Faculty			
Bit Map Graphics (NTID course)	1	7	0
Figure Drawing (NTID course)	1	9	0
Fine Arts: Visual Arts	2	36	0
History of Graphic Design (NTID course)	1	12	0
Independent Study	1	0	1
Preparation of Biomedical Visuals I	1	1	14
Survey of Western Art and Architecture	3	40	0
Subtotal	10	105	15
Sections Taught by Center for Human Performance Support Faculty			
CPR and First Aid	1	4	0
First Year Enrichment I	2	38	0
First Year Enrichment II	2	35	0
Intro to Weight Training	1	6	0
Wellness for Life	9	96	2
Subtotal	15	179	2
TOTAL	154	1253	1019

AMERICAN SIGN LANGUAGE-ENGLISH INTERPRETATION PROGRAM

The degree programs in ASL-English Interpretation graduated 24 students in 2004-2005, 21 A.A.S. degrees and three B.S. degrees. Fifty-six new students matriculated into the program this fall. Recent curricular changes and higher qualification requirements for new students caused enrollment to dip in 2001, but new student numbers since that time are encouraging. During

FY2004, responsibility for recruitment was shifted to the NTID Department of Admissions. Currently 9 percent of total enrollment are students from ethnic minority backgrounds. Since its inception, the Department of ASL and Interpreting Education has graduated 458 students.

	FY2001	FY2002	FY2003	FY2004	FY2005
Admissions	17	36	48	50	56
Enrollment	49	65	92	100	116
A.A.S.	49	40	70	87	94
B.S.	0	14	12	13	21
Deaf Studies*	0	1	2	0	1
Non-Matriculated	0	10	8	0	0
Graduates	22	21	12	16	24
Placement Rate	95%	95%	95%	95%	96%
Summer Institute on ASL and Interpreting Education	84	33	34	19	4

* The Certificate in Deaf Studies Program is a 16-credit orientation-to-deafness curriculum offered in the evening as a part-time studies program for the Rochester community and interested RIT students. The tuition charged is at the RIT catalog rate.

MASTER OF SCIENCE IN SECONDARY EDUCATION OF STUDENTS WHO ARE DEAF OR HARD-OF-HEARING (MSSE)

The MSSE program is now in its 11th year. To date, 111 students have graduated from the program. All have found teaching positions in schools for the deaf or mainstream programs, while a few others teach hearing students. The FY2005 graduates accepted teaching jobs in Arizona, California, Colorado, District of Columbia, Illinois, Massachusetts, New Mexico, Washington, Wisconsin, and Wyoming.

To complete the program, each student must successfully complete 45 credit hours, two student teaching assignments, and a master's project.

In addition to the coursework and other expectations, all full-time students serve as graduate assistants during the quarters they are not student teaching. They work as teaching assistants, program assistants, research assistants, or tutors, primarily at NTID.

In addition to NTID appropriations support, the MSSE program received other funding through a grant from the U.S. Department of Education "Meeting State and National Needs to Increase

the Number and Quality of Dually-Certified Teachers of Students who are Deaf or Hard-of-Hearing through partnerships with Rochester, New York, Area Schools." The grant provided tuition assistance for the students as well as honoraria for supervising teachers during the fall and winter quarter observations and the two student teaching assignments. It also provided honoraria for seminar presenters from the local school programs.

Forty-seven applications for admissions for fall 2005 were received. Thirty-nine were offered acceptance. Of those, 28 matriculated into the program. For the 2005-2006 academic year, the MSSE program has a total enrollment of 74 students; 30 second-year or returning students, 28 first-year students, and 16 non-matriculated students who are part of a grant-supported training program for speech pathologists in collaboration with Nazareth College of Rochester. Of the 58 matriculated students, 66 percent are deaf or hard-of-hearing, and 9 percent are minority.

Student Data

	FY2001	FY2002	FY2003	FY2004	FY2005
Applications	25	30	53	50	47
Acceptances	25	27	48	46	39
New Registrations	22	19	42	34	28
Enrollment	34	44*	69*	84*	74*
Graduates	10	10	14	12	25
Placement Rate	100%	100%	100%	100%	100%

* Includes 16 non-matriculated students taking courses offered by the Master of Science program in Secondary Education, but who are part of a grant-supported joint program between NTID and Nazareth College of Rochester to train speech pathologists to work with deaf and hard-of-hearing persons.

CO-OP WORK EXPERIENCES

Cooperative work experience is an integral part of academic programming at NTID. Employment specialists assist students in securing 10-week work experiences that augment their studies. Employment specialists or faculty members visit students and their supervisors at their workplaces to assess progress and resolve any workplace issues. To assist the process, we implemented an online co-op supervisor evaluation form during FY2005. Most academic programs require from one to three co-op assignments, which generally add another year to the program length (three

years for associate degree and five years for B.S. degree).

During FY2005:

- 231 students were enrolled in co-op work experiences;
- 50 academic programs had students on co-op;
- 25 faculty and staff visited 76 students at their job sites during the summer.

	Number of Students Involved in Co-op				
	FY2001	FY2002	FY2003	FY2004	FY2005
Sub-Baccalaureate					
NTID Career Focused and Transfer Degrees	119	118	123	104	89
% of Total	52%	51%	50%	40%	39%
Baccalaureate / Master's					
College of Applied Science and Technology	50	16	20	35	24
College of Business	8	8	14	18	18
College of Computing and Information Sciences	N/A	33	32	41	33
College of Engineering	8	6	9	8	9
College of Imaging Arts and Sciences	7	14	14	9	14
College of Liberal Arts	35	32	31	34	39
College of Science	1	3	1	9	5
Subtotal	109	112	121	154	142
% of Total	48%	49%	50%	60%	61%
Total*	228	230	244	258	231

* Totals reported include deaf and hard-of-hearing international students, but do not include students in the ASL-English Interpretation program or the Master of Science program in Secondary Education. Specific data on these students is reported in the section on Academic Programs.

STUDENT SUPPORT SERVICES

STUDENT SUPPORT SERVICES HIGHLIGHTS

NTID provides a variety of services to support deaf and hard-of-hearing students.

Clinical services available to all students:

- **Audiological services**, which include hearing evaluations, hearing aid trials, fittings, cochlear implant mapping, and elective courses that focus on the development of receptive communication skills and the use of telecommunications.
- **Speech and language services** offered to students who want to enhance their use of spoken English and their general communication competence. Individual and group experiences provide opportunities to improve communication in conversations, group discussions and formal presentations. The Spoken Language Learning and Practice Lab enables students to use computer technology for speech and language analysis and visual feedback.
- **Mental health counseling and psychotherapy** is provided to students who request it, often in conjunction with the RIT Counseling Center and institute psychiatrist. Mental health crisis intervention is available 24 hours a day. Last year, 135 deaf and hard-of-students were seen for these services with responses to 15 daytime emergencies and 21 evening pager calls.

Other special services available to NTID students include:

- **Personal and career counseling and academic advising:** Upon entry, every NTID-supported student has access to a professional counselor who plays an important role in helping students maximize their educational opportunities. Last year, the NTID Counseling Services Department provided more than 11,000 hours of career and personal counseling as well as academic advising for students, in addition to teaching 21 sections of course offerings. This department manages a full-service Career Resource and Testing Center, which provides a number of career assessment tools and resources, including DISCOVER, an interactive, computer-based career information system that helps students assess their interests, learning styles and values, and explore a wide range of educational and career options. Counselors also work in collaboration with other service providers on campus to assess student learning competencies and develop educational interventions where appropriate.
- **Student Life Team (SLT):** The SLT provides several co-curricular programs to support both students' academic and social success on campus. Hallmarking each quarter with a campus-wide traditional event—drawing 300 to 400 students, faculty and staff—offers the community an opportunity to welcome and wish one another well while learning new things about the campus and Rochester communities at the same time. In addition, the team partners with several NTID academic departments, including First Year Experiences, NTID Learning Center, Substance and Alcohol Intervention Services for the Deaf, and NTID Center on Employment, to provide educational and program design consultation, and student network support. All this while formally advising 10 student organizations, supervising 40 paraprofessional student leaders throughout the year, supporting liaison and program efforts with several key RIT departments, and providing daily support to more than 400 students and six additional organizations that seek assistance from the SLT annually.
- **Financial aid (domestic students):** In fiscal year 2005, NTID students received a total of \$12,565,923 in the form of vocational rehabilitation, grants-in-aid, federal and state grants, scholarships, and federal loans through RIT's Financial Aid Office. The average aid per domestic student, not including loans, was \$7,903. In addition, the NTID Financial Services Office provides privately funded short-term loans to students who encounter emergency situations.

(continued)

STUDENT SUPPORT SERVICES HIGHLIGHTS (continued)

- **Substance and Alcohol Intervention Services for the Deaf (SAISD):** SAISD provides culturally sensitive, linguistically accessible information on alcohol and other drugs, education, prevention, intervention and referral services to the deaf and hard-of-hearing community at RIT and throughout Rochester and the Monroe County area. SAISD also advocates for and promotes development of a full range of accessible treatment programs for alcohol and other drugs for deaf and hard-of-hearing consumers through the provision of cross-disability short-term technical assistance, consultation, and training for professionals. Wherever possible, SAISD promotes its successful model to other communities across the nation.

SUPPORT SERVICES

NTID support faculty provide academic assistance in the form of tutoring and academic advising for deaf and hard-of-hearing students registered in other colleges of RIT.

	Hours of Service Tutoring/Advising	Class Sections Served
Business and Computing Technologies	3,545	407
Center for Human Performance	568	15
Imaging Arts and Sciences	2,650	277
Liberal Arts/Social Work	2,436	394
Science and Engineering	5,904	365
Total Hours	15,103	1,458

STUDENT ACCESS SERVICES

STUDENT ACCESS SERVICES HIGHLIGHTS

To meet the needs of a growing percentage of deaf and hard-of-hearing students enrolled in baccalaureate and graduate degree programs in RIT's other colleges, NTID provides a system of sign language interpreting, C-Print™, and notetaking. These services enable more than 650 deaf and hard-of-hearing students to access nearly 23,000 credit hours within RIT's more than 200 highly competitive academic programs.

Educational access services that NTID offers for deaf and hard-of-hearing students enrolled in mainstream RIT classes include:

- **Sign language transliteration** provided by 100 full time equivalent (FTE) employees—the largest staff of professional interpreters of any college program in the world. Students may also request interpreters for non-academic activities such as athletic events, religious services, student government meetings and guest presentations.
- **C-Print**, a computer-assisted system developed at NTID for transcribing in real time what teachers and students say in class. This system currently is available for students who cannot benefit from sign language transliteration and for students with additional disabilities such as vision impairments.
- **Classroom notetaking services** provided by trained student notetakers whose classroom notes are uploaded onto a Web site for easy access by deaf and hard-of-hearing students.

Other special access services available to NTID students include:

- **Captioned classroom video materials:** NTID, in conjunction with RIT, provides captioned video materials for use in classrooms.
- **Real-time captioning of special events:** NTID also provides real-time captioning services for special institute events. Real-time captioning allows audience members to see the presenter and an almost simultaneous transcription of the spoken lecture or presentation.
- **Assistive Listening Systems:** NTID provides ALD systems in classrooms for students who benefit from such systems.

NTID also works with each of RIT's colleges to provide the support needed to implement strategies for maximizing access to campus services for deaf students. The Provost's Deaf Access Committee and the RIT Committee on Educational Goals and Access Goals established specific objectives that address the needs of deaf RIT students and ensure that RIT is in full compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act for educational accommodation. The committee articulated an institutional position on accessibility for deaf and hard-of-hearing people and recommended a number of strategies for which NTID provides support:

- Sharing responsibility for providing workshops, training, and information to assist faculty in the other RIT colleges in effectively teaching deaf and hard-of-hearing students.
- Ensuring that academic and administrative service areas that interact with students have staff with a range of communication skills and strategies (sign language, TTY, computer terminal, or other written interaction) to effectively communicate with deaf students and providing training where needed.
- Ensuring that all audio and visual media produced at RIT are captioned and existing materials used in classrooms are captioned whenever possible.
- Encouraging RIT to advocate for the captioning of audio and visual materials, teleconferences, and other educational media produced externally to RIT.

ACCESS SERVICES: INTERPRETING SERVICES

In-class services include interpreting support in all colleges of RIT as well as student/professor meetings, field trips, and other activities when required for credit-bearing courses. Non-class services include student use of interpreting services in student government, organizations,

judicial proceedings, emergency situations, and extra-curricular programs. Administrative use includes support for RIT faculty/staff, visiting dignitaries, and speakers targeted mainly for faculty/staff audiences.

FY2005 HOURS OF INTERPRETING SERVICES

	In-Class	Non-Class Activity	Administrative Activity	Overall Total
Fall	25,308	3,285	1,595	30,188
Winter	24,965	2,779	1,199	28,943
Spring	25,984	2,595	1,751	30,330
Summer	6,008	2,690	1,016	9,714
FY2005 Total	82,265 (83%)	11,349 (11%)	5,561 (6%)	99,175 (100%)
FY2004 Total	80,407 (82%)	12,813 (13%)	5,300 (5%)	98,520 (100%)
FY2003 Total	75,966 (81%)	12,783 (14%)	5,280 (5%)	94,029 (100%)
FY2002 Total	75,710 (81%)	10,811 (11%)	7,613 (8%)	94,134 (100%)
FY2001 Total	74,061 (81%)	10,988 (12%)	6,716 (7%)	91,765 (100%)

(continued)

ACCESS SERVICES: INTERPRETING (continued) AND NOTETAKING

Interpreting and notetaking services are provided to allow deaf and hard-of-hearing students equal access to information in classes offered by other RIT colleges.

	Interpreting	Notetaking	Class Sections Served
Business and Computing Technologies	16,324	16,280	407
Center for Human Performance	3,968	0	15
Imaging Arts and Sciences	14,559	6,855	277
Liberal Arts	22,258	11,811	394
NTID Students with Approved Accommodations*	3,153	3,210	220
Science and Engineering	22,003	8,733	365
Total Hours	82,265	46,889	1,678

* NTID students in associate degree programs who were approved for interpreting and/or notetaking services due to a secondary disability.

ACCESS SERVICES: C-PRINT SERVICES

In keeping with the NTID Strategic Vision 2010, for those students taking courses in the other RIT colleges who cannot benefit from sign language transliteration or assistive listening systems, an alternative accommodation is provided and is based on an individual assessment of student need and on consideration of that need in relationship to the

educational context. For most of these students, this is a text-based transliteration service (C-Print™).

The growth in the provision of C-Print captioning from FY2004 to FY2005 below, is reflective of our strategic planning.

C-Print Captioning*

	<u>FY2004</u>	<u>FY2005</u>
Number of classes captioned	82	186
Number of class hours	3,140	7,325
Miscellaneous hours	6	160
Total Hours	3,146	7,485

* C-Print services currently are limited to students with additional disabilities and students who are unable to benefit from interpreting services.

ACCESS SERVICES: STAFF

In conjunction with the associate degree in ASL-English Interpretation program, NTID offers other interpreter, notetaker, and C-Print™ training. Notetaker training is provided to hearing RIT students who provide classroom notes for deaf and hard-of-hearing students taking classes in the other colleges of RIT.

Programs	Enrollment				
	FY2001	FY2002	FY2003	FY2004	FY2005
In-Service Training for Interpreters	114	99	105	130	104
Notetaker Training	162	257	246	236	216
C-Print Training	N/A	N/A	3	8	14
Totals	276	356	354	374	334

GRADUATION AND RETENTION

GRADUATION AND RETENTION HIGHLIGHTS

Preparing deaf and hard-of-hearing students to live and work in the mainstream of society is the primary mission of NTID and the reason it was established in 1965. Prior to 1965, there were few postsecondary educational opportunities for deaf and hard-of-hearing students and virtually none in technical studies. As a result, nearly 85 percent of deaf adults in the early 1960s found themselves in unskilled or semi-skilled jobs.

NTID's highly successful academic programs and services over the past five years have resulted in nearly 92 percent of graduates who chose to enter the labor force finding employment that is commensurate with the level of their education and training. Figures for 2004 graduates show that 93 percent, or 123 of the 132 students who chose to enter the work force, found employment upon graduation.

These statistics reflect the quality of an NTID education and its value. According to a study conducted by NTID with the Social Security Administration (SSA) in 2004, male graduates of NTID's sub-baccalaureate programs (diplomas, certificates, and associate degrees) earn 43 percent more in their lifetimes than students who withdraw from NTID. As a result, NTID graduates pay more in federal taxes. As the numbers of deaf and hard-of-hearing students in baccalaureate and graduate degrees in other colleges of RIT increase, so too does their potential earning power. Female graduates also do better than females who do not complete degrees, although the earnings differences are not as great as for male graduates. Female graduates earn approximately 25 percent less than their male counterparts earn upon graduation. This fact needs to be tempered by the differing career choices made by males and females. For example, in the B.S. cohorts studied, 69 percent of male graduates have degrees in Business, Science, Applied Science and Technology, and Engineering, while only 40 percent of females graduated in these higher paying fields. Conversely, 60 percent of females received their B.S. degrees in Imaging Arts and Liberal Arts, while only 31 percent of males received degrees in these traditionally lower paying areas. Therefore, a true measure of gender bias, if any, would require matching degree areas among genders, which this study did not undertake. These gender based patterns and pay differentials are very similar to what is experienced in the general U.S. population.*

We know that quality employment and high earnings accrue to college graduates. Generally, we also know that students who withdraw fare no better earnings-wise than their peers who never went to college. With this in mind, NTID employs a variety of innovative strategies to improve retention. Retention is a continuing concern for colleges with "open" or "liberal" admissions policies like NTID. NTID fares quite well by comparison; its overall graduation rate for students entering degree programs (55 percent) more closely approximates the rate in colleges and universities with higher or more "traditional" entrance requirements. Nonetheless, NTID continues to work at improving its graduation rate.

This year RIT/NTID awarded associate, bachelor's, and master's degrees as well as diplomas and certificates to 238 students. Of those graduates, 2 percent earned certificates and diplomas, 48 percent earned associate degrees, 36 percent earned bachelor's degrees, and 14 percent earned master's degrees. Of the U.S. students, 20 percent of all degrees were granted to minority students. From the graduating class of 2004, 27 out of 32 minority students (84 percent) who chose to enter the workforce found employment.

