FISCAL YEAR 2024

ANNUAL REPORT
of ACHIEVEMENTS

GALLAUDET
U N I V E R S I T Y

FISCAL YEAR 2024 ANNUAL REPORT *of* ACHIEVEMENTS

October 1, 2023 - September 30, 2024

Gallaudet's cherry blossom trees are less well known than those on the Tidal Basin, but no less beautiful in full bloom.

LETTER FROM PRESIDENT CORDANO

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

Dear Secretary Cardona:

On behalf of Gallaudet University (the "University") and the Laurent Clerc National Deaf Education Center (the "Clerc Center") (collectively, "Gallaudet"), I am pleased to submit this *Annual Report of Achievements for Fiscal Year 2024*. This report is submitted in accordance with the requirements of the Education of the Deaf Act, which provides in two separate sections that we will prepare an annual report regarding the University and the Clerc Center (Sections 4354 and 4305(b)(2)).

During Fiscal Year 2024, Gallaudet and the Clerc Center initiated the work to move the Gallaudet Promise Phase Two Strategic Plan forward. The structure of the Fiscal Year 2024 reflects the shift to the next phase of fulfilling the Gallaudet Promise Vision with the initiatives focused around UNRIVALED Academic Excellence, CHAMP Student Experience, All Deaf THRIVE, and We are HOME.

A few highlights of Fiscal Year 2024 related to the university, our Birth-12 national mission, and our international impact include:

- The opening of the One Stop Student Services Center on the first floor of the Sorenson Language and Communication Center. This Center brings the Registrar's Office, Student Financial Aid, and Student Financial Services together in one space to allow students to more efficiently receive the services they need.
- The release of the new Clerc Center logo that represents KDES, MSSD, and their national service teams while also honoring Laurent Clerc as the "father" of K-12 deaf education in the United States.
- Gallaudet University has entered into a cooperative agreement with the Maternal and Child Health Bureau (MCHB) in the Health Resources and Services Administration (HRSA) to establish the new Implementation and Change Center within the Early Hearing Detection and Intervention (EHDI) National Network. The coordination of this center reflects the collaboration between Gallaudet and the Clerc Center.
- Continued engagement globally, reflecting the commitment to supporting the goal of All Deaf THRIVE as seen with the signing of a Memorandum of Understanding between Gallaudet University and the Republic of Ethiopia's Ministry of Women and Social Affairs (MoWSA), as well as the addition of new study abroad programs for students in Spain, Italy and Japan.

These are just a few examples, with many more shared in detail in this *Annual Report of Achievements for Fiscal Year 2024*. Please let us know if you have any questions.

Sincerely,

Roberta J. Cordano
President

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

The Tower Clock atop Chapel Hall is the university's most enduring symbol.

Fiscal Year 2024 Highlights

All data contained in this chapter was collected for the fall semester of academic year 2024-2025 which includes October to December 2024, the first quarter of Fiscal Year (FY) 2025. The data in subsequent chapters covers FY 2024.

This chapter contains a variety of numeric tables highlighting Gallaudet's activities during the current year. Included are data on enrollment, undergraduate student, and graduate student demographics, the home states of students, international students by country, and data on entering students, including ACT scores, applied/accepted/enrolled students, and declared majors and minors.

Dr. Patrick Boudreault, a faculty member in the American Sign Language program, is also a prolific researcher, involved in the university's Gesture Knowledge Literacy Studio among other endeavors.

I. Definitions of Terms Used

Academic level (Academic career): Academic level is a student's type of academic pursuit – graduate, undergraduate, professional studies, consortium, or English Language Institute.

Academic year: At Gallaudet, the academic year is considered to be the fall, spring, and summer semesters (September 1 through August 31) unless otherwise noted. Academic year is the calendar by which courses are offered.

Accepted: See "Admitted."

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

Alumni: Students who were enrolled at Gallaudet for at least one semester.

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

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

BIPOC: Black, Indigenous and people of color who are members of one of the following racial or ethnic groups: Asian, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, or Two or More.

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

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

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

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

Degree-seeking: For this report, this is used to describe a student enrolled and pursuing a course of study for a formal degree or certificate program.

Distinct headcount: Enrollment determined by counting each student only once.

Dual enrollment: Refers to students who enroll in Gallaudet's courses while enrolled in high school. Student performance is recorded on a college transcript and postsecondary credit is awarded for a passing grade in the course. This also includes concurrent enrollment, where high school students complete Gallaudet's courses at their high school by their high school instructors who were trained and are approved to teach Gallaudet's courses.

Dual-program enrollment: Students enrolled in two or more programs. This may also include students completing a set of requirements for a second program while pursuing completion of their primary program.

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

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

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

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

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

Graduates: Students who received a degree, certificate, or other formal award.

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

Hearing undergraduate (HUG): HUGs are hearing undergraduates enrolled in a degree-seeking undergraduate program other than the Bachelor of Arts in Interpretation (BAI) program. Gallaudet adjusts the slots for potential newly enrolled HUGs by increasing or decreasing the number of new applicants admitted so that overall numbers of undergraduate students who are hearing—and in a program other than BAI—does not exceed 8%.

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

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

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

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

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

Students of Color (SOC): Students who are members of one of the following racial or ethnic groups: Asian, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, or Two or More.

Traditionally Underrepresented Groups (TUG): See "Students of Color (SOC) and BIPOC."

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

Reporting Periods for the *Annual Report of Achievements*

Data in this *Annual Report of Achievements* cover several different "years." The report primarily covers Fiscal Year 2024 (October 1, 2023 to September 30, 2024). However, this chapter ("Fiscal Year 2024 Highlights") covers the beginning quarter of Fiscal Year 2025, from October 1, 2024, to December 31, 2024. Below are graphic representations of variations of reporting periods within this report.

Partial Calendar Year 2022 (by month)	Calendar Year 2023 (by month)												Calendar Year 2024 (by month)											
A S O N D	J F M A M J J A S O N D												J F M A M J J A S O N D											
Partial Fiscal Year 2022	Fiscal Year 2023												Fiscal Year 2024										Partial Fiscal Year 2025 (Note: this chapter primarily covers this time period)
Academic Year 2022-2023							Academic Year 2023-2024										Partial Academic Year 2024-2025						
Fall Semester 2022	Spring Semester 2023			Summer 2023		Fall Semester 2023				Spring Semester 2024					Summer 2024		Fall Semester 2024						

Fiscal Year 2024: October 1, 2023 to September 30, 2024.

Academic Year 2023–2024: August 28, 2023 to August 25, 2024, with the fall semester from August 28, 2023 to December 18, 2023, the spring semester from January 16, 2024 to May 6, 2024, and the summer semester from May 13, 2024 to August 25, 2024.

Partial Academic Year 2024–2025: August 26, 2024 to December 16, 2024, with the fall semester only.

Partial Fiscal Year 2025: October 1, 2024 to December 31, 2024.

Fall 2024 Census University and Clerc Center Enrollment

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

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

Fall 2024 Degree-Seeking Diversity by Academic Level

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

Fall 2024 Undergraduate Degree-Seeking Diversity by Class Standing

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

Fall 2024 Undergraduate Degree-Seeking Diversity by Race and Ethnicity

International/U.S. Non-Resident, 4%

Race and ethnicity unknown, 3%

American Indian/Alaska Native, <1%

Asian, 5%

Black/African American, 18%

White, 41%

Hispanic of any race, 26%

Two or more, 2%

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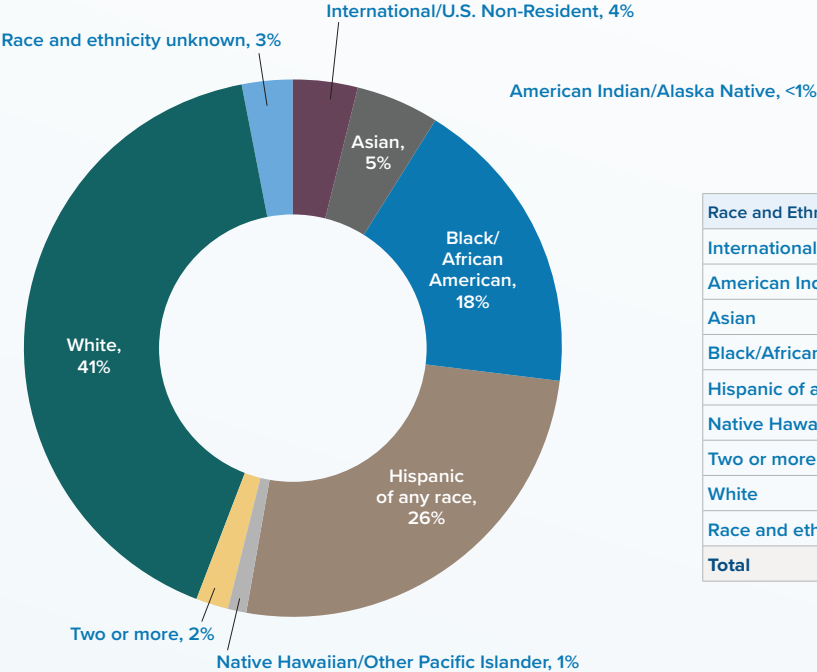
Race and Ethnicity	Undergraduate
International/U.S. Non-Resident	30
American Indian/Alaska Native	1
Asian	40
Black/African American	149
Hispanic of any race	210
Native Hawaiian/Other Pacific Islander	6
Two or more	18
White	334
Race and ethnicity unknown	24
Total	812

Fall 2024 Graduate Degree-Seeking Diversity by Degree Level

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

Fall 2024 Graduate Degree-Seeking Diversity by Race and Ethnicity

Race and ethnicity unknown, 6%
International/U.S. Non-Resident, 6%
Asian, 6%
Black/African American, 11%
White, 52%
Hispanic of any race, 16%
Two or more, 2%
American Indian/Alaska Native, <1%
Native Hawaiian/Other Pacific Islander, <1%
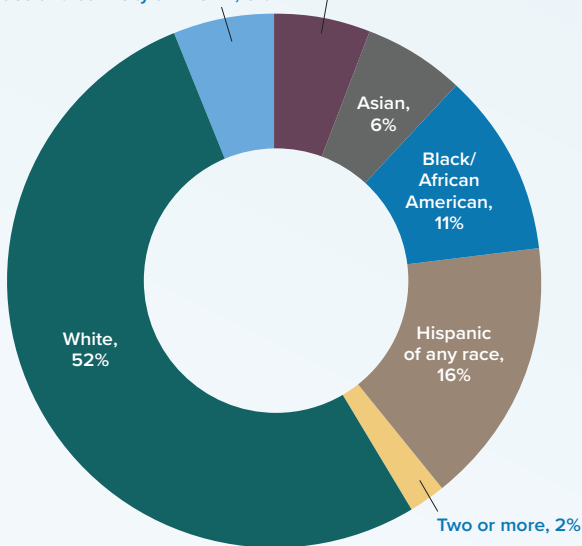
Race and Ethnicity	Graduate
International/U.S. Non-Resident	26
American Indian/Alaska Native	2
Asian	25
Black/African American	51
Hispanic of any race	72
Native Hawaiian/Other Pacific Islander	1
Two or more	10
White	235
Race and ethnicity unknown	29
Total	451

Small class sizes and individualized attention contribute to the joy of learning at Gallaudet.

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

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

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

Fall 2024 International Degree-Seeking Enrollment by Country

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

Fall 2024 Degree-Seeking Hearing Undergraduate (HUG) Enrollment

	2024
Total Degree-seeking Undergraduate Enrollment	**812**
Hearing Undergraduate (HUG)	49
Online Degree Completion Program (ODCP)[1]	9
Non-ODCP	40
Bachelor of Arts in Interpretation (BAI)[2]	17
Total Hearing Enrollment	**66**
Hearing Enrollment Percentage	**8%**
Total HUG Enrollment	**49**
HUG Enrollment Percentage[3]	**6%**

[1]Starting Fall 2018, hearing students enrolled in the Online Degree Completion Program are counted towards the Hearing Undergraduate (HUG) enrollment.
[2]Bachelor of Arts of Interpretation (BAI) students are not counted in the Hearing Undergraduate (HUG) enrollment.
[3]The Hearing Undergraduate (HUG) enrollment percentage cap is 8%, and the HUG enrollment percentage is the percentage used to compare against the cap percentage.

Fall 2024 Degree-Seeking Hearing Undergraduate (HUG) Enrollment by Declared Majors

	2024
Art and Media Design	1
Biology - BS	1
Business Adminstration	1
Deaf Studies	13
Deaf Studies	5
Deaf Studies (ODCP)	8
English	2
Government	1
International Studies	1
Mathematics	1
Physical Education and Recreation	2
Psychology	2
Psychology	1
Psychology (ODCP)	1
Self-directed Major	1
Sociology	1
Theatre	1
Undeclared	22
Total Majors Declared[1]	50
Total Headcount[2]	49

[1]Dual program enrollments are included.
[2]HUG headcount includes students who have not yet declared a major.

Students in Gallaudet's Hearing, Speech, and Language Sciences acquire a clinical education along with ASL fluency and cultural acumen.

Fall 2024 Undergraduate Degree-Seeking Enrollment Trend by Declared Majors and Minors

	Majors	Minors
Certificates		
Sexuality and Gender Studies	0	N/A
Certificates Total	0	N/A
Bachelor's		
Accounting	7	1
American Sign Language	6	0
Art	N/A	1
Art and Media Design	18	N/A
Athletic Coaching	N/A	11
Biology	22	6
Biology, B.A.	3	N/A
Biology, B.S.	19	N/A
Black Deaf Studies	N/A	3
Business Administration	53	6
Chemistry	N/A	5
Communication Studies	17	3
Communication Studies	15	2
Communication Studies (ODCP)	2	1
Criminology	N/A	1
Dance	N/A	3
Data Science	N/A	7
Deaf Studies	51	3
Deaf Studies	17	2
Deaf Studies (ODCP)	34	1
Disaster and Emergency Planning	N/A	2
Education	9	9
English	9	4
Family and Child Studies	N/A	8
Government	16	1
History	12	1
Information Technology	23	2
Interdisciplinary Spanish	1	N/A
International Studies	13	N/A
Interpretation	20	N/A
Linguistics	N/A	6
Mathematics	9	1
Mathematics, B.A.	8	N/A
Mathematics, B.S.	1	N/A
Philosophy	3	N/A
Physical Education and Recreation	53	N/A
Psychology	41	6
Psychology	36	6
Psychology (ODCP)	5	0
Public Health	11	5
Risk Management and Insurance	16	2
Sports Management	N/A	3
Self-directed Major	3	N/A
Social Work	30	N/A
Sociology	6	N/A
Spanish	1	9
Theatre Arts	13	4
Writing	N/A	3
Undeclared	383	N/A
Bachelor's Total	846	116
Total Plan Enrollment[1]	846	116
Headcount	812	98

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

Fall 2024 Graduate Degree-Seeking Enrollment by Degree Program and Discipline

	2024
Certificates	
DEP[1]	4
Deaf Cultural Studies	8
Sexuality and Gender Studies	0
Early Intervention Studies[2]	3
Certificates Total	**15**
Master's	
Accessible Human-Centered Computing	17
Counseling	45
Clinical Mental Health	43
School Counseling	2
Deaf Studies	11
Early Intervention Studies[2]	11
Education	11
Deaf Education Studies Program	7
Deaf Education Studies: ASL/English Bilingual ECE	3
Deaf Education Studies: Deaf Students with Disabilities	1
Education - Teacher Preparation Programs	7
Deaf Education	3
Early Childhood and Deaf Education	0
Elementary Education and Deaf Education	3
Secondary Education and Deaf Education	1
International Development	13
Interpretation	20
Linguistics	9
Public Administration	42
Sign Language Education	38
Social Work	49
Speech-Language Pathology	32
Master's Total	**305**
Specialists	
Deaf Education	16
Specialists Total	**16**
Doctorates	
Audiology, Au.D.	30
Clinical Psychology	24
Critical Studies in the Education of Deaf Learners	14
Educational Neuroscience	5
Hearing, Speech, and Language Sciences	9
Interpretation and Translation	9
Interpretation	5
Translation and Interpretation Studies	4
Linguistics	14
School Psychology, Psy.D.	13
Doctorates Total	**118**
Total Program of Study Enrollment[3]	**454**
Headcount	**451**

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

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

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

Fall 2024 New Undergraduate Degree-Seeking Average ACT

	All New	First-time Freshmen
English	14.0	14.1
Mathematics	16.0	16.1
Reading	16.9	17.1
Science	17.4	17.5

Fall 2024 New Degree-Seeking Enrolled Undergraduate Students by Race and Ethnicity

International/U.S. Non-Resident, 1%
Race and ethnicity unknown, 2%
Asian, 4%
Black/African American, 14%
White, 48%
Two or more, 3%
Hispanic of any race, 26%
Native Hawaiian/Other Pacific Islander, 1%
American Indian/Alaska Native, 0%

Race and Ethnicity	Enrolled
International/U.S. Non-Resident	3
American Indian/Alaska Native	0
Asian	8
Black/African American	29
Hispanic of any race	52
Native Hawaiian/Other Pacific Islander	3
Two or more	7
White	96
Race and ethnicity unknown	4
Total	**202**

A student shares the results of their research project. In addition to student-initiated research, faculty routinely involve their students in basic and applied research, consistent with the university's goal of knowledge creation and discovery.

Fall 2024 New Degree-Seeking Hearing Undergraduate Enrollment

	2024
Total Degree-seeking New Undergraduate Enrollment	**202**
Hearing Undergraduate (HUG)	16
Online Degree Completion Program (ODCP)[1]	2
Non-ODCP	14
Bachelor of Arts in Interpretation (BAI)[2]	3
Total New Hearing Enrollment	**19**
New Hearing Enrollment Percentage	**9%**
Total New HUG Enrollment	**16**
New HUG Enrollment Percentage[3]	**8%**

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

Fall 2024 New to Graduate Career Degree-Seeking Diversity by Applied, Admitted, and Enrolled

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

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

The Gallaudet Dance Company, founded in 1955, has enthralled audiences the world over with its modern dance routines and Deaf-led choreography.

Fall 2024 New-to-Program Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

	Applied[1]	Admitted[1]	Enrolled
Certificates	**25**	**17**	**11**
Deaf Cultural Studies	11	7	5
DEP[2]	8	6	4
Early Intervention Studies[3]	6	4	2
Master's	**397**	**275**	**151**
Accessible Human-Centered Computing	23	15	9
Counseling	37	25	21
Clinical Mental Health	24	16	13
School Counseling	13	9	8
Early Intervention Studies[3]	11	10	6
Deaf Studies	17	14	6
Education	21	12	7
Deaf Education Programs	15	10	5
Deaf Education Studies: ASL/English Bilingual ECE	3	1	1
Deaf Education Studies: Deaf Students w/Disabilities	3	1	1
Education - Teacher Preparation Programs	17	7	3
Deaf Education	8	3	1
Early Childhood Education and Deaf Education	2	1	0
Elementary Education and Deaf Education	3	1	0
Secondary Education and Deaf Education	4	2	2
International Development	16	8	6
Interpretation and Translation	17	13	9
Interpreting Practice/Research	16	12	9
Interpreting Research	1	1	0
Linguistics	11	10	3
Public Administration	41	30	19
Sign Language Education	48	34	24
Social Work	37	35	28
Speech-Language Pathology	101	62	10
Specialists	**13**	**8**	**5**
Deaf Education	13	8	5
Doctorates	**107**	**54**	**24**
Audiology, Au.D.	61	32	12
Clinical Psychology	17	4	2
Critical Studies in the Education of Deaf Learners	0	0	0
Educational Neuroscience	4	2	0
Hearing, Speech, and Language Sciences	6	2	2
Linguistics	7	6	3
School Psychology, Psy.D.	12	8	5
Translation and Interpretation Studies	0	0	0
Total Program of Study Enrollment	**542**	**354**	**191**
Headcount	**542**	**354**	**188**

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

Dr. Abebowale Ogunjirin teaches in the Biology program in the School of Science, Technology, Accessibility, Mathematics, and Public Health. He regularly mentors students who aspire to careers in the biological sciences.

About Gallaudet University

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

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

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

I. Mission Statement

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

II. Vision Statement

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

Gallaudet will achieve these outcomes through:
- A bilingual learning environment featuring ASL and English, providing full access to learning and communication for all students;
- A commitment to excellence in learning and student service;
- A world-class campus in the nation's capital;
- The creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners; and
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide.

III. History of Gallaudet

The First 100 Years

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

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

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

Black and white students were segregated at Kendall School for the Deaf for many years. In 1952, Louise B. Miller, the mother of a deaf child, and other parents filed a lawsuit against the Washington, D.C. Board of Education for the right of Black deaf children, including Mrs. Miller's son, Kenneth, to attend Kendall School. The resulting victory, in *Miller v. Board of Education of the District of Columbia*, which pierced the *Plessy v. Ferguson* doctrine of "separate but equal," was a watershed moment in Black deaf history as well as the American civil rights movement.

In July 2023, the university held a graduation ceremony for 24 students who attended the segregated Kendall School Division II for Negroes between 1952 and 1954. Four of the surviving six students attended; their deceased schoolmates were represented by family members and members of the Black Deaf community. The university's Board of Trustees issued a statement apologizing to those students and their descendants, and designated July 22 of every year as Kendall 24 Day.

In addition, Gallaudet is creating a memorial, to be known as the Louise B. Miller Memorial Pathways and Gardens: A Legacy to Black Deaf Children, to honor the 24 Black Deaf students and four teachers who paved the way for the 1954 Supreme Court decision in *Brown v. Board of Education of Topeka*.

A Time of Expansion

In 1966, President Lyndon B. Johnson signed an act to create the Model Secondary School for the Deaf (MSSD). Three years later, Robert H. Finch, the secretary of the U.S. Department of Health, Education, and Welfare, and Leonard M. Elstad, H-'52, the president of Gallaudet College at the time, signed an agreement authorizing the establishment and operation of MSSD on Gallaudet's campus. In 1970, President Richard M. Nixon signed a bill that authorized the establishment of Kendall Demonstration Elementary School, which replaced the existing Kendall School. Today, the two schools are part of Gallaudet's Laurent Clerc National Deaf Education Center, which is devoted to the creation and dissemination of materials, knowledge, and training to support the education of deaf students nationwide.

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

Transitioning into the 21st Century

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

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

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

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

On January 1, 2016, Roberta J. Cordano became the first deaf woman to serve as president of Gallaudet. During her tenure, the University has begun to define its bilingual mission more intentionally. It has also focused on academic and research excellence, and has received multiple federal and corporate research grants in recent years. In 2023, the university was reaccredited by the Middle States Commission on Higher Education.

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

In August 2020, the university created a Center for Black Deaf Studies, which has grown steadily to include robust programming, support services for Black Deaf students, and an in-house scholar-researcher. This year, the Center hired a new faculty director.

In August 2023, the university created a Center for Latine Deaf Studies, also known as *Nuestra Casa* ("Our House"), which was led during FY 2024 by two Latine Deaf employees on loan from their home units. It now has a permanent faculty director.

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

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

The traditional Commencement class photograph shows the wide diversity of our student body. Students graduating with University Honors wear blue robes, and students with gold stoles graduate with academic honors.

IV. Institutional Name

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

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

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

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

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

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

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

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

1954
Gallaudet College became the corporate name.

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

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

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

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

Graduate students wear the hood representing their academic discipline. Their job placement rate is close to 100 percent, and a good number continue to doctoral and professional studies.

V. Fast Facts

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

Website
http://www.gallaudet.edu

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

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

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

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

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

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

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

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

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

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

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

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

A Strategic Research Officer oversees all research units, centers, and programs, including the Center for Visual Language and Visual Learning (VL2), the Technology Access Program (TAP); the Artificial Intelligence, Accessibility, and Sign Language Center (AIASL); the Drs. John S. and Betty J. Schuchman Deaf Documentary Center (SDDC), the Deaf and Hard of Hearing Child Resilience Center (DHHCRC), and the Center for Deaf Health Equity (CDHE), and provides functional support to the Gallaudet University Institutional Review Board (IRB).

The Office of Research provides a myriad of services, including support for research development, pre-award services, post-award services, and research compliance. The university offers many opportunities for undergraduate and graduate students to participate in faculty research and to conduct their own research projects.

Enrollment

For the fall semester of academic year 2024-2025, the institution reported the following enrollment totals:

University, Fall 2024	Enrollment
Undergraduate (degree/non-degree, full-time and part-time)	875
Graduate (degree/non-degree, full-time and part-time)	460
English Language Institute	19
University subtotal	1,354

Laurent Clerc National Deaf Education Center, Fall 2024	Enrollment
Kendall Demonstration Elementary School	91
Model Secondary School for the Deaf	139
Clerc Center subtotal	230

Total Fall Enrollment, Academic Year 2024–2025	Enrollment
University subtotal	1,354
Clerc Center subtotal	230
Total fall enrollment, Academic Year 2024–2025	1,584

In addition, on the Fall 2024 census date, there were 210 students enrolled in Professional Studies activities.

International students comprised 4% of the Fall 2024 degree-seeking student body.

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

	Undergraduate	Graduate
U.S. student tuition[1]	$18,288	$20,142
International student tuition (non-developing countries)[1]	$36,576	$40,284
International student tuition (developing countries)[1]	$27,432	$30,204
Room and board[2]	$15,536	$15,536

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

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

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

Alumni

Gallaudet has nearly 23,000 alumni around the world. The Gallaudet University Alumni Association (GUAA), organized in 1889, has 53 chapters. According to a survey conducted by the university, 91% of the undergraduate student respondents who graduated between December 2021 and August 2022 are either employed or furthering their education. Of the survey respondents who graduated with graduated degrees during the same frame, 98% are employed or furthering their education. Of the 2023 MSSD students who responded to a follow-up survey, 29% are in postsecondary education, in training programs, or employed within one year after graduation. Note that the disposition of 68% of MSSD graduates is unknown for the same year.

Fundraising

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

Employees

At the end of FY 2024, the University and Clerc Center together had 930 employees, 570 of whom are deaf or hard of hearing. A total of 221 employees are University faculty members or Clerc Center teachers.

Funding

Total revenues and other support for FY 2024 were approximately $229.9 million.

Endowment

At the end of FY 2024, the University's endowment was approximately $228.9 million.

Community Impact

Gallaudet is one of the largest business entities in the Northeast quadrant of Washington, D.C., with direct salaries, wages, and benefits totaling more than $128.7 million during FY 2024. The University spent another $80.9 million on goods and services and $22.4 million on capital improvements.

VI. Accreditation

Gallaudet University is accredited by:

Middle States Commission on Higher Education (MSCHE)
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
Telephone: (267) 284-5011
Website: **msche.org**

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

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

- American Psychological Association (APA)
- American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA/CAA)
- Accreditation Council for Business Schools and Programs (ACBSP)
- Council on Social Work Education (CSWE)

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

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

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

- Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
- National Association of School Psychologists (NASP)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teaching Association (NSTA)

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

This statue, of Thomas Hopkins Gallaudet with Alice Cogswell, his first pupil, is another of the university's most enduring images.

VIII. Board of Trustees

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Performance Requirements

The Education of the Deaf Act (EDA) states that Gallaudet University will provide an annual report to the Secretary of the U.S. Department of Education and to committees of Congress. This document satisfies that requirement.

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

Wifi blankets the campus, making it possible for students and even entire classes to relocate in good weather.