Over the past 38 years, more than 92 percent of more than 5,000 RIT/NTID graduates who chose to enter the labor market successfully found jobs upon graduation, and most in jobs commensurate with the level of their academic training. Of those, the vast majority are employed in business and industry (62 percent). The 2004 SSA research also showed that our deaf and hard-of-hearing graduates with bachelor's degrees earn 79 percent of what their hearing peers earn (hearing RIT graduates). National statistics indicate that, in general, disabled workers earn only 70 percent of what their non-disabled peers earn. If we add to the equation the fact that a college degree greatly reduces dependency on Supplemental Social Security transfer payments, the reasons for the dedication of NTID faculty and staff to assure that students graduate and succeed is clear.

* U.S. Bureau of Census, Current Population Survey, 1991 – 2002 Annual Demographic Supplement.

DEGREES GRANTED: FY2001 to FY2005

During the past five years, NTID has awarded more than 200 degrees annually. The number for FY2005 was 238. During this same time frame, the number of students achieving bachelor's and master's degrees has increased. This change is indicative of the demands being made by deaf and hard-of-hearing persons for access to higher level

programs and NTID's success in shifting its resources to accommodate the increased numbers of students seeking higher degrees. Of the 238 graduate and undergraduate degrees granted in FY2005, 48, or 20 percent, were granted to students from minority backgrounds.

Five different degree levels are awarded to deaf and hard-of-hearing graduates of RIT.

Sub-baccalaureate Certification:

1. An *Associate in Occupational Studies* (A.O.S.) degree requires 57-69 credit hours of technical instruction and permits students to enter their careers directly upon graduation.

In addition to completing technical courses satisfactorily, students must complete a specific number of credit hours in English, communication, general education, and mathematics.

2. An *Associate in Applied Science* (A.A.S.) degree permits students to enter their careers directly upon graduation, or, in many cases, transfer to upper-division programs in the other colleges of RIT. Completion of this degree requires 57-69 credit hours of technical instruction. In addition to the technical courses, students must complete 20 credit hours through RIT's College of Liberal Arts and other required credit hours as determined by the program of study.
3. The *Associate in Science* (A.S.) degree is a transfer degree for students seeking admission to bachelor-level studies. This degree requires completion of 90-100 credit hours, half of which must be from liberal arts and science. The rest are from technical and professional areas.

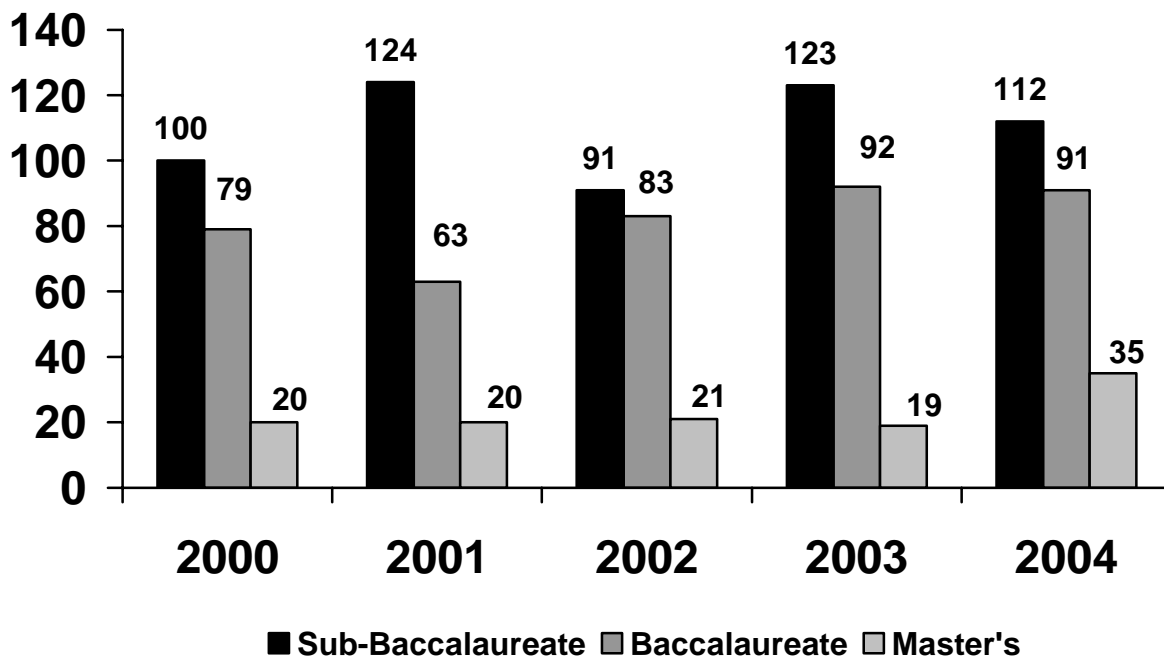
Bachelor's/Master's Degrees:

4. A *Bachelor's* degree is awarded to students who complete all required courses to graduate from a four-year program in one of the RIT colleges. A bachelor's degree requires completion of 180-200 credit hours.
5. A *Master's* degree indicates that a student has completed a minimum of 45 credit hours beyond the baccalaureate level in any RIT master's degree program.

(continued)

DEGREES GRANTED: FY2001 to FY2005 (continued)

Degrees Granted**



	FY2001	FY2002	FY2003	FY2004	FY2005
Sub-baccalaureate	100	124	91	123	112*
Baccalaureate	79	63	83	92	91**
Master's	20	20	21	19	35***
TOTAL	199	207	195	234	238

* This number includes 21 hearing graduates from the ASL-English Interpretation program at the sub-baccalaureate level.

** This number includes 3 graduates from the ASL-English Interpretation program at the baccalaureate level.

***This number includes 25 graduates from the MSSE program.

GRADUATES BY PROGRAM AREAS

Of all the degrees awarded to NTID supported students on the RIT campus in FY2005, 56 percent were through programs offered by NTID and 44 percent through the other seven colleges of RIT. Historically, 70 percent of the degrees have been awarded from NTID and

30 percent from the other RIT colleges. This change is the result of increased demand by students for entry into bachelor level programs, better articulation between NTID and RIT curricula, and improved access/support services.

	FY2005		CUMULATIVE (FY1970 – FY2005)	
	Number of Graduates	Percentage of Graduates	Number of Graduates	Percentage of Graduates
NTID				
Career Focused and Transfer Degrees	84	35%	3,448	60%
ASL-English Interpretation	24	10%	458	8%
Master of Science in Secondary Education	25	11%	100	2%
Subtotal	133	56%	4,006	70%
OTHER COLLEGES OF RIT*				
College of Applied Science and Technology	35	15%	362	7%
College of Business	8	3%	260	5%
College of Computing and Information Sciences	15	6%	192	3%
College of Engineering	6	3%	59	1%
College of Imaging Arts and Sciences	21	9%	405	7%
College of Liberal Arts	15	6%	305	5%
College of Science	5	2%	104	2%
Subtotal	105	44%	1,687	30%
Total	238	100%	5,693	100%

* Includes bachelor's and master's degrees granted by the other colleges of RIT, as well as some associate degrees.

FIRST-YEAR PERSISTENCE RATES

Since there is considerable variability in terms of persistence rates for entering cohorts of students, NTID reports annually on persistence using a three-year moving average. The table below presents information about three-year moving averages for new students entering degree granting programs since 1998. Thus, the most recent three-year average is reported for the 1,019

students who entered degree programs in the years 2002, 2003, and 2004. Data in the table below indicate that for the most recent three-year period, 75 percent of new students persisted to the second year. Over the past several years, we have implemented a variety of retention strategies.

First-Year Persistence Rates*

Three-Year Entry Cohort	Number in Cohort	Number Registering Second Year	Overall Persistence Rate
1998, 1999, 2000	1,019	751	74%
1999, 2000, 2001	963	738	77%
2000, 2001, 2002	982	743	76%
2001, 2002, 2003	1,009	759	75%
2002, 2003, 2004	1,019	763	75%

* Three-year averages for students registering in degree programs for fall quarter.

PERSISTENCE TO GRADUATION FOR DEAF AND HARD-OF-HEARING RIT STUDENTS

Nationally, colleges with liberal or open admission policies have first-year persistence rates of 64 percent and 54 percent respectively. This compares to a 76 percent persistence rate for first-year NTID students in a major. Students admitted to NTID have ACT composite scores that are comparable to students in colleges with open or liberal admissions policies; yet, first-year persistence rates at NTID are comparable with those of institutions admitting students who are far better prepared academically.

The table below also indicates that NTID's graduation rates (48 percent for students admitted into sub-bachelor level programs and 69 percent for those in bachelor level programs) are comparable to public colleges with traditional or selective admission standards. The NTID graduate rate of 69 percent for those in bachelor level programs is greater than the 64 percent RIT rate for hearing students in those programs.

National Persistence Rates

Selectivity Level	Mean ACT Composite*	First-Year Persistence Rate (All Institutions)	Sub-bachelor Degree Graduation Rate (Public Institutions)	Bachelor Degree Graduation Rate
Highly Selective	27-31	91%	NA	72%
Selective	22-27	81%	85%	62%
Traditional	20-23	72%	38%	45%
Liberal	18-21	64%	44%	40%
Open	17-20	54%	35%	30%
NTID	17-18	76%**	48%**	69%**

Source: National College Dropout and Graduation Rates, 1997.

* 95 percent confidence interval around the mean of the composite score.

** NTID calculates first-year persistence and graduation rates using a three-year moving average.

ACADEMIC SKILLS OF ENTERING STUDENTS

The academic preparedness of most entering NTID-supported students is substantially below that of their hearing RIT peers. NTID students directly admitted to one of RIT's colleges have a mean ACT score of 24, which is somewhat lower than the mean score of 26 for their hearing peers. This group represents 25 percent of NTID's entering class of 2005. For all other groups, scores are considerably lower than their hearing peers entering RIT. The average ACT score of 21 for the pre-baccalaureate group is well below the average of entering RIT freshmen. The average ACT score

of 16 achieved by students entering NTID's sub-baccalaureate degree programs is in the range achieved by students entering schools with open admissions standards and many community colleges. By any measure, the majority of these students would not be admissible to the colleges of RIT, yet more than 50 percent of all deaf and hard-of-hearing students graduating from cross-registered programs at RIT came through NTID first, which means they graduated in spite of the fact that their entering ACT scores were in the 16 to 20 range.

	Percentage of Deaf/Hard-of-Hearing Students by Degree Level	ACT Composite
Degree Level	Percent	Mean
Bachelor in Other Colleges of RIT	24%	24
NTID:		
Pre-bachelor	4%	21
Sub-bachelor	55%	16
Career Exploration	17%	15
Total	100%	
Average Score of All Entering Students		17

TIME REQUIRED TO COMPLETE A DEGREE

With the exception of deaf and hard-of-hearing students directly admitted to an RIT college other than NTID, students who are deaf or hard-of-hearing take a longer time to complete a degree than hearing students. There are many reasons for this, not the least of which is academic preparedness. Deaf and hard-of-hearing students admitted to NTID are generally academically behind their 18- to 19-year-old hearing counterparts. Many enter NTID with ACT composite scores of less than 16 and reading comprehension and language skills between the 7th and 9th grade level. Therefore, considerable time and effort goes into remediation and career exploration. In addition, most programs have between one- and three-quarter requirements for cooperative education experiences (paid employment in field related to study) while some programs require more than three-quarters of cooperative education. This extends normal program lengths by approximately one year; typically, associate degree programs require three years and B.S. programs require five years.

The table below shows the average number of active quarters and the average number of calendar years elapsed between entry and date of degree.

With the exception of students who are capable of directly entering RIT baccalaureate programs, deaf and hard-of-hearing students take approximately 1.5 times longer than the ideal program length to achieve a degree.

Deaf and hard-of-hearing students who transfer to an RIT baccalaureate program after completing an associate degree take approximately seven years to attain a B.S. degree. Students who start at NTID, primarily because they were initially inadmissible to RIT, who later satisfy the RIT requirements and then transfer, take about six years to attain a B.S. degree. Deaf and hard-of-hearing students who directly enter RIT baccalaureate programs graduate in slightly more than four years. What is remarkable about the three B.S. cohorts of students is that all deaf and hard-of-hearing students have lower entry level academic skills than do their hearing peers, yet with preparation and support services provided by NTID, are able to enter and graduate from RIT programs at rates similar to or better than their hearing peers (see following page).

Time Required to Complete a Degree: Graduates 2002, 2003, 2004		
First Degree Category	Median Active Quarters*	Median Calendar Years**
B.S. degree (transfer after associate degree)	21.0	6.5
B.S. degree (transfer from NTID without associate degree)	17.0	5.5
B.S. degree (direct entry)	15.0	4.5
A.A.S. degree	13.0	5.0
A.O.S. degree	12.0	4.7

* Does not include quarters when students were withdrawn or on leave of absence.

** Calculated from the day student enters NTID to the day he/she graduates, regardless of withdrawals or leaves of absence.

ORIGIN AND SUCCESS OF DEAF AND HARD-OF-HEARING STUDENTS REGISTERED IN BACCALAUREATE PROGRAMS

Historically 25 percent of deaf and hard-of-hearing students who begin their studies within NTID eventually transfer to one of the other colleges of RIT. The net result of this transfer pattern is that more than half of deaf and hard-of-hearing graduates from RIT baccalaureate programs began their college careers at NTID.

The table below provides baccalaureate graduation rates by point of entry to NTID and RIT. It is clear that deaf and hard-of-hearing students, regardless of entry point, graduate at rates equal to or greater than their better prepared hearing peers.

Graduation Rates for Deaf and Hard-of-Hearing Students Cross Registered in the Other Colleges of RIT (Cohort Entering 1996 – 1998)				
	Withdrawn	Bachelor's Degree	Total	Graduation Rate
Direct Admit to RIT (deaf/hard-of-hearing)	60	104	164	63%
Transfer from NTID Pre-baccalaureate	12	52	64	81%
Transfer from Associate degree programs at NTID	28	75	103	73%
Deaf/Hard-of-Hearing Students (overall)	100	231	331	70%
Hearing Freshmen	1,753	2,970	4,723	63%
Hearing Transfers	532	1,261	1,793	70%

GRADUATION AND EMPLOYMENT

Employment rates are calculated using the same methodology used by the Bureau of Labor Statistics (BLS) in its Current Population Survey (household survey), which provides information on the labor force, employment, and unemployment. As the BLS defines it, "The *civilian labor force* is the sum of employed and unemployed persons. Those not classified as employed or unemployed are *not in the labor force*. The *unemployment rate* is the number unemployed as a percent of the labor force. The *labor force participation rate* is the labor force as a percent of the population..."

NTID's *labor force* is the sum of those graduates who are employed and those who want to be employed. Those who do not want to be employed because they choose to continue to pursue bachelor's and master's degrees at RIT or at

some other institution of higher education, or choose to become homemakers, or to be idle temporarily while traveling, etc., are *not in the labor force*.

During FY2004*, 206 deaf and hard-of-hearing students graduated and 132 chose to enter the *labor force*. One hundred twenty-three were employed, while nine were unable to find employment. Therefore, 64 percent (132/206) are known to have entered the *labor force* and 93 percent (123/132) found employment. NTID's employment rate over the past five years as calculated above is 92 percent. Of the 74 remaining graduates, 59 are continuing their education toward advanced degrees either at RIT or elsewhere, 10 are not looking for work, and five have an unknown status.

Degrees Granted**



* As of the writing of this report, the employment information for 2005 is incomplete; therefore, we report employment rates of 2004 graduates.

** Does not include degrees in ASL-English Interpretation program, the Master of Science in Secondary Education program, or certificates awarded.

EMPLOYMENT SERVICES

Prior to co-op work experience, NTID's Center on Employment (NCE) offers students a "Job Search Process" course designed to teach them how to organize and conduct their job search activities. Students also utilize the extensive NCE Web site

and print resources, to research prospective employers and identify appropriate employment opportunities.

During FY2005:

- 105 NTID students were enrolled in 10 sections of "Job Search Process."
- Students sought individualized job search assistance in the NTID Learning Center on 63 different occasions, and on 254 occasions at other campus locations.
- NCE personnel provided more than 3,000 hours of student employment advising.
- Six career development workshops were offered to deaf and hard-of-hearing students, with a total of 97 students participating. They were presented in collaboration with the NTID Student Life Team and the NTID Alumni Office.
- Forty deaf, hard-of-hearing, and hearing students attended two employment preparation workshops sponsored by the RIT/NTID Career Collaborative, which includes NCE.
- Thirty-five deaf, hard-of-hearing, and hearing students participated in three tutoring training workshops presented by NTID and RIT tutor-related departments, including NCE.
- In addition to interviews held in conjunction with classes, videotaped formal practice interviews were held during winter and spring quarters for 16 RIT/NTID students.

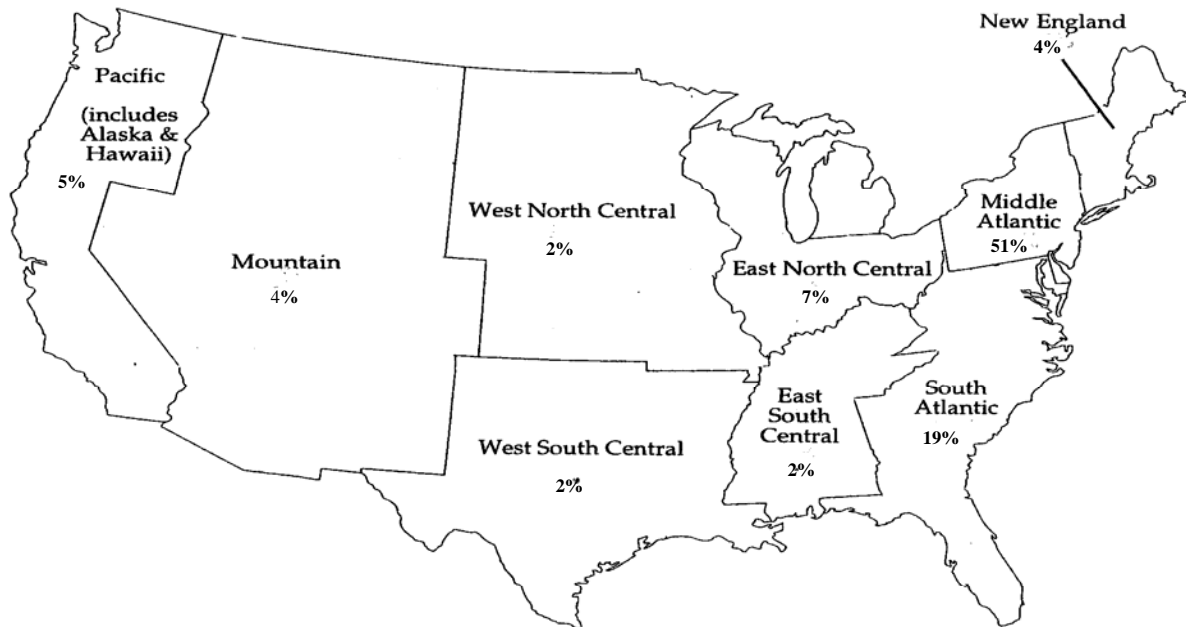
WHERE GRADUATES MOVE AFTER GRADUATION

Over the past five years, more than half of U.S. NTID graduates accepted jobs in areas near their hometowns. Fifteen percent found employment in the Rochester area and 32 percent in other areas of the country. The majority of graduates are employed

in the Northeast and Central parts of the country, areas that have been strong sources of applicants for NTID.

AREA OF PLACEMENT

Area	FY2000	FY2001	FY2002	FY2003	FY2004*	Five-Year Average
Hometown	62%	44%	43%	63%	53%	53%
Rochester	15%	20%	22%	6%	14%	15%
Other	23%	36%	35%	31%	33%	32%
Total	100%	100%	100%	100%	100%	100%



International Placement = 4%

* Placement numbers for FY2005 graduates are incomplete and will be reported next year.

PLACEMENTS BY SECTOR OF THE ECONOMY

Over the past five years, 62 percent of NTID graduates have acquired jobs in business and industry, and 38 percent in education or government.

Sector	FY2000	FY2001	FY2002	FY2003	FY2004*	Five-Year Average
Business/Industry	67%	52%	61%	66%	64%	62%
Education/Nonprofit	24%	39%	30%	22%	24%	28%
Government	9%	9%	9%	12%	12%	10%
Total	100%	100%	100%	100%	100%	100%

* Placement numbers for FY2005 graduates are incomplete and will be reported next year.

OCCUPATIONS OF GRADUATES: ENTRY STATUS

Deaf and hard-of-hearing graduates enter a wide variety of jobs. About one-third enter jobs in science and engineering professions, one-quarter in business occupations, and 17 percent in visual communication areas. The remaining graduates are employed as teachers, counselors, social workers, and so on.

Occupational Area	FY2000	FY2001	FY2002	FY2003	FY2004*	Five-Year Average
Science and Engineering e.g., Engineers, Technicians, Computer Professionals, Machinists, Drafters	39%	23%	23%	38%	31%	31%
Business e.g., Managers, Accountants, Data Entry Technicians, Word Processing Technicians	24%	32%	23%	23%	33%	27%
Visual Communications e.g., Printers, Photographers, Artists, Photo Lab Technicians, Designers	20%	18%	19%	16%	11%	17%
Miscellaneous e.g., Postal Workers, Teachers, Social Workers, Counselors, Maintenance Workers	17%	27%	35%	23%	25%	25%
Total	100%	100%	100%	100%	100%	100%

*Numbers for FY2005 graduates are incomplete and will be reported next year.

OCCUPATIONS OF ALUMNI BY LABOR CATEGORY

All NTID alumni were surveyed during the fall and winter quarters of the 2003-2004 academic year concerning levels of satisfaction with their undergraduate learning experiences, their employment status, continuing educational activities, and overall rating of RIT/NTID. A sample of approximately 1,000 alumni received

questionnaires, of which 429 were returned. About half (47%) of the responding alumni were employed in the Professional and Technical Specialty category of occupations. The next highest area of employment for alumni was Administrative Support, Clerical, and Sales at 43 percent.

Occupations of Working Alumni	All	Males	Females	Sample Job Titles within Category
Professional and Technical Specialty and Managerial	47%	46%	54%	Teachers, Computer Analysts, Social Workers, Counselors, Artists, Engineers, Accountants, Personnel Specialists, Managers, Administrators, Compliance Officers
Administrative Support, Clerical and Sales	43%	41%	59%	Computer Operators, Secretaries, Postal Clerks, Data Entry Clerks, Teacher's Aides, Bank Tellers, Sales Clerks, Clothing Clerks
Service Workers	4%	36%	64%	Welfare Service Aides, Child Care Workers, Personal Service Supervisors, Hairdressers, Waiters/ Waitresses, Cooks
Precision, Craft and Repair	4%	80%	20%	Optical Goods Workers, Book Binders, Sheet Metal Workers, Auto Mechanics
Operators, Assemblers and Inspectors	1%	67%	33%	Numerical Control Operators, Printing Press Operators, Lithographers and Compositors, Photographic Processors, Machine Operators
Farmers	1%	100%	0%	Farmers and Farm Hands
Total	100%			

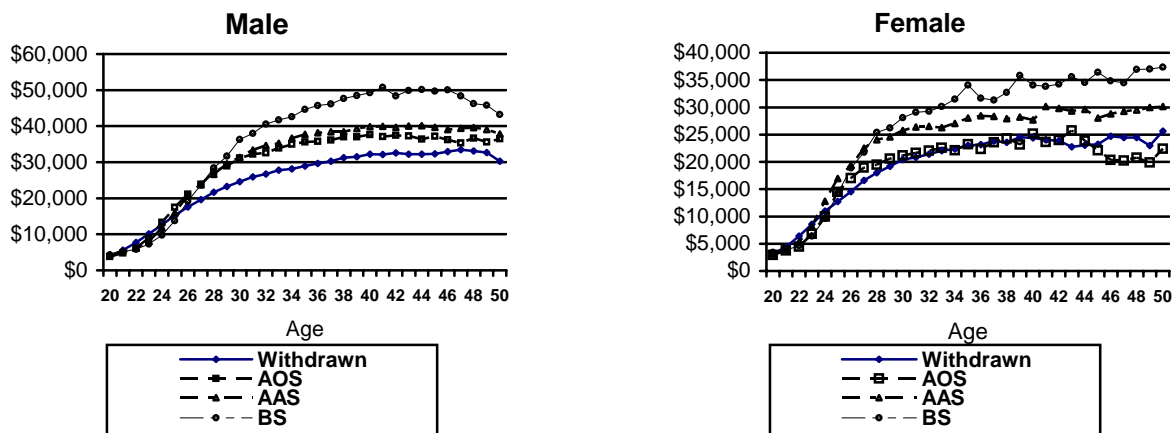
TEN YEAR LABOR FORCE STATUS AND EARNINGS OF ALUMNI

The figures below represent the changing employment conditions of deaf and hard-of-hearing alumni from age 20 to 50. There are considerable differences between male and female graduates. Female graduates have lower labor force participation rates than males and earn significantly less.

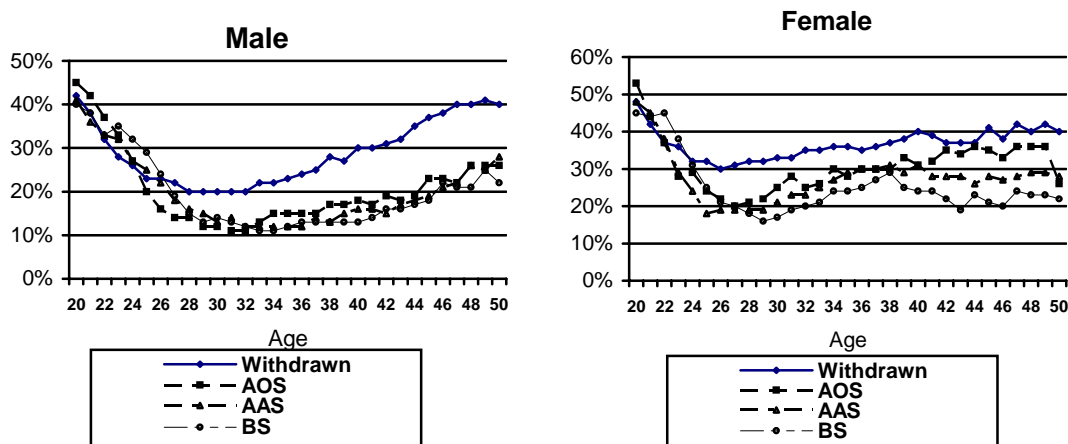
Data represented in these figures are from a 2004 study with the Social Security Administration. Findings indicate that individual graduates benefit significantly from their education in terms of

increased employability and wages over individuals who do not graduate, but the magnitude of the benefit depends upon gender and degree level attained. By age 50, male deaf and hard-of-hearing bachelor's degree graduates will be earning 95 percent more, and male sub-bachelor's graduates 25 percent more than males who did not graduate. Female bachelor's graduates will earn 57 percent more, and sub-bachelor's graduates 21 percent more than non-graduates. For both groups, the increased earnings result in greater federal tax contributions.

Earnings of Alumni by Age



Percent of Alumni not Reporting Earnings by Age



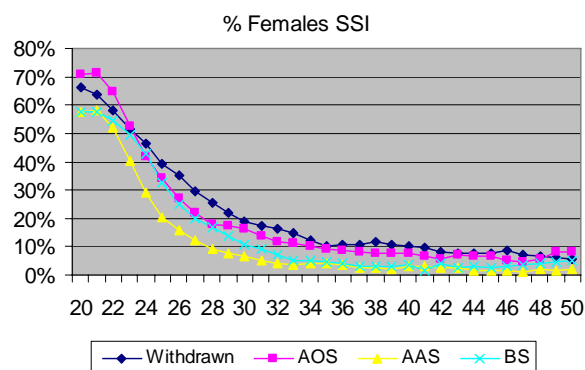
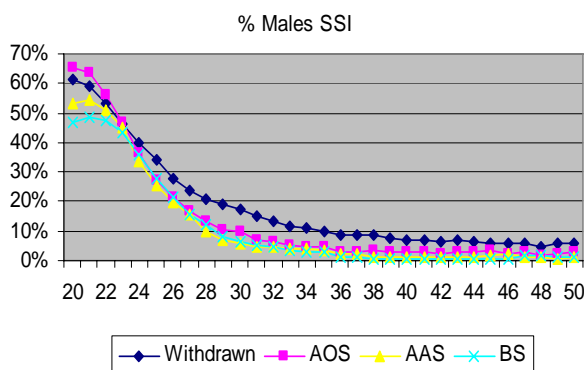
Note: From a 2004 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file containing Social Security Number, year of exit, gender, and degree attainment for approximately 13,000 cases to the Social Security Administration. Six study groups were defined by the degree attainment variable: (1) deaf or hard-of-hearing graduates who completed a bachelor's degree from RIT; (2) hearing graduates who completed a bachelor's degree from RIT; (3) deaf or hard-of-hearing AOS degree from NTID (AOS); (4) deaf or hard-of-hearing AAS degree from NTID (AAS); (5) deaf or hard-of-hearing individuals who attended NTID, but withdrew prior to receiving a degree; and (6) deaf and hard-of-hearing applicants to NTID, but who were denied admission.

EFFECT OF COLLEGE GRADUATION ON REDUCTION IN SSI AND SSDI PAYMENTS

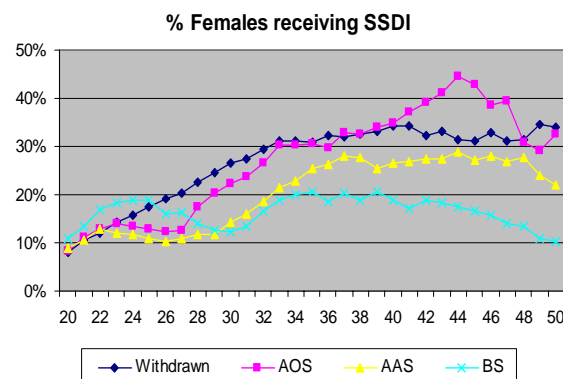
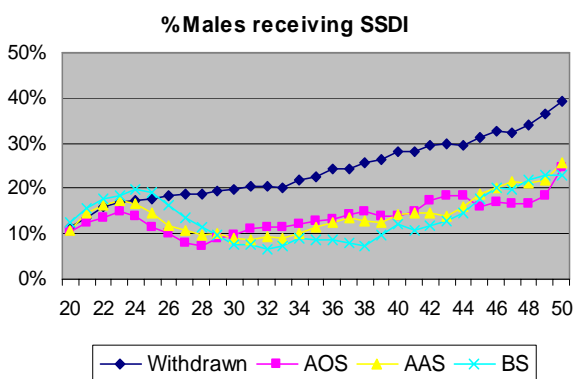
Recent research in collaboration with the Social Security Administration shows the role that the completion of a college degree plays in reducing dependence on continuing federal support. These differences exist for both the Supplemental Security Income (SSI) program and the Social Security Disability Insurance (SSDI) program. Completing a degree from RIT/NTID reduces the probability that a deaf or hard-of-hearing person will collect SSI or SSDI. By age 50, there are no graduates collecting SSI, while on average 5 percent of students who withdrew or have been rejected for admission continue to participate in the program. This reduction is especially noteworthy

when one considers that approximately 60 percent of graduates were receiving SSI benefits when enrolled as students. While virtually no one participated in the SSDI program when they were students, by age 50 about 20 percent of male graduates and 40 percent of female graduates were receiving SSDI benefits. These rates compare to approximately 25 percent for male non-graduates, and 33 percent for female non-graduates. It appears that many deaf and hard-of-hearing female graduates use SSDI as a benefit during their childbearing years, then re-enter the workforce.

Supplemental Security Income (SSI)



Social Security Disability Insurance (SSDI)



Note: From a 2004 collaborative research study conducted with the Social Security Administration and Cornell University. To accomplish this, NTID forwarded a data file containing Social Security Number, year of exit, gender, and degree attainment for approximately 13,000 cases to the Social Security Administration. Six study groups were defined by the degree attainment variable: (1) deaf or hard-of-hearing graduates who completed a bachelor's degree from RIT; (2) hearing graduates who completed a bachelor's degree from RIT; (3) deaf or hard-of-hearing AOS degree from NTID (AOS); (4) deaf or hard-of-hearing AAS degree from NTID (AAS); (5) deaf or hard-of-hearing individuals who attended NTID but withdrew prior to receiving a degree; and (6) deaf and hard-of-hearing applicants to NTID, but who were denied admission.

RESEARCH

RESEARCH HIGHLIGHTS

NTID determines topics for research on the basis of a research agenda with priorities derived from a variety of sources in the college and in the field, including the NTID National Advisory Group, the Department of Education, and other internal and external sources. In addition to ongoing, programmatic research, NTID researchers continue special institutional projects established in response to immediate needs identified by the administrative team and long- and short-term projects to comply with performance indicators from the Department of Education. These projects fall into four areas: admission and placement, diversity and minority issues, student retention and success, and alumni success and employment. For example, in response to a need expressed by faculty and the dean, NTID researchers have been investigating faculty/staff communication development and assessment for the past three years.

To measure effectiveness, NTID keeps track of the degree to which NTID research findings are reaching external audiences. Personal contacts by researchers with teachers, university faculty, students and alumni, family members of deaf/hard-of-hearing individuals, government, business and legal professionals, counselors, psychologists, interpreters, other professionals, and community organizations exceeded 1,800 during the 2004-2005 academic year. In addition, researchers shared their findings through 79 presentations and workshops to a variety of groups, through 37 publications, 35 internal reports, and distribution of over 3,300 *NTID Research Bulletins* and 2,400 *NTID Papers and Publications*. Additionally, 12 new grant proposals were written.

As required by amendments to the Education of Deaf Act (October 1998), NTID has sought public input on its deafness-related research priorities through direct mailings of questionnaires to individuals and stakeholder organizations, through focus groups at national professional meetings, and through the department's publications and Web site. The results of these solicitations will be used to identify strategically important research issues.

SUMMARY OF RESEARCH ACTIVITIES

Language and Literacy

The department has undertaken projects to describe and analyze English and American Sign Language to better understand the use and processing of these languages in educational, social, and employment settings. These projects have sought to determine the challenges these languages pose for students, faculty, and staff and to find ways of optimizing the use of these languages for teaching, learning, and curriculum development. In terms of English, this research is seeking to enhance literacy through research on both spoken and written forms of communication and their relationship to access and success. The following are some key outcomes for this area of investigation:

- Deaf Students' Knowledge of English Quantifiers. This project is one of several associated with the \$180,000 18-month NSF Science of Learning Center catalyst grant awarded to NTID to study Mathematics for Deaf and Hard-of-Hearing Learners. Among other factors affecting English language comprehension, sentences containing quantifiers such as *all*, *each*, and *every* are among the most complex structures to interpret. This fact poses a serious educational challenge to deaf and hard-of-hearing students because knowledge of quantifier sentences is central to learning mathematics. We constructed a multivariate picture task that builds profiles of students' English quantifier knowledge and administered the test to deaf and hard-of-hearing students at middle school, high school, and college levels. Once analyzed, the data should provide crucial insights into deaf and hard-of-hearing students' quantifier knowledge and therefore lead to appropriate educational interventions for enhancing deaf and hard-of-hearing students' mathematical abilities.
- Visual System Markers for Reading Disability in Deaf Students. Dyslexia (specific reading disability) can affect both hearing and deaf and hard-of-hearing individuals. However, dyslexia is more difficult to diagnose in the deaf and hard-of-hearing population because many additional factors affect deaf and hard-of-hearing students' scores on reading tests besides the presence of dyslexia. We conducted a psychometric and psychophysical project that showed that deaf and hard-of-hearing students who are likely to have dyslexia may have a specific type of visual system damage. The results confirmed that hidden dyslexia contributes to exceptionally poor reading skill in some deaf and hard-of-hearing readers.
- Duration of Vowels Following Voiced and Voiceless Plosive Consonants in Speech Produced During Simultaneous Communication: Experienced Signers. Vowel durations following the production of voiced and voiceless stop consonants produced during simultaneous communication were investigated by recording experienced sign language users during simultaneous communication and speech alone. Under natural speaking conditions, or speaking alone, vowels following voiced stop consonants are longer in duration than vowels following voiceless stops. Although the results indicated longer sentence durations for simultaneous communication than for speech alone, they showed no differences in the relative duration of vowels following voiced or voiceless stops. Vowel durations following voiced stop consonants were consistently longer than vowel durations following voiceless stops. These findings indicate that global temporal alterations in speech produced during simultaneous communication do not degrade temporal or spectral cues of spoken English. Thus, speech produced during simultaneous communication appears to be an appropriate model for deaf and hard-of-hearing children who are exposed to simultaneous communication in the classroom, and at home with parents, siblings and peers.
- Interpreters' Understanding of Interpreting. This study reconsidered the possibility that deaf and hard-of-hearing students' relatively poor learning from interpreted lectures might reflect the quality of interpreting. Lectures presented via direct instruction (voice only) or interpreting (sign only) were viewed by interpreters judged to be relatively fluent bilinguals. Results indicated no difference between the two conditions, indicating that the information contained in the original lecture was available in the interpreted condition, at least for fluent signers. This result clarified earlier findings and blunted possible criticisms of similar work (and mainstream education), which suggested that interpreting is inherently inferior to direct instruction. The experiment has been written up for publication as part of a larger study.