I. Education of the Deaf Act Reporting Requirements

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

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

From the EDA

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

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

   Enrollment information is available in the chapter entitled "Goal One: Unrivaled Academic Excellence" on page 29.

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

   Enrollment information is available in the chapter entitled "Goal One: Unrivaled Academic Excellence" on page 29.

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

   Persistence and Graduation Data is available in the chapter entitled "Goal One: Unrivaled Academic Excellence" on page 29.

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

   Persistence and Graduation Data is available in the chapter entitled "Goal One: Unrivaled Academic Excellence" on page 29.

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

   Detailed information on these support services for Gallaudet and the Clerc Center is provided in the chapters entitled "Goal Two: CHAMP Student Experience" on page 93 and "Laurent Clerc National Deaf Education Center" on page 137, respectively.

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

   Refer to the chapter entitled "Goal One: Unrivaled Academic Excellence" on page 29.

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

   Refer to the chapter entitled "Goal One: Unrivaled Academic Excellence" on page 29.

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

   Detailed information is available on these strategies for the Clerc Center and is provided in the chapter "Laurent Clerc National Deaf Education Center" on page 137.

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

   Refer to our audited financial statements, submitted separately.

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

   Refer to our audited financial statements, submitted separately.

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

   Refer to our audited financial statements, submitted separately.

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

   Refer to our audited financial statements, submitted separately.

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

From the EDA on Research

a. "Research priorities …

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

   Refer to the chapter entitled "Goal One: Unrivaled Academic Excellence" on page 29.

b. "Research reports…

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

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

      Refer to the chapters "Goal One: Unrivaled Academic Excellence" on page 29 and "Laurent Clerc National Deaf Education Center" on page 137.

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

      Refer to the chapter, "Goal One: Unrivaled Academic Excellence" on page 29; this summary has been incorporated into the *Annual Report of Achievements.*

The historic district on the south end of campus is an architectural and horticultural paradise.

The Gallaudet Promise

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

I. The Gallaudet Promise

Since President Cordano's arrival in 2016, Gallaudet has committed to a path of transformation that reflects the University communities' input, ideas, and urgencies. Through this work, the vision for The Gallaudet Promise emerged, articulating how we will create a more sustainable and vibrant life experience for deaf, hard of hearing, deaf-disabled, and deafblind people, and all of humanity. Preparing for and answering the five grand challenges sets Gallaudet on the path of transformation for the university and global community.

Gallaudet's current transformation is a commitment to address five grand challenges:
1. Demonstrating the benefits of an ASL/English education
2. Expanding the impact of Gallaudet's creative edge
3. Realizing the value of Deaf people across the spectrum of identities
4. Creating pathways to success for Gallaudet students and graduates
5. Cultivating opportunities in both ASL and English-based economies

These grand challenges are central to Gallaudet's 10-year vision, T*he Gallaudet Promise, Excellence in Learning and Discovery*. They compel us to act. To address the grand challenges and achieve The Gallaudet Promise, the University will engage in initiatives within our identified priority areas:
1. Extraordinary Learning and Academic Excellence Across the Lifespan
2. Knowledge Creation and Discovery
3. Signing Ecosystems and Career Success

Central to transforming Gallaudet and achieving the Gallaudet Promise, our grand challenges and our priorities, are three imperatives or core values that must be integrated into all of the strategic work and, indeed, all aspects of the University:
1. Our Bilingual Mission
2. Our Commitment to Belonging and Equity
3. Our Belief in Innovation for Impact

The Gallaudet Promise, established in 2019, outlines a 10-year vision focused on achieving growth through excellence in learning and discovery. This initiative laid the groundwork for the Strategic Plan. Phase One of the strategic plan (2020-2023) corresponded with the Challenges, Imperatives, and Priorities outlined in The Gallaudet Promise and set the foundation for further work. It emphasized high-impact cross-divisional collaboration and addressed five areas for focused action:

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

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

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

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

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

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

Shared Community Values

The Gallaudet Promise, as our vision, and the related work in the Phase Two Strategic Plan are set upon a foundation of our shared community values. The values composed through community dialogues and review, reflect how we learn, work, engage, and grow together everyday as a community.

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

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

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

The new Student Services Center in the Sorenson Language and Communication Center brings together the Office of the Registrar, the Office of Financial Aid, and Student Financial Services.

II. Gallaudet University Strategic Plan 2030 Phase Two
(October 2023-Fiscal Year 2027)

The Gallaudet Promise Phase Two Strategic Plan outlines four aspirational goals supported by 12 actionable objectives that move the university forward. The plan was designed to ensure that everyone on campus would see themselves in it and know their role in moving it forward. As a living document, the plan is not meant to sit on a shelf. Rather, it will live and grow in the spaces occupied by the Gallaudet community.

The Plan is bilingual, reflecting the vibrancy of the Gallaudet signing community, and the four strategic goals are best understood in American Sign Language as UNRIVALED, CHAMP, THRIVE, and HOME.

UNRIVALED Academic Excellence
Goal 1:
Gallaudet University will provide an unrivaled and exceptional education for Deaf, Deaf Blind, Deaf Disabled, and Hard of Hearing people, setting a standard of excellence unmatched by other institutions.

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

FY 2023 Major Actions
- Implementation of the Cascade platform to track the Gallaudet Promise Phase Two Strategic Plan
- Record grant revenue generation from Faculty.
- Charge Ahead Dual Enrollment (CADE) program launched.
- Opening of Nuestra Casa, the Center for Latine Deaf Studies

CHAMP Student Experience
Goal 2:
Gallaudet University will prioritize and enhance the student journey, ensuring an exceptional and supportive environment that fosters academic success, personal growth, and a strong sense of belonging.

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

FY 2023 Major Actions
- Opening of the One-stop Student Services Center [currently Registrar, Student Financial Aid, Student Financial Services].
- The Office for Career Success launched a job search platform, Handshake, available to students, alumni, faculty, staff, and employers.

All Deaf THRIVE
Goal 3:
Gallaudet University will provide a foundation for Deaf, Deaf Blind, Deaf Disabled, and Hard of Hearing people to flourish academically, personally, and professionally. This includes initiatives supporting quality of life, increased representation and leadership opportunities for deaf, deafblind, deaf-disabled, and hard of hearing individuals, and greater recognition of the strengths and contributions of the deaf community.

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

FY 2023 Major Actions
- Signing of a Memorandum of Understanding between Gallaudet University and the Republic of Ethiopia's Ministry of Women and Social Affairs (MoWSA).
- New study abroad programs for students in Spain, Italy and Japan.
- New cooperative agreement with the Maternal and Child Health Bureau (MCHB) in the Health Resources and Services Administration (HRSA) to establish the new Implementation and Change Center within the Early Hearing Detection and Intervention (EHDI) National Network.

We Are HOME
Goal 4:
Gallaudet University will be a place where every community member feels a deep sense of belonging, safety, and pride. This vision is reflected in an inclusive and diverse campus, operational excellence and efficiency, and the development of both physical and virtual spaces and communities.

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

FY 2023 Major Actions
- Development and integration of Division Strategic Plans for the Gllaudet Promise Phase Two Plan.
- The majority of Gallaudet University's electricity demand is being met by on-site generation due to the completion of the microgrid project.
- Necessity of Now campaign launched.

The ASL sign for "study" is apropos here.

Goal One: UNRIVALED Academic Excellence

Gallaudet University will provide an unrivaled and exceptional education for Deaf, DeafBlind, Deaf-Disabled and Hard of Hearing people, setting a standard of excellence unmatched by other institutions.

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

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

Objective 1.2: Develop innovative programs for learning.

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

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

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

I. Office of ASL and English Bilingualism

Since its founding in 1864, Gallaudet University has offered a unique, bilingual learning environment. In 2007, the University's Board of Trustees adopted a new mission statement which committed the University to becoming more intentional about leveraging the advantages of providing bilingual education for deaf and hard of hearing students. In the transformation from "default bilingualism" to a model of "intentional and inclusive bilingualism," Gallaudet has undertaken several steps to implement this mission. Those steps include defining student learning outcomes, developing curricula and assessments, offering professional development opportunities, creating learning materials, supporting research projects, and hosting lectures, workshops, and campus-wide dialogues.

In order to support faculty in aligning teaching and learning activities with the bilingual mission, former Provost Carol J. Erting established the Center for Bilingual Teaching and Learning (CBTL) in August 2014. This center brought together work previously coordinated by the Office of Bilingual Teaching and Learning (OBTL) and the Gallaudet Scholarship on Teaching and Learning Initiative (GSTLI). In doing so, it unified resources for and research about bilingual teaching and learning.

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

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

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

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

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

Classroom Discourse Observation (CDO)
The Classroom Discourse Observation (CDO) is a summative assessment which identifies the ASL discourse and language, bilingual teaching approaches, and visual interactions between faculty and students. CDO uses a hybrid tool that incorporates both Zoom recordings of faculty and onsite observations. A new rubric has been developed to note students' comprehension of the faculty and the faculty's comprehension of the students.

Twelve faculty members participated in the CDO process during Academic Year 2023-2024.

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

A total of 41 faculty members participated in the TLA process during Academic Year 2023-2024.

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

A new assessment platform for ASLPI has been launched and protocols will be reviewed for future changes..

American Sign Language Placement Test (ASLPT)

Gallaudet University strives to develop a bilingual environment utilizing ASL. One tool to help achieve this goal is the American Sign Language Placement Test (ASLPT), which is used to determine the appropriate placement for new undergraduate students in one of three or four credit-bearing courses: (1) ASL 111, American Sign Language I and II; (2) ASL 112, American Sign Language III and IV; or (3) ASL 125, American Sign Language. Currently, this test is conducted through the Office of the Provost.

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

ASL Development Program (ASLDP)

The ASL Development Program (ASLDP) is designed to provide robust opportunities for Gallaudet faculty to improve the ASL skills necessary for teaching and learning and for staff to communicate with the campus community. The five components of ASLDP include New Emerging faculty signers' language development plans; ASL Gatherings; Individual ASL Support; ASL Immersion Day; and Staff ASL courses.

During Academic Year 2023-2024, there were three new and emerging faculty signers. All of them had the opportunity to meet with the ASLDP manager and update their ASL development plans, and discuss plans to continue to develop their ASL skills during the year.

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

Individual ASL Support is designed to provide discipline-specific support to individual faculty members to improve their ASL skills for classroom instruction and interaction. In Fall 2023 and Spring 2024, six Deaf ASL specialists were assigned to work with six faculty members for one to two hours per week for 30 weeks.

ASL Immersion Day activities are created and planned as an opportunity for faculty and staff to participate and experience an immersive and interactive environment with Deaf ASL facilitators. Fifteen faculty and staff participated in this all-day event on May 7, 2024.
- Faculty ASL (FASL) courses were held virtually during Academic Year 2023-2024. They were taught by three deaf ASL instructors. A total of eight faculty members participated in three FASL course levels (beginning, intermediate, and advanced).
- Staff ASL (SASL) 101-103 courses were offered to 30 campus staff with one full-time ASL instructor teaching face-to-face in Fall 2023 and Spring 2024. Three sections of SASL 101 were offered in Summer 2024, with a total of 10 staff participating.

Bilingual Approach Seminar: Levels 1 and 2

A series of critical pedagogy modules is available for professional development in bilingual instruction. Critical pedagogy, as defined by Wink (2000), is a process whereby professionals "name" their beliefs, "reflect" critically upon them, and then take "action." Professionals will "act" to implement effective practices of ASL and English bilingual instruction that will enhance the achievement of students in all academic classes. The bilingual pedagogy is discussed and taught at two levels of the Bilingual Approach Seminar (BAS), as follows:
- Level 1: Introduction to ASL and English Bilingualism
- Level 2: Application of ASL and English Bilingualism in a Classroom

Bilingual Policies Relevant to Language Access and Development

In continuing the analysis of policies and procedures at Gallaudet with a bilingual lens, all relevant University-wide handbooks have been reviewed.

Heritage Sign Languages Center

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

Family Language Connector Program (FLCP): Created in 2020 and now under the umbrella of HSLC, the Family Language Connector Program (FLCP) plays a pivotal role in promoting meaningful connections between deaf children and their families. FLCP achieves this through a combination of virtual and in-person family sign language services facilitated by connectors who possess cultural competency, empathy, professionalism, and fluency in heritage sign languages: American Sign Language (ASL), Lengua de Señas Mexicana (LSM), and Black American Sign Language (BASL). These connectors form the cornerstone of our mission by forging trust-based relationships with diverse families and providing unwavering support throughout their unique language-learning journey. Since 2020, FLCP has served over 331 families.

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

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

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

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

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

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

II. Gallaudet Innovation and Entrepreneurship Institute

During Fiscal Year 2024, the Gallaudet Innovation and Entrepreneurship Institute (GIEI) maintained its bichronous model and dynamic in-person schedule. The Institute's new leadership aligned its strategic planning with The Gallaudet Promise, which greatly supports deaf innovation and entrepreneurship.

GIEI's programs and services during Fiscal Year 2024 included:

Training
GIEI held 54 training sessions (workshops, groups, and presentations), offering essential skills for working with the deaf community. Expert trainers covered various entrepreneurship and innovation topics, delivering 70 hours of training to 2,441 people.

Mentoring
As part of GIEI's Mentorship Program, a diverse pool of deaf entrepreneurs corresponding to the five schools within Gallaudet University provided 1:1 mentoring sessions with students and alumni. GIEI conducted 94 mentoring sessions, totaling 94 hours, tailored to individual needs.

U.S. Small Business Association (SBA) funds through the Community Navigator Pilot Program (CNPP) allowed GIEI to add additional mentors for students and alumni. GIEI also provided a diverse pool of 11 deaf entrepreneurs who brought their experience to the table.

GIEI Website
GIEI updated its website for accessibility and compliance with SBA guidelines, adding in-depth content and planning user-friendly scrolls and calls to action. These updates incorporated the diverse perspectives of GIEI mentors, participants, contractors, and staff. A total of 110 mentoring sessions were conducted, providing 112 hours of tailored guidance to individuals and startups.

Networking and Pipeline
GIEI hosted and attended multiple key events and programs during Fiscal Year 2024.
1. Certified Business Enterprise (CBE): Participating in training provided by the District of Columbia Office of Department of Small and Local Business Development
2. GU Deaf Owned Biz: Need Interns?! (co-sponsored with the Office for Career Success)
3. "Flipping the Narrative with 2Gether-International: Celebrating Disabled Entrepreneurs," a fundraising event that connected business leaders, investors, and officials with thriving disabled founders.
4. NDIC/GIEI cultivates entrepreneurship in students and alumni for the NSF National Deaf Innovation Challenge (NDIC) through mentorship, workshops, and industry expert access.
5. Cornell University/Empowering Student Choice: A collaboration between Gallaudet University, Rochester Institute of Technology, and Cornell University offers Gallaudet students access to RIT's Simone Center and NSF Innovation Corps (I-Corps) mentorship, enhancing skills, visibility, and investor attraction.
6. National Science Foundation (NSF): Participated in the Assessing and Building Innovation Ecosystems Workshop at George Washington University
7. Disabled Entrepreneurs Act: GIEI supported a Congressional bill by providing a written thought piece.

Accelerator Program
For the second year, GIEI successfully modeled its program after 2Gether-International's Accelerator, making it Deaf-friendly. The program included CEO roundtables, customer acquisition, marketing, offer testing, pitching skills, BisonTalk, and LLC guidance.

BisonTank Competitions
The **Alumni BisonTank**, in its second year, featured a seven-week accelerator program using adapted 2Gether-International materials. GIEI restructured the program to be Deaf-friendly and added ASL consultant Felicia Williams to boost ASL confidence. Multiple sessions with Ben Daniels helped perfect business pitches. Winners received $10,000 in seed money and post-competition mentorship. The first place winner was Susanna Henderson, NKHoma School for the Deaf, Africa, $5,000; second place was Evelina Gaina, Baby ASL Baby!, $3,000; and third place was Dakota Daniels, LFG Network, $2,000.

The **Student BisonTank**, sponsored by Convo Communications, took place in April 2024. Twenty competitors formed five teams, and winners received $10,000 in seed money and post-competition mentorship. The first place winner was Davina Mayor, Signscape, $5,000, second place went to Bernice Adekeye, B-I-S-O-N, $3,000, and third place went to Deaf Eco, Travis Carrizales and Joshua Wojnar, $2,000.

Keeping to the goals of the **Deaf Ecosystem**, GIEI hired multiple deaf-owned businesses, including Caption Anywhere, APIA catering, and BSU Black Student Union, promoting diverse and inclusive collaboration for BisonTank events.

BisonTalk Series
The **BisonTalk Series** consisted of bichronous workshops provided by deaf entrepreneurs to students and alumni, and covered the following topics:
1. *Networking Power Play: Elevate Your Small Business, by Warren "Wawa" Snipe*
2. *Financial Foundation for Small Businesses, by Ben Daniel*
3. *Boosting Small Business Success with CRM Strategies, by Lori Koch*
4. *Designing Operations Systems, by Matthew Sherman*
5. *Business Talk for Latine Entrepreneurs, by Danielle Reyna*
6. *Ripple Effect: Elevating Small Business Through Storytelling, by Storm Smith*
7. *The Ultimate Guide to Growing Your Small Business with Social Media, by Patrick McMullen*

VEE 102 Course
The VEE 102 course introduced first-year students to the Deaf ecosystem, covering sustainable problem-solving, perfecting business pitches, and featuring a panel presentation. The course culminated in the second annual VEETANK competition. The top three winners' business ideas were shared with the university's executive leadership team.

Youth Programs
GIEI participated in and supported a youth DeafBiz Camp for deaf and hard of hearing high school students June 18-21, 2024 with the aim of exposing younger deaf and hard of hearing people to entrepreneurship. The program featured the Cashflow Board Game based on "Rich Dad, Poor Dad" and hands-on experiences at Mozzeria, a nearby deaf-owned and deaf-operated restaurant.

III. Center for Democracy in Deaf America

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

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

CDDA is also committed to the following values:

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

In alignment with The Gallaudet Promise's value of innovation for impact – where Gallaudet is seen and heard, and our students are prepared to be adaptable – CDDA hosted or attended the a number of events during Fiscal Year 2024, all aimed at achieving unrivaled excellence.

Two members of the Gallaudet University debate team participated in the St. Ignatius Dialogues at the University of San Francisco in October 2023. The tournament's theme focused on various social justice themes, such as how to incorporate technology in advancing social justice. Jonathan Summers finished in ninth place and Trent Mora was awarded tenth place.

During the fourth annual Stories and Speeches in Sign (SASIS) event in October 2023, members of the Gallaudet University Debate Team attempted to convince audience members through four-minute signed speeches to agree with them on controversial topics varying from whether President Biden should run again for the 2024 election to airplanes being banned.

Debate team members Trent Mora and Joseph Cherichello competed in the Huber Debates at the University of Vermont in November 2023. The Huber Debates, a British parliamentary debate tournament, consisted of several rounds with a new motion per round, ranging from economics to philosophy to politics. Mora and Cherichello advanced to the rookie finals.

In January 2024, Dr. Joseph Murray, a Gallaudet University faculty member and president of the World Federation of the Deaf, discussed the intricate complexities and differences in advocating for deaf human rights across the world, since each country has different needs, visions, and values. The event consisted of a dialogue between the moderator, CDDA executive director Dr. Brendan Stern, and Dr. Murray, followed by a question and answer session.

In February 2024, Dr. Brendan Stern, CDDA executive director, presented three different workshops to the Riverside, California deaf community on the left/right divide, social capital and the electoral college.

In February 2024, debate team members Lorelei Becktel and Aubrie Bauer competed in the first round of the Transatlantic Dialogues at Loyola Marymount University in Los Angeles. They proposed to allow deaf people in the military to help address recruitment concerns in light of hybrid warfare becoming a significant threat to Western liberal democracies. Out of 36 speakers, Becktel was named eighth place overall speaker, while Bauer was twelfth.

In March 2024, Dr. Brendan Stern, CDDA executive director, presented three different workshops to the Rochester, New York deaf community about voluntary associations, understanding the political process, and opening our minds.

The annual Gallaudet Distinguished Debate explores contemporary social issues of significance through debate in ASL. For the second annual debate in March 2024, Dr. Octavian Robinson of Gallaudet's Deaf Studies program and CDDA assistant director Lexi Hill debated whether hearing people should be allowed to teach ASL. Robinson debated in the affirmative, while Hill debated in the negative.

The Gallaudet University debate team engaged in an Oxford-style debate with the Georgetown Philodemic Society in April 2024, debating whether deafness should be cured. Debaters Trent Mora and Joseph Cherichello were the keynote speakers, while Jonathan Summers, Lorelei Becktel, and Daniel Barrett participated as floor speakers. The audience agreed that deafness should not be cured.

Debaters Lorelei Becktel and Aubrie Bauer continued in the second round of the Transatlantic Dialogues at George Washington University in April 2024. They proposed an accountability-centric plan to foster an environment of diversity, equity, and inclusion within the military that would increase military readiness and unit cohesion. They won the tournament, securing the first championship in the program's history. Bauer and Becktel also received fourth and fifth place individual speaker awards, respectively.

Debaters Jonathan Summers and Trent Mora participated in the Sierra Sustainability Summit at Yosemite National Park in California in April. They presented and defended a policy plan focusing on K-12 education and a gear library to balance environmental sustainability with equitable access to public lands. Summers and Mora won the tournament, securing the second championship in program history.

CDDA executive director Dr. Brendan Stern, assistant director Lexi Hill, Ambassador of Disagreement Lorenzo Lewis, and debate team assistant coach Aubrey Moorman presented "Fostering Healthy Disagreement and Civic Engagement at Gallaudet in a Polarized Age" to Gallaudet faculty and staff during Professional Development Week in August 2024. They led discussions about encouraging and promoting healthy disagreement, debate, and civic engagement on campus.

In September 2024, in collaboration with the Office of Alumni Relations, CDDA executive director Dr. Brendan Stern led a virtual crowd of attendees through an online workshop,"Deaf America and the 2024 Elections," exploring the current state of American democracy and how Deaf people can make a difference in the 2024 election.

On September 10, 2024, SignVote collaborated with the Office of Student Engagement and Leadership (SEL) and hosted a presidential debate viewing party, which featured The Deaf Professional Arts Network's (DPAN) interpretation of the presidential debate. Before the debate, CCDA executive director Dr. Brendan Stern and SignVote ambassador Diego Ozuna-Clark discussed what to expect from the debate and held a question and answer session with students, encouraging various perspectives and ideas. Students then watched the presidential debate together. A SignVote voter registration booth was set up nearby to support students with registration and questions about the presidential debate and election.

IV. Center for Black Deaf Studies

The Center for Black Deaf Studies (CBDS) is dedicated to uncovering, documenting, and preserving the histories, cultures, and sign languages of Black Deaf people in the United States and worldwide while supporting learning and research in Black Deaf Studies and related fields, including history, literature, psychology, sociology, and religion.

CBDS is a space like no other on campus. Its staff, plus contracted support, student workers, and interns, hae made it "a place where the magic happens." FY 2024 marked a major milestone with the retirement of founding director Dr. Carolyn D. McCaskill. Associate director Evon Black and Research Scholar Lindsay Dunn served as interim directors while the university conducted its search to replace Dr. McCaskill. Ms. Black, who was already the face of the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children campaign, assumed co-leadership of the larger Necessity of Now campaign with Dr. Jeremy Brunson, Interim Chief Diversity Officer. Mr. Dunn also taught Black Deaf Studies minor courses and gave six lectures during the CBDS Andrew J. Foster Lecture Series on Black Deaf History.

During FY 2024, CBDS staff developed their vision, their short- and long-term goals for the program, and identified their human and intellectual resource needs. Here are some highlights of the year.

- CBDS welcomed many visitors of all ages, from Netherlands, New Zealand, Sweden, the United Kingdom, Ireland, and South Korea as well as from all over the United States. Visitors also included staff from the District of Columbia Mayor's Office of Deaf, DeafBlind, and Hard of Hearing and Jorge Rodriguez, chief executive office of Sorenson Communications.
- The Necessity of NOW campaign launch during Homecoming 2023 was very successful. Two events took place: one targeted at donors and one for the general public.
- Enrollment in Black Deaf Studies minor courses in the Deaf Studies program reached the highest numbers since these courses were made available to students, with classes averaging 15 students per class, including White students who experienced being a minority in the classroom for the first time. This experience proved to be valuable to these students as potential allies whose understanding of the daily experiences of Black and Brown people in Predominantly While Institutions (PWI) was greatly enhanced.
- Ms. Black served as Mr. Dunn's teaching assistant while also working with Mr. Dunn on a research project exploring the pre- and post-knowledge of Black Deaf History among students taking Black Deaf Studies minor courses. This was specifically an internship project for her doctoral studies, entitled "The Analysis of Data of Students Taking Black Deaf Studies Courses."
- The Black Deaf Men's Summit resulted from the Black Deaf Studies Symposium, where a black male attendee expressed the need for a Black Deaf male space. Over 45 Black Deaf men attended this event, held during Black Deaf History Month. Mr. Dunn provided two public webinars on Black Deaf History covering the period between 1818 to the 20th century.
- Mr. Dunn and Ms. Black presented for the second time at the Virginia Museum for History and Culture. The museum also paid tribute to the state's segregated schools for Black Deaf students with a curated exhibit in their main exhibition space.
- On July 22, 2024, a ceremony was held at the Kellogg Conference Hotel, Swindells Auditorium, to mark the first anniversary of Kendall 24 Day.
- CBDS held its second annual Black Student graduation recognition ceremony to honor 55 Black students who graduated on May 10, 2024. This was the largest contingent of Black students at any commencement in Gallaudet's history. Each student received Kente cloth graduation stole emblazoned with the CBDS logo and "Class of 2024, " representing unity among Black graduates from Africa, the Americas, and the Caribbean.
- CBDS staff gave presentations on campus and elsewhere, including four college and university campuses.
- Mr. Dunn, with alumnus and Board of Trustees chair emeritus Dr. Glenn B. Anderson collaborated on a review of racism in the Deaf community that was to be published in the American Annals of the Deaf in the fall of 2024. This reprises a article written 61 years earlier by Dr. Anderson and the late Dr. Frank G. Bowe.
- CBDS collaborated with several campus units and other entities on a variety of projects, scholarly endeavors, and community events.

In July 2023, in a moving and cathartic ceremony, Gallaudet University awarded high school diplomas to the 24 Black Deaf students who attended Kendall School Division II from 1952 to 1954. This year, the university marked the first anniversary of Kendall 24 Day.

V. Nuestra Casa

Since the founding of Nuestra Casa, the Center for Latine Deaf Studies, in 2023, the Center has aimed to provide a welcoming and belonging space for the multiracial and multicultural Latine Deaf students who identify with descendants from the Caribbean, Mexico, Central America, and South America and their distinctive culture, tradition, and history. The center prioritized the recruitment, retention, mentorship, and advisement of Latine Deaf students. It commited to supporting teaching, learning, and research in Latine Deaf Studies and other disciplines that benefit from more comprehensive coverage of the Latine Deaf experience, such as history, literature, psychology, sociology, and religion. It also promoted preserving the history of the Latine Deaf community, as well as Latine Deaf education, culture, and language.

During Fiscal Year 2024, Nuestra Casa served Latine Deaf students through teaching, research, and service, all of which aligned with The Gallaudet Promise's value of Innovation for Impact and supports Goal One: UNRIVALED Academic Excellence. The Center offered a Latine Deaf course, collaborated with two research projects, and hosted 14 events. Nuestra Casa also participated in five collaborations and seven outreach opportunities to disseminate the Center's mission and values. Specific high-impact achievements and accomplishments from each category are highlighted and discussed.