(continued)

SUMMARY OF RESEARCH ACTIVITIES (continued)

Teaching and Learning

Research projects in this area have described and analyzed the learning behaviors and cognitive abilities of deaf and hard-of-hearing students to find effective ways to optimize their skills. The Department also has investigated teaching strategies that are most effective with deaf and hard-of-hearing individuals to effect positive educational reform in secondary and postsecondary programs. The following are some key outcomes for this area of investigation:

- Enhanced Input in Teaching English to Deaf Students. This classroom research study explored the efficacy of “input enhancement” and other “Focus-on-Form” second-language methods for teaching English to deaf and hard-of-hearing college students. These methods are designed to force learners to “notice” English language input as a prerequisite to the actual learning of English grammatical formations. The study compared visual input enhancement with conventional grammar teaching methods and revealed that students taught with the input enhancement methodology made significantly greater gains in English grammatical knowledge than students taught with conventional methods. These results may have profound implications for deaf and hard-of-hearing students' English literacy development and contribute to our understanding of the role of visual processing in deaf and hard-of-hearing students' acquisition of the structure of spoken languages.
- Promoting Inclusion and Access for Deaf and Hard-of-Hearing Students in Postsecondary Education (Demonstration Program to Ensure Students with Disabilities Access to a Quality Higher Education). The goal of this project is to increase access for deaf and hard-of-hearing students in mainstream postsecondary classes by delivering to mainstream faculty, both at RIT and nationally, practical strategies that produce changes in pedagogy, curriculum, and use of support services. We have provided direct support to faculty and special services administrators through Summer Institutes, workshops, and poster sessions, and indirect support via the Class Act Web site (<http://www.rit.edu/classact>) and other project-related products. To date, we have worked directly with faculty from 11 postsecondary institutions in 10 states. These schools have all sent teams to our 2003, 2004, and/or 2005 Summer Institutes and are/will be implementing Project Access on their campuses and disseminating the project to other area schools.
- PROJECT SOLVE: A Web-based Problem Solving Resource for Deaf College Students (FIPSE). PROJECT SOLVE is a fully functional Web resource for deaf and hard-of-hearing students and other language challenged students to improve their mathematical word problem solving skills. PROJECT SOLVE offers both arithmetic- and algebra-based word problems for students to practice online. It offers 24-hour accessibility and an instructional sequence that takes students from dependent learning of problem solving strategies to independent application of those strategies. A five-button help menu provides guidance with the question asked, the given problem information, what needs to be found, definitions, and animated conceptual graphics. After submitting an answer, a “show me how” button appears that shows students one set of steps to solve the problem. Student participants' problem solving steps are saved to a spreadsheet for analysis. The PROJECT SOLVE URL is <http://problemsolve.rit.edu>.
- Signability and Imagery in Mathematics Instruction: Implications for Learning. An essential component of effective instruction involves finding ways to enhance in students the ability to retain and recall what they have learned. This study examines the relationships among imagery and signability of mathematics terms and how deaf and hard-of-hearing students recall the information. Many different signs exist for particular mathematics terms/concepts, but little is known about how their use may facilitate learning. In this study, we began investigating perceptions teachers and students hold about how “signable” various mathematics terms are and their ability to form mental images of the concepts represented by the terms. This study will contribute toward understanding how sign invention in the classroom may impact learning.
- Language-Appropriate Testing of ADHD in Postsecondary Deaf Students Phase 2. Attention Deficit Hyperactivity Disorder (ADHD) produces distractibility, impulsivity, and hyperactivity, which create enormous challenges for students to learn in traditional classrooms and multimedia learning environments. Last year, we developed bilingual versions of the Attention Deficit Scales for Adults

(continued)

SUMMARY OF RESEARCH ACTIVITIES (continued)

(ADSA; Triolo & Murphy, 1996) which are: (a) a translation of the ADSA into ASL, and (b) a translation of the ADSA into Simultaneous Communication. These bilingual versions were edited and implemented on an interactive CD-ROM. The interface for presenting these versions was designed and computer screens that inform the user about how to take the test were generated. The final version of the DVD will contribute significantly to the appropriate diagnosis and referral of deaf and hard-of-hearing college students with ADHD.

Sociocultural Influences

This category has included research on such topics as interpersonal skills, leadership, decision-making, cultural identity, and the ability of an individual to assess and adapt to new social settings, learn the culture of a work environment, and participate in team or group activities. Often these skills are developed through observing and interacting with peers, and deaf/hard-of-hearing students may have limited experience in this area. For example, some deaf and hard-of-hearing students in mainstream environments may not enjoy regular, comfortable communication with hearing peers. Projects in this area have sought to describe ways in which the personal, social, and cultural development of deaf and hard-of-hearing persons is enhanced or thwarted in order to facilitate growth in these areas. The following is one key outcome in this area of investigation:

- Rochester Prevention Research Center: National Center on Deaf Health Research. The National Center on Deaf Health Research is a new national center for research on the healthcare and health literacy issues faced by the deaf and hard-of-hearing community. It is funded by a \$3.5 million grant from the Centers for Disease Control for five years starting in September 2004, and is one of the CDC's Prevention Research Centers. The National Technical Institute for the Deaf has been awarded a subcontract to conduct research for the RPRC that will help to define and prioritize the major health issues in the deaf and hard-of-hearing communities, and to identify barriers to accessing quality healthcare and health information. This year we set a research agenda in consultation with our deaf and hard-of-hearing community group to obtain initial health behavior survey data on the deaf and hard-of-hearing population, and have begun to develop linguistically and culturally appropriate survey instruments and informed consent procedures for healthcare surveillance of that population.

Career Development

The primary goal of NTID is to prepare deaf and hard-of-hearing persons for successful careers in a variety of technical fields. Understanding how deaf and hard-of-hearing persons select careers and their success or difficulty in finding and sustaining employment and mobility in their chosen field are important research foci. Additionally, deaf and hard-of-hearing professionals must be able to quickly adapt, grow, and learn new skills in the future if they want to remain viable in their careers. The department has described the career development of deaf and hard-of-hearing persons, particularly those who have technical skills and work primarily in the "hearing" settings of business and industry. The following are some key outcomes in this area of investigation:

- Deaf Initiative in Information Technology (NSF Grant). Year five of the NSF grant to provide workshops to deaf and hard-of-hearing adults in the information technology field was completed. A critical national need exists for individual training in IT and for constant upgrading of skills. Deaf and hard-of-hearing professionals have difficulty in obtaining training and skills that meet their communication and learning style needs even with an interpreter. This project allows for direct instruction of deaf and hard-of-hearing participants by a faculty member who is skilled in sign language and has current/up-to-date information in the IT field. Fifty percent of the respondents indicated that they took on more responsibilities or obtained a better job after attending DIIT workshops. Seventy-nine percent of the respondents said that information in the DIIT workshop helped them on the job. Eighty-six percent of the respondents indicated that they were more confident with their overall computer skills after attending the DIIT workshop.

(continued)

SUMMARY OF RESEARCH ACTIVITIES (continued)

- Deaf Children and Their Families: Educational and Labor Outcomes for the National Longitudinal Survey of Youth (NLSY). A longitudinal study of deaf and hard-of-hearing children and young adults in the National Survey of Youth database is being conducted. This database has detailed information on mothers, their children, family and schooling factors, and college, labor, and career patterns. The research focus is geared towards predicting patterns of schooling success (including postsecondary education) from family and environmental factors. To date, cases of families with deaf and hard-of-hearing children have been extracted and analysis has begun.

Technology Integration

Recent and projected advances in technology have significant impact on the lives of deaf and hard-of-hearing persons in both positive and negative ways. This trend, coupled with RIT's leadership as a technical institute, warrants the focus on this area of study. The department has examined ways to apply the range of technologies as vehicles for enhancing student outcomes, both regarding access of deaf and hard-of-hearing persons to education and employment and success in these areas of endeavor. The following are some key outcomes for this area of investigation:

- Audiologic and Self-Report Data from Cochlear Implant Users: Development of an Integrated Database. Although the criteria for cochlear implant candidacy are clear, we have little guidance to offer the college-aged student who inquires about the prospects for a good outcome with an implant obtained at that late age. The goal of this project is to relate successful cochlear implant use to student characteristics, specifically audiologic history and performance measures, so that future implant candidates can be counseled regarding potential outcomes and to enable planning of improved intervention services. The immediate objective is to build a database of information expected to be associated with beneficial implant use, including pre- and post-implant records. Outcomes for this year included specification of the types of information needed and a process for obtaining it. A review of existing college data was conducted, members of the Institutional Review Board for the Protection of Human Subjects were consulted concerning informed consent, and IRB approval was obtained.
- Revise and Upgrade LD/ADHD/Deafness Web Site. Learning disability (LD) and attention deficit hyperactivity disorder (ADHD) occur in deaf and hard-of-hearing children and adults at least as often as in hearing children. Identifying, evaluating, and providing services for deaf and hard-of-hearing individuals with these disorders is regarded by teachers and other deafness professionals as crucial to their education, career, psychosocial, and life success. The LD/ADHD/Deafness Web site (<http://www.rit.edu/~468www/LD>) is an online resource for educators, deafness professionals, parents, and the deaf and hard-of-hearing community. It shares information about relevant issues, existing resources, contemporary research, and useful publications on LD and ADHD in deaf and hard-of-hearing children and adults. New and more extensive links to resource pages and updated bibliographic references to relevant articles on research, identification and management, and best educational practices were added to this Web site.
- Real-Time Systems for Converting Speech to Text (C-Print™): Focus on analyses of high school Multiple Correlation Study. The C-Print system provides a real-time text display that the student can read to understand what is happening in the classroom. In addition, the text file stored in the computer can be examined by students, tutors, and instructors by reading the computer monitor or a hard-copy printout. This project involves research and development of a technology that helps meet NTID goals to develop new approaches for transferring information and knowledge. The C-Print technology provides an alternative for communication access that benefits some of our mainstreamed students. Continued analyses and writing for publication of previously funded C-Print projects are included in this project. New findings indicated that the extent to which students, both in high school and in college, used C-Print text and study strategies was related to their motivation.
- C-Print Model for Speech-to-Text Support Services with Educational Software and Automatic Speech Recognition: Year Two of Grant. This grant-funded project has four major goals: (a) To implement a model for services to deaf/hard-of-hearing *postsecondary* students that uses automatic speech recognition (ASR) and computerized word abbreviations and educational user interface

(continued)

SUMMARY OF RESEARCH ACTIVITIES (continued)

software; (b) to produce a Web-based guide to enhance student use of the C-Print™ model; (c) to produce materials to train C-Print operators (captionists) to provide the support service; and (d) to evaluate the C-Print model for provision of support services. A finding from interviews was that use of the C-Print Pro Client application helped students remember what they were thinking in class and provided more efficient review of C-Print notes after class.

Institutional Research

Institutional research is research conducted within an institution of higher education to provide information that supports institutional planning, policy information, decision making, and outcomes reporting. This function at NTID is situated within NTID's Office of the Vice President/Dean in collaboration with the Department of Research and Teacher Education. The following are some key outcomes in this area of investigation:

- NTID Sign Communication Proficiency Interview (SCPI) Reliability. In the fall quarter of the 2003-2004 academic year (AY), NTID returned to the SCPI Three Rater Team Process for conducting SCPI ratings. With updating of the NTID Institute Communication Database and two years of data collection now completed (AY03-04 and AY04-05), a preliminary analysis of SCPI reliability ratings within rating teams of three raters will be able to be completed during AY05-06. In addition, planning needed to conduct more ratings across SCPI Rating Teams of three raters will occur during AY05-06, and implementation of these plans will occur as resources allow.
- Group Communication Observation Tool (GCOT). The objective for this year was an informal assessment of the GCOT form and procedure. GCOT team members conducted several pilot administrations of the new communication assessment tool in a variety of group settings and held follow-up meetings with the persons they observed. Feedback about the information sheet, the GCOT form, and the process was solicited from the participants and discussed by the GCOT team. Revisions were made based on the feedback. The revised GCOT will become available for faculty use in the next academic year. A mechanism for collecting comments from those who implement the tool is being investigated, so the process can continue to be fine-tuned to meet faculty needs.
- Alumni Satisfaction Follow-up Survey. The institute needs input from its graduates as to how satisfied they were with their educational experiences at RIT/NTID, and the Department of Education needs some measure of how well the institute is providing outstanding state-of-the-art technical and professional education programs for deaf and hard-of-hearing students. The 2004 Alumni Follow-up survey queried graduates of the past five years. Responding alumni demonstrated an overall 93 percent level of satisfaction with their educational experiences, in keeping with a benchmark expectation of 90 percent satisfaction; a labor force participation rate (working or actively looking for work) of 94 percent; and current employment rate of 85 percent. Employment rates increased with higher degree levels. Nearly 40 percent had enrolled in other studies, and more than half of the alumni had taken additional training since graduating.
- A Model for Evaluating Instructional Load Among NTID Departments. This project developed an approach to summarizing the instructional load for faculty in each NTID academic department. During this year the decision was made to create a database to support the gathering and reporting of information about workload of NTID faculty. Currently data from past years are being loaded into the database and reporting formats are being developed.
- Use of the COMPASS to Assess Academic Readiness for College. At the request of NTID's Office of Admissions, a project was undertaken to evaluate whether the COMPASS computerized testing system (a product of ACT) could be used to better evaluate the reading and writing readiness of students with ACT scores below 16 for admission to NTID. To initiate the project, the COMPASS Reading and Grammatical Usage tests were administered to a group of new students who have ACT scores below 16 during the 2005 Summer Vestibule Program. Analysis of data confirmed that the COMPASS can help better identify students with low English and Reading scores on the ACT, which could help us more efficiently place them in an appropriate English sequence. The COMPASS is now being used as a supplement by the NTID Admissions Office to evaluate the skills of low achieving applicants.

(continued)

SUMMARY OF RESEARCH ACTIVITIES (continued)

- Earnings, Labor Force Participation, and Transfer Payment Participation by NTID Alumni. NTID has initiated a joint project with the Social Security Administration and Cornell University's Program on Employment and Disability to investigate the impact that college graduation has on reducing continued need for receiving SSI and SSDI payments. Initial analyses indicate that college graduation plays a significant role in reducing dependency on these federal subsidies. This project is designed so the partners will be able to investigate factors associated with participation in government transfer programs. This year life tables have been developed for NTID alumni concerning their participation in the SSI and SSDI programs.
- Student Characteristics, First-Year Persistence, and Graduation Rates. Analyses are conducted annually to report on the first-year persistence and graduation rates as required for reporting to the U.S. Department of Education regarding NTID's Performance Indicators. These have been updated for the current fiscal year.
- The NTID Annual Report. Each year institutional research coordinates the preparation of NTID's Annual Report (this document), which is due to the Secretary of Education each January. This lengthy document is a comprehensive report of NTID's yearly activities. Typically, it contains information that provides comparisons of activity over the past five years.

Marketing Research

NTID's marketing research function this past year focused on investigating how students make college choices and on identifying differences within specific student groups. A significant amount of work was also done identifying and evaluating secondary sources that provide contact information for college-bound students. The following is a brief summary of marketing research activities for the 2004-2005 academic year.

- 2005 Middle Academic Score Range Study. The objective of this study was to learn more about how prospective students in the middle academic range are making their college choices and determine how to best market NTID's programs to this audience. Specifically, the goals of the study were: Develop a profile of NTID's prospective students and identify differences between students in the 16-20 ACT range and the higher and lower score ranges; Identify what college attributes are most important to students in the middle academic range; Identify any differences in the way students in the middle academic score range perceive RIT/NTID vs. students in the higher and lower score ranges.
- Evaluation of Secondary Sources for Locating Students. A significant amount of market research time was spent identifying and evaluating secondary sources for obtaining contact information for college-bound deaf and hard-of-hearing students. College testing services, scholarship services and list brokers were examined to determine the accuracy of the information they offer. Determinations were made as to which sources would be the best fit for NTID student recruitment efforts.
- Response Analysis for Direct Marketing Initiatives. Several new initiatives were developed for direct marketing to prospective students. The marketing research function analyzed student response to monitor the success of each of direct marketing campaign and reported findings to NTID Administration.
- 2005 Lead Project for High Schools, Middle Schools and Community Colleges. During the 2004-2005 academic year, planning stages for the 2005 Lead Project were completed. The project was executed in the fall of 2005. The primary goal of the project was to identify high schools, middle schools and colleges that enroll deaf or hard-of-hearing students. A secondary goal was to identify the individual at each school who is the primary person to advise students who are deaf or hard-of-hearing in making decisions about postsecondary education. Information learned as a result of this project will be incorporated into recruitment planning and other admissions-related marketing strategies as was done in 2001 and 2003. The implementation of this project was also used as an opportunity to increase awareness of NTID within high schools, middle schools, and community colleges.

OUTREACH

OUTREACH HIGHLIGHTS

NTID's educational outreach efforts include a number of innovative programs designed to share educational information and provide technical assistance to alumni, other deaf and hard-of-hearing adults, teachers of deaf and hard-of-hearing students, employers, vocational rehabilitation personnel, secondary school students and parents of deaf and hard-of-hearing children.

Fiscal Year 2005 outreach highlights include:

- Explore Your Future (EYF), a week-long career exploration and evaluation program conducted at NTID each summer for deaf students about to enter their senior year of high school, is one of the institute's most successful outreach programs. The program provides opportunities for high school students to learn about themselves, their educational and life/career choices, and is based on the idea that people have differing interests in six areas: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Students participate in hands-on career exploration classes and personal awareness instruction. A myriad of social activities and dorm-living opportunities give the students a taste of college life. More than 3,832 students have participated in EYF over the past 20 years. In the summer of 2005, 193 students participated in the program.
- NTID offered its Career Awareness Program (CAP) to more than 100 high school students during 2004-2005. CAP was created to increase students' self-awareness and enhance their knowledge of career options at a pre-high school or early high school age. A follow-up campus visit was arranged for several of the participants.
- NTID presented a half-day conference workshop on transition and preparing students for successful experiences in postsecondary educational settings. Nearly 50 itinerant teachers representing approximately 1,200 deaf and hard-of-hearing students in California participated.
- NTID's Center on Employment (NCE) served a total of 831 employer representatives through training sessions and outreach workshops such as Working Together: Deaf and Hearing People. RIT Vice President and NTID Dean Dr. T. Alan Hurwitz and NCE staff members John Macko and Dawn Lucas were guests on the radio show *The World of Work* with Shep Cohen, which was broadcast in New Jersey in February 2005. They discussed deaf and hearing individuals working together, methods of working together to overcome communication challenges, technology resources available, deaf success stories in the workplace, and information about deaf culture, including cochlear implants and terminology such as "deaf" vs. "hearing impaired."
- Sign Communication Proficiency Interview (SCPI) workshops and follow-up provide training for school personnel and other professionals to implement and conduct sign language communication skills assessment and skills development services for academic and vocational rehabilitation personnel and others who work with or who are preparing to work with deaf or hard-of-hearing individuals. Project efforts include support for development of policy and procedure documents and annual reports to guide implementing SCPI use within the context of sign language communication skills assessment-development programs. During fiscal year 2005, SCPI training included: (a) conducting workshops for Florida and South Carolina Schools for the Deaf and the Blind on development and refinement of Sign Language Program policies, procedures, databases, and annual reports, and training for current and potential new SCPI Team members; (b) supporting SCPI Coordinators in their providing SCPI training, follow-up, and services at the Arkansas School for the Deaf, Georgia Perimeter College, and Lexington Vocational Services Center, and (c) providing information and planning for potential SCPI Workshops in Arizona, Washington, Massachusetts, and New Jersey. In addition, SCPI services continued to be provided for Canisius College Department of Deaf Education graduate students. Finally, two SCPI Web sites were updated. These two Web sites provide (a) information for programs that are considering hosting SCPI Workshops, (b) model sign language program philosophy, policy, procedures, and annual report documents; (c) information about conducting SCPI reliability studies, and (d) documents for SCPI Trainers and SCPI Coordinators to conduct SCPI Training Workshops and SCPI In-Service Training.

(continued)

OUTREACH HIGHLIGHTS (continued)

- C-Print™ software, developed at NTID, is used by captionists to produce text of spoken content. C-Print is an access service option for some deaf and hard-of-hearing students in educational environments. Inquiries about C-Print can be accounted for in three different ways: e-mail, phone calls, and Web site visits. In 2005, there were approximately 1,500 email dialogues and 500 phone call discussions to the C-Print office. The C-Print main Web site received 10,719 visits from December 2004 to December 2005. In fall 2003, NTID transitioned C-Print captionist training from a workshop model to an online model. The online training is a distance-education program designed to give individuals the core preparation necessary to provide speech-to-text services, primarily in a classroom setting. Orders for online training totaled 207 from December 2004 to December 2005.
- NTID makes available on a national basis 61 sign language videotapes in 24 technical/specialized content areas for technical communication. NTID-produced sign language books for technical communication are available through the Assistive Communication Center in Colorado, Butte Publications in Oregon, Harris Communications in Minnesota, and the RIT bookstore. Videotapes are available from the NTID Marketing Communications Department.
- NTID's Project Access is designed to help educators incorporate some basic strategies to foster better learning for mainstreamed deaf and hard-of-hearing students. NTID faculty have led workshops for faculty and other professionals from across the country and have established a resource Web site for educators called Class Act, which includes ready-to-use classroom handouts, a place to network and share information, and videotaped faculty and student input. Organized into teaching, communication, support services and environment categories, professors may use the site for strategies and tips to address the challenges they face, and ultimately foster better learning for deaf, hard-of-hearing and hearing students. Last year, there were 37,554 visits to the Class Act Web site. Of these, 5,384 were repeat visits, indicating a sustained interest in the training and information provided by the Web site.
- The Deaf Initiative in Information Technology (DIIT) project, housed in the Information and Computing Studies (ICS) Department of NTID, provides workshops to enhance the technical skills of deaf and hard-of-hearing IT professionals currently in the workforce or preparing to enter the workforce. In FY2005, DIIT offered 14 workshops to 91 attendees.
- The Northeast Technical Assistance Center (NETAC) was established at NTID in 1996 as one of four regional technical assistance centers dedicated to working with secondary and postsecondary institutions, school personnel, and service providers to improve educational access and enhance educational opportunities for students who are deaf or hard-of-hearing. The outreach activities coordinated by NETAC include training, resources, consultation and technical assistance.
- In early 2005, NTID completed its "Strategic Vision 2010," a bold multiyear plan to effectively position NTID for the years ahead. Among the strategic decisions included in the plan to guide the institute's work over the next several years was a call to increase outreach efforts aimed at middle and high school students to provide educational experiences for these students, with a special focus on young women and AALANA students. During FY2005, NTID faculty and staff developed plans for five new outreach programs: a writing contest for deaf and hard-of-hearing students in grades 10-11, a science fair for students in grades 6-11, a summer science and technology camp for eighth grade girls, a summer camp for AALANA students in grades 7-9, and a course designed to prepare students in grades 9-11 for the American College Test (ACT). These new outreach programs will take place in spring and summer 2006.
- During 2004-2005, NTID Performing Arts celebrated its 30th anniversary season by presenting three mainstage and three laboratory productions that involved more than 396 deaf, hard-of-hearing, and hearing students, faculty/staff, and members of the Rochester community as actors, dancers, theater technicians, and front-of-house staff (box office and ushers). These performances were attended by 4,321 people from Rochester, its surrounding areas, and throughout New York State as
(continued)

OUTREACH HIGHLIGHTS (continued)

well as out-of-state and foreign visitors to the institute. In addition, several schools and community groups from nearby provinces in Canada attended performances. This year's on-campus productions included: *The Shape of Things*, *The Boys Next Door*, *Rumpelstiltskin*, *Dance Fest*, *Evening of One-Acts*, and *A Midsummer Night's Dream*.

During the 2004-2005 academic year, 468 students registered for and attended Performing Arts classes. In total, 5,185 people were served by NTID Performing Arts activities during the 2004-2005 production season.

SPECIAL CERTIFICATES

In addition to regular degree programs offered to NTID-supported deaf and hard-of-hearing students, special programs are available to deaf, hard-of-hearing, and hearing students from the community. Classes are available primarily through RIT's College of Applied Science and Technology,

NTID's Deaf Initiative in Information Technology, and the Performing Arts at NTID. A total of 254 students participated in the programs offered through NTID, and five special certificates were awarded in the 2004-2005 academic year.

Area of Enrollment	Number
Performing Arts	78
Deaf Initiative in Information Technology	91

Area of Certificate	Number
Management Development	2
Applied Computer Technology	1
Performing Arts	2

EXPLORE YOUR FUTURE

Explore Your Future (EYF) is a week-long career exploration and evaluation program conducted at NTID each summer for deaf and hard-of-hearing students about to enter their senior year of high school. It is one of the institute's most successful outreach programs. The program provides high school students with the opportunity to learn about themselves and their educational and life/career choices. It is based on the idea that people have differing interests in six areas: Realistic,

Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). Students participate in hands-on career exploration classes and personal awareness instruction. A myriad of social activities and dorm living opportunities give the students a taste of college life. More than 3,832 students have participated in EYF over the past 20 years. This year's participants came from 38 states. Two sessions were offered in the summer of 2005.



	FY2001	FY2002	FY2003	FY2004	FY2005
Number of Participants	226	183	168	187	194
Percentage of Minorities	27%	37%	20%	29%	44%
Percentage Enrolling at NTID	33%	43%	49%	53%	N/A*

* Students from EYF2005 are currently in the process of applying to NTID

EXPLORE YOUR FUTURE ENROLLMENT BY STATE

Fifty-three percent of the students enrolled in the Explore Your Future program in 2004, enrolled at RIT/NTID in fall of 2005. These students represented 38 states, as shown below.

Home State or U.S. Territory	Number in Student Body Fall 2005
Arizona	3
California	21
Colorado	5
Connecticut	5
Delaware	2
Florida	1
Georgia	1
Idaho	2
Illinois	18
Indiana	3
Kansas	2
Kentucky	3
Maine	1
Maryland	8
Massachusetts	13
Michigan	14
Minnesota	3
Missouri	9
Nebraska	1
Nevada	1
New Hampshire	1
New Jersey	12
New York	17
North Carolina	1
North Dakota	2
Ohio	8
Oklahoma	2
Oregon	1
Pennsylvania	16
Rhode Island	3
South Carolina	1
Tennessee	2
Texas	3
Vermont	1
Virginia	4
Washington	1
West Virginia	1
Wisconsin	1
Unknown	1
Total	194

EMPLOYER OUTREACH

NTID initiates and delivers consultation, training, follow-up, and other support services to employers. Through these services, employers become aware of the needs of deaf and hard-of-hearing people for employment and, in partnership with NTID, facilitate

graduates entering the work force and continuing their career development. A total of 831 employer representatives received training through the NTID Center on Employment (NCE) in 2004-2005.

Employer Training and Educational Programs

- Conducted, delivered, and presented 32 programs for 831 human resources professionals, service providers and company representatives

NCE Job Fair

- Fourth annual NCE Job Fair held December 7, 2004
 - 33 employers attended
 - More than 350 students and others attended

Trips and Conventions

- NCE personnel attended 13 conferences to develop employer contacts and job opportunities
- NTID conducted 25 co-op trips to 52 employers to visit co-op students and to expand and develop co-op and permanent job opportunities

Outreach to Employers, Alumni and Other Deaf/Hard-of-Hearing Adults

- Accommodated 18 companies in recruitment visits, six on-campus orientations; another 16 requested resume packages
- Consulted with 27 employers regarding career development for deaf and hard-of-hearing people
- Distributed more than 800 copies of printed NCE materials to employers, prospective employers, and VR counselors
- Consulted with 107 alumni and other deaf and hard-of-hearing adults seeking job search assistance
- Responded to 31 requests for employment information

NCE Marketing Highlights

- Collaborated with NTID Video Production to create a video for hiring employers to promote hiring our students
- Initiated a post card campaign for regular mailings to employers
- Conducted a nationwide mailing to participants at the Career Opportunities for Students with Disabilities conference
- Conducted a targeted mailing to participants in the National Job Accommodation Network Conference
- Continued quarterly electronic newsletters to employers
- Maintained and revised current NCE Web site
- Prepared NCE columns that appeared regularly in NTID publications *Alumni News*, *Parent News*, and *FOCUS magazine*
- Supported media articles related to employment of co-ops and graduates that appeared in the Rochester, N.Y., *Democrat and Chronicle*, *Pittsburgh Tribune Review*, *American Association of People with Disabilities* press release, *Kodakery*, *HR Magazine*, and *U.S. News & World Report*

DEAF INITIATIVE IN INFORMATION TECHNOLOGY

The Deaf Initiative in Information Technology (DIIT) project, housed in the Information and Computing Studies (ICS) Department of NTID, is currently in its sixth and final year of funding, supported by two National Science Foundation (NSF) Advanced Technological Education (ATE) continuing grants.

Award number ATE 0070982 for \$526,322 funded the first phase of the project from July 1, 2000 to June 30, 2003. The second three-year phase of the project, DIIT II award number ATE 0302790 for \$686,702, started in July 1, 2003.

The DIIT project is a unique educational model that:

- Addresses the continuing education needs of deaf and hard-of-hearing professionals across the country currently working in or preparing to enter the IT field.
- Addresses the professional development needs of the faculty in the Information and Computing Studies Department (ICS) at NTID.
- Enhances the curriculum for the associate degree programs in information technology.

The primary goals of this national project have been to:

1. Develop and offer curriculum and educational materials to 'upskill' deaf and hard-of-hearing IT professionals currently in the workforce or preparing to enter the workforce.
 2. Enhance the IT skill set and knowledge of the faculty in the ICS Department (formerly known as the Applied Computer Technology Department).
 3. Develop and offer cutting edge IT curriculum and materials in courses for associate degree deaf and hard-of-hearing students at NTID.
- To date, the DIIT project has offered 46 one-week IT workshops at RIT/NTID to 306 deaf and hard-of-hearing IT professionals. Attendees have come from 24 different states, with the majority from large corporations and government agencies. Others were unemployed or working outside of the IT field hoping to get skills helpful in their job search.
 - In FY2005, 14 workshops were offered to 91 attendees.
 - Nineteen additional workshops are planned for the upcoming final year of the project.
 - The model used for the DIIT project (faculty leaves for training followed by the presentation of a workshop), has successfully contributed to the professional development of all members of the Information and Computing Studies Department at NTID. As a direct result of the DIIT project, six faculty members received a total of 12 professional certifications.
 - Another goal of the project is the integration into NTID's undergraduate curriculum of material that faculty have developed while on DIIT-supported leaves. As a result of faculty development through the project, NTID's associate degree curriculum has been significantly updated, with three new concentration strands that include 15 new courses.
 - A fall 2004 survey of DIIT workshop participants revealed that:
 - Fifty percent (50%) of respondents obtained a new position or had taken on more responsibilities at their place of employment following participation in DIIT training.
 - Ninety-three percent (93%) indicated that participation in the DIIT workshops improved their IT skills.
 - Seventy-six percent (76%) said they used workshop information on the job.
 - Eighty-six percent (86%) responded that they were more confident with their overall computer skills and with their ability to learn new computer skills. Through this increased confidence comes a willingness to participate in additional training that will allow these deaf professionals to be competitive with their hearing peers and obtain and retain jobs in the increasingly demanding field of information technology.
 - Deaf adults participating in DIIT workshops also participated in panel presentations for deaf and hard-of-hearing undergraduate students at RIT/NTID. This is the first time that many students had the opportunity to interact with successful deaf adults working in a technical field.

NETAC

The Northeast Technical Assistance Center (NETAC) was established at NTID in 1996 with a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). It is one of four regional technical assistance centers dedicated to working with secondary and

postsecondary institutions, school personnel, and service providers to improve educational access and enhance educational opportunities for students who are deaf or hard-of-hearing.

The NETAC Central Office is located at RIT/NTID and, through the coordination of designated site coordinators, serves:

Connecticut	New Hampshire	U.S. Virgin Islands
Delaware	New Jersey	Vermont
District of Columbia	New York	
Maine	Pennsylvania	
Maryland	Puerto Rico	
Massachusetts	Rhode Island	

Through collaboration with the three other regional centers located in the Midwest, Southeast, and Western regions, NETAC also serves a broad, national audience including public and private service agencies, consumer and professional organizations, vocational training programs, and a broad array of national professional organizations.

The outreach activities coordinated by NETAC include training, resources, consultation and technical assistance. Following is a summary of significant NETAC activities and outcomes this reporting period.

New products developed in collaboration/partnership with NTID and others:

- Online Notetaker Training Program. Believed to be the first and only structured online notetaker training program of its kind. To date 2,770 individuals from across the country have registered for the online training, and 2,277 have completed the multi-module, interactive program. The program awards a certificate of completion and a printable Notetaker Coordinators Handbook. The program is free to the public and maintained on the NETAC Web site. (Developed in partnership with NETAC, NTID, and Camden County [N.J.] Community College.)
- Starting Off on the Right Foot. A multimedia transition training program for parents and service providers. The packaged workshop materials include both printed and audio-visual components that can be presented in their entirety, or as separate, stand-alone workshop modules. To date, more than 300 sets of the training package have been distributed by the NETAC Central office. This does not include those materials that are distributed nationally by the Postsecondary Education Programs Resource Center (PRC). Contributors to the development of the material include NTID faculty/staff; RIT faculty/staff, the NY State Department of Vocational Rehabilitation (VESID), and the Western NY Disabilities Consortium, a chapter of the Association for Higher Education and Disability (AHEAD).
- Achieving Goals – Career Stories of Deaf and Hard-of-Hearing Individuals. A five-volume set of videotapes and DVDs profiling deaf and hard-of-hearing individuals in a variety of careers. The series is intended to serve as a source of information and awareness for deaf and hard-of-hearing middle and high school students and parents. Emphasis is placed on motivating students and facilitating their transition from high school to postsecondary education and training and employment opportunities. In addition to the videotape series, an accompanying Web site with additional profiles is maintained. To date, 15,723 people have visited the Achieving Goals Web site (11,997 logged in as one-visit; 3,726 logged in more than once).

(continued)

NETAC (continued)

Selected volumes of the videotape series have won a total of five national awards for NETAC and members of the NTID production staff who assisted in the production of the material. These awards include:

- Telly Award – *Phenomenal Professionals* for outstanding non-network and cable television productions (past winners include Sony Pictures, HBO, ESPN, PBS, Discovery Channel, Kodak, A &E, and the History Channel)
- U.S. International Film & Video Festival (Third Place)
- The Communicator Crystal Award of Excellence
- The Aurora Award of Excellence
- Media Access Award – California Governor’s Committee on Employment of People with Disabilities

Other NETAC Products:

NETAC offers a variety of free online, and downloadable, publications related to working with students who are deaf or hard-of-hearing. These publications include a highly popular series of 33 NETAC Tipsheets, which serve as a quick and easy reference source for service providers, teachers, and others who work with people who are deaf or hard-of-hearing. Topics include, legal requirements related to serving deaf students, deaf culture, assistive technology, interpreting, speech-to-text services, serving late-deafened students, community rehabilitation programs, post-college employment, and transition, among others. To date the Tipsheet Web site has logged 91,164 views/downloads. NETAC produces 2-3 new Tipsheets annually.

NETAC produces two annual issues of the newsletter, NETAC NETworks, which is disseminated to individuals on the NETAC maintained database/mailling list. During this year, the fall/winter issue of the newsletter was distributed to 5,216 contacts. The spring/summer issue was distributed to 5,641 contacts that include service providers, secondary school personnel, disability services coordinators, parents, and others.

NETAC maintains a free comprehensive online program: Financing Your Education – Options for Students Who are Deaf or Hard-of-Hearing. The Web site serves as a comprehensive guided search for students, parents, and service professionals looking for information and options to finance postsecondary education and training for deaf and hard-of-hearing students.