The Center also established a ten-member advisory board. The advisory board met twice virtually to learn about what Nuestra Casa has been doing, and to share ideas for programming and networking opportunities.

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

Latine Deaf Course

Fall 2024

Dr. Franklin Torres, a faculty member in the English program in the School of Language, Educatio, and Culture, taught the first-ever Latine Deaf course, Deaf Studies (DST) 195, Special Topics: Introduction to Latine Deaf Studies. This course provided a foundational understanding of the Latine Deaf experience, fostering a sense of community and shared identity among enrolled students.

Research Projects

Provost Research Excellence Award
Fall 2023 - Fall 2024
Three faculty members – Dr. Pilar Piñar, World Languages and Cultures; Dr. Deborah Schooler, Psychology; and Dr. Franklin Torres, English – applied for and received the Provost Research Excellence Award for "Culture, Language, and Identity among Deaf/ Hard of Hearing Latine Students." They hired a Latine hearing graduate research assistant, Natalie Castro, to support the Center's activities and three Latine Deaf undergraduate research assistants, Destiny Zhinin, Ezra Forero-Tarquino, and Estelina Kovacs, to assist the research team in carrying out this research. This research project aimed to examine deaf and hard of hearing Latine students' experiences related to language, identity, and academic achievement. This research project was housed under Nuestra Casa as the research goals aligned with the center's goals. This research project continued through the School of Language, Education, and Culture as the three collaborators looked into applying for external funding to further support this project.

Unveiling Hidden Deaf Latine Stories Interview Project
Summer 2024 - present
During the National Association of the Deaf biennial conference in July 2024 in Chicago, Illinois, Dr. Franklin Torres, English; Norma Morán, Nuestra Casa Interim Director; and Leticia Arellano, Nuestra Casa Interim Associate Director, initiated the research project, "Unveiling Hidden Deaf Latine Stories." The team collected video narratives from the Latine Deaf individuals from the Chicago area and conference attendees. The collected storytelling videos will be used for Nuestra Casa-related courses and research projects to identify themes and raise awareness of the Latine Deaf presence.

Campus Events
Nuestra Casa hosted 24 campus events to unite students and community. These events included art exhibitions, celebrations, collaborations, film screenings, mentorship initiatives, panel discussions, presentations, and workshops, and a graduation week ceremony and reception.

Collaborations/ Outreach Opportunities
Nuestra Casa exhibited at the Latino Deaf y Familias Expo in September 2024 in Los Angeles, California. Their booth received 70-100 visitors – school professionals, hearing Spanish-speaking parents, Latine children of Deaf adults, trilingual interpreters and interpreting students, Gallaudet alumni, Deaf Latine parents with hearing children, and other community members. The Expo also served as a fertile ground for creating potential networking connections, and sparking excitement and optimism about future collaborations and initiatives.

The Latine Student Union is one of over 30 student organizations and clubs on campus.

VI. Enrollment

Fall 2023 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate Degree-seeking				
Freshmen	254	2	256	
Sophomores	169	4	173	
Juniors	176	6	182	
Seniors	216	42	258	
Second degree	8	2	10	
Undergraduate Non-Degree-seeking	0	40	40	
Total Undergraduate	823	96	919	56%
Graduate Degree-seeking	256	181	437	
Graduate Non-Degree-seeking	0	8	8	
Total Graduate	256	189	445	27%
English Language Institute	11	0	11	1%
Total Undergraduate, Graduate, and ELI	1,090	285	1,375	
Kendall Demonstration Elementary School	92	0	92	
Model Secondary School for the Deaf	160	0	160	
Total Clerc Center	252	0	252	15%
Total Undergraduate, Graduate, ELI, and Clerc Center	1,342	285	1,627	100%
Professional Studies[1]	0	272	272	

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

End-of-Year University Enrollment with Dual Enrollment

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Undergraduates	1,179	1,111	1,073	975	987
Graduates	492	501	491	488	541
English Language Institute	45	19	21	10	13
Professional Studies	894	941	892	982	755
Total University	2,610	2,572	2,477	2,455	2,296
Distinct Headcount Enrollment	2,504	2,480	2,413	2,358	2,230
Enrolled In More Than One Category	106	92	64	97	66

Online and Hybrid Courses Enrollment Trend

	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Course Enrollment[1]	3,040	3,738	4,340	3,806	4,601
Enrolled Count[2]	1,972	2,441	2,628	2,259	2,582
Distinct Students[3]	1,519	1,664	1,775	1,581	1,710

Note: Cut-off date for AY2023-2024 is 9/10/24.
[1]Course enrollment is the total count of online or hybrid courses Gallaudet students took in an academic year. (e.g. a student taking 2 online or hybrid courses in both fall and spring semesters will have a count of 4).
[2]Enrolled count is the total headcount of students per semester who took any online or hybrid courses in an academic year. (e.g. a student taking two online or hybrid courses in both fall and spring semesters will have a count of 2).
[3]Distinct students is the number of unique students who took any online or hybrid courses in an academic year. (e.g. a student taking two online or hybrid courses in both fall and spring semesters will have a count of 1).

Fall Census University and Clerc Center Enrollment Trend

	2019	2020	2021	2022	2023
Undergraduate Degree-seeking	1,058	1,004	998	910	879
Undergraduate Non-Degree-seeking	17	15	14	4	40
Total Undergraduate	1,075	1,019	1,012	914	919
Graduate Degree-seeking	406	423	412	399	437
Graduate Non-Degree-seeking	4	9	9	9	8
Total Graduate	410	432	421	408	445
English Language Institute	38	18	16	9	11
Total Undergraduate, Graduate, and ELI	1,523	1,469	1,449	1,331	1,375
Kendall Demonstration Elementary School	111	95	87	88	92
Model Secondary School for the Deaf	161	139	102	139	160
Total Clerc Center	272	234	189	227	252
Total Undergraduate, Graduate, ELI, and Clerc Center	1,795	1,703	1,638	1,558	1,627
Professional Studies[1]	199	306	270	233	272

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

Fall 2023 Census Degree-Seeking Diversity by Academic Level

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

Students in a Master of Arts in Interpreting (MAI) class share a moment of camaraderie.

Fall Degree-Seeking Diversity Trend

	2019	2019	2020	2021	2023
Race/Ethnicity					
International/U.S. Non-Resident	67	76	72	78	62
American Indian/Alaska Native	9	10	10	8	7
Asian	72	70	75	69	68
Black/African American	219	201	204	204	203
Hispanic of any race	199	229	255	244	266
Native Hawaiian/Other Pacific Islander	9	11	11	8	6
Two or more	51	56	41	29	25
White	731	682	668	606	616
Race and ethnicity unknown	107	92	74	63	63
Gender					
Male	583	551	558	541	532
Female	876	866	845	767	781
Unknown	5	10	7	1	3
Hearing Status					
Deaf/Hard of Hearing	1,138	1,107	1,081	1,020	1,023
Hearing	322	314	312	276	270
Unknown	4	6	17	13	23
Academic Load					
Full-time	1,272	1,161	1,150	1,109	1,079
Part-time	192	266	260	200	237
Total for each category	**1,464**	**1,427**	**1,410**	**1,309**	**1,316**

Fall 2023 Undergraduate Degree-Seeking Diversity by Class Standing

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

Fall Undergraduate Degree-Seeking Diversity Trend

	2019	2020	2021	2022	2023
Race/Ethnicity					
International/U.S. Non-Resident	48	54	53	53	39
American Indian/Alaska Native	9	7	10	6	6
Asian	52	49	51	46	44
Black/African American	181	165	161	159	154
Hispanic of any race	155	177	204	198	202
Native Hawaiian/Other Pacific Islander	9	10	11	8	6
Two or more	33	31	24	19	15
White	501	455	434	381	370
Race and ethnicity unknown	70	56	50	40	43
Gender					
Male	482	453	456	435	423
Female	576	551	542	475	456
Hearing Status					
Deaf/Hard of Hearing	944	894	900	827	795
Hearing	114	110	98	83	84
Academic Load					
Full-time	1,005	905	911	852	823
Part-time	53	99	87	58	56
Total for each category	**1,058**	**1,004**	**998**	**910**	**879**

Fall 2023 Degree-Seeking Undergraduate Students by Race and Ethnicity

Race and ethnicity unknown, 5%
International/U.S. Non-Resident, 4%
American Indian/Alaska Native, 1%
Asian, 5%
Black/African American, 18%
White, 42%
Hispanic of any race, 23%
Two or more, 2%
Native Hawaiian/Other Pacific Islander, 1%
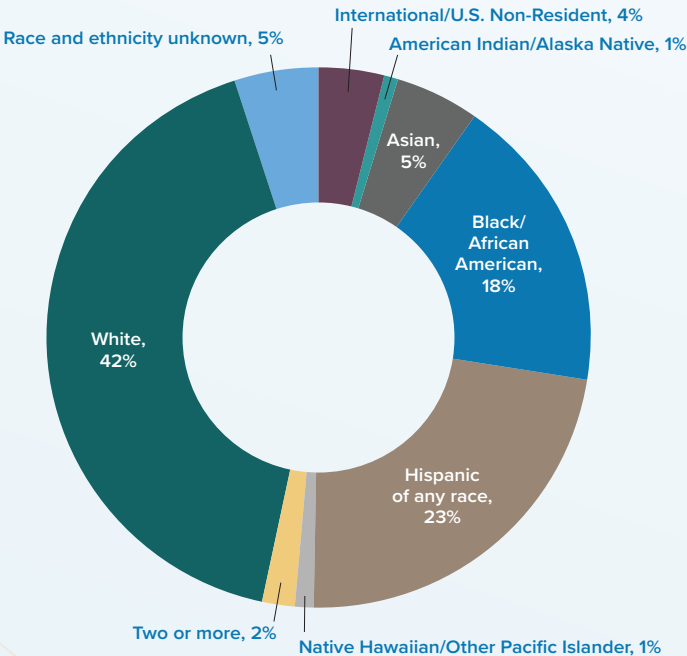
Race and Ethnicity	Undergraduate
International/U.S. Non-Resident	39
American Indian/Alaska Native	6
Asian	44
Black/African American	154
Hispanic of any race	202
Native Hawaiian/Other Pacific Islander	6
Two or more	15
White	370
Race and ethnicity unknown	43
Total	**879**

Fall Degree-Seeking Hearing Undergraduate Trend

	2019	%	2020	%	2021	%	2022	%	2023	%
Total Degree-seeking Undergraduate Enrollment	**1,058**		**1,004**		**998**		**910**		**879**	
Hearing Undergraduate (HUG)	76		69		66		60		53	
Online Degree Completion Program (ODCP)[1]	4		6		13		13		15	
Non-ODCP	72		63		53		47		38	
Bachelor of Arts in Interpretation (BAI)[2]	38		41		32		23		31	
Total Hearing Enrollment	**114**	**11%**	**110**	**11%**	**98**	**10%**	**83**	**9%**	**84**	**10%**
Total HUG Enrollment[3]	**76**	**7%**	**69**	**7%**	**66**	**7%**	**60**	**7%**	**53**	**6%**

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

Fall 2023 Graduate Degree-Seeking Diversity by Degree Level

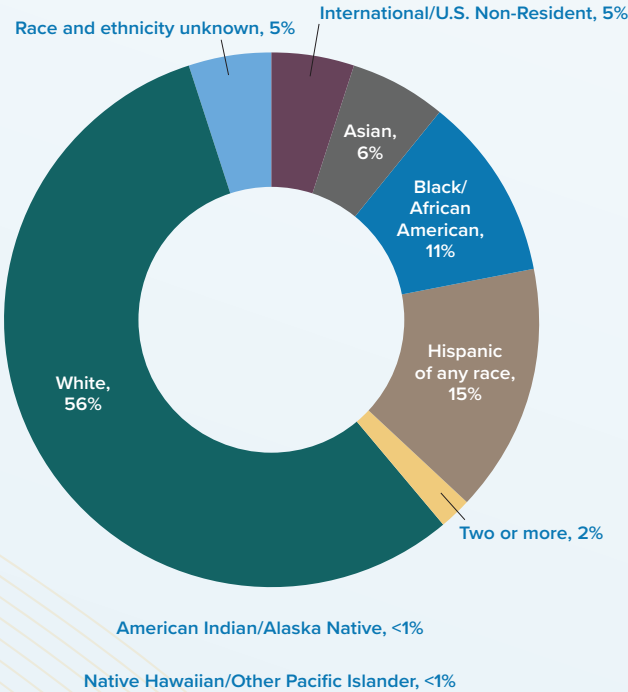|	Certificates	Master's	Specialists	Doctorates	Total
Race/Ethnicity					
International/U.S. Non-Resident	1	15	0	7	23
American Indian/Alaska Native	0	1	0	0	1
Asian	0	16	1	7	24
Black/African American	2	34	1	12	49
Hispanic of any race	1	46	1	16	64
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or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

Swimming and diving is one of is one of eight NCAA Division III men s sports programss. The university also has eight women s and three coeducational sports, a robust esports program, and intramural offerings.

Fall Graduate Degree-Seeking Diversity Trend

	2019	2020	2021	2022	2023
Race/Ethnicity					
International/U.S. Non-Resident	19	22	19	25	23
American Indian/Alaska Native	0	3	0	2	1
Asian	20	21	24	23	24
Black/African American	38	36	43	45	49
Hispanic of any race	44	52	51	46	64
Native Hawaiian/Other Pacific Islander	0	1	0	0	0
Two or more	18	25	17	10	10
White	230	227	234	225	246
Race and ethnicity unknown	37	36	24	23	20
Gender					
Male	101	98	102	106	109
Female	300	315	303	292	325
Unknown	5	10	7	1	3
Hearing Status					
Deaf/Hard of Hearing	194	213	181	193	228
Hearing	208	204	214	193	186
Unknown	4	6	17	13	23
Academic Load					
Full-time	267	256	239	257	256
Part-time	139	167	173	142	181
Total for each category	**406**	**423**	**412**	**399**	**437**

Fall 2023 Degree-Seeking Graduate Students by Race and Ethnicity

Race and ethnicity unknown, 5%
International/U.S. Non-Resident, 5%
Asian, 6%
Black/African American, 11%
Hispanic of any race, 15%
White, 56%
Two or more, 2%
American Indian/Alaska Native, <1%
Native Hawaiian/Other Pacific Islander, <1%

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

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

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

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

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

	2019	2020	2021	2022	2023
Alabama	11	12	12	13	6
Alaska	2	4	2	3	3
Arizona	20	21	18	19	17
Arkansas	3	4	4	2	2
California	190	188	195	183	182
Colorado	21	18	15	21	24
Connecticut	10	9	8	9	13
Delaware	8	7	7	5	6
District of Columbia	76	71	99	91	92
Florida	76	57	52	50	46
Georgia	42	41	36	35	39
Guam	0	0	0	0	0
Hawaii	4	7	9	8	5
Idaho	3	1	2	4	5
Illinois	32	37	39	30	31
Indiana	37	37	36	35	29
Iowa	4	0	2	2	5
Kansas	11	7	9	5	10
Kentucky	16	13	14	17	14
Louisiana	10	9	9	12	16
Maine	1	1	1	1	1
Maryland	173	166	163	151	178
Massachusetts	28	31	28	32	35
Michigan	23	28	22	19	18
Minnesota	27	20	20	26	18
Mississippi	8	6	7	6	6
Missouri	12	9	10	12	12
Montana	3	2	2	2	1
Nebraska	8	6	4	3	2
Nevada	5	7	7	7	5
New Hampshire	3	5	4	4	4
New Jersey	41	35	33	33	32
New Mexico	14	9	8	9	9
New York	97	93	85	81	74
North Carolina	29	31	22	14	14
North Dakota	0	0	1	0	1
Ohio	38	35	34	18	14
Oklahoma	4	4	8	6	9
Oregon	7	12	8	7	7
Pennsylvania	46	40	36	28	26
Puerto Rico	1	4	4	4	0
Rhode Island	4	4	1	4	3
South Carolina	10	16	17	8	8
South Dakota	0	1	2	3	4
Tennessee	12	15	17	12	9
Texas	102	106	101	88	107
Utah	7	9	12	18	19
Vermont	5	3	3	0	0
Virginia	68	68	69	52	56
Virgin Islands	0	0	0	0	0
Washington	25	27	28	23	20
West Virginia	2	3	4	5	6
Wisconsin	15	9	8	7	7
Wyoming	0	0	0	1	1
Unknown	0	0	0	0	3
Other[1]	3	3	1	3	0
Total	**1,397**	**1,351**	**1,338**	**1,231**	**1,254**

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

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

	2019	2020	2021	2022	2023
Alabama	8	10	5	7	5
Alaska	2	4	2	3	2
Arizona	14	18	16	14	15
Arkansas	3	2	1	1	1
California	150	138	147	131	133
Colorado	15	13	14	17	19
Connecticut	7	8	6	6	6
Delaware	5	6	5	4	5
District of Columbia	38	28	36	35	34
Florida	54	39	40	41	35
Georgia	34	33	29	23	27
Guam	0	0	0	0	0
Hawaii	4	5	7	6	4
Idaho	3	1	2	4	4
Illinois	26	30	30	22	24
Indiana	31	30	28	26	23
Iowa	2	0	1	1	2
Kansas	8	5	7	4	6
Kentucky	14	9	9	13	7
Louisiana	8	7	7	10	12
Maine	0	1	1	1	0
Maryland	122	115	109	102	120
Massachusetts	19	21	21	26	28
Michigan	18	21	18	16	15
Minnesota	22	14	16	18	13
Mississippi	6	5	6	6	5
Missouri	8	6	7	7	6
Montana	3	2	2	2	1
Nebraska	6	5	3	2	1
Nevada	3	5	5	4	3
New Hampshire	2	2	2	2	3
New Jersey	30	27	29	26	22
New Mexico	8	4	7	8	8
New York	67	62	57	59	45
North Carolina	19	18	16	9	8
North Dakota	0	0	0	0	1
Ohio	32	27	24	13	12
Oklahoma	3	2	3	3	5
Oregon	5	8	5	4	5
Pennsylvania	31	27	26	21	17
Puerto Rico	0	0	0	1	0
Rhode Island	3	3	1	2	1
South Carolina	7	11	13	8	7
South Dakota	0	1	1	3	3
Tennessee	8	12	13	8	6
Texas	85	88	88	70	77
Utah	4	7	8	9	9
Vermont	1	0	1	0	0
Virginia	41	39	39	31	29
Virgin Islands	0	0	0	0	0
Washington	20	21	23	19	15
West Virginia	1	2	4	5	5
Wisconsin	9	6	5	4	5
Wyoming	0	0	0	0	0
Unknown	0	0	0	0	1
Other[1]	1	2	0	0	0
Total	**1,010**	**950**	**945**	**857**	**840**

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

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

	2019	2020	2021	2022	2023
Alabama	3	2	7	6	1
Alaska	0	0	0	0	1
Arizona	6	3	2	5	2
Arkansas	0	2	3	1	1
California	40	50	48	52	49
Colorado	6	5	1	4	5
Connecticut	3	1	2	3	7
Delaware	3	1	2	1	1
District of Columbia	38	43	63	56	58
Florida	22	18	12	9	11
Georgia	8	8	7	12	12
Guam	0	0	0	0	0
Hawaii	0	2	2	2	1
Idaho	0	0	0	0	1
Illinois	6	7	9	8	7
Indiana	6	7	8	9	6
Iowa	2	0	1	1	3
Kansas	3	2	2	1	4
Kentucky	2	4	5	4	7
Louisiana	2	2	2	2	4
Maine	1	0	0	0	1
Maryland	51	51	54	49	58
Massachusetts	9	10	7	6	7
Michigan	5	7	4	3	3
Minnesota	5	6	4	8	5
Mississippi	2	1	1	0	1
Missouri	4	3	3	5	6
Montana	0	0	0	0	0
Nebraska	2	1	1	1	1
Nevada	2	2	2	3	2
New Hampshire	1	3	2	2	1
New Jersey	11	8	4	7	10
New Mexico	6	5	1	1	1
New York	30	31	28	22	29
North Carolina	10	13	6	5	6
North Dakota	0	0	1	0	0
Ohio	6	8	10	5	2
Oklahoma	1	2	5	3	4
Oregon	2	4	3	3	2
Pennsylvania	15	13	10	7	9
Puerto Rico	1	4	4	3	0
Rhode Island	1	1	0	2	2
South Carolina	3	5	4	0	1
South Dakota	0	0	1	0	1
Tennessee	4	3	4	4	3
Texas	17	18	13	18	30
Utah	3	2	4	9	10
Vermont	4	3	2	0	0
Virginia	27	29	30	21	27
Virgin Islands	0	0	0	0	0
Washington	5	6	5	4	5
West Virginia	1	1	0	0	1
Wisconsin	6	3	3	3	2
Wyoming	0	0	0	1	1
Unknown	0	0	0	0	2
Other[1]	2	1	1	3	0
Total	**387**	**401**	**393**	**374**	**414**

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

Fall 2023 International Degree-Seeking Enrollment by Country

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

Fall International Undergraduate Degree-Seeking Enrollment by Country Trend

	2019	2020	2021	2022	2023
Bahamas	0	0	0	1	1
Belize	0	0	1	1	1
Botswana	2	2	2	1	1
Brazil	1	1	0	0	0
Canada	11	9	12	11	13
Cayman Islands	1	1	0	0	0
China	4	4	1	1	1
Denmark	1	0	2	2	0
Ethiopia	0	0	0	0	1
Gabon	2	1	1	1	1
India	1	1	1	1	0
Iran	0	0	1	1	1
Kenya	0	1	0	0	1
Kuwait	1	1	1	0	0
Mexico	1	2	2	2	1
Nigeria	2	6	6	7	6
Oman	8	14	13	12	3
Pakistan	0	0	0	1	1
Philippines	1	1	1	1	0
Saint Kitts and Nevis	1	1	0	0	0
Saudi Arabia	9	6	6	8	5
Spain	0	0	1	1	0
Sudan	0	0	0	0	1
Taiwan	1	1	0	0	0
Turkey	1	1	1	1	0
United Arab Emirates	0	0	0	0	1
Vietnam	0	1	1	0	0
Total	48	54	53	53	39

The Gallaudet Dance Company performs many genres, including rap and hip-hop.

Fall International Graduate Student Degree-Seeking Enrollment by Country Trend

	2019	2020	2021	2022	2023
Botswana	0	0	0	1	0
Bulgaria	0	0	0	0	1
Cameroon	0	0	0	1	1
Canada	2	3	1	4	4
Czech Republic	0	0	0	0	1
China	3	5	2	3	1
Columbia	1	1	1	0	0
Gabon	1	3	3	2	0
Gambia	0	0	0	0	1
Ghana	0	0	1	1	0
Greece	0	1	0	0	0
India	0	0	0	0	1
Indonesia	0	0	1	1	0
Iran	1	2	2	1	1
Iraq	1	1	1	1	1
Italy	1	0	0	0	0
Japan	2	2	1	2	2
Kenya	0	0	0	1	1
Mexico	0	0	1	0	1
Morocco	0	0	1	1	1
Nigeria	2	2	1	2	2
Pakistan	0	1	0	0	0
Philippines	1	1	1	2	0
Russian Federation	1	0	0	0	0
Saudi Arabia	2	0	1	0	2
Sri Lanka	1	0	0	1	1
Turkey	0	0	1	1	1
Total	**19**	**22**	**19**	**25**	**23**

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

Alabama	245
Alaska	35
Arizona	358
Arkansas	186
California	2,256
Colorado	314
Connecticut	414
Delaware	102
District of Columbia	632
Florida	889
Georgia	461
Guam	6
Hawaii	111
Idaho	96
Illinois	1,104
Indiana	578
Iowa	324
Kansas	336
Kentucky	290
Louisiana	287
Maine	117
Maryland	2,003
Massachusetts	628
Michigan	505
Minnesota	656
Mississippi	102
Missouri	431
Montana	92
Nebraska	215
Nevada	57
New Hampshire	103
New Jersey	700
New Mexico	165
New York	1,772
North Carolina	577
North Dakota	114
Ohio	786
Oklahoma	138
Oregon	238
Pennsylvania	1,170
Puerto Rico	35
Rhode Island	93
South Carolina	229
South Dakota	141
Tennessee	259
Texas	1,126
Utah	159
Vermont	66
Virgin Islands	6
Virginia	1,119
Washington	492
West Virginia	164
Wisconsin	489
Wyoming	24
Total	**23,995**

[1]Includes enrollment thorugh Fall 2024.

Cumulative International University Enrollment Since 1864[1]

Argentina	4
Australia	19
Austria	2
Bahamas	4
Bangladesh	2
Barbados	2
Belgium	13
Benin	1
Bermuda	1
Bolivia	1
Botswana	12
Brazil	21
Bulgaria	3
Burkina Faso	1
Cameroon	6
Canada	889
Cayman Island	1
Cezech Republic	1
Chile	3
China	86
Colombia	4
Costa Rica	6
Cote D'Ivoire	1
Croatia	2
Cyprus	1
Czech Republic	1
Denmark	13
Egypt	1
El Salvador	2
Eritrea	1
Ethiopia	8
Fiji	1
Finland	7
France	11
Gabon	6
Gambia	1
Germany	17
Ghana	20
Greece	5
Guatemala	3
Guyana	2
Haiti	1
Honduras	1
Hong Kong	4
Hungary	2
Iceland	4
India	65
Indonesia	4
Iran	5
Iraq	1

Ireland	15
Israel	16
Italy	12
Jamaica	6
Japan	65
Jordan	5
Kenya	12
Korea, Republic of	19
Kuwait	3
Lebanon	3
Liberia	1
Malaysia	19
Mali	1
Mexico	14
Mongolia	3
Morocco	1
Nepal	1
Netherlands	14
New Zealand	4
Nigeria	85
Norway	15
Oman	1
Pakistan	7
Panama	2
Paraguay	2
Peru	3
Philippines	24
Poland	1
Portugal	1
Russian Federation	3
Rwanda	1
Saint Kitts and Nevis	1
Samoa	1
Saudi Arabia	38
Sierra Leone	2
Singapore	21
Slovakia	2
Slovenia	1
South Africa	19
Spain	10
Sri Lanka	8
Sudan	1
Sweden	44
Switzerland	5
Taiwan, Province of China	21
Tanzania	1
Thailand	10
Trinidad and Tobago	3
Turkey	2
Uganda	4
Ukraine	1

United Arab Emirates	9
United Kingdom	24
Uzbekistan	1
Venezuela	4
Vietnam	4
Yugoslavia	1
Zambia	2
Zimbabwe	1
Total	**1,872**
Countries	**109**

[1]Includes enrollment thorugh Fall 2024.