Other NETAC Activities:

- NETAC central office staff and regional site coordinators have conducted a total of 223 local, regional, and national workshops and other outreach/training activities during this reporting period. An average of 34 participants have attended each activity. Topics offered include, but are not limited to, awareness, career exploration/transition, assistive technology/speech-to-text services/support service delivery.
- Technical assistance requests: During the current reporting period, NETAC responded to 1,317 requests for technical assistance or inquiries relevant to NETAC’s mission.
- Professional Internship Program. NETAC offers internships that allow professionals working with deaf and hard-of-hearing students to visit various sites within the NETAC region to enhance their skills, knowledge, and awareness in areas such as teaching deaf and hard-of-hearing students, providing support services, on-campus accessibility, assistive technology in the classroom, and grant writing. NETAC sponsored eight professional internships this year, including four participants in the NTID Deaf Initiative in Information Technology program (DIIT).
- Sponsored the first Western NY Transition Camp for Deaf and Hard-of-Hearing Students: A two-day transition event for 50 deaf and hard-of-hearing students in grades 8-12. (continued)

NETAC (continued)

- Co-sponsored, with the three other regional technical assistance centers, an annual National Teleconference downlink program: Designing, Implementing and Managing Successful English Programs: Language and Literacy Programs for Students Who Are Deaf or Hard-of-Hearing in Educational Settings.
- Co-sponsored, with the three other regional technical assistance centers, the fourth annual English Think Tank Conference – NTID, Summer 2005.
- Co-sponsored NTID Technology Symposium – NTID, Summer 2005.

In addition to the PEPnet Resource Center, many NETAC printed materials are also available through the Educational Resources Information Center (ERIC), and Achieving Goals videotape material is also available on free loan from Captioned Media Programs (CMP).

FACULTY & STAFF

FACULTY AND STAFF HIGHLIGHTS

Attracting and retaining the most capable and dedicated faculty and staff members to provide an exceptional learning environment for deaf and hard-of-hearing students is central to fulfilling NTID's mission and purpose. NTID's highly qualified faculty and staff members bring to the institute community a wide variety of experiences, skills, and backgrounds: some are veteran educators with many years of higher education teaching experience, while others bring to the NTID classroom a wealth of hands-on knowledge gained from working in business and industry. Increasingly, among the latter group are alumni who have returned to their alma mater to share their expertise with a new generation of students.

As reported last year, the reduction-in-force, precipitated by level or decreasing federal appropriations from 1995–97, reduced NTID's workforce by nearly 20 percent. A total of 117 positions were eliminated from the budget over a two-year period through layoffs and by taking advantage of retirements, transfers, and cancellation of new hiring plans. The actual layoffs totaled 55 faculty and staff. In a process begun in 2003 and continuing through 2007, NTID will reduce its workforce by another 30 to 40 positions.

AVERAGE SALARY: FACULTY AND STAFF

RIT endeavors to maintain faculty salaries that are on par with the colleges and universities with which it competes. Similarly, RIT tries to provide professional, technical, and clerical salaries that are competitive with other local and regional

colleges and businesses. Annual pay increments are established by RIT. For academic year 2004-2005 (October 1 to September 30), faculty and staff members received an average wage increase of 2.0 percent.



	Total Number in Position	FY2005 Average Salary July 1, 2005–June 30, 2006
Professor	33	\$97,004
Associate Professor	80	\$72,748
Assistant Professor*	67	\$60,117
Instructor**	15	\$45,264
Lecturer	9	\$45,943
All Professionals	238	\$43,905
All Technical/Clerical	94	\$27,532
Total	536	

* Includes 6 Visiting Assistant Professors

** Includes 10 Visiting Instructors

TENURE-TRACK POSITIONS AND TENURED FACULTY BY RANK

Of the 174 tenure-track positions, 94 percent are now tenured. The number of tenure-track positions has decreased from 209 to 174 over the past seven years.

Rank	No. of Tenure- Track Positions	No. of Faculty With Tenure	Percent Tenured				
			FY2001	FY2002	FY2003	FY2004	FY2005
Professor	33	33	100%	100%	100%	100%	100%
Associate Professor	80	80	100%	100%	100%	100%	100%
Assistant Professor	55*	48	79%	75%	67%	64%	87%
Instructor/Lecturer	6	2	6%	6%	9%	9%	33%
Total	174	163	85%	84%	83%	82%	94%

* Excluded are Assistant Professors not in tenure-track positions

RANK OF TENURED AND TENURE-TRACK FACULTY*

In FY2005, senior-level faculty members (professor and associate professor) comprised 65 percent of all ranked tenure-track faculty as compared to 47 percent in FY1985. However, the

percentage of full professors (19%) remains below the national average, which is in the 35 to 45 percent range.

Rank	FY2001	FY2002	FY2003	FY2004	FY2005
Professor	23	26	29	32	33
Associate Professor	88	84	78	74	80
Assistant Professor	72	72	67	58	55
Instructor/Lecturer	16	15	11	11	6
Total Faculty	199	197	185	175	174

*Includes ranked administrators

DEGREE LEVELS OF TENURED AND TENURE-TRACK FACULTY

Faculty members join NTID with a wide variety of backgrounds, including those with substantial experience in the private sector. In FY2005, 98 percent of full-time, tenure-track faculty members held graduate degrees.

	FY2005 Faculty Tenure and Tenure-Track*	
	Number	Percent
Doctorate	62	36%
Master's	108	62%
Bachelor's	4	2%
Total	174	100%

*Includes ranked administrators

AVERAGE AGE/AVERAGE LENGTH OF SERVICE OF FACULTY & STAFF

The average length of service as well as the average age of all faculty and staff members has remained approximately the same over the past five years. The average age is 48, and the average length of service is 15 years.

		FY2001	FY2002	FY2003	FY2004	FY2005
Full-Time:						
Faculty*	Age	51.4	52.0	52.2	53.2	54.2
	Service	19.5	20.1	20.6	21.5	22.6
Professional Staff	Age	41.1	41.6	42.4	43.3	43.3
	Service	10.2	10.8	11.4	12.1	12.1
Educational Development Faculty	Age	53.1	54.1	54.3	55.6	57.4
	Service	21.2	22.1	22.9	23.6	24.9
General Staff	Age	46.0	46.4	45.9	45.4	43.1
	Service	10.0	10.2	10.1	5.8	5.8
Total Full-Time	Age	46.4	46.8	47.3	48.1	48.2
	Service	14.3	14.7	15.9	16.1	16.1
Part-Time:						
Faculty	Age	50.2	49.3	49.5	49.1	49.9
	Service	11.7	11.1	15.1	13.1	13.5
Professional Staff	Age	41.0	40.0	41.3	43.4	42.4
	Service	12.0	8.6	11.0	11.9	12.1
General Staff	Age	41.6	41.6	46.2	48.1	48.5
	Service	4.7	5.5	10.0	11.6	12.0
Total Part-Time	Age	45.4	43.9	45.9	47.4	47.5
	Service	11.0	9.3	10.8	11.9	12.3
Total All	Age	46.3	46.6	47.1	48.0	48.1
	Service	14.1	14.3	14.9	15.4	15.5

* Includes visiting faculty and ranked administrators

RETIREMENT STATUS OF NTID FACULTY AND STAFF

NTID's faculty and staff average 48 years of age with 15 years of service. As of October 2005, 42 percent are eligible for retirement.

POSITION	Currently in Retirement Transition	Eligible*					Not Eligible
		≥70	65-69	62-64	55-61	≤54	
Professor	0	1	2	5	21	3	1
Associate Professor	6	0	0	8	37	17	12
Assistant Professor	4	0	0	1	18	14	24
Instructor	0	0	0	0	1	0	5
Lecturer	0	0	0	0	1	1	7
Visiting Assistant Professor	0	0	0	1	1	0	4
Visiting Instructor	0	0	0	0	0	2	7
Professional Staff	1	0	2	4	20	14	95
General Staff	0	0	0	5	15	4	70
Interpreter	0	0	1	0	2	12	87
Total	11	1	5	24	116	67	312
	2%	1%	1%	4%	22%	12%	58%

* To be eligible for retirement, an employee's age and years of service must equal 70, and they must be at least 55 years of age.

FACULTY AND STAFF NEW HIRES

In 2005, new hires were focused on critical student access service areas, C-Print™ captionists, and interpreters.

	New Hires				
	FY2001	FY2002	FY2003	FY2004	FY2005
Full-Time:					
Professional Staff	27	22	11	12	16
Faculty	14	4	4	2	3
General Staff	5	7	7	10	14
Total Full-Time	46	33	22	24	33
Part-Time:					
Professional Staff	0	5	0	0	1
Faculty	3	1	0	0	1
General Staff	1	0	1	0	3
Total Part-Time	4	6	1	0	5
Total	50	39	23	24	38

FACULTY AND STAFF TERMINATIONS

The faculty and staff turnover rate, 6.9 percent, has increased from 2004. Retirements of current faculty and staff have increased substantially and will continue in the near future. Recruitment of individuals to serve our students will be a top priority in the coming years.

Full-Time/Part-Time:	FY2001	FY2002	FY2003	FY2004	FY2005	
					Percent	Number
Professional Staff	12.4%	10.3%	5.8%	7.5%	5.8%	14
Faculty	13.0%	2.3%	3.0%	4.8%	7.8%	16
General Staff	7.6%	10.7%	5.4%	3.5%	7.4%	7
Total	11.9%	7.0%	4.7%	5.2%	6.9%	37

DIVERSITY & PLURALISM

DIVERSITY AND PLURALISM HIGHLIGHTS

Of NTID's 44 employees from ethnic minority populations, 28 are African-American, five are Latino-American and 11 are other minorities. Ninety-four out of 99 employees with disabilities are deaf or hard-of-hearing. NTID's record is even more impressive when one considers that of the 143 employees who have disabilities or are members of a minority group, 128 are in executive, faculty, or professional positions.

NTID's major accomplishments in Affirmative Action in FY2005 were:

- Twenty-eight percent of the fall 2005 entering class were from minority groups. The percentage in the total student body is also 28 percent, which is more than triple what it was a 15 years ago.
- Nine minority students out of a total of 116 fully matriculated students (8 percent) were enrolled in the degree programs in ASL-English Interpretation for the fall of 2005.
- Nine percent of the 58 fully matriculated students in the Master of Science program in Secondary Education are members of minority groups, and 38 (66 percent) are deaf.
- Forty-four percent of the 193 high school juniors who participated in our Explore Your Future Program this past summer were members of minority groups. All minority applicants to this program who needed financial assistance received it.

Special strategies employed in support of these accomplishments include:

- Financial awards were given to those minority applicants who demonstrated promising academic ability.
- Identification of predominantly minority mainstream school programs for special recruitment efforts.
- Use of student recruitment materials that feature minority students.
- Maintained minority scholarship programs to support students in regular programs of NTID and minority hearing students in the ASL-English Interpretation program.
- Continued to exercise a strong affirmative action posture with respect to external recruitment of faculty and staff, which is reflected in the fact that 27 percent of all hires over the past year were either minority individuals or individuals who have a disability.

In addition to seeking faculty and staff members who are experts in their field and well-versed in innovative teaching techniques for deaf and hard-of-hearing students, NTID has undertaken recruitment and retention strategies to attract and keep qualified minority, deaf and hard-of-hearing, and disabled employees. NTID's commitment to nurturing a multicultural community and providing role models for its increasingly diverse student body is positively reflected in the demographic composition of its faculty and staff.

NTID's commitment to Affirmative Action and diversity has become an integral component of the institute's plan of work. Department heads and faculty and staff members are making concerted efforts to recruit, hire, and retain individuals from protected classes. Each center is responsible for developing specific plans for addressing pluralism among staff and students and establishing hiring goals for protected class individuals.

DIVERSITY AND PLURALISM PHILOSOPHY

Our fundamental mission is to prepare students to enter the labor force and compete on par with their hearing peers. American society is becoming increasingly diverse, and students need to develop

the knowledge, skills, and attributes to thrive in such an environment. NTID's curriculum and those who deliver it need to reflect that diversity.

DIVERSITY TO PLURALISM: AN EDUCATIONAL IMPERATIVE

Diversity has become a focus in higher education and in society at large. When properly addressed, diversity adds richness to educational endeavors, particularly as the college strives to foster the reality of pluralism; that is, a vision of society in which members of diverse ethnic, racial, religious, and other social groups are able to participate in and develop individual traditions within the context of a common community, which allows the contributions and unique assets of each group to become distinguishing features of the larger community.

Central to NTID's mission as an educational community is the fundamental charge to prepare young people who are deaf or hard-of-hearing to participate in society and compete in the workplace on par with their peers. However, given the continuing shifts in national demographics, fulfilling this fundamental mission requires that students be prepared to enter a progressively more diverse society and workplace. As a result, students will need to develop the willingness, knowledge, and skills to live and learn in such an environment. This is critical if they are to gain the understanding necessary to participate actively in society and contribute in meaningful ways to their own success and that of the community in which they live.

In addition to preparing students to enter society and the workplace, NTID's academic environment must be responsive to the needs of an increasing number of people who are both deaf or hard-of-hearing and from minority backgrounds. As a result of aggressive recruitment policies, minority students who are deaf or hard-of-hearing are becoming a greater proportion of NTID's potential student pool. We have given minority student recruitment high priority because we are aware that by this year, students who are deaf or hard-of-hearing and from minority backgrounds represent nearly 40 percent of all 18- to 21-year-olds in the United States, as compared to 29 percent in 1982. (This demographic shift is reflected in NTID's student body as evidenced by the steady growth in the percentage of minority students in NTID's total student enrollment: 28 percent in FY2005 as compared with an average of approximately 8 percent in the years prior to 1988.)

NTID's commitment to recognize, celebrate, and value cultural diversity and individual differences is grounded in the country's continuing efforts to forge a pluralistic society. It does not arise merely from political pressure nor rest solely on public law, but is based in NTID's fundamental mission, the nature of the changing student body, and the changing nature of the world.

An educational institution has a moral responsibility not only to reflect society, but also to take the lead in promoting positive change within that society. It is incumbent upon the NTID community to vigorously pursue a course of action that capitalizes on its diversity and continues to promote and nurture pluralism as a central theme.

ETHNIC ORIGIN OF ENTERING STUDENTS*

Thirty-four percent (236) of this year's 693 U.S. applicants were students from minority backgrounds. Their acceptance rate continued to lag behind their non-minority counterparts,

46 percent to 66 percent. The new class included 89 minority students, who represent 28 percent of the newly admitted students.

	FY2001	FY2002	FY2003	FY2004	FY2005
Total Applicants*	643	691	686	681	693
White	444	458	457	429	457
Percent of Total Applications	69%	66%	67%	63%	66%
Minority	199	233	229	252	236
Percent of Total Applications	31%	34%	33%	37%	34%
Accepted Applicants*	426	424	413	416	411
White	320	311	304	291	302
Acceptance Rate	72%	68%	67%	68%	66%
Minority	106	113	109	125	109
Acceptance Rate	53%	48%	48%	50%	46%
Registrations*	341	332	306	314	314
White	259	244	221	226	225
Yield Rate (Percent of Accepted)	81%	78%	73%	78%	75%
Minority	82	88	85	88	89
Yield Rate (Percent of Accepted)	77%	78%	78%	70%	82%
Breakdown of Minority Registrations:					
Black	30	32	30	22	28
Latino	26	19	21	18	21
Native American/Alaskan	2	3	2	2	3
Asian/Pacific Islander	24	30	26	31	29
Other	0	4	6	15	8
Total Minority	82	88	85	88	89
Percent of Total U.S. Registrations	24%	27%	28%	28%	28%

* U.S. applicants only. Figures do not include admissions activity in the ASL-English Interpretation program or the Master of Science program in Secondary Education.

ETHNICITY OF ENROLLED STUDENTS

Minority enrollment among deaf and hard-of-hearing students has increased steadily from 8 percent in FY1988 to nearly 28 percent in FY2005. The rate is more than three times what it was 15 years ago.

Until FY2000 the number of international students was limited to 10 percent by a federally mandated cap. As a result of the reauthorization of the Education of the Deaf Act in 1998, the cap on international students was increased to 15 percent.

However, changes in Vocational Rehabilitation in Canada and limited resources of students from other countries have had a deleterious effect on international enrollment. We are hopeful that we will be able to make improvements in 2005-2006.

The ASL-English Interpretation program minority representation is 9 percent. The Master of Science in Secondary Education program minority representation is 9 percent.

GRADUATE AND UNDERGRADUATE STUDENTS

	FY2001	FY2002	FY2003	FY2004	FY2005
White Students	807	786	766	765	727
Percent	77.0%	76.1%	74.1%	74.4%	72.2%
Minority Students					
African-American Students	93	92	95	79	75
Percent	8.9%	8.9%	9.2%	7.7%	7.5%
Latino Students	60	54	60	48	58
Percent	5.7%	5.2%	5.8%	4.7%	5.8%
Native American Students	2	3	5	7	8
Percent	0.2%	0.3%	0.4%	0.7%	0.8%
Asian/Pacific Islander Students	86	89	97	105	108
Percent	8.2%	8.6%	9.4%	10.2%	10.7%
Other*	N/A	8	11	24	30
Percent	5.2%	0.8%	1.1%	2.3%	3.0%
Subtotal U.S. Minority Students	241	246	268	263	279
Percent	23.0%	23.8%	25.9%	25.6%	27.8%
Subtotal U.S. Deaf and Hard-of-Hearing Students	1,048	1,032	1,034	1,028	1,006
Other Enrollments:					
ASL-English Interpretation Students	49	65	92	100	116
Percent Minority	16.0%	7.0%	6.0%	9.0%	8.0%
Master of Science in Secondary Education	34	44	69	84	74**
Percent Minority	12.0%	11.4%	10.0%	13.0%	8.0%
International Students	103	90	81	69	63***
Percent of Total NTID Enrollments	8.3%	7.3%	6.4%	5.4%	5.0%
TOTAL ENROLLMENTS	1,234	1,231	1,270	1,281	1,256

* Some students choose not to identify themselves with a particular ethnic group, but do not consider themselves white.

** Includes nine non-matriculated students in the MSSE program.

*** Includes three MSSE students. Since this is a double-count, they are not included in the total enrollments figure at the bottom.

FIRST-YEAR PERSISTENCE AND GRADUATION RATES BY DIVERSITY CATEGORIES

NTID enrolls students with diverse backgrounds. This diversity has increased significantly during the past decade with enrollment of increased numbers of ethnic minority and international students. However, there are significant differences among the various groups in terms of persistence and

graduation rates. Overall, for students entering from 1998 to 2004, international and Asian-American students have the highest first-year persistence and graduation rates, while the rates for students of African-American and Latino origins are lower.

First-Year Persistence Rates for Entering Students* Three-Year Moving Averages

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
1998, 1999, 2000	77%	81%	69%	78%	73%
1999, 2000, 2001	84%	78%	74%	82%	76%
2000, 2001, 2002	78%	76%	73%	87%	77%
2001, 2002, 2003	68%	80%	67%	84%	77%
2002, 2003, 2004	59%	89%	65%	81%	70%
Overall	73%	81%	70%	82%	75%

Graduation Rates After Seven Years* Three-Year Moving Averages

Three-Year Entry Cohort	African-American	Asian-American	Latino-American	International	Non-Minority
1992, 1993, 1994	47%	63%	41%	64%	53%
1993, 1994, 1995	49%	63%	46%	69%	56%
1994, 1995, 1996	44%	61%	47%	71%	56%
1995, 1996, 1997	51%	67%	44%	72%	53%
1996, 1997, 1998	37%	71%	33%	63%	50%
Overall	46%	65%	42%	68%	54%

* Degree Cohort Analysis

NTID AFFIRMATIVE ACTION REPORT: FACULTY AND STAFF

NTID continues to emphasize and encourage the hiring, promotion, and retention of women, minorities, and individuals with disabilities. Appropriate representation in each Equal Employment Opportunity category remains a

priority for NTID, given the students we serve and the ever-increasing ethnic diversity we are experiencing in the student body.

FY2005							
	Total Employees	Female	African-American	Latino-American	Other Minority	Deaf/Hard-of-Hearing	Other Disability
Executive/ Administrative/ Manager	47	21 44.7%	1 2.1%	0 0.0%	0 0.0%	7 14.9%	0 0.0%
Faculty	179	89 49.7%	12 6.7%	1 0.6%	3 1.7%	49 27.4%	1 0.6%
Professional	113	64 56.6%	7 6.2%	2 1.8%	6 5.3%	28 24.8%	1 0.9%
Interpreter	103	90 87.4%	4 3.9%	1 1.0%	2 1.9%	1 1.0%	2 1.9%
Technical/ Clerical	94	92 97.9%	4 4.3%	1 1.1%	0 0.0%	9 9.6%	1 1.1%
Total	536	356 66.4%	28 5.2%	5 0.9%	11 2.1%	94 17.5%	5 0.9%

MINORITY FACULTY AND STAFF HIRING RESULTS

During FY2005 individuals from an ethnic minority totaled 14 percent of all new hires, disabled individuals totaled 13 percent, and women 80 percent. As in the past, new hires were limited. Some individuals appear in more than one category.

	Total New Employees	Female	African-American	Latino-American	Other Minority	Deaf/Hard-of-Hearing	Other Disability
Executive/Managerial	0	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Faculty	4	2 50%	1 25%	0 0%	0 0%	2 50%	0 0%
Professional	17	5 29%	1 6%	0 0%	1 6%	3 18%	0 0%
Interpreter	7	7 100%	1 14%	0 0%	0 0%	0 0%	0 0%
Technical/Clerical	10	6 60%	1 10%	0 0%	0 0%	0 0%	0 0%
Total	38	20 80%	4 11%	0 0%	1 3%	5 13%	0 0%

MINORITY FACULTY AND STAFF TERMINATION RESULTS

During FY2005 11 percent of terminations were individuals from ethnic minorities, 29 percent were disabled individuals, and 58 percent were women. Some individuals appear in more than one category.

	Total Terminated Employees	Female	African-American	Latino-American	Other Minority	Deaf/Hard-of-Hearing	Other Disability
Executive/Managerial	0	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%
Faculty	17	5 29%	0 0%	0 0%	0 0%	6 35%	0 0%
Professional	13	10 77%	1 8%	0 0%	1 8%	4 31%	1 8%
Interpreter	1	1 100%	0 0%	0 0%	0 0%	0 0%	0 0%
Technical/Clerical	7	6 86%	2 29%	0 0%	0 0%	0 0%	0 0%
Total	38	22 58%	3 8%	0 0%	1 3%	10 26%	1 3%

RESULTS OF FINANCIAL OPERATIONS

FINANCIAL OPERATIONS

In fiscal year 2005, NTID received \$53,672,000 in federal appropriations support to operations. This was a 1 percent increase over the appropriation received in 2004. In addition to this, NTID collected non-federal revenue of \$14,854,400 in the form of tuition, room, board, fees, and other miscellaneous revenue. This was an 8.0 percent increase over the previous year. Total revenue for operations, \$68,526,400, represented a 2.3 percent increase over fiscal year 2004. A total of \$415,000 of the appropriation was redirected to the Matching Endowment Program to match the same amount of private funds that were raised through development.

The following narrative explains the changes from FY2004 to FY2005 on the Financial Operating results.

Personnel Compensation grew by 2.3 percent from 2004. Salaries and wages were held to less than 1 percent increase and were offset by position reductions from the Blue Ribbon decisions, retirements, and department reorganization.

RIT Services are payments to our host institution for physical plant services, residence halls and food services, tuition payments for our students taking courses in other RIT colleges, and indirect overhead payments for centralized services such as accounting, human resources, bursar functions, and libraries. The cost of all RIT Services increased 3.1 percent from 2004. Services that benefit NTID and are easily quantifiable (physical plant services, cross-registered tuition payments, residence halls and food service, campus safety) are charged directly to NTID. These direct charges increased by 7.8 percent from 2004. Cross-registered tuition payments continue to increase as the number and cost of credit hours taken by NTID students in the other seven colleges of RIT grow. Rapidly rising energy costs resulted in physical plant charges rising by 9.2 percent. **Indirect Charges** are levied based on an overhead cost allocation, which is reviewed and approved annually by the Division of Cost Allocations in the Department of Health and Human Services. Overhead costs represent charges for services provided by RIT that benefit the entire campus; however, they are not specifically identifiable with a particular college or department. The RIT President's office and the Human Resources division would be representative of the types of costs that are allocated through the overhead. In general, NTID is allocated a proportion of these costs based on the relative size of NTID to the rest of RIT. Since the relative size of NTID has declined in relation to RIT, the proportion of the overhead pool allocated to NTID has decreased. The overall expense decreased by 3.3 percent from 2004.

Support Expenditures include interpreting services purchased from the community, instructional and office supplies, travel, postage, telephone, computer services, and miscellaneous income categories. Expenditures in the accounts grew by 6 percent. **Grant Cost Share** requirements declined by 8.7 percent. These shares will vary annually depending on the nature of the grant requirements in effect. **Financial Aid** supported through operating funds declined by 7.2 percent. There are significant financial aid awards that come from non-operating sources. These include scholarships from endowment accounts and external groups, Pell and state grants, Vocational Rehabilitation awards, and miscellaneous student loans. These reduced the support required from the operating funds. Total financial aid from all sources increased by 4.6 percent in 2005. Expenditures for **Capital** increased by \$381,000 in 2005.

Finally, NTID transferred \$2.36 million to the **Plant Fund** at the close of the fiscal year. This fund is used for capital projects such as improving lab and classroom technology, physical plant maintenance projects, and upgrading technical infrastructures that will not be covered by future appropriation.

FINANCIAL OPERATING RESULTS

In fiscal year 2005, NTID received \$53,672,000 in federal support for operations. \$415,000 of that total was directed to the Matching Endowment Program. In addition to this, NTID collected \$14,854,400 in non-federal revenue in the form of

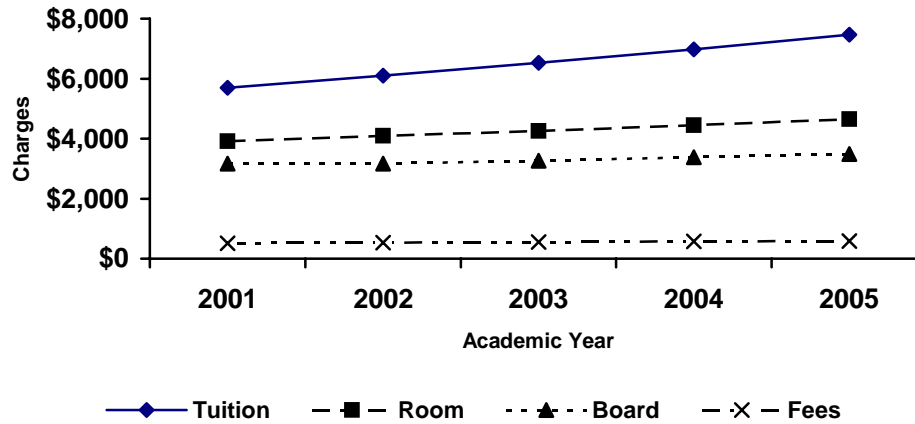
tuition, room, board and fees. Total revenue for operations, \$68,526,400, represented a 2.5 percent increase over fiscal year 2004.

	Fiscal Year 2004	Fiscal Year 2005	Variance \$	Variance %
EXPENSES				
Personnel Compensation Expenditures				
Salaries and Wages	\$26,996,600	\$27,231,100	\$234,500	0.9%
Benefits	7,583,000	8,153,600	570,600	7.5%
Total Personnel Compensation	\$34,579,600	\$35,384,700	\$805,100	2.3%
RIT Services Expenditures				
Direct:				
Residence Halls/Food Service, Student Services	\$5,326,700	\$5,656,500	\$329,800	6.2%
Cross-Registered Tuition	4,715,200	5,142,600	427,400	9.1%
Physical Plant Services	1,930,200	2,107,900	177,700	9.2%
Indirect:				
Overhead	8,763,900	8,470,600	(293,300)	-3.3%
Total RIT Services	\$20,736,000	\$21,377,600	\$641,600	3.1%
Other Expenditures				
Support Expenditures	\$4,185,100	\$4,436,100	\$251,000	6.0%
Grant Cost Shares	928,100	847,100	(81,000)	-8.7%
Financial Aid	1,343,800	1,246,900	(96,900)	-7.2%
Capital	2,074,700	2,455,700	381,000	18.4%
Matching Endowment	615,000	415,000	(200,000)	-32.5%
To/(From) Plant Fund	2,411,100	2,363,300	(47,800)	-2.0%
Total Other	11,557,800	11,764,100	\$206,300	1.8%
Total Expenses	\$66,873,400	\$68,526,400	\$1,653,000	2.5%
REVENUE				
Federal Appropriation	\$53,118,000	\$53,672,000	\$554,000	1.0%
Non-Federal Funds	13,755,400	14,854,400	1,099,000	8.0%
Total Revenue	\$66,873,400	\$68,526,400	\$1,653,000	2.5%

TUITION, ROOM, BOARD, AND OTHER FEES

Tuition increased by 7.0 percent, while room, board, and other fees increased by 3.7 percent, for a total blended increase of 5.2 percent. The amount collected from students in FY2005

increased by 8.0 percent over the previous year. These non-federal resources constitute 21.6 percent of NTID's total operating revenue.



Rates Charged Students

Academic Year	FY2001	FY2002	FY2003	FY2004	FY2005
Tuition	\$ 5,700	\$6,099	\$6,525	\$6,981	\$ 7,470
Room	3,918	4,095	4,260	4,452	4,653
Board	3,078	3,171	3,267	3,381	3,483
Fees	513	537	558	579	588
Total	\$13,209	\$13,902	\$14,610	\$15,393	\$16,194
Collections	\$11,044,800	\$11,891,100	\$12,664,600	13,755,400	\$14,854,500
Enrollment (Fall)	1,219	1,234	1,231	1,270	1,281
Collections Per Student	\$9,061	\$9,636	\$10,288	\$10,831	\$11,596

FINANCIAL AID

FINANCIAL AID (Domestic Students)

Grant-in-Aid support decreased by 2.1 percent. Scholarship awards were up by 5.1 percent. State and federal grants increased by more than 6 percent, and Vocational Rehabilitation was up 2 percent. Loans increased by 11.3 percent. Not including loans, the average student received

\$7,903 in financial aid to apply against a total domestic undergraduate student budget for tuition, room, board, fees, books, transportation, and other of over \$17,800.

SOURCE OF AID	2004		2005		DIFF %
	Awards*	Amount	Awards*	Amount	
<u>INSTITUTIONALLY SPONSORED SUPPORT</u>					
Grant-in-Aid:					
NTID Grant-in-Aid	338	\$959,053	307	\$936,417	-2.4%
RIT Grant-in-Aid	43	100,023	32	100,173	0.1%
Subtotal Grant-in-Aid	381	\$1,059,076	339	\$1,036,590	-2.1%
Scholarships:					
NTID Merit	170	\$421,989	161	\$407,702	-3.4%
NTID Endowments	335	339,001	359	410,056	21.0%
External Groups	84	151,286	83	141,439	-6.5%
Subtotal Scholarships	589	\$912,276	603	\$959,197	5.1%
SUBTOTAL INSTITUTIONALLY SPONSORED SUPPORT	970	\$1,971,352	942	\$1,995,787	1.2%
<u>STATE AND FEDERAL SUPPORT</u>					
Grants:					
Pell Grants	456	\$1,214,120	462	\$1,277,893	5.3%
State Grants	238	485,514	236	527,622	8.7%
Subtotal Grants	694	\$1,699,634	698	\$1,805,515	6.2%
Other Federal Support:					
Vocational Rehabilitation	767	\$5,695,165	761	\$5,807,487	2.0%
Federal Work Study	4	7,271	15	16,878	132.1%
Subtotal Other Support	771	\$5,702,436	776	\$5,824,365	2.1%
Subtotal Federal and State Support	1,465	\$7,402,070	1,474	\$7,629,880	3.1%
<u>LOANS</u>					
Federal Student Loans:					
Subsidized	414	\$1,297,065	429	\$1,454,967	12.2%
Unsubsidized	354	1,119,543	380	1,245,444	11.2%
Parent PLUS Loans	42	225,306	47	239,845	6.5%
Subtotal Loans	810	\$2,641,914	856	\$2,940,256	11.3%
TOTAL FINANCIAL AID	3,245	\$12,015,336	3,272	\$12,565,923	4.6%
Average Financial Aid per Student		\$10,105		\$10,317	2.1%
Average Financial Aid per Student (Excluding Loans)		\$7,883		\$7,903	.3%
Domestic Student Enrollment		1,189		1,218	2.4%

* Students receive more than one form of aid; that is why the number of awards (grants, loans, scholarships, etc.) outnumber the student body.

EXTERNAL FUNDING SOURCES

EXTERNAL FUNDING SOURCES

THE NTID FOUNDATION

NTID received \$2,152,910 in gift income for fiscal year 2005. These dollars were designated to support our scholarship funds, equipment, the performing arts program, a new student development center, the Joseph F. and Helen C. Dyer Arts Center, improving technology at NTID, and the PEN-International project.

Contributions of \$1,000 and above received during this fiscal year include:

Scholarships

\$20,000 and Above Level:	Citigroup Foundation Jameson and Meredith M. Crane Donald W. and Jane R. Pulver Eleanor P. Scouten Elizabeth W. Williams
\$10,000 - \$19,999 Level:	Hazeldeane A. Pritchard, Estate Glenn and Maude Wyman-Potter Foundation
\$5,000 - \$9,999 Level:	Doris W. Blanchard Robert R. and Donna E. Davila Max and Victoria Dreyfus Foundation, Inc. Lynn Lovejoy Macfadden and Associates, Inc. Procter & Gamble Fund
\$2,500 - \$4,999 Level:	Kenneth and Mary Jane Hellyar T. Alan and Vicki Hurwitz McGraw-Hill Companies, Inc. Solon E. Summerfield Foundation, Inc. Margaret J. Webster, Estate
\$1,000 - \$2,499 Level:	Action Electric Sales, Inc. W. Scot Atkins* Laurie C. Brewer Dianne K. Brooks Christopher M. and Jessica A. Cuculick James J. and Patricia A. DeCaro Margaret S. Dye D. Robert Frisina Adelaide R. Gould, Estate Robert I. and Evelyn K. Harris Interpretek Donald J. and Mary P. Landry Harriet M. Lichtenstein Steven M. and Kim Morse J. David McCloskey NTID Alumni Chapter of Upstate New York Lee and Myra Perlman Paul T. and Judy D. Pureka Rochester Area Community Foundation Eleanor D. Rosenfield Linda A. Siple and Thomas Gibbons*

(continued)

* Cumulative giving is \$1,000 plus

EXTERNAL FUNDING SOURCES (continued)

\$1,000 - \$2,499 Level (continued):

Frank D. Steenburgh
Gerard G. and Dianne Walter
Xerox Corporation

Gifts in Kind

The following individuals and companies made significant contributions of equipment or artwork in the past year:

Steven D'Eloia
Em Software, Inc.
Linda A. Siple and Thomas Gibbons*
Elizabeth W. White

NTID Projects/Initiatives

W. Scot Atkins*
Bank of America
CSD
Joseph F. Dyer
Lynn Lovejoy
International Business Machines
Max Factor Family Foundation
The Nippon Foundation
Elizabeth W. Williams
Fred and Floy Willmott Foundation
Glenn and Maude Wyman-Potter Foundation

* Cumulative giving is \$1,000 plus

NTID ANNUAL FUNDRAISING RESULTS

Through the ongoing support of The NTID Foundation, the institute's development program continues to be successful. The substantial sums that NTID has raised in just the past five years demonstrate NTID's commitment to seeking

alternate sources of support. In FY2005, NTID raised \$2,136,259 for endowment or restricted purposes. Of that amount, \$415,000 was deemed eligible for federal matching dollars.

	FY2001	FY2002	FY2003	FY2004	FY2005
Cash to Endowment and Restricted Funds	\$2,397,888	\$2,442,873	\$1,916,891	\$2,032,651	\$2,136,259
Equipment and Software	322,860	120,288	42,487	71,075	16,651
Total	\$2,720,748	\$2,563,161	\$1,959,378	\$2,103,726	\$2,152,910

NTID ENDOWMENT PROGRAMS

A total of \$816,672, including \$415,000 in matching federal funds, was added to the federal Matching Endowment Fund corpus in 2005. The market value of NTID's federal Matching Endowment portfolio stands at \$27,261,251. NTID's total endowments, which include privately raised funds prior to the establishment of the federal Matching

Endowment Program, is \$31,053,580. The market value of the entire portfolio increased by 11.7 percent from last year's value as of September 30, 2005. This is a result of the funds added during the year combined with market conditions.

Values as of September 30, 2005

FEDERAL MATCHING ENDOWMENT FUND:

	Contributed Value	Market Value
Funds Subject to Federal Investment and Spending Guidelines		
Private	\$5,244,240	\$ 8,311,203
Federal	5,207,984	6,727,775
Subtotal	\$10,452,224	\$15,038,978
Funds No Longer Subject to Federal Investment and Spending Guidelines		
Subtotal	\$6,002,820	\$12,222,273
Total Federal Endowment	\$16,455,044	\$27,261,251

OTHER NTID ENDOWMENTS:

	Contributed Value	Market Value
Private	\$909,438	\$3,792,329
Total Endowments	\$17,364,482	\$31,053,580

SCHOLARSHIPS

The generosity of a large number of friends of NTID has resulted in the following scholarships for our students.