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

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

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

	2019	2020	2021	2022	2023
Applied	675	619	632	553	638
Admitted	403	375	367	303	358
Enrolled	263	231	228	218	214
Enrollment Yield	**65%**	**62%**	**62%**	**72%**	**60%**

Fall New Undergraduate Degree-Seeking Diversity Trend

	2019	2020	2021	2022	2023
Race/Ethnicity					
International/U.S. Non-Resident	9	8	7	8	6
American Indian/Alaska Native	3	2	3	2	1
Asian	13	15	14	6	6
Black/African American	54	32	35	38	35
Hispanic of any race	55	51	65	47	63
Native Hawaiian/Other Pacific Islander	2	3	2	1	1
Two or more	8	6	4	0	2
White	104	107	78	101	85
Race and ethnicity unknown	15	7	20	15	15
Gender					
Male	116	99	98	105	103
Female	147	132	130	113	111
Hearing Status					
Deaf/Hard of Hearing	234	186	206	199	189
Hearing	29	45	22	19	25
Application Type					
First-time Freshmen	183	152	152	161	149
Transfers	74	79	74	56	61
Second Degree	6	0	2	1	4
Total for each category	**263**	**231**	**228**	**218**	**214**

Fall New Undergraduate Degree-Seeking Average ACT Trend

	2019	2020	2021	2022	2023
English	15.7	15.0	14.2	14.4	14.2
Mathematics	17.4	17.2	16.9	16.8	16.1
Reading	18.4	18.4	17.9	19.1	17.2
Science	18.9	18.6	17.4	18.4	17.7
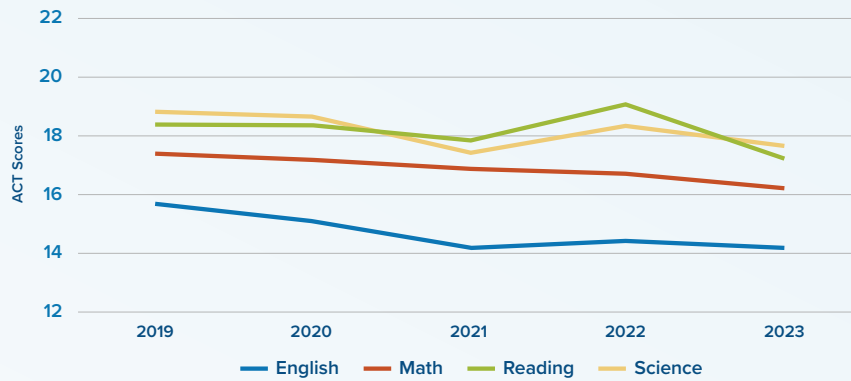
Fall New Degree-Seeking Hearing Undergraduate Trend

	2019	%	2020	%	2021	%	2022	%	2023	%
Total Degree-Seeking New Undergraduate Enrollment	263		231		228		218		214	
Hearing Undergraduate (HUG)	25		25		15		15		14	
Online Degree Completion Program (ODCP)[1]	0		4		7		3		5	
Non-ODCP	25		21		8		12		9	
Bachelor of Arts in Interpretation (BAI)[2]	4		20		7		4		11	
Total New Hearing Enrollment	29	11%	45	19%	22	10%	19	9%	25	12%
Total New HUG Enrollment[3]	25	10%	25	11%	15	7%	15	7%	14	7%

[1]Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) enrollment prior to Fall 2018.
[2]Bachelors of Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment.
[3]The New Hearing Undergraduate (HUG) Enrollment percentage is not the percentage used to compare against the HUG enrollment cap percentage of 8%. The HUG enrollment cap percentage is based on all undergraduate degree seeking students whereas the New HUG enrollment percentage is based on new undergraduate students.

Students demonstrate sign languages used in different countries during the Go Global Fair.

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

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

[1]Dual program enrollments are included.
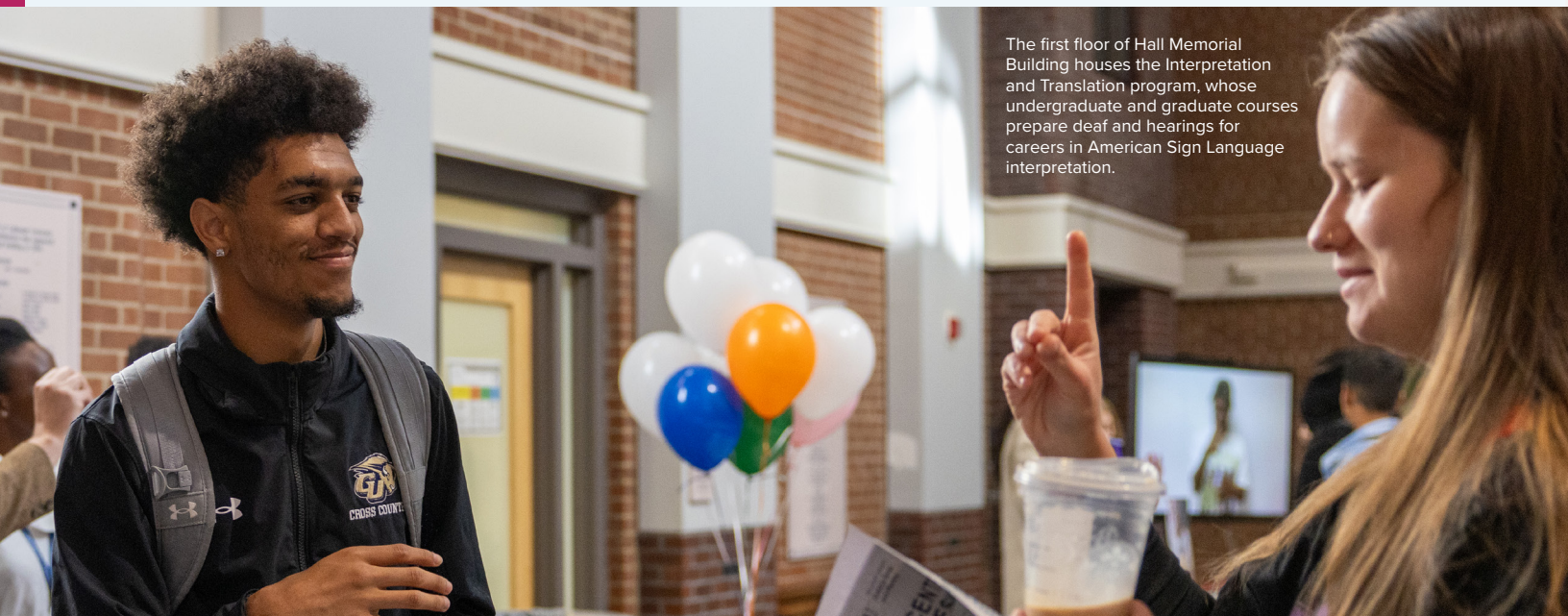
The first floor of Hall Memorial Building houses the Interpretation and Translation program, whose undergraduate and graduate courses prepare deaf and hearings for careers in American Sign Language interpretation.

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

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

[1]Applied Count and Admitted Count are not distinct counts.

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

	2019	2020	2021	2022	2023
Applied	467	483	504	434	461
Admitted	232	288	275	276	303
Enrolled	151	172	154	166	170
Enrollment Yield	**65%**	**60%**	**56%**	**60%**	**56%**

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

	2019	2020	2021	2022	2023
Race/Ethnicity					
International/U.S. Non-Resident	8	8	6	0	9
American Indian/Alaska Native	0	3	0	2	0
Asian	9	10	7	15	10
Black/African American	14	12	19	19	20
Hispanic of any race	14	24	18	22	26
Native Hawaiian/Other Pacific Islander	0	1	0	0	0
Two or more	8	11	2	6	2
White	82	93	95	88	96
Race and ethnicity unknown	16	10	7	14	7
Gender					
Male	30	35	41	42	37
Female	117	130	113	124	132
Unknown	4	7	0	N/A	1
Hearing Status					
Deaf/Hard of Hearing	81	102	67	99	96
Hearing	68	66	76	67	71
Unknown	2	4	11	0	3
Total for each category	**151**	**172**	**154**	**166**	**170**

VII. Academic Enrollment Trends

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Major

	2019	2020	2021	2022	2023
Certificates					
Sexuality and Gender Studies	N/A	N/A	N/A	N/A	3
Total Certificates¹	**N/A**	**N/A**	**N/A**	**N/A**	**3**
Bachelor's					
Accounting	15	14	19	13	7
American Sign Language	10	8	6	4	8
Art and Media Design	39	34	22	19	26
Biology	20	23	24	23	11
Biology, B.A.	5	3	3	3	3
Biology, B.S.	15	20	21	20	14
Business Administration	30	26	21	29	30
Chemistry	5	8	4	5	0
Chemistry, B.A.	0	0	0	0	0
Chemistry, B.S.	5	8	4	5	0
Communication Studies	37	26	31	24	17
Deaf Studies	22	23	40	48	46
Deaf Studies	12	9	9	17	11
Deaf Studies – ODCP	10	14	31	31	35
Education	18	18	12	7	8
English	22	23	15	15	13
Government	26	18	12	12	11
History	14	19	19	12	9
Information Technology	35	31	29	29	27
Interdisplinary Spanish	N/A	N/A	N/A	N/A	1
International Studies	18	15	18	8	10
Interpretation	43	47	35	26	35
Mathematics	15	16	18	16	15
Mathematics, B.A.	6	10	12	8	12
Mathematics, B.S.	9	6	6	8	3
Philosophy	1	4	2	1	2
Physical Education and Recreation	34	49	48	43	52
Psychology	42	50	48	37	42
Psychology	39	46	37	29	28
Psychology - ODCP	3	4	11	8	14
Public Health	5	7	10	10	8
Risk Management and Insurance	16	16	18	18	21
Self-Directed Major	1	3	5	6	5
Social Work	52	53	54	37	38
Sociology	5	9	7	9	14
Spanish	5	8	7	5	N/A
Theatre Arts	6	5	4	5	8
Total Bachelors¹	**536**	**553**	**528**	**461**	**470**

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

H Street Northeast and the NoMa neighborhood, with their many eateries and entertainment venues, are popular off-campus destinations.

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Minor

	2019	2020	2021	2022	2023
Accounting	0	0	0	0	2
American Sign Language	1	3	2	1	0
Art	11	3	2	3	4
Athletic Coaching	12	22	20	19	21
Biology	5	4	4	8	5
Black Deaf Studies	N/A	N/A	N/A	N/A	2
Business Administration	3	4	3	0	1
Chemistry	1	4	4	3	4
Communication Studies	3	6	4	0	2
Dance	3	2	2	2	3
Data Science	N/A	N/A	0	4	9
Deaf Studies	5	2	5	3	7
Disaster and Emergency Planning	N/A	N/A	N/A	N/A	1
Education	5	6	12	13	14
English	8	8	5	4	6
Family and Child Studies	20	24	24	14	11
Government	4	3	3	1	0
History	0	0	0	0	0
Information Technology	1	4	3	3	3
Linguistics	9	3	4	4	3
Mathematics	2	4	3	3	1
Philosophy	0	0	0	1	1
Psychology	14	6	8	8	4
Public Health	3	5	3	2	6
Recreation and Sports Programming	1	1	1	1	N/A
Risk Management and Insurance	2	2	0	1	2
Sociology	N/A	N/A	0	2	5
Sports Management	0	1	3	1	2
Spanish	9	6	3	2	11
Theatre Arts	4	3	3	1	2
Total Plan Enrollment[1]	**126**	**126**	**121**	**104**	**132**

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

Fall Hearing Undergraduate (HUG) Enrollment Trend by Declared Major

	2019	2020	2021	2022	2023
American Sign Language	0	0	0	0	0
Art and Media Design	1	1	0	0	0
Biology	3	4	3	3	1
Biology, B.A.	1	1	0	0	0
Biology, B.S.	2	3	3	3	1
Business Administration	0	0	0	1	1
Chemistry, B.S.	1	1	0	0	0
Communication Studies	3	0	0	1	1
Deaf Studies	10	7	11	15	16
Deaf Studies	7	3	2	6	4
Deaf Studies - ODCP	3	4	9	9	12
Education	4	1	0	0	1
English	0	1	0	1	0
Government	1	1	0	1	1
History	1	2	1	0	0
Information Technology	1	1	1	1	1
International Studies	2	1	2	3	1
Interpretation	0	0	0	0	0
Mathematics	0	0	0	0	1
Philosophy	0	1	0	0	0
Physical Education and Recreation	0	0	0	0	1
Psychology	6	8	7	7	5
Psychology	5	6	3	0	2
Psychology - ODCP	1	2	4	0	3
Public Health	0	0	1	2	0
Self-directed major	0	2	1	1	1
Social Work	2	2	1	1	1
Sociology	1	1	1	1	2
Spanish	0	1	1	1	0
Theatre Arts	0	0	1	0	1
Undeclared	40	35	36	23	19
Total Majors Declared[1]	**76**	**70**	**67**	**62**	**54**
Total Headcount[2]	**76**	**69**	**66**	**60**	**54**

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

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

	2019	2020	2021	2022	2023
Certificates					
ASL/Deaf Studies	2	4	5	4	8
ASL/English Bilingual Early Childhood Education	0	1	0	0	0
Certificate in Sexuality and Gender Studies	N/A	N/A	0	2	1
Deaf and Hard of Hearing Infants, Toddlers, and Families	7	2	11	8	2
Deaf Students with Disabilities	2	1	0	0	0
DEP[1]	N/A	N/A	N/A	N/A	7
Certificates Total	**11**	**8**	**16**	**14**	**18**
Master's					
Accessible Human-Centered Computing	N/A	N/A	N/A	6	13
Counseling	16	6	3	11	28
Clinical Mental Health Counseling	9	4	2	11	N/A
School Counseling	7	2	1	0	N/A
Deaf and Hard of Hearing Infants, Toddlers, and Families	N/A	N/A	N/A	N/A	5
Deaf Studies	17	22	21	14	12
Education	29	36	8	9	12
Deaf Education Advanced Studies	4	8	8	9	12
Deaf Education Special Programs	2	0	0	0	0
Education - Teachers Preparation Program	23	28	22	14	7
Deaf Education	9	11	6	4	2
Early Childhood and Deaf Education	5	5	1	1	0
Elementary Education and Deaf Education	7	10	12	8	5
Secondary Education and Deaf Education	2	2	3	1	0
International Development	17	17	17	16	16
Interpretation and Translation	23	26	25	21	17
Interpreting Practice/Research	22	26	22	18	17
Interpreting Research	1	0	3	3	0
Linguistics	17	19	22	16	17
Public Administration	29	32	20	29	41
Sign Language Education	36	59	46	36	38
Social Work	32	36	36	46	50
Speech-Language Pathology	29	25	32	40	37
Master's Total	**246**	**278**	**252**	**258**	**293**
Specialists					
Deaf Education	5	7	11	8	12
School Psychology	18	13	9	N/A	N/A
Specialists Total	**23**	**20**	**20**	**8**	**12**
Doctorates					
Audiology, Au.D.	44	46	40	32	29
Audiology, Ph.D.	0	0	0	0	0
Clinical Psychology	36	32	30	27	28
Critical Studies in the Education of Deaf Learners	8	5	10	17	19
Deaf Education	0	0	0	0	0
Educational Neuroscience	5	6	6	8	8
Hearing, Speech, and Language Sciences	10	8	10	9	9
Interpretation and Translation	22	22	19	14	14
Interpretation	22	19	16	10	10
Translation and Interpretation Studies	0	3	3	4	4
Linguistics	13	12	14	11	11
School Psychology, Psy.D.	0	0	10	13	13
Doctorates Total	**138**	**131**	**139**	**131**	**131**
Total Program Enrollment[2]	**418**	**437**	**427**	**411**	**454**
Total Headcount	**406**	**423**	**412**	**399**	**437**

[1]Disability-Inclusive Disaster Reducation and Emergency Planning
[2]Dual program enrollments are included.

VIII. Persistence and Graduation Data

Undergraduate Degree-Seeking Fall 2023 to Fall 2024 Attrition/Persistence by Diversity

	Fall 2023	Graduated	Academically Dismissed	Withdrew	Returned Fall 2024[1]
Race/Ethnicity					
International/U.S. Non-Resident	39	9	0	3	27
American Indian/Alaska Native	6	2	2	1	1
Asian	44	13	0	3	28
Black/African American	154	26	8	14	106
Hispanic of any race	202	28	8	27	139
Native Hawaiian/Other Pacific Islander	6	2	0	1	3
Two or more	15	4	1	3	7
White	370	98	4	53	215
Race and ethnicity unknown	43	10	0	5	28
Gender					
Male	423	86	17	55	265
Female	456	106	6	55	289
Hearing Status					
Deaf/Hard of Hearing	795	158	23	101	513
Hearing	84	34	0	9	41
Hearing Undergraduate (HUG)	53	21	0	5	27
Non-HUG	31	13	0	4	14
Class					
Freshmen	256	1	19	54	182
Sophomores	173	0	4	18	151
Juniors	182	20	0	13	149
Seniors	258	170	0	22	66
Second Degree	10	1	0	3	6
Academic Load					
Full-time	823	161	22	100	540
Part-time	56	31	1	10	14
Total for each category	**879**	**192**	**23**	**110**	**554**

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

Gallaudet hosts many conferences and symposia, as well of showcases of student and faculty work. Here, alumnus Gabriel Arellano describes ASL Aspire, a game-based learning platform for deaf K-12 students and educators.

Graduate Degree-Seeking Fall 2023 to Fall 2024 Attrition/Persistence by Diversity

	Fall 2023 Enrollment	Graduated	Withdrew	Returned Fall 2024
Race/Ethnicity				
International/U.S. Non-Resident	23	8	3	12
American Indian/Alaska Native	1	0	0	1
Asian	24	7	2	15
Black/African American	49	12	9	28
Hispanic of any race	64	21	4	39
Native Hawaiian/Other Pacific Islander	0	0	0	0
Two or more	10	1	0	9
White	246	80	23	143
Race and ethnicity unknown	20	9	1	10
Gender				
Male	109	37	13	59
Female	325	99	29	197
Unknown	3	2	0	1
Hearing Status				
Deaf/Hard of Hearing	228	76	33	119
Hearing	186	53	8	125
Unknown	23	9	1	13
Degree				
Certificates	7	1	3	3
Master's	287	104	31	152
Specialists	12	1	1	10
Doctorates	131	32	7	92
Academic Load				
Full-time	256	70	23	163
Part-time	181	68	19	94
Total for each category	**437**	**138**	**42**	**257**

Football is Gallaudet's oldest sport, and in recent years, one of its most successful. Gallaudet is renowned as the Home of the Huddle. Two years ago, AT&T worked with Gallaudet to create a 5G-enabled helmet that allows coaches on the sideline to send calls to the team s quarterback via an augmented reality lens. The NCAA has approved this for Gallaudet's use during the 2024 season and beyond.

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

Group in the Cohort	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022	Cohort 2023
# in Cohort	183	150	151	161	149
Male	83	68	67	83	79
Female	100	82	84	78	70
Students of Color[1]	94	76	81	70	78
White	77	63	51	72	62
Deaf/Hard of Hearing	174	139	149	156	146
Hearing	9	11	2	5	3
Hearing Undergraduate (HUG)	9	6	2	5	2
Non-HUG	0	5	0	0	1
% Retained to Year 2	74%	80%	73%	77%	71%
Male	72%	80%	64%	76%	70%
Female	76%	80%	80%	78%	73%
Students of Color[1]	76%	72%	69%	74%	71%
White	71%	88%	80%	79%	68%
Deaf/Hard of Hearing	74%	79%	72%	76%	71%
Hearing	89%	91%	100%	100%	100%
Hearing Undergraduate (HUG)	89%	100%	100%	100%	100%
Non-HUG	N/A	80%	N/A	N/A	100%
% Retained to Year 3	73%	67%	62%	62%	
Male	73%	71%	58%	60%	
Female	72%	63%	65%	64%	
Students of Color[1]	70%	63%	59%	56%	
White	73%	70%	71%	68%	
Deaf/Hard of Hearing	71%	65%	62%	61%	
Hearing	100%	91%	100%	100%	
Hearing Undergraduate (HUG)	100%	100%	100%	100%	
Non-HUG	N/A	80%	N/A	N/A	
% Retained to Year 4	61%	64%	61%		
Male	61%	68%	61%		
Female	61%	60%	60%		
Students of Color[1]	60%	58%	62%		
White	59%	69%	62%		
Deaf/Hard of Hearing	74%	63%	63%		
Hearing	60%	73%	62%		
Hearing Undergraduate (HUG)	78%	67%	0%		
Non-HUG	78%	80%	0%		
% Retained to Year 5	39%	39%			
Male	47%	46%			
Female	32%	34%			
Students of Color[1]	41%	38%			
White	34%	40%			
Deaf/Hard of Hearing	39%	40%			
Hearing	33%	27%			
Hearing Undergraduate (HUG)	33%	33%			
Non-HUG	N/A	20%			
% Retained to Year 6	16%				
Male	19%				
Female	14%				
Students of Color[1]	24%				
White	6%				
Deaf/Hard of Hearing	17%				
Hearing	0%				
Hearing Undergraduate (HUG)	0%				
Non-HUG	N/A				

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

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

	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022	Cohort 2023
Overall	74%	80%	73%	77%	71%
Students of Color	76%	72%	69%	74%	71%
White	71%	88%	80%	79%	68%
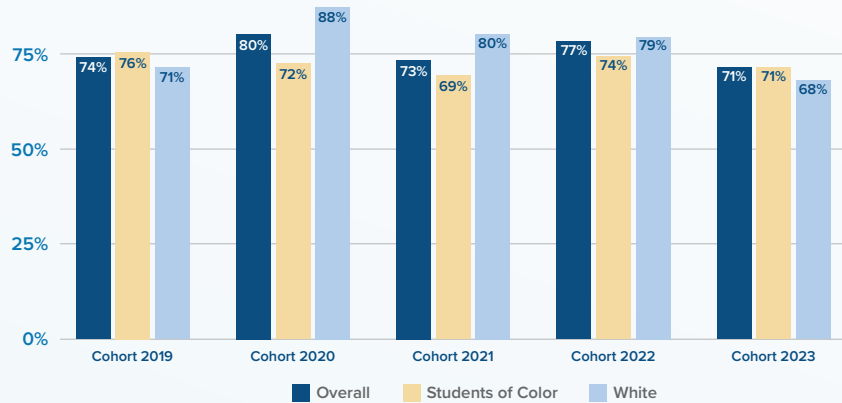
Four-Year Graduation Rate of Full-time, First-time Freshmen by Diversity

Group in the Cohort	Cohort 2016		Cohort 2017		Cohort 2018		Cohort 2019		Cohort 2020	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	124	7%	99	10%	100	11%	83	12%	82	13%
Female	121	26%	148	22%	101	30%	100	29%	68	35%
Race/Ethnicity										
International/U.S. Non-Resident	17	12%	7	43%	5	40%	4	50%	7	29%
Male	14	14%	2	0%	2	50%	1	0%	6	33%
Female	3	0%	5	60%	3	33%	3	67%	1	0%
American Indian/Alaska Native	1	0%	4	0%	3	33%	2	50%	1	0%
Male	1	0%	2	0%	1	0%	1	0%	1	0%
Female	0	N/A	2	0%	2	50%	1	100%	0	N/A
Asian	12	33%	9	33%	4	50%	12	33%	11	36%
Male	6	0%	2	50%	1	0%	9	22%	4	0%
Female	6	67%	7	29%	3	67%	3	67%	7	57%
Black/African American	47	2%	45	7%	40	5%	40	8%	24	13%
Male	31	3%	21	0%	21	0%	24	4%	17	12%
Female	16	0%	24	13%	19	11%	16	13%	7	14%
Hispanic of any race	15	7%	14	7%	44	18%	36	19%	33	15%
Male	7	0%	7	0%	19	11%	13	8%	13	8%
Female	8	13%	7	14%	25	24%	23	26%	20	20%
Native Hawaiian or Other Pacific Islander	4	50%	2	0%	1	0%	0	N/A	3	33%
Male	1	0%	1	0%	0	N/A	0	N/A	2	0%
Female	3	67%	1	0%	1	0%	0	N/A	1	100%
Two or More	4	25%	14	21%	1	0%	4	25%	4	0%
Male	1	0%	8	25%	0	N/A	0	N/A	0	N/A
Female	3	33%	6	17%	1	0%	4	25%	4	0%
White	124	21%	122	21%	93	24%	77	26%	63	29%
Male	52	10%	43	16%	50	14%	33	18%	24	21%
Female	72	29%	79	24%	43	35%	44	32%	39	33%
Unknown	21	14%	30	13%	10	40%	8	13%	4	50%
Male	11	9%	13	0%	6	17%	2	0%	1	100%
Female	10	20%	17	24%	4	75%	6	17%	3	33%
Students of Color[1]	83	11%	88	11%	93	14%	94	17%	76	17%
Male	47	2%	41	7%	42	5%	47	9%	37	8%
Female	36	22%	47	15%	51	22%	47	26%	39	26%
Hearing Status										
Deaf/Hard of Hearing	234	16%	233	17%	191	19%	174	19%	139	20%
Hearing	11	27%	14	29%	10	40%	9	67%	11	64%
Hearing Undergraduate(HUG)	8	13%	13	23%	9	44%	9	67%	6	67%
Non-HUG	3	67%	1	100%	1	0%	0	0%	5	60%
Total Within the Cohort	245	16%	247	17%	201	20%	183	21%	150	23%

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

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

Group in the Cohort	Cohort 2014		Cohort 2015		Cohort 2016		Cohort 2017		Cohort 2018	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	83	35%	99	55%	124	35%	99	36%	100	43%
Female	98	51%	79	62%	121	53%	148	53%	101	51%
Race/Ethnicity										
International/U.S. Non-Resident	11	55%	12	58%	17	29%	7	71%	5	60%
Male	8	50%	8	50%	14	29%	2	50%	2	100%
Female	3	67%	4	75%	3	33%	5	80%	3	33%
American Indian/Alaska Native	0	N/A	3	33%	1	100%	4	25%	3	100%
Male	0	N/A	1	0%	1	100%	2	0%	1	100%
Female	0	N/A	2	50%	0	N/A	2	50%	2	100%
Asian	6	50%	3	100%	12	50%	9	67%	4	100%
Male	1	100%	1	100%	6	33%	2	50%	1	100%
Female	5	40%	2	100%	6	67%	7	71%	3	100%
Black/African American	35	40%	28	29%	47	32%	45	31%	40	30%
Male	18	33%	18	28%	31	29%	21	14%	21	24%
Female	17	47%	10	30%	16	38%	24	46%	19	37%
Hispanic of any race	29	41%	11	45%	15	40%	14	43%	44	39%
Male	12	33%	6	50%	7	43%	7	29%	19	47%
Female	17	47%	5	40%	8	38%	7	57%	25	32%
Native Hawaiian or Other Pacific Islander	1	100%	0	N/A	4	50%	2	50%	1	0%
Male	1	100%	0	N/A	1	0%	1	100%	0	N/A
Female	0	N/A	0	N/A	3	67%	1	0%	1	0%
Two or More	6	33%	15	80%	4	25%	14	36%	1	0%
Male	0	N/A	9	78%	1	0%	8	25%	0	N/A
Female	6	33%	6	83%	3	33%	6	50%	1	0%
White	93	44%	91	64%	124	49%	122	54%	93	53%
Male	43	30%	48	65%	52	37%	43	51%	50	44%
Female	50	56%	43	63%	72	58%	79	56%	43	63%
Unknown	0	N/A	15	60%	21	48%	30	37%	10	70%
Male	0	N/A	8	38%	11	45%	13	31%	6	50%
Female	0	N/A	7	86%	10	50%	17	41%	4	100%
Students of Color[1]	77	42%	60	48%	83	37%	88	38%	93	39%
Male	32	38%	35	46%	47	32%	41	22%	42	38%
Female	45	44%	25	52%	36	44%	47	51%	51	39%
Hearing Status										
Deaf/Hard of Hearing	174	44%	172	59%	234	44%	233	47%	191	47%
Hearing	7	43%	6	33%	11	36%	14	36%	10	60%
Hearing Undergraduate (HUG)	6	50%	6	33%	8	25%	13	31%	9	67%
Non-HUG	1	0%	0	N/A	3	67%	1	100%	1	0%
Total Within the Cohort	181	44%	178	58%	245	44%	247	47%	201	47%

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

Gallaudet is at the forefront of neuroscience research in how Deaf people learn through American Sign Language.