Barlow Endowed Scholarship Fund
Alice Beardsley Memorial Endowed Scholarship Fund for Interpreting Students at NTID
Farid Bozorgi Memorial Endowed Scholarship Fund
Citigroup Endowed Scholarship Fund at NTID
Continental Corporation Endowed Scholarship Fund at NTID
Lillian M. Cowin Memorial Endowed Scholarship Fund
Robert R. and Donna E. Davila Endowed Scholarship Fund
James J. DeCaro Endowed Scholarship Fund
Ronald Dodge Memorial Endowed Scholarship Fund
Ronald Dodge Faculty/Staff Grants Endowed Fund
Dorothy E. Ann Fund (D.E.A.F.) Endowed Scholarship
Mr. and Mrs. Joseph F. Dyer Endowed Scholarship Fund
Max Factor Family Foundation Endowed Scholarship Fund
Rose and George Feigenbaum Endowed Scholarship Fund
Ruth H. Fenyvessy Memorial Endowed Scholarship Fund
Maurice and Maxine Forman Endowed Scholarship Fund
Ann Wadsworth Frisina Memorial Endowed Scholarship Fund
Dr. Robert Frisina Award
Max and Helene Frumkes Memorial Endowed Scholarship Fund
Garlinghouse Endowed Scholarship Fund
Allen and Gloria Gopen Endowed Scholarship Fund
Mildred F. Hall Endowed Scholarship Fund
William Randolph Hearst Endowed Scholarship Fund for Financially Disadvantaged Students at the
National Technical Institute for the Deaf
Frank Horton Endowed Scholarship Fund
Ralph Hymes Endowed Scholarship Fund
Lucille Ritter Jennings Endowed Scholarship Fund
David T. Kearns Endowed Scholarship Fund for Technical Excellence
Drew and Frances King Endowment Fund
Sara L. Kuhnert Scholarship Fund at NTID
Edward H. Lichtenstein Memorial Endowed Scholarship Fund
Dr. Frank W. Lovejoy Jr. Endowment for Deafness Research
Edmund Lyon Memorial Lectureship
Dr. James C. Marsters Endowed Scholarship Fund
Dr. Genji Murai Endowed Scholarship Fund

(continued)

SCHOLARSHIPS (continued)

NTID Alumni Association Endowed Scholarship Fund
NTID Architectural Technology Award Endowed Scholarship Fund
NTID Business Careers Endowed Scholarship Fund
NTID Foundation Endowed Scholarship Fund
NTID Merit Scholarship
NTID Performing Arts Endowed Scholarship Fund
NTID Science and Engineering Careers Endowed Scholarship Fund
NTID Vice President and Dean's Scholarship for Academic Excellence
NTID Visual Communications Endowed Scholarship Fund
NYS Federation of Home Bureaus, Inc. Endowed Scholarship Fund in Honor of Martha Perry
Ruth G. Norton Endowed Scholarship Fund
Milton H. and Ray B. Ohringer Endowed Scholarship Fund
Robert F. Panara Endowed Scholarship Fund
Pulver Family Endowed Scholarship Fund
Mary Hope Robinson Endowment for the Performing Arts
Rothman Family Endowment
Elizabeth Dunlap Sargent Memorial Endowed Scholarship Fund at the National Technical Institute for
the Deaf
Royichi Sasakawa Endowed Scholarship Fund
SASAKAWA Scholarship
Wilfrid and Isabel Searjeant Scholarship Endowment
S. Richard Silverman Endowed Scholarship Fund for International Deaf Students
Edythe and Edward Sklar Endowed Scholarship Fund
Sprint Endowed Scholarship Fund at NTID
Solon E. Summerfield Foundation Scholarship
Michael A. Swartzman Memorial Endowed Scholarship Fund
Michael Thomas Endowed Scholarship Fund in the Performing Arts
Eloise Thornberry Endowed Scholarship Fund
James Ventimiglia Memorial Printing Award Endowed Fund
Elizabeth W. Williams Endowed Fund for the Performing Arts
Joseph C. and Loretta F. Wolf Endowed Scholarship Fund
Louis S. and Molly B. Wolk Foundation Endowed Scholarship Fund for Deaf Students at RIT
The Woman's Club of Rochester Endowed Scholarship Fund for Deaf Students at RIT
Women's Council Endowed Scholarship Fund for Hearing-Impaired Students at RIT

GRANTS AND CONTRACTS

During FY2005, there were 22 new grant proposals submitted for funding. Nine, totaling \$2,435,685, were funded; three were withdrawn when the sponsor's competition was cancelled; three are still pending; seven were not funded. As

of September 30, 2005, the annual value of all grants and contracts at NTID totaled \$6,840,039, with a total value over the lives of the projects of \$25,288,166.

Project Title	Grant Provider	Year	Amount FY2005	Total Value
Aging Auditory System	National Institutes of Health	3 of 5	\$1,265,535	\$6,342,338
Aging Auditory System – supplement	National Institutes of Health	1 of 1	81,420	81,420
Northeast Technical Assistance Center	U.S. Department of Education	5 of 5	1,000,000	5,026,999
PEN-International	Nippon Foundation of Japan	5 of 5	1,279,328	5,013,514
MSSE	U.S. Department of Education	3 of 5	300,000	1,500,000
Center for Interpreter Training	NYS Education Department	1 of 1*	600,000*	600,000*
Community Interpreter Training	NYS Education Department	1 of 1*	100,000*	100,000*
Deaf Initiative in Information Technology	National Science Foundation	3 of 3	206,420	886,702
Eliminating Communication Barriers	National Science Foundation	3 of 3	300,832	883,883
Eliminating Communication Barriers – supplement	National Science Foundation	1 of 1	15,840	15,840
Rochester Prevention Research Center – sub-award to the University of Rochester	Centers for Disease Control	1 of 5	56,406	386,782
Speech Pathology	U.S. Department of Education	4 of 4	268,600	1,043,801
Promoting Access and Inclusion	U.S. Department of Education	3 of 3	242,651	759,772
Promoting Access and Inclusion – FIPSE	U.S. Department of Education	3 of 3	85,162	257,724
C-Print™ Model for Speech-to-Text Services	U.S. Department of Education	3 of 4	175,000	700,000
Using a Tablet PC and C-Print to Support Students	U.S. Department of Education	1 of 2	200,000	400,000
C-Print Evaluation	U.S. Department of Education	2 of 2	199,997	399,996
Science of Learning Center – catalyst award	National Science Foundation	1 of 1**	179,909	179,909
Alcohol and Substance Abuse	NYS Education Department	1 of 1*	149,390*	149,490*
Alcohol and Substance Abuse	Monroe County	1 of 1*	39,148*	39,148*
Deaf Children and Young Adults	National Science Foundation	2 of 5	94,401	520,848
Total			\$6,840,039	\$25,288,166

* Renewed annually. Funding not guaranteed.

** Funded as an 18-month project.

RIT/NTID LEADERSHIP

NTID ADMINISTRATIVE TEAM

Dr. T. Alan Hurwitz

RIT Vice President and Dean for NTID

Donald H. Beil

Executive Assistant for Government and Business Affairs to the VP/Dean

Dr. Gerard J. Buckley

Assistant Vice President for College Advancement

Dr. Christine M. Licata

Associate Vice President for Academic Affairs

Dr. Eleanor Rosenfield

Associate Dean for Student and Academic Services

Albert S. Smith

Assistant Vice President for College Operations

NTID NATIONAL ADVISORY GROUP

The National Advisory Group advises the RIT Vice President and Dean for NTID in developing and carrying out policies governing the operation and direction of the institute. The National Advisory Group comprises professionals concerned

with the education of deaf and hard-of-hearing students, professionals concerned with postsecondary education, and individuals familiar with the need for the services provided by NTID.

ACTIVE MEMBERS

Scot Atkins

Senior Vice President, Human Resources, CSD, Inc.

Andrew Brenneman

Senior National Account Executive, Sprint Business Solutions

Dr. Richard V. Burkhauser

Professor and Chair, Department of Policy Analysis and Management, Cornell University

Dr. Larry Burns

Vice President, Research & Development and Strategic Planning, General Motors Corporation

Rodney Danco

Vice President, Finance, Danco Precision, Inc.

Dr. Todd Houston

Executive Director and Chief Executive Officer, Alexander Graham Bell Association for the Deaf and Hard of Hearing

Jeff Hutchins

Chairman, Accessible Media Industry Coalition

Jon Levy

Principal, Orange County Department of Education Regional Deaf & Hard of Hearing Program

Timothy R. McCarty

President, Quest: Arts for Everyone

Augustin Melendez

Director and Vice President, Human Resources, Global Manufacturing and Logistics, Eastman Kodak Company

Dr. Mark Milliron

Vice President, SAS Institute, Inc.

Jennifer P. Olson, Esq.

Director, Human Services for the Greater Los Angeles Agency on Deafness

Dr. Juanita M. Rodriguez-Colón

Director, Department of Graduate Studies, School of Education, University of Puerto Rico

(continued)

NTID NATIONAL ADVISORY GROUP (continued)

Marilyn Smith

Executive Director and Founder, Abused Deaf Women's Advocacy Services Seattle, WA

Ronnie Mae Tyson-Jones

Adjunct Faculty Member, Florida Community College at Jacksonville

John Wyvill

Director, Arkansas Department of Workforce Education

U.S. GOVERNMENT REPRESENTATIVES

The Honorable Charles E. Schumer

Member, U.S. Senate, New York State

The Honorable Louise M. Slaughter

Member, U.S. House of Representatives, New York State

The Honorable John "Randy" Kuhl Jr.

Member, U.S. House of Representatives, New York State

HONORARY MEMBERS

W. Frank Blount

Chief Executive Officer, Telstar

The Honorable Hugh L. Carey

Former Governor, New York State

Nanette Fabray MacDougall

Actress

Jane Ratcliffe Pulver

Member, RIT Board of Trustees; Member, The NTID Foundation; Trustee, Pennsylvania School for the Deaf

RIT OFFICERS

Dr. Albert J. Simone

President

Lisa Cauda

Interim Vice President for Development and Alumni Relations

Dr. Mary-Beth A. Cooper

Vice President, Student Affairs

Dr. T. Alan Hurwitz

Vice President and Dean for National Technical Institute for the Deaf

Dr. Stanley D. McKenzie

Provost

Katherine Mayberry

Vice President, Academic Affairs

Dr. James G. Miller

Senior Vice President, Enrollment Management

Dr. Fred W. Smith

Secretary of the Institute and Assistant to the President

Deborah Stendardi

Vice President, Government and Community Relations

Dr. James H. Watters

Senior Vice President, Finance and Administration

RIT BOARD OF TRUSTEES

Richard T. Aab

Chairman, US LEC Corporation

Burton S. August**

'95; Honorary Chairman, RIT Board of Trustees; Retired Vice President and Current Director, Monro Muffler Brake, Inc.

Daniel J. Bader

'87; President, Helen Bader Foundation, Inc.

Bruce B. Bates*

Chairman Emeritus, RIT Board of Trustees; Senior Vice President, Smith Barney

Richard T. Bourns*

Retired Senior Vice President, Eastman Kodak Company

Donald N. Boyce

'67; Retired Chairman of the Board, IDEX Corporation

Andrew N. Brenneman

'86; Senior Government Account Executive, Sprint Business Solutions

Joseph C. Briggs*

Retired Vice President, Marketing, Lawyers Cooperative Publishing Company

Paul W. Briggs*

Retired Chairman of the Board and Chief Executive Officer, Rochester Gas and Electric Corporation

Charles S. Brown Jr.

'79; Chief Administrative Officer and Senior Vice President, Eastman Kodak Company

William A. Buckingham

'64; Past Chairman, RIT Board of Trustees; Retired Executive Vice President, M&T Bank

Nancy H. Burke

President, Women's Council of RIT

David J. Burns

President and Chief Operating Officer, Ex One Corporation

Ann L. Burr

Retired Executive Vice President, Time Warner Cable

Essie L. Calhoun

Chief Diversity Officer and Director, Community Affairs, Vice President, Eastman Kodak Company

Catherine B. Carlson**

Colby H. Chandler*

Chairman Emeritus, RIT Board of Trustees; Retired Chairman of the Board and Chief Executive Officer, Eastman Kodak Company

(continued)

* Emeritus Member of the Board

**Honorary Member of the Board

RIT BOARD OF TRUSTEES (continued)

Arunas Chesonis

Chairman and Chief Executive Officer, PAETEC Communications

Mary Lu Clark**

Joseph P. Clayton

Chairman, Sirius Satellite Radio

Thomas A. Curley

'77; Vice Chairman, RIT Board of Trustees; President and Chief Executive Officer, The Associated Press

Robert R. Davila**

Senior Vice President for National Programs, CSD

Ernest J. Del Monte**

Chairman, E.J. Del Monte Corporation

Sudhakar G. Dixit

'74; Chairman, Newtex Industries, Inc.

Ada Frances Duffus*

Richard H. Eisenhart*

Chairman Emeritus, RIT Board of Trustees; Retired Chairman, R. H. Eisenhart, Inc.

Nancy L. Fein

'76; Vice President of Lexus Service, Parts, Customer Satisfaction and Training, Toyota Motor Sales, USA

Margie Fitch*

James S. Gleason*

Chairman, Gleason Works Corporation

B. Thomas Golisano

Chairman, Paychex, Inc.

Lucius R. Gordon*

'99; Retired Chairman, Mixing Equipment Company, Inc.

Arthur A. Gosnell

Chairman and Chief Executive Officer, Stonehurst Capital LLC

Thomas H. Gosnell*

'96; Chairman Emeritus, RIT Board of Trustees; Retired Chairman of the Board and Chief Executive Officer, Lawyers Cooperative Publishing Company

Klaus Gueldenpfennig

'77; President and Chairman, Redcom Laboratories, Inc.

(continued)

* Emeritus Member of the Board

**Honorary Member of the Board

RIT BOARD OF TRUSTEES (continued)

William B. Hale**

Retired Vice President, Lawyers Cooperative Publishing Company

Brian H. Hall

'78; President and Chief Executive Officer, Thomson Legal and Regulatory Group

Alfred M. Hallenbeck*

Partner, Ward, Norris, Heller, & Reidy LLP

Susan R. Holliday

'85; President and Publisher, Rochester Business Journal

Jay T. Holmes

Retired Executive Vice President and Chief Administrative Officer, Bausch & Lomb, Inc.

John D. Hostutler*

Retired President, Industrial Management Council

Samuel T. Hubbard Jr.

Vice Chairman, RIT Board of Trustees; Chairman and Chief Executive Officer, High Falls Brewing Company, LLP

Frank M. Hutchins*

Chairman Emeritus and Honorary Vice Chairman, RIT Board of Trustees; Retired Chairman, Hutchins/Young & Rubicam

Bruce R. James

'64; Chairman, RIT Board of Trustees; Public Printer of the United States, United States Government Printing Office

Herbert W. Jarvis*

Former President and Chief Executive Officer, Sybron Corporation

Eric G. Johnson

President and Chief Executive Officer, Baldwin Richardson Foods Company

Thomas F. Judson Jr.

Chairman and Chief Executive Officer, The Pike Company

Kraig H. Kayser

President and Chief Executive Officer, Seneca Foods Corporation

Roger W. Kober*

'84; Retired Chairman and Chief Executive Officer, Rochester Gas and Electric Corporation

Robert J. Kohler Jr.

'59; Retired Executive Vice President and General Manager, TRW Avionics & Surveillance Group

Gary J. Lindsay

'64; C.P.A.

(continued)

* Emeritus Member of the Board

**Honorary Member of the Board

RIT BOARD OF TRUSTEES (continued)

Joseph M. Lobo

'95; President and Chief Executive Officer, JML Optical Industries, Inc.

Michael C. MacDonald

President of Global Accounts and Marketing Operations, Xerox Corporation

James R. Macfadden

President and Chief Executive Officer, Macfadden & Associates, Inc.

Lawrence J. Matteson

Retired Vice President, Imaging & Information Systems, Eastman Kodak Company

Thomas C. McDermott

Retired Chairman, Chief Executive Officer and President, Goulds Pumps, Inc.

Elizabeth D. Moore

Partner, Nixon Peabody LLP

Michael P. Morley

'69; Vice Chairman and Chairman Elect, RIT Board of Trustees, Retired Chief Administrative Officer and Executive Vice President, Eastman Kodak Company

Ann M. Mulligan*

Brian P. O'Shaughnessy

'84; Partner, Buchanan Ingersoll PC

Sandra A. Parker

Chief Executive Officer, Rochester Business Alliance, Inc.

Wolfgang Pfizenmaier

Senior Vice President and Liaison Officer, Digital Heidelberg Americas, Inc.

Dr. Albert T. Pimentel*

Retired Headmaster, New York School for the Deaf

Susan M. Puglia

Vice President, Technical Support and Quality, IBM Corporation

Jane Ratcliffe Pulver

Representative, NTID National Advisory Group

Thomas S. Richards

Former Chairman, President, and Chief Executive Officer, Rochester Gas and Electric Corporation

Harris H. Rusitzky

'91; President, The Greening Group

Richard E. Sands

Chairman and Chief Executive Officer, Constellation Brands, Inc.

(continued)

* Emeritus Member of the Board

**Honorary Member of the Board

RIT BOARD OF TRUSTEES (continued)

Janet F. Sansone

Executive Director, JFS Consulting

Carl E. Sassano

'72; President and Chief Executive Officer, Transcat, Inc.

James E. Shapiro*

Vice President for Management and Career Development, University of New Haven

Albert J. Simone

President, RIT

John M. Summers

Chief Executive Officer, Jasco Tools, Inc.

Sharon Ting

Global Coaching Practice Leader, Center for Creative Leadership

Frederick T. Tucker*

'63; Retired Executive Vice President and Deputy to the Chief Executive Officer, Motorola, Inc.

Judy B. von Bucher

Chester N. Watson

'74; General Auditor, General Motors Corporation

Robert D. Wayland-Smith

Retired Vice President and Manager, Upstate Trust & Investment Division, Chase Manhattan Bank, NA

William A. Whiteside Jr.*

Chairman Emeritus, RIT Board of Trustees; Retired Partner, Fox, Rothschild, O'Brien & Frankel

Christine B. Whitman

Partner, CSW Associates LLC

Thomas C. Wilmot

Chairman, Wilmorite, Inc.

Ronald L. Zarrella

Chairman and Chief Executive Officer, Baush & Lomb

* Emeritus Member of the Board

**Honorary Member of the Board