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

	Cohort 2014	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018
Overall	44%	58%	44%	47%	47%
Students of Color	42%	48%	37%	38%	39%
White	44%	64%	49%	54%	53%
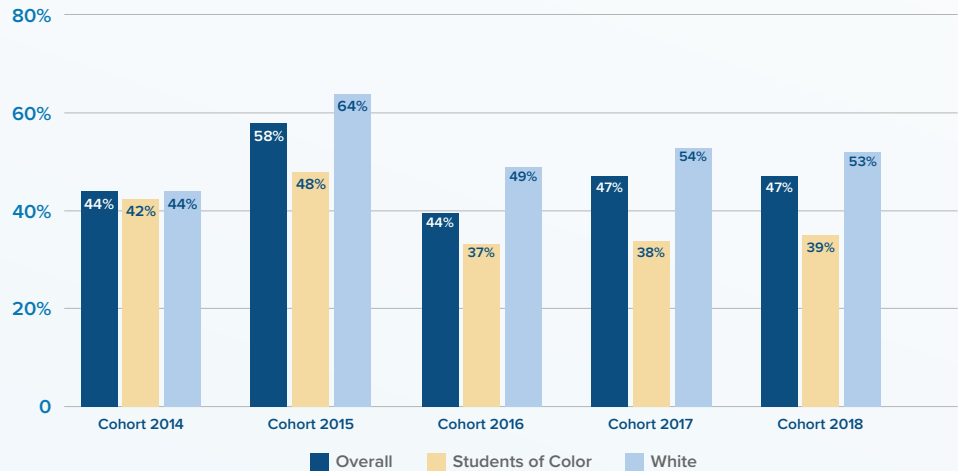
Six-Year Graduation Rate of All¹ New Undergraduate Students Cohort

Group in the Cohort	Cohort 2014		Cohort 2015		Cohort 2016		Cohort 2017		Cohort 2017	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	122	48%	140	54%	170	38%	139	45%	142	42%
Female	159	60%	136	69%	188	59%	207	57%	160	59%
Admit Type										
First-time Freshmen	182	43%	178	58%	245	44%	247	47%	201	47%
Transfer/Second Degree	99	75%	98	67%	113	60%	99	67%	101	59%
Hearing Status										
Deaf/Hard of Hearing	247	52%	232	60%	306	45%	291	51%	254	48%
Hearing	34	71%	44	66%	52	69%	55	58%	48	67%
Hearing Undergraduate (HUG)	25	72%	29	55%	30	63%	33	45%	35	60%
Non-HUG	9	67%	15	87%	22	77%	22	77%	13	85%
Total Within the Cohort	281	54%	276	61%	358	49%	346	52%	302	51%
Total Graduated		153		169		175		181		155

¹Includes part-time students, transfers, and second-degree seeking students.
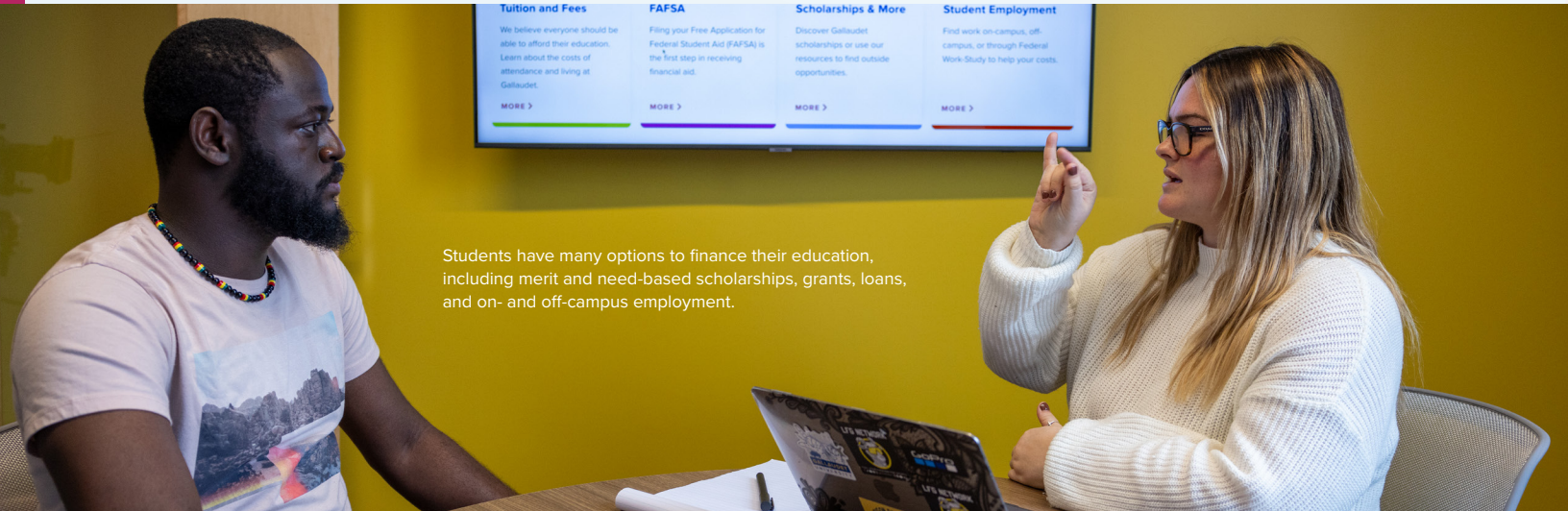
Students have many options to finance their education, including merit and need-based scholarships, grants, loans, and on- and off-campus employment.

Undergraduate Degrees Awarded by Major Trend

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificates					
Sexuality nd Gender Studies	N/A	N/A	N/A	1	2
Certificates Total	**N/A**	**N/A**	**N/A**	**1**	**2**
Bachelors					
Accounting	8	2	10	5	3
American Sign Language	7	8	9	3	6
Art and Media Design	10	18	12	11	9
Biology	8	4	6	11	5
Biology, B.A.	2	2	3	1	2
Biology, B.S.	6	2	3	10	3
Business Administration	14	11	6	10	7
Chemistry	1	3	1	1	N/A
Chemistry, B.A.	0	0	0	0	0
Chemistry, B.S.	1	3	1	1	0
Communication Studies	17	18	17	17	10
Deaf Studies	15	15	20	29	17
Deaf Studies	10	10	8	14	6
Deaf Studies – ODCP	5	5	12	15	11
Education	6	4	4	3	3
English	6	10	4	8	7
Government	11	11	6	7	3
History	6	7	11	8	3
Information Technology	10	13	8	13	12
Interdisciplinary Spanish	N/A	N/A	N/A	N/A	1
International Studies	9	4	7	8	4
Interpretation	22	13	15	9	15
Mathematics	5	6	4	7	6
Mathematics, B.A.	1	3	4	3	5
Mathematics, B.S.	4	3	0	4	1
Philosophy	0	2	0	1	0
Physical Education and Recreation	10	16	15	9	20
Psychology	12	20	25	19	20
Psychology	12	18	23	18	18
Psychology – ODCP	0	2	2	1	2
Public Health	3	1	6	4	3
Risk Management and Insurance	7	3	9	6	11
Self-directed Major	2	3	1	11	16
Social Work	21	10	24	14	15
Sociology	3	5	2	3	4
Spanish	2	1	3	4	0
Theatre Arts	1	3	3	0	4
Bachelors Total	**216**	**211**	**228**	**221**	**204**
Total Degrees Awarded	**216**	**211**	**228**	**222**	**206**
Distinct Headcount of Graduates	**200**	**205**	**222**	**203**	**199**

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2019-2020 (9/15/2020), 2020-2021 (9/14/2021), 2021-2022 (9/13/2022), 2022-2023 (9/12/23), and 2023-2024 (9/10/2024).

Degrees Awarded to Hearing Undergraduates (HUG) by Major Trend

	2019-2020[1]	2020-2021[2]	2021-2022[3]	2022-2023[4]	2023-2024[5]
Art and Media Design	0	1	0	0	0
Biology, B.A.	0	1	1	1	1
Business Administration	0	0	0	0	1
Communication Studies	3	0	0	1	1
Deaf Studies	9	4	7	9	8
Deaf Studies	8	3	3	5	2
Deaf Studies – ODCP	1	1	4	4	6
Education	2	1	0	0	0
English	0	1	0	1	0
Government	1	2	0	1	0
History	0	1	1	0	0
Informtation Technology	0	0	0	1	1
Interdisciplinary Spanish	N/A	N/A	N/A	N/A	1
International Studies	2	0	0	1	0
Philosophy	0	1	0	0	0
Psychology	0	3	2	2	5
Psychology	0	3	1	2	5
Psychology – ODCP	0	0	1	0	0
Public Health	0	0	0	2	0
Self-directed Major	0	2	0	2	2
Social Work	1	0	1	1	1
Sociology	1	0	1	0	0
Spanish	0	0	0	1	0
Theatre Arts	0	0	1	0	1
Total Degrees Awarded	19	17	14	23	22
Distinct Headcount of Graduates	19	17	14	23	22

Note: Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2019-2020 (9/15/20), 2020-2021 (9/14/21), 2021-2022 (9/13/2022), 2022-2023 (9/12/2023), and 2023-2024 (9/10/2024).
[1]Twenty-one additional hearing undergraduates graduated in 2019-2020 who are not considered HUGS with a degree in Interpretation.
[2]Eleven additional hearing undergraduates graduated in 2020-2021 who are not considered HUGS with a degree in Interpretation..
[3]Twelve additional hearing undergraduates graduated in 2021-2022 who are not considered HUGS with a degree in Interpretation.
[4]Nine additional hearing undergraduates graduated in 2022-2023 who are not considered HUGS with a degree in Interpretation.
[5]Thirteen additional hearing undergraduates graduated from 2023-2024 who are not considered HUGS with a degree in Interpretation.

Audiology graduate students study vertigo and other vestibular balance issues using sophisticated instrumentation.

Graduate Degrees Awarded by Program Trend

	2019-20	2020-21	2021-22	2022-23	2023-24
Certificates					
Deaf Cultural Studies	1	0	3	2	2
Early Intervention Studies	5	1	4	8	0
Disaster & Emerging Plan	N/A	N/A	N/A	N/A	1
Sexuality and Gender Studies	N/A	N/A	N/A	2	1
Certificates Total	**6**	**1**	**7**	**12**	**4**
Master's					
Accessible Human-Centered Comp	N/A	N/A	N/A	N/A	7
Counseling	4	2	2	0	0
Counseling: Mental Health	4	2	2	0	0
Counseling: School	5	1	1	0	0
Education	5	7	7	5	5
Deaf Education Advanced Studies	3	7	7	5	5
Deaf Education Special Programs	2	0	0	0	0
Education - Teacher Preparation Programs	10	8	4	8	2
Deaf Education	3	6	2	4	0
Early Childhood and Deaf Education	4	0	0	0	0
Elementary Childhood and Deaf Education	2	1	2	3	2
Secondary Childhood and Deaf Education	1	1	0	1	0
Deaf Studies	1	4	8	5	4
Developmental Psychology	6	3	3	2	2
Education - Teacher Preparation Programs	10	8	4	8	2
Hearing, Speech, and Language: Non-clinical	10	14	9	12	9
International Development	6	4	6	6	6
Interpretation	7	9	6	11	3
Linguistics	7	6	10	7	8
Psychology	6	1	5	2	2
Public Administration	13	11	9	8	15
Sign Language Education	30	42	30	24	24
Social Work	15	16	12	20	21
Speech-Language Pathology	17	10	13	18	14
Master's Total	**142**	**138**	**125**	**128**	**122**
Specialists					
Deaf Education, Ed.S.	2	1	4	0	1
School Psychology, Psy.S.	5	4	5	0	0
Specialists Total	**7**	**5**	**9**	**0**	**1**
Doctorates					
Audiology, Au.D.	9	16	16	10	11
Audiology, Ph.D.	0	0	0	0	0
Educational Neuroscience	1	1	1	1	2
Critical Studies	2	2	0	0	3
Hearing, Speech, and Language Sciences	3	0	1	0	2
Interpretation	3	4	3	0	5
Linguistics	0	0	4	1	0
Clinical Psychology	7	4	7	2	5
School Psychology, Psy.D.	N/A	N/A	N/A	N/A	4
Doctorates Total	**25**	**27**	**32**	**14**	**32**
Total Degrees Awarded	**180**	**171**	**173**	**154**	**159**
Headcount	**177**	**169**	**169**	**149**	**153**

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2019-2020 (9/15/20), 2020-2021 (9/14/21), 2021-2022 (9/13/22), 2022-2023 (9/12/2023), and 2023-2024 (9/10/2024)
Early Intervention Studies is formerly known as Deaf & HH Infants, Toddlers & Families: Collaboration & Leadership Interdisciplinary Program.

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

Alabama	114
Alaska	20
Arizona	196
Arkansas	90
California	1,349
Colorado	174
Connecticut	273
Delaware	55
District of Columbia	381
Florida	549
Georgia	257
Guam	4
Hawaii	63
Idaho	54
Illinois	623
Indiana	320
Iowa	146
Kansas	174
Kentucky	154
Louisiana	156
Maine	66
Maryland	1,255
Massachusetts	367
Michigan	308
Minnesota	376
Mississippi	41
Missouri	232
Montana	53
Nebraska	108
Nevada	35
New Hampshire	62
New Jersey	467
New Mexico	100
New York	1,182
North Carolina	333
North Dakota	62
Ohio	461
Oklahoma	63
Oregon	126
Pennsylvania	711
Puerto Rico	30
Rhode Island	61
South Carolina	102
South Dakota	72
Tennessee	124
Texas	642
Utah	76
Vermont	37
Virgin Islands	5
Virginia	686
Washington	244
West Virginia	83
Wisconsin	291
Wyoming	13
Total	**14,026**

[1]Includes all those who graduated through Summer 2024.

Sisters Olivia (front) and Oceana Brown were both members of the 2024 women s track and field team.

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

Argentina	4
Australia	10
Austria	2
Bahamas	3
Bangladesh	1
Barbados	1
Belgium	7
Benin	1
Botswana	9
Brazil	8
Bulgaria	1
Burkina Faso	1
Cameroon	4
Canada	526
Cayman Island	1
Chile	3
China	72
Colombia	3
Costa Rica	3
Cyprus	1
Czech Republic	1
Denmark	1
El Salvador	2
Ethiopia	5
Fiji	1
Finland	3
France	5
Gabon	5
Germany	6
Ghana	15
Greece	4
Guatemala	3
Guyana	1
Haiti	1
Honduras	1
Hong Kong	4
Hungary	1
Iceland	2
India	43
Indonesia	4
Iran	4
Ireland	6
Israel	11
Italy	3
Jamaica	5
Japan	37
Jordan	5
Kenya	8
Korea, Republic of	14
Kuwait	2
Lebanon	2
Liberia	1
Malaysia	17

Mali	1
Mexico	11
Mongolia	2
Nepal	1
Netherlands	11
New Zealand	3
Nigeria	65
Norway	7
Oman	1
Pakistan	6
Panama	2
Paraguay	2
Peru	3
Philippines	20
Poland	1
Portugal	1
Russian Federation	3
Rwanda	1
Saint Kitts and Nevis	1
Saudi Arabia	19
Sierra Leone	2
Singapore	20
Slovakia	2
Slovenia	1
South Africa	17
Spain	8
Sri Lanka	7
Sweden	20
Switzerland	3
Taiwan, Province of China	14
Tanzania	1
Thailand	5
Trinidad and Tobago	2
Turkey	2
Uganda	3
United Arab Emirates	3
United Kingdom	12
Uzbekistan	1
Venezuela	2
Vietnam	3
Zambia	1
Total	**1,174**
Countries	**94**

[1]Includes all those who graduated through Summer 2024.

IX. Academic Programs

During Fiscal Year 2024, the Division of Academic Affairs continued its continuous Academic Program Reviews, refined its General Education program, introduced a graduate school-wide inclusion and diversity education program, and began several new academic programs at both the undergraduate and graduate levels. Each of these is described more fully below.

New and Upcoming Academic Programs
- Several new academic programs were launched this fall, aimed at expanding opportunities for both online and on-campus students, including:
  - New online degree completion programs in Business Administration, Accounting, and English
  - Bachelor of Science in Data Science
  - New concentrations in E-Sports Management, Human Resources Management, and Hospitality Management
  - New 2+3 Pathway programs for degrees in mathematics and industrial engineering in collaboration with Rochester Institute of Technology.
  - A post-baccalaureate program in Hearing, Speech, and Language Sciences for students with insufficient content knowledge in the field to be accepted into a graduate program was piloted during Fall 2023. It will help the university build a pipeline for its Audiology and Speech-Language Pathology programs.

Academic Program Reviews (APR)
- The Office of the Dean of the Faculty, in collaboration with the Office of Curriculum Outreach Resources and Effectiveness (CORE), coordinated the Academic Program Review (APR) process for several undergraduate programs. This initiative was part of the university's continuous efforts to ensure the quality and relevance of academic offerings and is a crucial step toward supporting Gallaudet's broader goal of increasing student enrollment.

General Education
- The First Year and Transfer Enrichment (FYTE) program within our General Education curriculum achieved remarkable success in its third year. This past year, the program continued to provide invaluable support to first-year and transfer students through its VEE 101, 102, 150, and 300 courses.
- Courses housed in the General Education program are labeled VEE. VEE is an American Sign Language concept equivalent to an English translation which says, "notice, be fascinated, find interesting, analyze, observe, and watch." The VEE courses align themselves with the bilingual mission of the University. The courses from VEE 101 through VEE 300 prepare students for self awareness and career development.
- VEE Mentors: Leading and Supporting Peers. During Summer 2023, the First Year and Transfer Experience (FYTE) program introduced a new initiative: student mentors, known as VEE Mentors. These mentors played a crucial role in guiding first-year and transfer students during their first year at Gallaudet University. This experience allowed our VEE Mentors to grow in leadership and confidence. Data showed that incoming students favored the mentors the most within the FYTE program.
- VEE 102: Equipping Students for Career Success. The VEE 102 course, offered in the spring semester, provides students with critical skills in career readiness. The content of this course aligns with the National Association of Colleges and Employers' eight competencies, focusing on communication, networking, and professionalism.
- The VEE 300 capstone course was offered for the first time, officially marking the full rollout of the new core curriculum at all levels. VEE 300 includes on-campus engagement experiences such as organizational leadership positions, on-campus jobs, or community service, and off-campus engagement including internships, study abroad, and work opportunities.

The Graduate School
- Achieved full implementation of the Graduate-Level Inclusion and Diversity Education (GLIDE) program, with all graduate programs now engaging their students in learning experiences related to equity, diversity, and inclusion that align with Gallaudet University's unique Deaf cultural and bilingual educational mission within a multicultural setting.
- Began accepting students to complete a one-year sequence of post-baccalaureate courses in Hearing, Speech, and Language Sciences, which satisfies the prerequisites for admission to the Master of Science (M.S.) program in Speech-Language Pathology and the Doctor of Audiology (Au.D.) program in Audiology.
- Received Faculty Senate approval to establish a new graduate certificate program in Educational Neuroscience.

Academic centers continued their work in Fiscal Year 2024:
- The Center for Black Deaf Studies built its research repository. Dr. Joseph C.Hill is the new faculty director, and Evon Black serves as associate director.
- Nuestra Casa launched on August 17, 2023, with interim leaders Norma Morán and Leticia Arellano, hosting over 30 events in its first year. Dr. Carla García-Fernández is the new faculty director, and Norma Morán serves as associate director.
- The Center for Democracy in Deaf America (CDDA) had a successful year with the Gallaudet debate team winning two intercollegiate tournament championships for the first time in program history and the launch of SignVote, a nonpartisan program to promote voter engagement and excellence through American Sign Language.
- The Center for Teaching and Learning (CTL) organizes an annual Professional Development Week (PDW) which takes place one or two weeks before the first day of classes. Topics included innovation, marketing, strategic enrollment, classroom management with disruptions, and voting. In early August 2024, prior to PDW, CTL ran the New Faculty Orientation program and supported the onboarding process for all new faculty hires. The Center maintains the CTL microsite that includes information on syllabus development; resources for instructors, including the use of artificial intelligence in courses; and materials from PDW sessions.
- The Gallaudet Innovation and Entrepreneurship Institute (GIEI) built a mentoring program with Gallaudet alumni who own a business and students, and expanded it to include deaf business owners with deaf and hard of hearing community members. GIEI built the Accelerator Program with a seven-week training program for Gallaudet community members, including alumni, covering the essentials of entrepreneurship. GIEI also partnered with the VEE program to incorporate the Accelerator Program into the VEE 102 course.

The Office of International Affairs (OIA) continued to advance The Gallaudet Promise by fostering "global learning for all" (GLA) as the nucleus of Global Gallaudet. This enabled the faculty to enrich their curriculum with GLA activities to build on students' global citizenship and prepare them for life after graduation. During Fiscal Year 2024, OIA led a rapid effort in collaboration with the undergraduate and graduate admissions offices to increase international student enrollment and meet the objective of enrolling and retaining international students. OIA also handled education abroad programs for students, faculty and staff, and advised students with applications for Gilman and Fulbright scholarships to study/research abroad. OIA handled requests for partnerships to send students to Gallaudet University and developing academic exchange programs.

Faculty
The University began the 2024-2025 academic year with 160 full-time regular faculty members. Two faculty members retired in 2023-2024, and nine new full-time, regular status faculty members joined the following programs in the schools:
- American Sign Language
- Deaf Studies
- Education
- Interpretation and Translation
- Physical Education and Recreation
- Psychology

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

Gallaudet's Institutional Student Learning Outcomes (SLOs) define the characteristics of Gallaudet scholars and provide the framework for learning opportunities throughout each student's undergraduate career.

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

Bilingual
Career Ready
Wellness Grounded
Science Literate
Gallaudet scholars
Critical Thinkers
Global Citizens
Digitally Aware
Ethical

- Bilingualism
- Career Readiness
- Critical Thinking
- Digital Awareness
- Ethics
- Global Citizenship
- Science Literacy
- Wellness
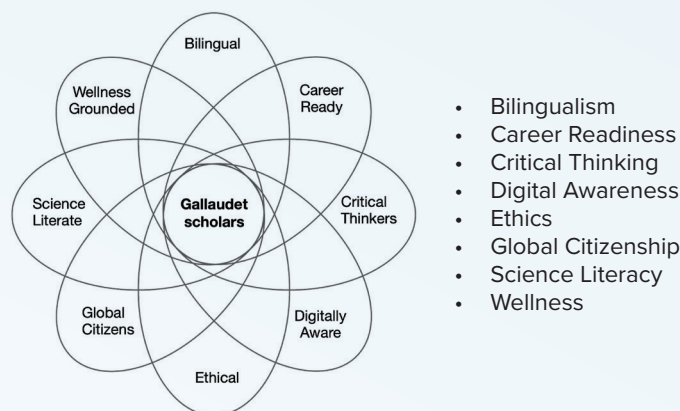
The mission statement of the Core Curriculum states:

Gallaudet University welcomes students into a unique learning environment, designed for deaf scholars and those who wish to engage deeply with deaf communities. Within this context, Gallaudet's core curriculum provides learning opportunities that support the ability to be healthy, productive agents of positive change in all of our communities. We do so by deeply respecting our Deaf and other interacting identities, and grounding into them as we explore ways to engage more deeply with each other and the world.

The program is structured around three components:

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

The Examine component comprises six classes:
- *VEE 101 – the Examine Seminar
- VEE 102 – the Explore Seminar
- MAT 101 or above
- ASL 125
- ENG 102 or above
- VEE 150 – Bilingual Research Approaches

VEE is not an acronym. It is the label for an ASL sign that does not have a direct English translation. Its meaning incorporates the concepts of "notice, be fascinated, find interesting, analyze, observe, and watch." When we use VEE as the name for our core curriculum courses, we are celebrating our bilingualism and encouraging our students to be intellectually curious in both ASL and English and whatever languages they bring with them.

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

For the Explore component students must complete at least two classes from each of the four Areas of Inquiry:
- Identities and Cultures
- Communication and Creativity
- Science and Technology
- Ethics and Civics

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

Engage: Practicing deep and positive interaction with each other and honing our skills for long-term engagement with our communities throughout our lives.
- Two semesters of on-campus engagement (clubs, athletics, work-study, etc.)
- One semester of off-campus engagement (internship, study abroad, etc.)
- VEE 300 Core Capstone class

All General Education course rubrics use scores from 1 to 4, where 1 means "developing student," 2 means "progressing student," 3 is the benchmark, or target score, and 4 stands for "exceptional student."

The Core Curriculum serves as the foundation for all Gallaudet undergraduate students, supporting them as they branch into one of the five Schools and declare their major(s) and minors. As such, the Core Curriculum seeks to ensure that students participate in a range of academic and co-curricular experiences that introduce students to all eight SLOs. It is expected that scores will average closer to 2 for students in their VEE101 and 102 classes, while students progressing through their Core Explore electives will be averaging closer to 3.

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

Identities and Cultures
Core Explore - Area of Inquiry

Student Learning Outcome:

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

Student understanding of the Identities and Cultures Area of Inquiry is measured using three AAC&U VALUE rubrics:
- Intercultural Knowledge and Competence
- Critical Thinking
- Global Learning

Core Explore – Identities and Cultures
Academic Year 2023-2024 Intercultural Knowledge and Competence Data

Intercultural Knowledge and Competence Average Scores – Core Explore: Identities and Cultures classes

The table and graph below show the average Intercultural Knowledge and Competence scores for students in the Core: Explore classes designated as satisfying the Identities and Cultures Area of Inquiry. The average scores across all six criteria are all between 2.5 and 2.85. On five of the six criteria, the majority of students scored 3s, consistent with the benchmark.

These Intercultural Knowledge and Competence skills are also addressed in VEE 101, when students first arrive to Gallaudet, so they are already familiar with this type of content by the time they take their Core Explore classes.

	Knowledge: Cultural Self- Awareness	Knowledge: Knowledge of Cultural Worldview Frameworks	Skills: Empathy	Skills: Verbal and Nonverbal Communication	Attitudes Curiosity	Attitudes: Openness
Identities and Cultures	2.71	2.59	2.65	2.60	2.78	2.83
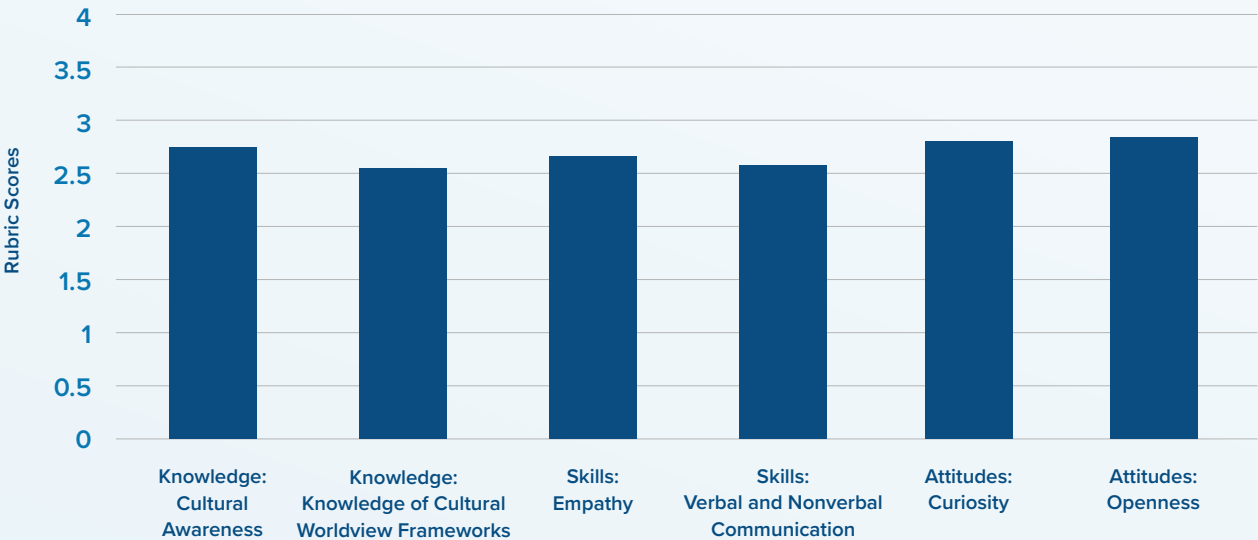
	Knowledge: Cultural Self- Awareness	Knowledge: Knowledge of Cultural Worldview Frameworks	Skills: Empathy	Skills: Verbal and Nonverbal Communication	Attitudes Curiosity	Attitudes: Openness
1's	3%	4%	4%	5%	3%	4%
2's	37%	47%	40%	38%	32%	22%
3's	46%	35%	45%	48%	49%	60%
4's	14%	14%	12%	9%	16%	14%
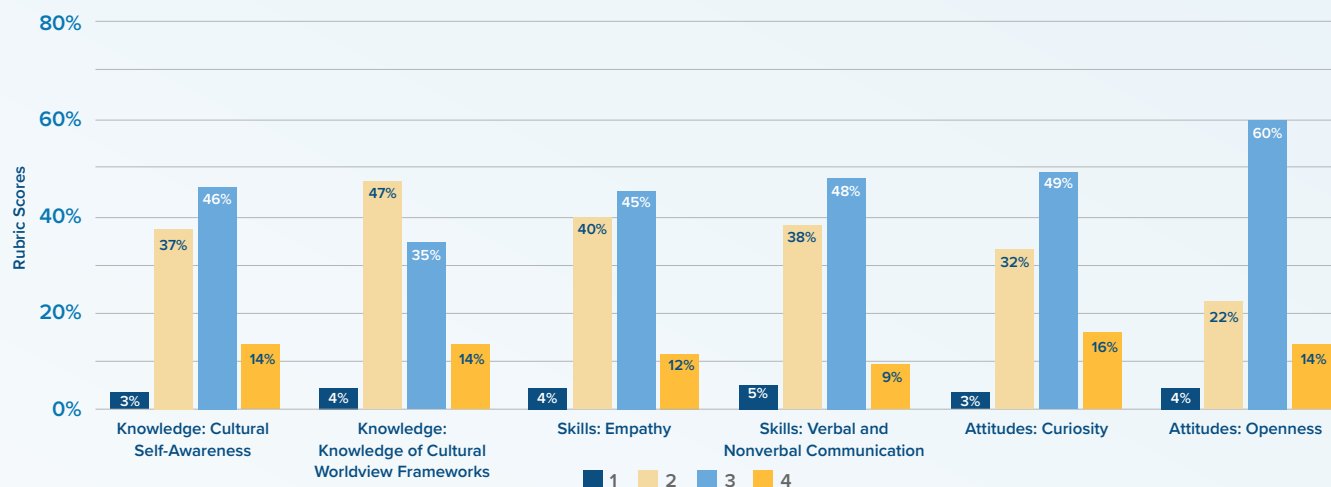
Core Explore – Identities and Cultures
Academic Year 2023-2024 Critical Thinking Data

Critical Thinking Average Scores – Core Explore: Identities and Cultures classes

The table and graph below show the average Critical Thinking scores for students in the Core: Explore classes designated as satisfying the Identities and Cultures Area of Inquiry. The average scores across all six criteria range by only 0.15, with all scores between 2.49 and 2.64. The vast majority of students scored 2s, showing that they have less expertise in the area of Critical Thinking, as compared to Intercultural Knowledge and Competence. They are progressing toward the benchmark as they make their way through the Core Explore electives.

	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
Identities and Cultures	2.64	2.51	2.49	2.56	2.51
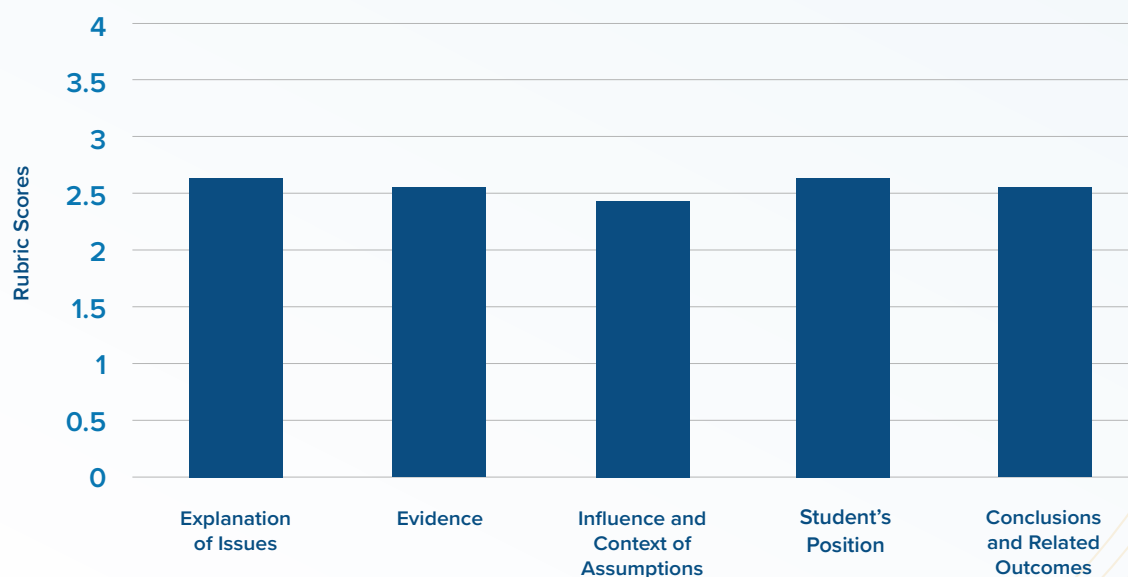
	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
1's	7%	7%	7%	7%	7%
2's	39%	51%	47%	42%	50%
3's	36%	27%	36%	38%	28%
4's	18%	16%	10%	12%	15%
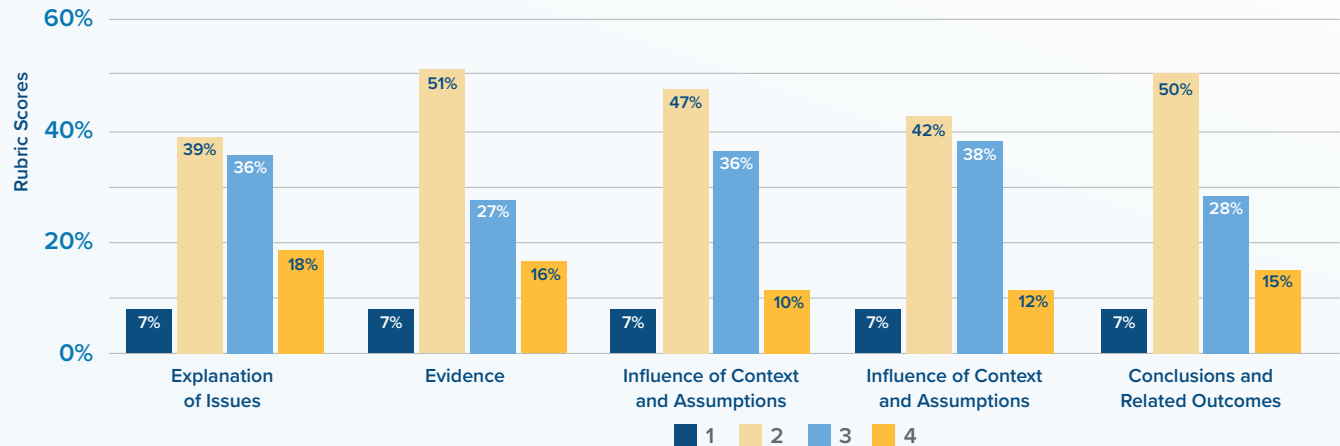
Core Explore – Identities and Cultures
Academic Year 2023-2024 Global Learning Data

Global Learning Average Scores – Core Explore: Identities and Cultures classes

The table and graph below show the average Global Learning scores for students in the Core: Explore classes designated as satisfying the Identities and Cultures Area of Inquiry. As with Critical Thinking, scores cluster around 2.5, showing that this is an emerging area of understanding for students at this level. This rubric shows the widest range of scores, with approximately one third of students scoring either a 1 or a 4. This points to the fact that some students are seeking out and gaining global understanding while others may not be aware of or have not yet taken advantage of those opportunities.

	Global Self-Awareness	Perspective Taking	Cultural Diversity	Personal and Social Responsibility	Understanding Global Systems	Applying Knowledge to Contemporary Global Contexts
Identities and Cultures	2.72	2.58	2.65	2.48	2.34	2.29
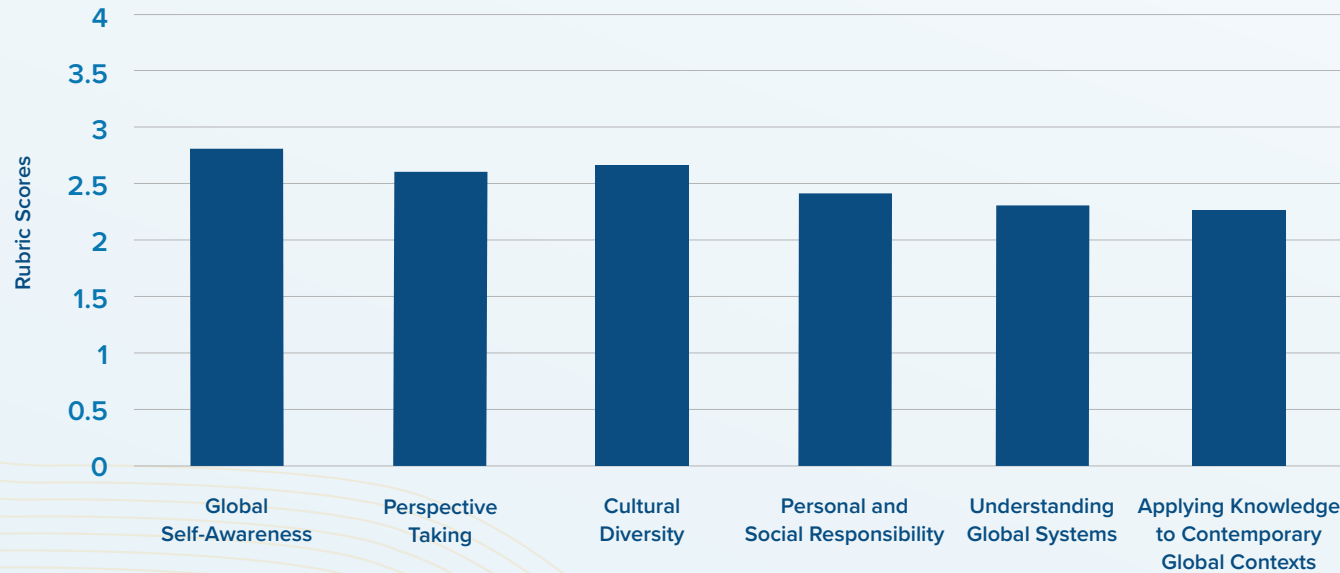
	Global Self-Awareness	Perspective Taking	Cultural Diversity	Personal and Social Responsibility	Understanding Global Systems	Applying Knowledge to Contemporary Global Contexts
1's	12%	15%	9%	15%	19%	27%
2's	29%	31%	36%	39%	43%	32%
3's	34%	35%	36%	30%	24%	26%
4's	25%	19%	19%	17%	14%	15%
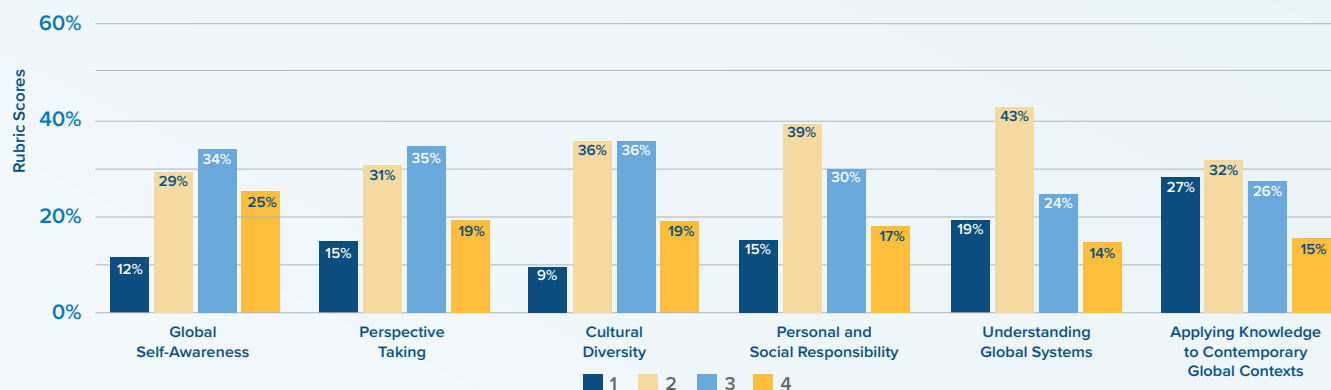
Communication and Creativity
Core Explore - Area of Inquiry

Student Learning Outcomes (SLOs):

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

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

Four AAC&U VALUE rubrics were used to assess student understanding of the Communication and Creativity Area of Inquiry:
- Critical Thinking
- Creative Thinking
- ASL Presentation
- Written Communication

Because we use the Critical Thinking rubric for other Areas of Inquiry, we are working to move away from its use for this Area, encouraging the use of the Creative Thinking rubric instead. During Academic Year 2023-2024, most classes in the Communication and Creativity Area did use the Critical Thinking rubric, however, so a breakdown of the number of students assessed using each of the two rubrics is included below.

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

Core Explore – Communication and Creativity
Academic Year 2023-2024 Critical Thinking Data

The tables and graphs below show the average Critical Thinking scores for students in the Core: Explore classes designated as satisfying the Communication and Creativity Area of Inquiry. From classes designated for this Area, 121 students were assessed using the Critical Thinking rubric. The overall average score was 2.84, with only the Explanation of Issues category achieving an average score above 3.

	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
Communication and Creativity	3.04	2.70	2.72	2.89	2.85
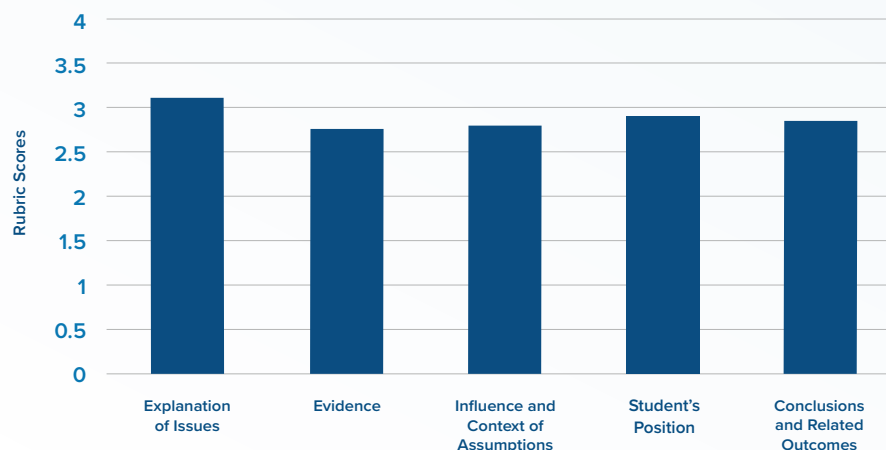
	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
1's	2%	10%	7%	4%	4%
2's	20%	33%	34%	26%	29%
3's	51%	34%	41%	45%	45%
4's	27%	23%	19%	24%	22%
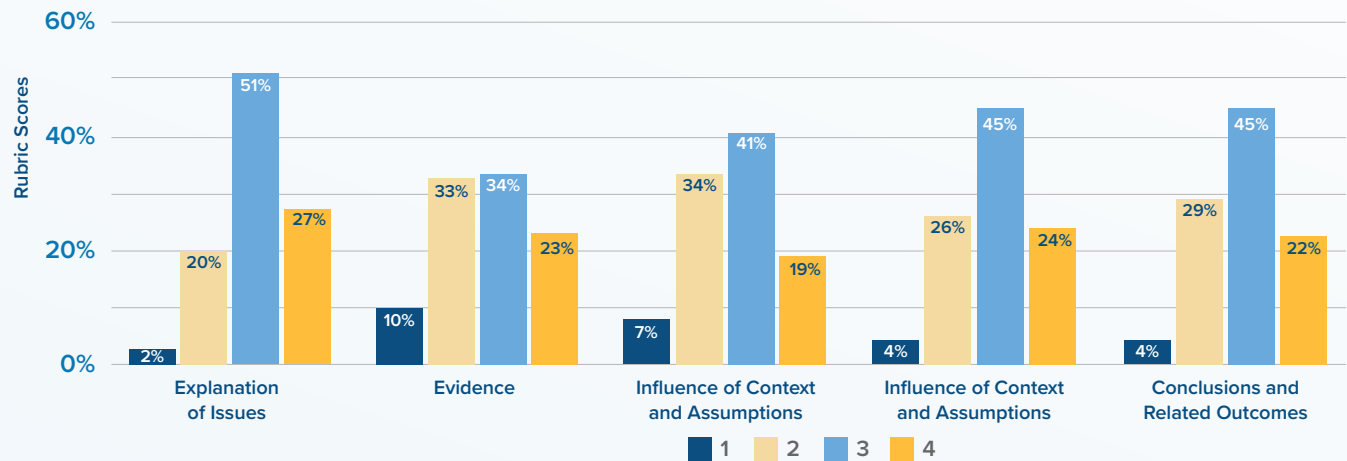
Core Explore – Communication and Creativity
Academic Year 2023-2024 Creative Thinking Data

The tables and graphs below show the average Creative Thinking scores for students in the Core: Explore classes designated as satisfying the Communication and Creativity Area of Inquiry. Only 23 students were assessed using this rubric; however the average scores are higher across all categories than the critical thinking scores from classes in this same Area of Inquiry. In four of the six categories, no students received scores of 1. Only the Embracing Contradictions category did not have an average score above 3, and the overall average score was 3.17.

	Acquiring Competencies	Taking Risks	Solving Problems	Embracing Contradictions	Innovative Thinking	Connecting, Synthesizing, Transforming
Communication and Creativity	3.17	3.17	3.35	2.83	3.13	3.35
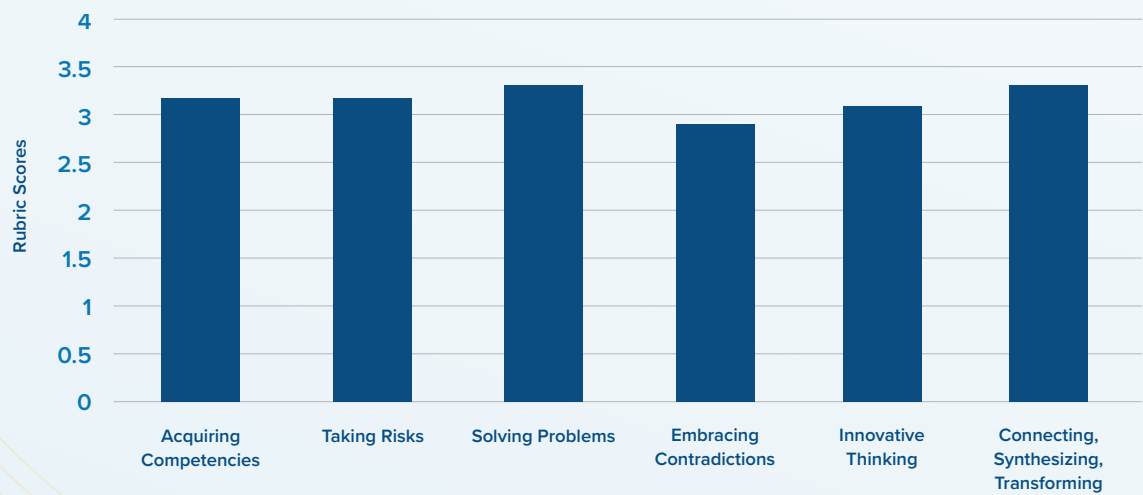
	Acquiring Competencies	Taking Risks	Solving Problems	Embracing Contradictions	Innovative Thinking	Connecting, Synthesizing, Transforming
1's	0%	0%	4%	9%	0%	0%
2's	17%	17%	9%	22%	26%	13%
3's	48%	48%	35%	48%	35%	39%
4's	35%	35%	52%	22%	39%	48%
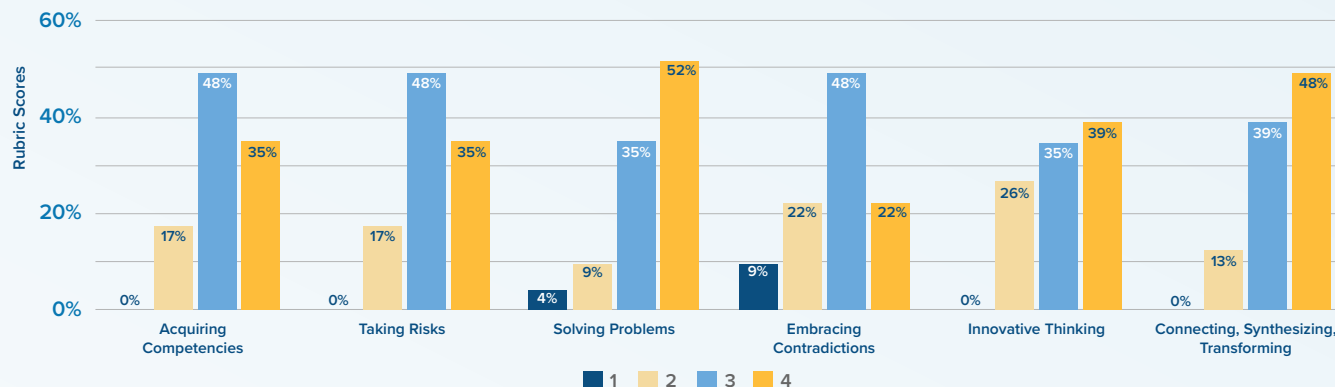
Note: The data related to Written Communication and ASL Presentations are provided in the Bilingualism section, where they are compared with results from the Bilingual Research Approaches classes (VEE 150) and the Core Capstone (VEE 300).

Science and Technology
Core Explore - Area of Inquiry

Student Learning Outcomes (SLOs):

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

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

Three AAC&U VALUE rubrics are used to assess student understanding of the Science and Technology Area of Inquiry:
- Quantitative Literacy
- Problem Solving
- Inquiry and Analysis

Core Explore – Science and Technology
Academic Year 2023-2024 Quantitative Literacy Data

The tables and graphs below show the average Quantitative Literacy scores for students in the Core: Explore classes designated as satisfying the Science and Technology Area of Inquiry. Scores are clustered around the benchmark of 3. No more than 10% of students received scores of 1 in any category, and 25% or fewer received scores of 2. The lowest average score was on the Interpretation criterion, while students scored highest on Application and Analysis.

	Interpretation	Representation	Calculation	Application/Analysis	Assumptions	Communication
Science and Technology	2.92	2.99	2.93	3.06	2.96	3.00
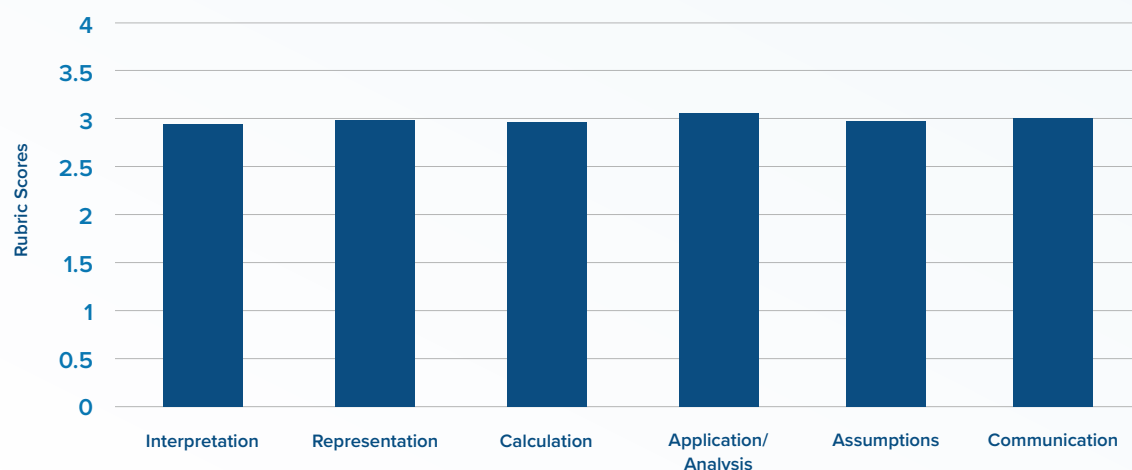
	Interpretation	Representation	Calculation	Application/Analysis	Assumptions	Communication
1's	10%	10%	8%	7%	10%	7%
2's	21%	19%	24%	23%	20%	22%
3's	36%	36%	36%	28%	35%	33%
4's	33%	36%	33%	42%	36%	37%
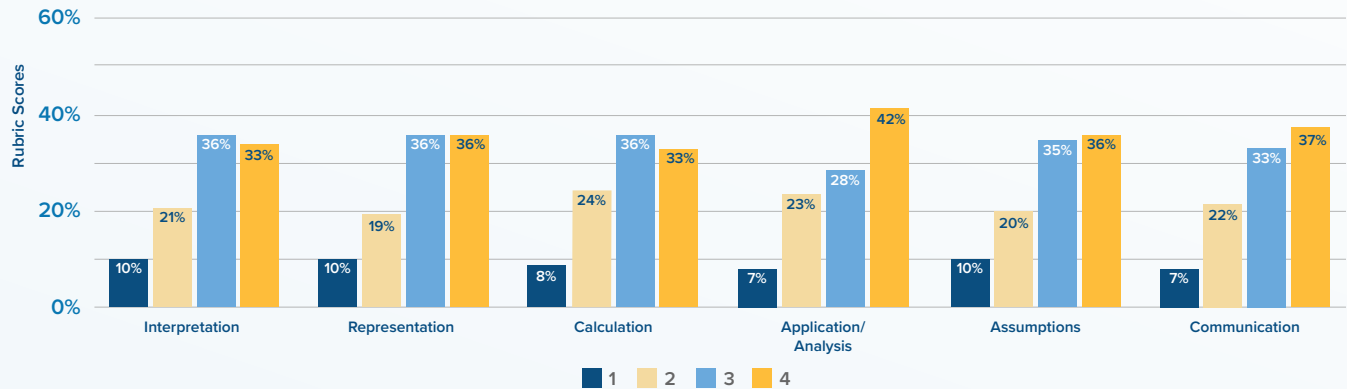
Core Explore – Science and Technology
Academic Year 2023-2024 Problem Solving Data

The tables and graphs below show the average Problem Solving scores for students in the Core: Explore classes designated as satisfying the Science and Technology Area of Inquiry. The total average score is a 2.63, with scores in all categories above 2.5 but below 3. More students scored 2s than 3s, with those two scores making up 60 to 70% of the scores in every category. This shows that students are still new to scientific problem-solving when taking their Core Explore courses.

	Define Problem	Identify Strategies	Propose Solutions/ Hypotheses	Evaluate Potential Solutions	Implement Solution	Evaluate Outcomes
Science and Technology	2.71	2.64	2.62	2.53	2.69	2.58
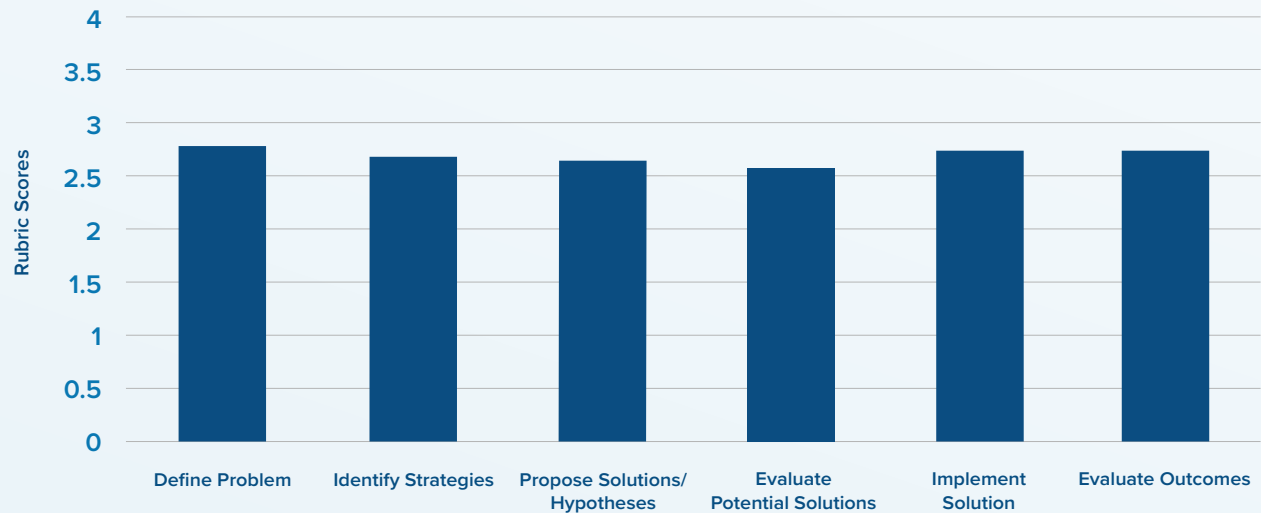
	Define Problem	Identify Strategies	Propose Solutions/ Hypotheses	Evaluate Potential Solutions	Implement Solution	Evaluate Outcomes
1's	9%	12%	11%	16%	12%	14%
2's	34%	35%	35%	34%	35%	36%
3's	33%	33%	33%	31%	26%	28%
4's	24%	21%	20%	19%	28%	22%
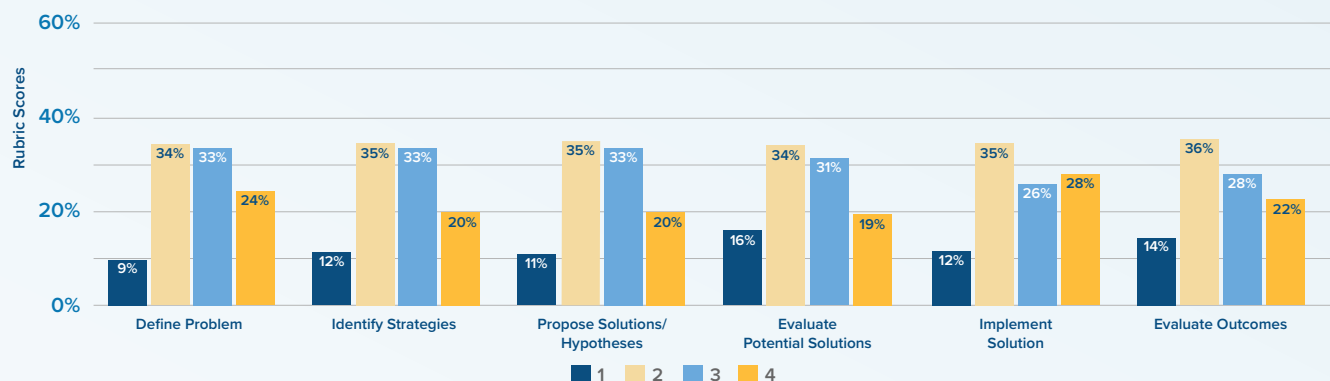
Core Explore – Science and Technology
Academic Year 2023-2024 Inquiry and Analysis Data

The tables and graphs below reflect the average Inquiry and Analysis scores and the breakdown of the scores for students in the Core: Explore classes designated as satisfying the Science and Technology Area of Inquiry. Of the three rubrics used for the Science and Technology Area of Inquiry, this rubric had the lowest scores with an average of 2.61, though the average in all categories is above 2.5.

	Topic Selection	Existing Knowledge,Research, and/or Views	Design Process	Analysis	Conclusions	Limitationsand Implications
Science and Technology	2.71	2.59	2.58	2.57	2.65	2.54
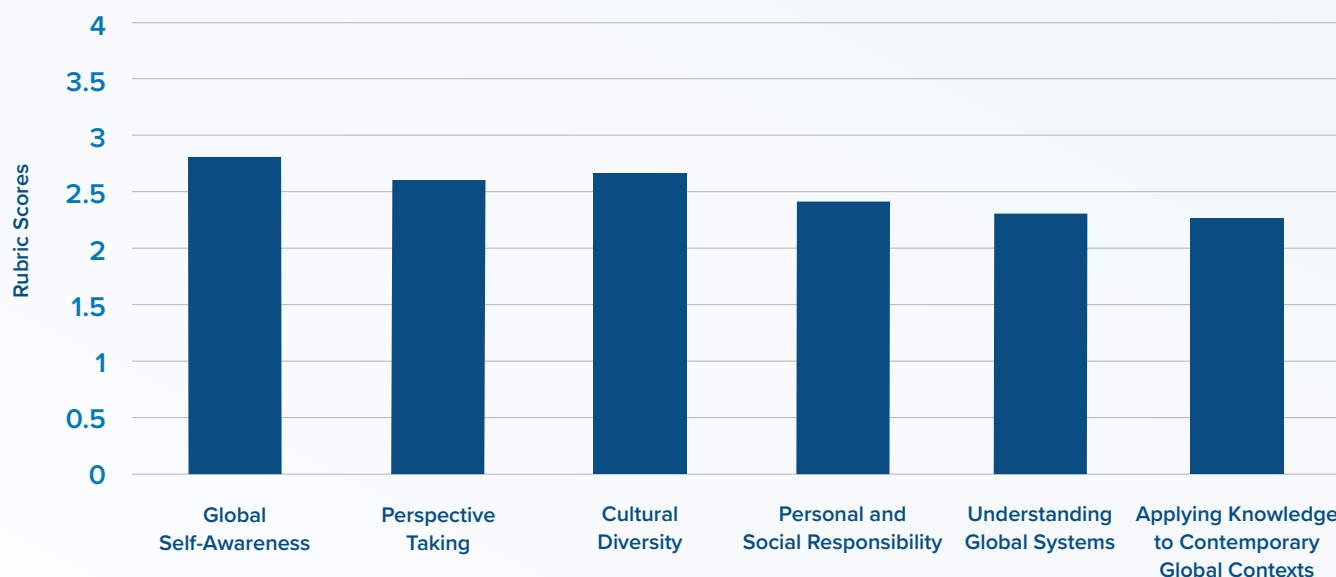
	Topic Selection	Existing Knowledge, Research, and/or Views	Design Process	Analysis	Conclusions	Limitations and Implications
1's	8%	12%	11%	13%	12%	15%
2's	38%	36%	36%	39%	35%	36%
3's	29%	31%	35%	23%	29%	28%
4's	25%	20%	17%	24%	24%	20%
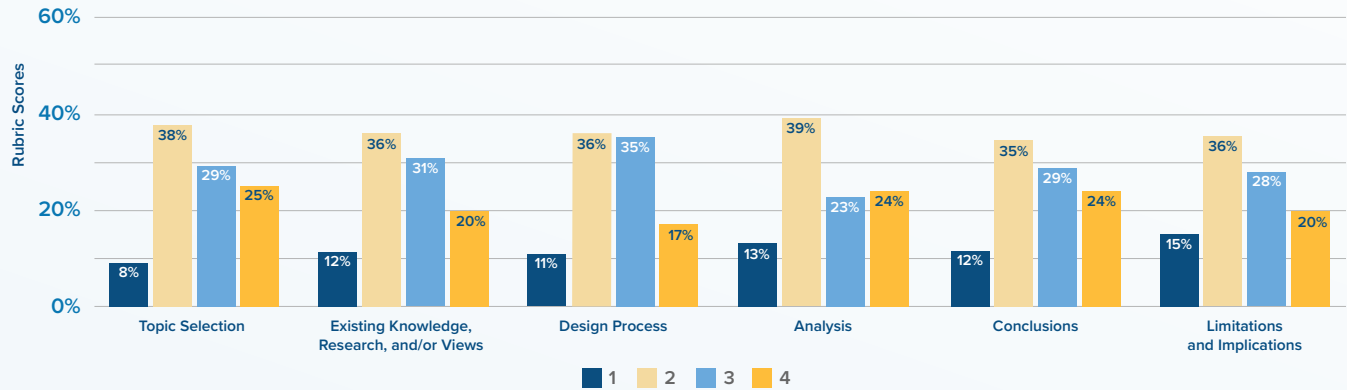
Ethics and Civics
Core Explore - Area of Inquiry

Student Learning Outcomes (SLOs):

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

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

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

Three AAC&U VALUE rubrics are used to assess student understanding of the Ethics and Civics Area of Inquiry:
- Civic Engagement
- Critical Thinking
- Ethical Reasoning

Core Explore – Ethics and Civics
Academic Year 2023-2024 Civic Engagement Data

Civic Engagement Average Scores – Core Explore: Ethics and Civics classes

The table and graph below show the average Civic Engagement scores for students in the Core: Explore classes designated as satisfying the Ethics and Civics Area of Inquiry. The average scores in all categories are above 2.9, with scores in four of the six categories averaging above the benchmark of 3. Fewer than 5% of students received scores of 1, and 25% or fewer received scores of 2, showing that students are conversant with the skills of civic engagement by the time they complete their Core Explore classes.

	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts/Structures
Ethics and Civics	3.25	3.20	3.27	2.97	3.05	2.92
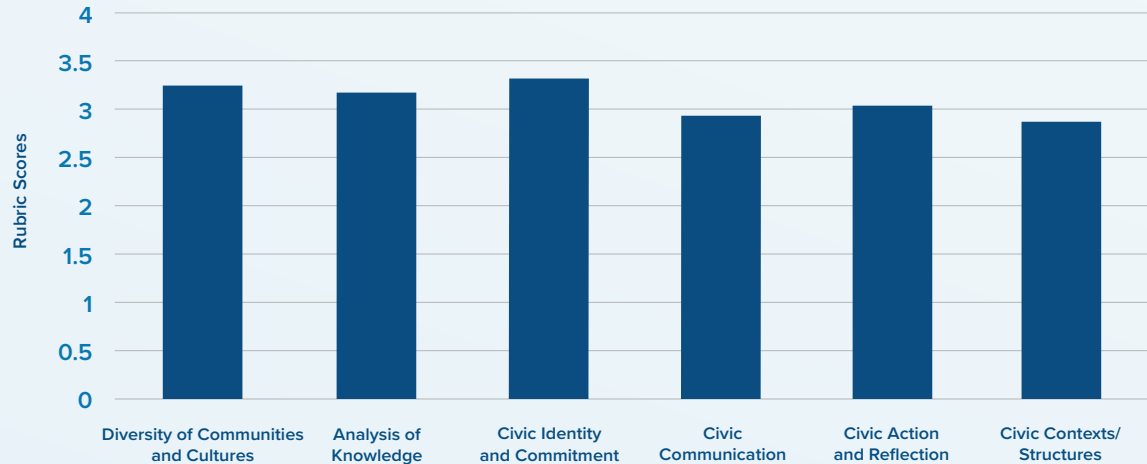
	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts/ Structures
1's	1%	2%	1%	1%	1%	4%
2's	8%	19%	15%	23%	25%	24%
3's	56%	34%	40%	55%	40%	48%
4's	35%	44%	44%	22%	33%	24%
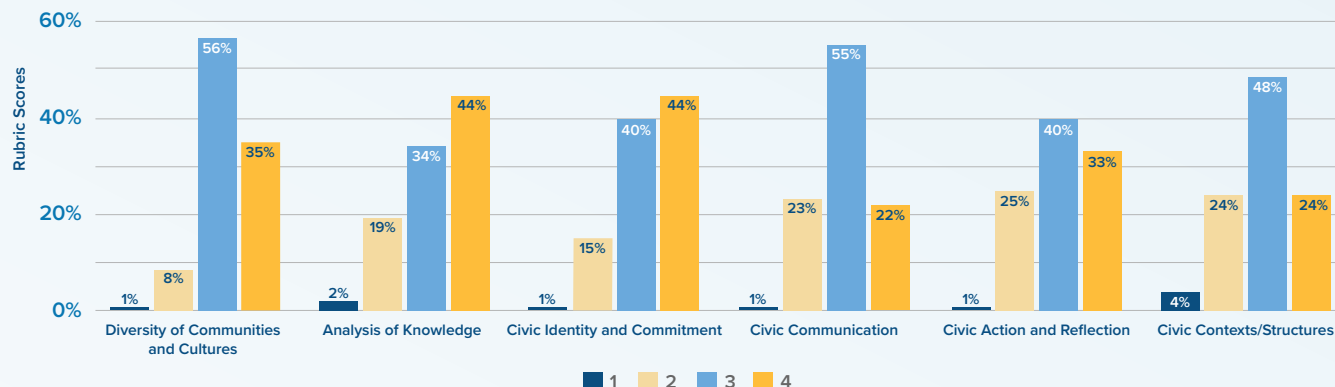
Core Explore – Ethics and Civics
Academic Year 2023-2024 Critical Thinking Data

Critical Thinking Average Scores – Core Explore: Ethics and Civics classes

The table and graph below show the average Critical Thinking scores for students in the Core: Explore classes designated as satisfying the Ethics and Civics Area of Inquiry. The average scores cluster around the benchmark of 3. In every category, the majority of students scored 3s, and only 2-6% of students scored 1s. The highest scores were on Conclusions and Related Outcomes as well as Explanation of Issues.

	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
Ethics and Civics	3.02	2.91	2.91	3.07	2.91
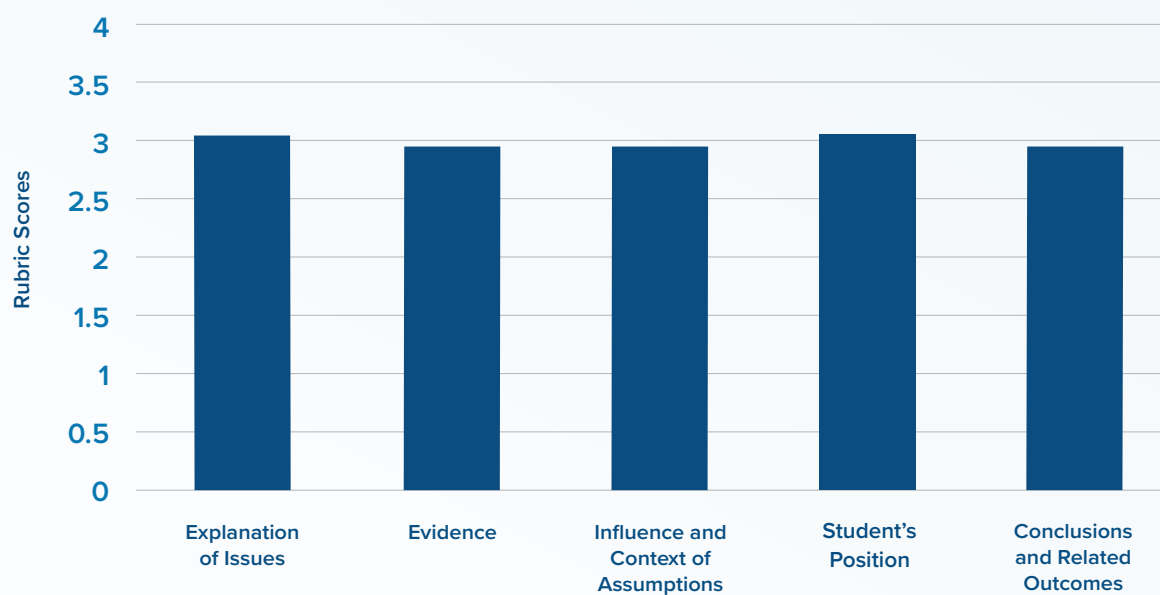
	Explanation of Issues	Evidence	Influence of Context and Assumptions	Student's Position	Conclusions and Related Outcomes
1's	3%	6%	2%	3%	4%
2's	23%	27%	26%	19%	27%
3's	41%	36%	50%	44%	42%
4's	32%	31%	22%	33%	27%
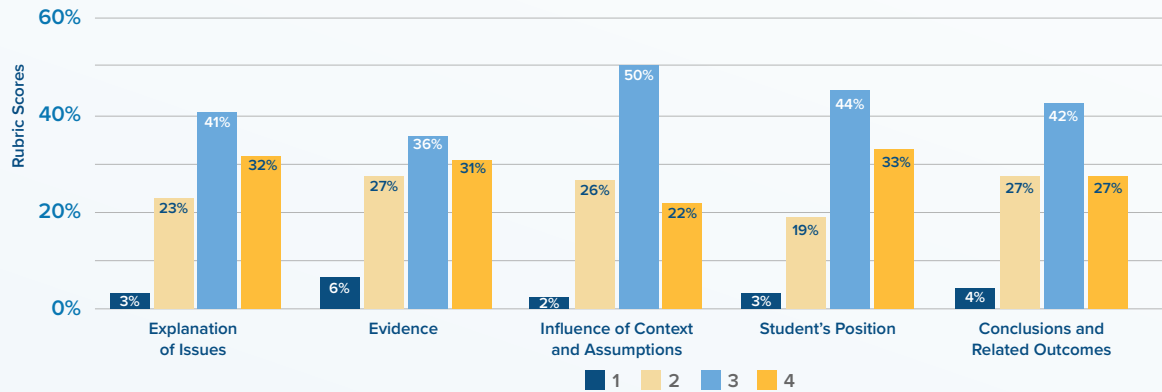
Core Explore – Ethics and Civics
Academic Year 2023-2024 Ethical Reasoning Data

Ethical Reasoning Average Scores – Core Explore: Ethics and Civics classes

The table and graph below show the average Ethical Reasoning scores for students in the Core: Explore classes designated as satisfying the Ethics and Civics Area of Inquiry. Of the three rubrics used for the Ethics ad Civics Area of Inquiry, this rubric had the highest scores with an average of 3.15. Students averaged above the benchmark score of 3 on all five criteria. The only category in which fewer than 75% of students earned 3s and 4s was Understanding Different Ethical Perspectives/Concepts, and for that category the number was 73%.

	Ethical Self-Awareness	Understanding Different Ethical Perspective/	Ethical Issue Recognition	Application of Ethical Perspectives/ Concepts	Evaluation of Different Ethical Perspectives/
Ethics and Civics	3.15	3.07	3.25	3.15	3.12
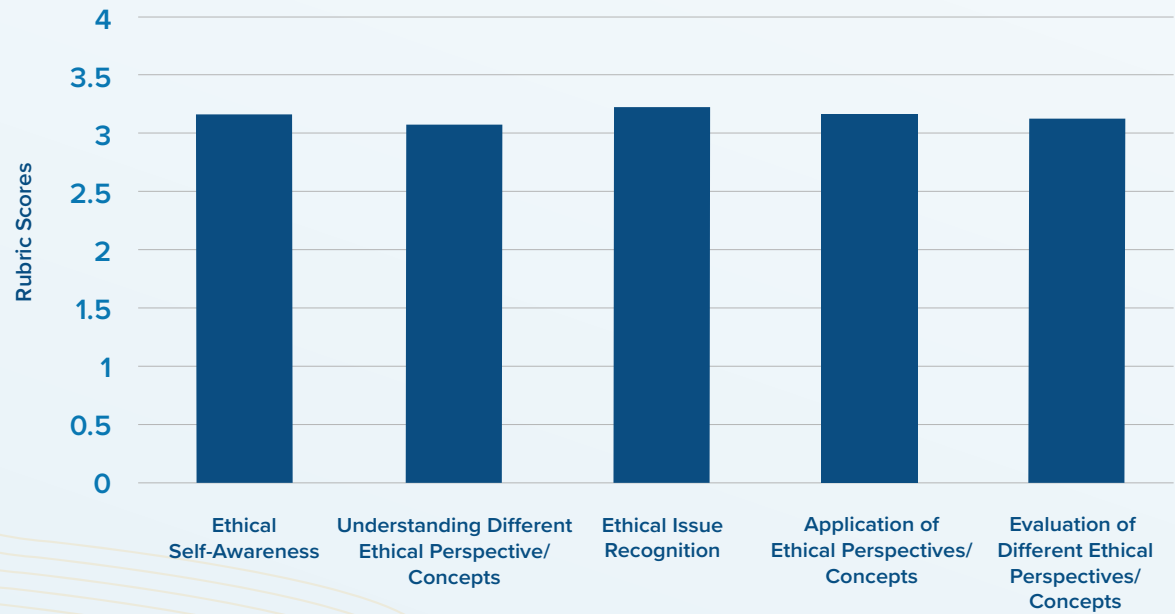
	Ethical Self-Awareness	Understanding Different Ethical Perspective/ Concepts	Ethical Issue Recognition	Application of Ethical Perspectives/ Concepts	Evaluation of Different Ethical Perspectives/ Concepts
1's	1%	0%	2%	2%	2%
2's	18%	27%	18%	21%	20%
3's	46%	39%	33%	38%	43%
4's	35%	34%	47%	40%	35%
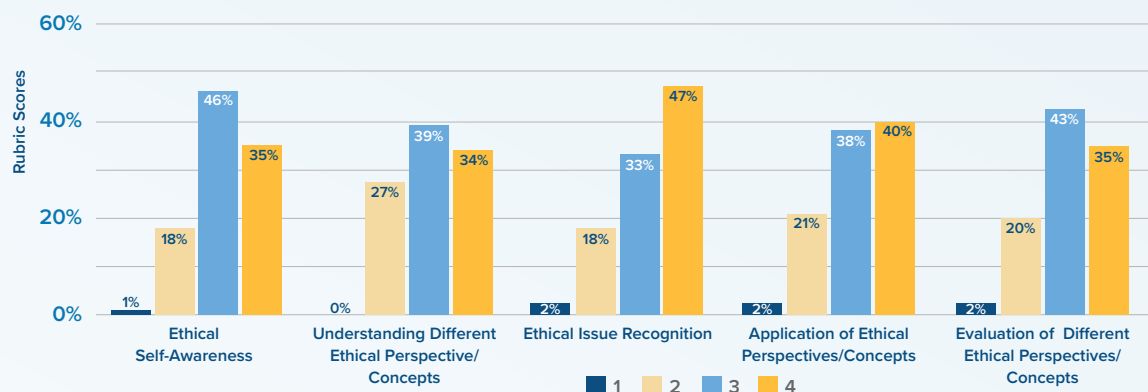
Bilingualism
Core Explore - Area of Inquiry

Student Learning Outcome:

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

Gallaudet has adapted the AAC&U Oral Presentation Rubric as the ASL Public Presentation Rubric to assess ASL in presentations. The AAC&U Written Communication Value Rubric is used for the assessment of written English.

Assessment of ASL
General Education
Academic Year 2023-2024 ASL Public Presentation Data

ASL Public Presentation Averages — VEE 150, Core Explore, and VEE 300-level classes

The table and graph below compare the average ASL public presentation scores for students in three levels of General Education classes. The scores across the Core Curriculum generally indicate steadily increasing skill improvement as students progress from their Bilingual Research Approaches course (VEE 150), through the Core Explore electives in Creativity and Communication, to the Capstone Course (VEE 300).

The average score for students in VEE 150 was 2.81, while both the Core Explore students and the Capstone students exceeded the benchmark score of 3. The Core Explore students averaged above a 3 on four of the five criteria, while Capstone students averaged above 3 on all five criteria.

	Organization	Language	Delivery	Supporting Materials	Central Message
VEE 150	2.72	2.81	2.87	2.72	2.92
CORE EXPLORE	3.16	3.07	3.16	2.94	3.27
VEE 300	3.33	3.33	3.33	3.17	3.33
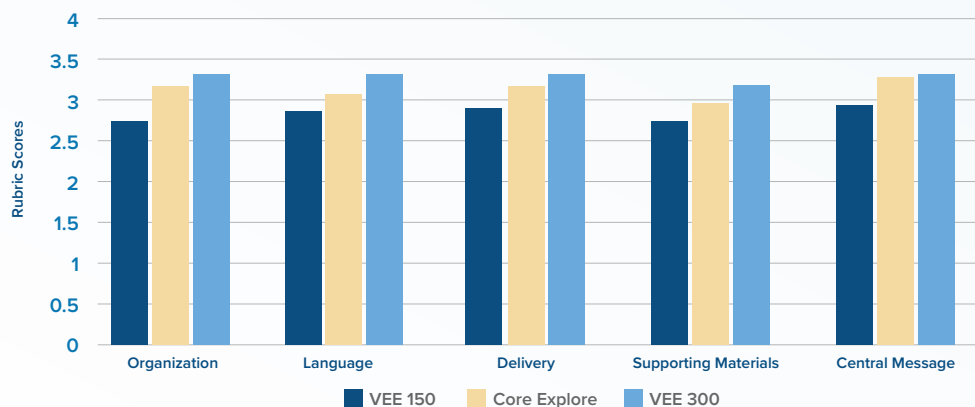
Assessment of Writing
General Education
Academic Year 2023-2024 Written Communication Data

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

The following table and graph compare the average written communication scores for students in three levels of General Education classes. The general trend is skill improvement as students progress from Bilingual Research Approaches course (VEE 150), through the Core Explore electives in Creativity and Communication, to the Capstone Course (VEE 300), with those at the 300 level averaging the highest.

The average score for students in VEE 150 was 2.65. The Core Explore students average score was 2.91. The VEE 300 Capstone students achieved or exceeded the benchmark score of 3 on all five criteria, with an average score of 3.3.

	Context and Purpose for Writing	Content Development	Genre and Disciplinary Conventions	Sources and Evidence	Control of Syntax and Mechanics
VEE 150	2.65	2.64	2.56	2.58	2.80
CORE EXPLORE	3.09	2.97	2.78	2.66	3.03
VEE 300	3.33	3.50	3.00	3.00	3.67
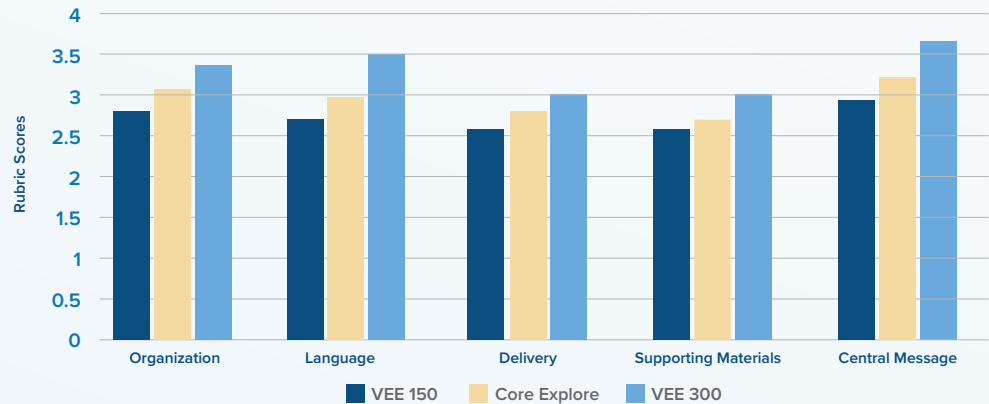
XI. Gallaudet Research Priorities

Gallaudet University serves as a global center of research, development, and outreach leading to advancement in knowledge and practice for deaf and hard of hearing people and all humanity. Research at Gallaudet is strongly tied to The Gallaudet Promise.

The Office of Research is the nexus for all major research decisions and activities, determining research directions and resource allocation through its priority-setting process, which is required by the Education of the Deaf Act (EDA) to include input from constituent groups, consumers, and heads of federal agencies. These five priorities are:

Priority #1: Education. The status and impact of current practices and policies related to the education, professional and technical training, and career preparation of d/Deaf, hard of hearing, and deafblind people through the lifespan, from birth through postgraduate education and beyond, aimed at the development of evidence-based best practices and policies.

Priority #2: Diversity. Diversity within and between d/Deaf, hard of hearing, and deafblind communities, including underserved populations, as represented through the arts, humanities, and allied fields, demographic studies, and genetics, along with ethical and policy issues surrounding these manifestations of diversity.

Priority #3: Accessibility. Accessibility for d/Deaf, hard of hearing, and deafblind people in the workplace and in society at large, as made possible by a wide range of technologies in several domains, including, but not limited to, telecommunications, captioning, robotics, avatars, speech/sign recognition, and ergonomics.

Priority #4: Deaf Experience. The subjective experience of living as a d/Deaf, hard of hearing or deafblind individual, as understood through a variety of methodologies used in the fields of biology, psychology, economics, sociology, anthropology, linguistics, political science, and history and philosophy, among others.

Priority #5: Language and Cognition. The relationship between linguistic and cognitive phenomena and the underlying physical substrate of the brain in d/Deaf, hard of hearing, and deafblind individuals, as studied through the processing of visual, tactile, and auditory stimuli in multiple contexts, including language development and learning throughout the lifespan.

We are currently engaging with communities around updating Gallaudet's future research priorities, which will be presented in 2025. These university-wide research priorities guide the institution's unique and long-standing responsibility and commitment to encourage research that addresses the diversity of the deaf and hard of hearing populations across the United States and around the world.

In addition to setting research priorities, the Office of Research oversees pre-award and post-award activities, compliance, research integrity and human subjects protection, and research development initiatives such as an internal grants program. It also coordinates programs and hosts events geared towards building capacity and cultivating a broader culture of research.

Research at Gallaudet in Fiscal Year 2024 signaled a strong commitment to building upon the corpus of knowledge the university has amassed over the past 160 years and its reputation as a catalyst for scholarly inquiry and enlightenment. This innovative work strongly aligns with The Gallaudet Promise.

XII. Research and Scholarly Activities by Research Center

University-Designated Research Centers

Gallaudet University is home to six dedicated research centers that contribute to the vitality of on-campus research, expand the frontiers of deaf scholarship, and provide students with unparalleled opportunities to collaborate on research that changes lives throughout the world.

Artificial Intelligence, Accessibility, and Sign Language Center

Raja Kushalnagar, Ph.D., Director

AIASL builds on the theoretical foundations and guidelines for applying Artificial Intelligence services for Accessible Technology and Sign Language applications. Learn more at: **https://gallaudet.edu/research/artificial-intelligence-accessibility-and-sign-language-center/**

Designing Accountable Software Systems for People with Diverse Sensory Abilities (DASS)

PI: Raja Kushalnagar
Artificial Intelligence, Accessibility, and Sign Language Center (AIASL)
National Science Foundation: Award #2131524
10/1/2021-9/30/2024
$350,000

Products:

Si Chin, James Waller, Matthew Seita, Christian Vogler, Raja Kushalnagar, & Qi Wang. 2024. Towards Co-Creating Access and Inclusion: A Group Autoethnography on a Hearing Individual's Journey Towards Effective Communication in Mixed-Hearing Ability Higher Education Settings. In Proceedings of the CHI Conference on Human Factors in Computing Systems (CHI '24), May 11–16, 2024, Honolulu, HI, USA. ACM, New York, NY, USA, 14 pages. **https://doi.org/10.1145/3613904.3642017**

Nina Tran, Paige S, Devries, Matthew Seita, Raja Kushalnagar, Abraham Glasser, & Christian Vogler.(2024) Assessment of Sign Language-Based versus Touch-Based Input for Deaf Users Interacting with Intelligent Personal Assistants: Accessibility, advantages, and disadvantages of sign language interaction with intelligent personal assistants. In Proceedings of the CHI Conference on Human Factors in Computing Systems (CHI '24), May 11–16, 2024, Honolulu, HI, USA. ACM, New York, NY, USA, 15 pages. **https://doi.org/10.1145/3613904.3642094**

CONSENT-ASL Toolkit for Deaf and Hard of Hearing People

PI: Raja Kushalnagar
Center for Artificial Intelligence, Accessibility, and Sign Language
National Institutes of Health: 1G08LM013797
9/1/2021-8/31/2025
$420,248

Products:

Hannah Benjamin, Natnail Tolossa, Michaela Brandt, Ben Kosa, Poorna Kushalnagar, Raja Kushalnagar. 2024. Accessible Informed Consent Process in Interactive ASL Apps, p. 162-183. **http://hdl.handle.net/20.500.12680/0z7094108**

BPC-AE: AccessComputing Fourth Extension

PI: Raja Kushalnagar
Artificial Intelligence, Accessibility and Sign Language Center
University of Washington (NSF): 2137312
10/1/2021-12/31/2024
$169,880

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

PI: Raja Kushalnagar
Artificial Intelligence, Accessibility and Sign Language Center
University of Alabama-Huntsville (National Security Agency): H98230-22-1-0147
8/1/2024-12/31/2025
$90,000

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

PI: Raja Kushalnagar
Artificial Intelligence, Accessibility and Sign Language Center
National Security Agency: H98230-22-1-0147
6/27/2022-6/26/2024
$148,314.48

REU Site: Accessible Information and Communications Technologies

PI: Raja Kushalnagar
Artificial Intelligence, Accessibility and Sign Language Center
National Science Foundation: 2150429
March 1, 2022-February 28, 2025
$405,000

Products:

Pidathala, P., Franz, D., Waller, J., Kushalnagar, R., & Vogler, C. (2023, August). Live Captions in Virtual Reality (VR). *Journal on Technology and Persons with Disabilities*, (11), pp. 275-286. **https://scholarworks.csun.edu/handle/10211.3/225179**

National Science Foundation: 2150429 Supplement
3/1/2022-2/28/2025
$45,360

National Science Foundation: 2150429 Supplement
3/1/2022-2/28/2025
$10,000

Patrick Boudreault, Mohammad Abubakar, Andrew Duran, Bridget Lam, Zehui Liu, Christian Vogler & Raja Kushalnagar. 2024. Closed Sign Language Interpreting: A Usability Study. Proceedings of the International Conference on Computers Helping People with Special Needs – ICCHP 24, JKU Linz, Austria, July 8-12, 2024. **https://doi.org/10.1007/978-3-031-62849-8_6**

Mariana Arroyo Chavez, Bernard Thompson, Molly Feanny, Kafayat Alabi, Minchan Kim, Abraham Glasser, Raja Kushalnagar & Christian Vogler. 2024. Customization of Closed Captions via Large Language Models. Proceedings of the International Conference on Computers Helping People with Special Needs – ICCHP 24, JKU Linz, Austria, July 8-12, 2024. **https://doi.org/10.1007/978-3-031-62849-8_7**

Mariana Arroyo Chavez, Molly Feanny, Matthew Seita, Bernard Thompson, Keith Delk, Skyler Officer, Abraham Glasser, Raja Kushalnagar, & Christian Vogler. 2024. How Users Experience Closed Captions on Live Television: Quality Metrics Remain a Challenge: Quality Metrics Remain a Challenge. In Proceedings of the CHI Conference on Human Factors in Computing Systems (CHI '24), May 11-16, 2024, Honolulu, HI, USA. ACM, New York, NY, USA, 16 pages. **https://dl.acm.org/doi/full/10.1145/3613904.3641988**

Paige Devries, Nina Tran, Keith Delk, Melanie Miga, Richard Taulbee, Pranav Pidathala, Abraham Glasser, Raja Kushalnagar, & Christian Vogler. 2024. Sign Language-Based Versus Touch-Based Input for Deaf Users with Interactive Personal Assistants in Simulated Kitchen Environments: Input Methods for Deaf Users with IPAs in Simulated Kitchen Environments. In Extended Abstracts of the CHI Conference on Human Factors in Computing Systems (CHI EA '24), May 11-16, 2024, Honolulu, HI, USA. ACM, New York, NY, USA, 9 pages. **https://doi.org/10.1145/3613905.3651075**

Collaborative Research: EAGER: Visual Prosody Annotation in American Sign Language Corpus
PI: Raja Kushalnagar
Artificial Intelligence, Accessibility and Sign Language Center
National Science Foundation: 2429900
9/1/2024-8/31/2026
$129,730

CRII: HCC: American Sign Language-enabled Digital Assistants: Models and Metrics for User Satisfaction
PI: Dr. Abraham Glasser
Artificial Intelligence, Accessibility, and Sign Language Center
National Science Foundation: 2348221
6/1/2024-5/31/2026
$174,999

Center for Deaf Health Equity (CDHE)
Poorna Kushalnagar, Ph.D., Director
CDHE conducts population health, patient-reported outcomes, and clinical trial studies among individuals who are deaf, deafblind, or hard of hearing. Learn more at: **https://gallaudet.edu/deafhealth/**

Using technology-enhanced approaches to advance cancer health equity among diverse deaf, deafblind, and hard of hearing populations
PI: Poorna Kushalnagar
Center for Deaf Health Equity
National Institutes of Health: 1U01OD033240-01
9/23/2021-8/31,2023
$4,422,938

National Institutes of Health: 3U01OD033240-021S1 Diversity Supplement
9/1/2023-8/31/2024
$111,240

Products:
Bergeron, E., Valdez, R., Moreland, C.J., Wang, R., Knight, T., & Kushalnagar, P. (2024). Community Health Navigators for Cancer Screening Among Deaf, Deafblind, and Hard of Hearing Adults Who Use American Sign Language. Journal of Cancer Education, 39(4). **https://doi.org/10.1007/s13187-024-02416-x**

Perrodin-Njoku, E., Rao, S.R., Wang, R.M., Moreland, C.J., & Kushalnagar, P. (2024). Exploring the Interplay of Diabetes, Deaf Patient Reported Outcomes, and Cancer Screening in Deaf and Hard of Hearing Women. International Journal of Women's Health, 16. **https://doi.org/10.2147/IJWH.S461490**

Perrodin-Njoku, E.C., Rao, S.R., Moreland, C.J., Wang, R.M., & Kushalnagar, P. (2024). Cancer Worry and Fatalism at the Intersection of Race and Hearing Status. Cancer Control, 31. **https://doi.org/10.1177/10732748241291615**

Wang, R.M., Rao, S.R., Bergeron, E.J., Perrodin-Njoku, E.C., & Kushalnagar, P. (2024). Colorectal cancer screening rates among deaf, deafblind, and hard of hearing adults aged 45 to 75 years old. Cancer Research, 84(6_Supplement), 4786-4786.

Center on Visual Language and Visual Learning
Melissa Malzkuhn and Lorna Quandt, Ph.D., Interim Co-Directors
VL2 utilizes neuroimaging techniques to advance knowledge on how human higher cognition is realized through vision. VL2 studies the effects of visual processes, visual language, and social experience on the development of cognition, language, reading and literacy. Learn more at: **https://gallaudet.edu/visual-language-visual-learning/**

Deaf Signers and Mathematical Cognition: How Language Modality and Time of Language Acquisition Affect the Neural Correlates of Arithmetic Processing
PI: Ilaria Berteletti
Center on Visual Language and Visual Learning
National Science Foundation: 2349782
5/15/2024-4/30/2027
$1,413,844

REU Site: ASL-English Bilingual Cognitive and Educational Neuroscience Training and Research Experience (ASL-English Bilingual CENTRE)
PI: Ilaria Berteletti
Center on Visual Language and Visual Learning
National Science Foundation: 2349454
5/1/2024-4/30/2027
$449,611

Conference: Creating an accessible conference to support inclusive research in Mathematical Cognition and Learning
PI: Ilaria Berteletti
Center on Visual Language and Visual Learning
National Science Foundation: 2348499
2/1/2024-1/31/2025
$99,979

Impact of Language Experience on Early Numerical Cognition
PI: Ilaria Berteletti
Center on Visual Language and Visual Learning
National Science Foundation: 2225319
7/21/2019-6/30/2024
$1,025,958

REU Site: ASL-English Bilingual Summer School in Cognitive and Educational Neuroscience
PI: Dr. Ilaria Berteletti
Center on Visual Language and Visual Learning
National Science Foundation: 2309972
1/15/2023-12/31/2023
$103,076

> Supplement: National Science Foundation: 2309972
> 1/15/2023-12/31/2023
> $3,040

New Dimensions of ASL Learning: Implementing and Testing Signing Avatars & Immersive Learning (SAIL 2)
PI: Lorna Quandt
Center on Visual Language and Visual Learning
National Science Foundation: 2118742
10/1/2021-9/30/2024
$879,699

Products:

Willis, A.S., Leannah, C., Schwenk, M., Palagano, J., & Quandt, L.C. (2024). Differences in biological motion perception associated with hearing status and age of signed language exposure. Journal of Experimental Psychology: General, 153(10), 2378–2393. 10.1037/xge0001635

Inan, M., Atwell, K., Sicilia, A., Quandt, L.C., & Alikhani, M. (2024). Generating signed language instructions in large-scale dialogue systems. In Proceedings of the 2024 Annual Conference of the North American Chapter of the Association for Computational Linguistics (NAACL 2024), 6, 140-154. 10.18653/v1/2024.naacl-industry.13

Alam, M.S., Lamberton, J., Wang, J., Leannah, C., Miller, S., Palagano, J., de Bastion, M., Smith, H., Malzkuhn M., & Quandt, L.C. (2024). ASL Champ!: A virtual reality game with deep-learning driven sign recognition. Computers & Education: X Reality, 4. 10.1016/j.cexr.2024.100059

> National Science Foundation: 2118742 Supplement
> 10/1/2021-9/30/2024
> $29,700

Collaborative Research: Building Real-time Intelligent Grounding in Deaf Education
PI: Lorna Quandt
Center on Visual Language and Visual Learning
National Science Foundation: 2418662
9/15/2024-8/31/2026
$370,522

Dr. Cara Miller, a professor in the psychology programs, works with clinical psychology doctoral students.

Deaf and Hard of Hearing Child Resilience Center (DHHCRC)

Lori Day, Ph.D., Director
DHHCRC addresses gaps in the delivery of mental health services to deaf and hard of hearing children by creating and adapting accessible tools to assess trauma symptoms and behavior, adapting evidence-based trauma treatments, and providing training and ongoing consultation for mental health professionals. Learn more at: **https://gallaudet.edu/deaf-hard-hearing-child-resilience-center/**

Center for Advancing Trauma-Informed Care for Deaf and Hard-of-Hearing Children

PI: Lori Day
Deaf and Hard of Hearing Child Resilience Center
Substance Abuse and Mental Health Services Administration: 5H79SM085059
9/30/2021-9/29/2026
$2,903,350

***SAMSHA*-funded resource and products:**
DHHCRC & NCTSN. (2023, October 31). Coping After Mass Violence (In ASL) [Website].
https://www.nctsn.org/resources/coping-after-mass-violence-asl

DHHCRC & NCTSN. (2023, November 1). For Teens: Coping After Mass Violence (In ASL) [Website].
https://www.nctsn.org/resources/for-teens-coping-after-mass-violence-asl

DHHCRC & NCTSN. (2023, November 3). Age-related Reactions to a Traumatic Event (In ASL) [Website].
https://www.nctsn.org/resources/age-related-reactions-traumatic-event-asl

DHHCRC. (2023, November 13). Human Trafficking 101: Deaf Community Members and Service Providers with Story [Website]
https://www.nctsn.org/resources/human-trafficking-101-asl

Drs. John S. and Betty J. Schuchman Deaf Documentary Center

Brian Greenwald, Ph.D., Director
The Drs. John S. and Betty J. Schuchman Deaf Documentary Center researches, documents, and shares the lived experiences of deaf people via film, photography, and written narrative.
Learn more at: **https://gallaudet.edu/schuchman-documentary-center/**

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

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

Technology Access Program (TAP)

Christian Vogler, Ph.D., Director
TAP conducts research and development related to communication technologies and services, with the goal of making accessible communication technologies pervasive and functionally equivalent.
Learn more at: **https://gallaudet.edu/technology-access-program/**

Improvements in Sign Language Detection for Videoconferencing (SLDVC)

PI: Dr. Patrick Boudreault and Dr. Christian Vogler
Technology Access Program
Department of Health and Human Services Administration for Community Living (ACL) – National Institute on Disability, Independent Living, and Rehabilitation Research
(NIDILRR): SLDVC_01_062024
8/16/2024-11/30/2024
$18,302

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

PI: Christian Vogler
Technology Access Program
Department of Health and Human Services ACL – National Institute on Disability, Independent Living, and Rehabilitation Research
(NIDILRR): 90REGE0013-04-00
9/30/2019-9/29/2025
$5,170,213

Products:
Devries, P. S., Tran, N., Delk, K., Miga, M., Taulbee, R. C., Pidathala, P., ... & Vogler, C. (2024, May). Sign Language-Based versus Touch-Based Input for Deaf Users with Interactive Personal Assistants in Simulated Kitchen Environments. In *Extended Abstracts of the CHI Conference on Human Factors in Computing Systems* (pp. 1-9).

Tran, N., DeVries, P. S., Seita, M., Kushalnagar, R., Glasser, A., & Vogler, C. (2024, May). Assessment of Sign Language-Based versus Touch-Based Input for Deaf Users Interacting with Intelligent Personal Assistants. In *Proceedings of the CHI Conference on Human Factors in Computing Systems* (pp. 1-15).

Brewer, D. M., Bernstein, C. M., Calandrillo, D., Muscato, N., Introcaso, K., Bosworth, C., Olson, A., Vovos, R., Stillitano, G., & Sydlowski, S. (2024). Teledelivery of Aural Rehabilitation to Improve Cochlear Implant Outcomes. Laryngoscope, 134, 1861–1867.

Vyas D, Jorgensen E, Wu Y-H and Chipara O (2023). Evaluating and optimizing hearing-aid self-fitting methods using population coverage. Frontiers in Audiology and Otology, 1, 1223209.

Giuliani, N. P., Venkitakrishnan, S., & Wu, Y. H. (2024). Input-related demands: vocoded sentences evoke different pupillometrics and subjective listening effort than sentences in speech-shaped noise. International journal of audiology, 63(3), 199-206.

Communications Equality Advocates (2023). Comments of Communications Equality Advocates on Notice of Proposed Rulemaking (Erratum). **https://www.fcc.gov/ecfs/search/search-filings/filing/109290196218059**: FCC ECFS.

Rehabilitation Engineering Research Center on Technology for People who are Deaf or Hard of Hearing
PI: Christian Vogler
Technology Access Program
Department of Health and Human Services Administration for Community Living (ACL) – National Institute on Disability, Independent Living, and Rehabilitation Research
(NIDILRR): 90REGE0027
9/1/2024-9/29/2029
$924,999

TRS Community of Expertise Research and Development
PI: Christian Vogler
Technology Access Program
MITRE (Centers for Medicare and Medicaid Services): 127355
7/1/2019-6/30/2024
$1,750,000

Twenty-First Century Captioning Technology, Metrics and Usability
PI: Christian Vogler
Technology Access Program
Department of Health and Human Services, Administration for Community Living (ACL) – National Institute on Disability, Independent Living, and Rehabilitation Research
(NIDILRR): 90DPCP0002
9/30/2018-9/29/2025
$2,374,999

Amin, A.A., Mendis, J., Kushalnagar, R., Vogler, C., & Huenerfauth, M. (2023). Who is speaking: Unpacking In-text Speaker Identification Preference of Viewers who are Deaf and Hard of Hearing while Watching Live Captioned Television Program. In *Proceedings of the 20th International Web for All Conference*. [Attachment]

Arroyo Chavez, M., Feanny, M., Seita, M., Thompson, B., Delk, K., Officer, S., ... & Vogler, C. (2024, May). How Users Experience Closed Captions on Live Television: Quality Metrics Remain a Challenge. In *Proceedings of the CHI Conference on Human Factors in Computing Systems* (pp. 1-16).

Arroyo Chavez, M., Thompson, B., Feanny, M., Alabi, K., Kim, M., Ming, L., ... & Vogler, C. (2024, July). Customization of closed captions via large language models. In *International Conference on Computers Helping People with Special Needs* (pp. 50-58). Cham: Springer Nature Switzerland.

de Lacerda Pataca, C., Hassan, S., Tinker, N., Peiris, R.L. and Huenerfauth, M. (2024). Caption Royale: Exploring the Design Space of Affective Captions from the Perspective of Deaf and Hard-of-Hearing Individuals. *Proceedings of the CHI Conference on Human Factors in Computing Systems*. Honolulu, HI: ACM.

Gallaudet implemented a new academic advising platform, Workday Student, this year. Here, an academic advisor explains to a student how to register for classes.

XIII. Fiscal Year 2024 Projects Supported by External Grants

Faculty, staff, and students at Gallaudet were awarded $12,876,546 for new projects supported by external awards that began during Fiscal Year 2024. Approximately 65% of the new awards in FY 2024 were procured by the designated Research Centers. The remaining 35% of the new awards were procured by faculty, staff, and students across Schools and units. New and continuing total award amounts outlined in the Research Center section as well as those shown below are contingent on the availability of funds and satisfactory project progress.

Building Accessible and Inclusive Paths for Students in Biomedical Informatics and Data Science
PI: Dr. Gaurav Arora
School of Science, Technology, Accessibility, Mathematics, and Public Health
University of Pittsburgh (National Institutes of Health): R25LM014208
9/15/2022-8/31/2027
$91,965

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

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

Innovations in Citizenship Education
PI: Dr. Patrick Boudreault
School of Language, Education, and Culture
Contract from DEAF Inc. (Department of Homeland Security)
10/1/2022-9/30/2024
$26,999

Improvements in Sign Language Detection for Videoconferencing (SLDVC)
PI: Dr. Patrick Boudreault
School of Language, Education, and Culture
Subaward from GoVoBo (NIDILRR): SLDVC_01_062024
8/16/2024-11/30/2024
$18,302

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

Let's Talk Money: Building Community Understanding of the Institutional Compensation System
PI: Dr. William T. Ennis III
School of Arts and Humanities
Subaward from Rochester Institute of Technology (NSF): 2121930
10/1/2021-9/30/2026
$15,675

Collaborative Research: Advancing Language Research and Outreach in a Language Museum s
PI: Dr. Deanna Gagne
School of Language, Education, and Culture
National Science Foundation: 2116811
9/1/2021-2/28/2025
$73,236

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

Collaborative Research: Advancing Language Research and Outreach in a Language Museum
PI: Dr. Deanna Gagne
School of Language, Education and Culture
National Science Foundation: 2116811
9/1/2021-2/28/2025
$73,236

Evaluating the Rehabilitative Potential of Tactile Number Expressions for Multisensory Vision and Hearing Loss Using Wearable Haptics
PI: Dr. Deanna Gagne
School of Language, Education, and Culture
National Institutes of Health: 1R01EY033761
8/1/2022-7/31/2027
$2,632,698

Conference: STEM-APWD: LangDiv: SBP: Strengthening the Pipeline for Deaf Scientists in Signed Language Research
PI: Dr. Julie Hochgesang
School of Language, Education, and Culture
National Science Foundation: 2416465
8/15/2024-6/30/2025
$160,551

National Beacon Center for Early Language System Accountability and Data
PI: Tawny Holmes Hlibok/Dr. Christi Batamula
School of Arts and Humanities
Department of Health and Human Services: U52MC52990
4/1/2024-3/31/2029
$3,750,000

NSF INCLUDES Alliance: The Alliance of Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM)
PI: Dr. Tugba Kucukkal
School of Science, Technology, Accessibility, Mathematics, and Public Health
Ohio State University (NSF): SPC #1000006143/GR125912
8/21/2022-7/31/2026
$108,662

Products:
Lawal, M. M., & Kucukkal, T. G. (2024). An Inquiry-Based Computational Chemistry Activity for the Undergraduate Physical Chemistry Laboratory. *Journal of Chemical Education*.

Lawal, M. M., & Kucukkal, T. G. (2024). An Undergraduate Computational Chemistry Experiment: Investigation of the E2 Elimination Reaction of 2-Bromopropane to Propene. *World Journal of Chemical Education*

Designing Plk1 Inhibitors Through Multiscale Computational and Experimental Method
PI: Dr. Tugba Kucukkal
School of Science, Technology, Accessibility, Mathematics, and Public Health
National Institutes of Health: R15GM148942
9/20/2022–8/31/2024
$368,671

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

Graduate Research Fellowship Program (GRFP)
Christina Kim (graduate research fellow)
Program in Educational Neuroscience
National Science Foundation: 2444847
09/01/2024 - 8/31/2029
$53,000

Graduate Research Fellowship Program (GRFP)
Melissa Avino (Graduate Research Fellow)
School of Language, Education, and Culture
National Science Foundation: 2444847
09/01/2024-08/31/2027
$53,000

Bilingual ASL/English Grant Management Training Module
PI: Dr. Poorna Kushalnagar
Academic Affairs/Office of Research
Subaward from University of Kentucky (National Institutes of Health): 5U24GM146576-02
5/1/2024-4/30/2026
$50,000

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

National Space Grant College Fellowship Program
PI: Dr. Daniel Lundberg
School of Science, Technology, Accessibility, Mathematics, and Public Health
National Aeronautics and Space Administration: 80NSSC20M0092
6/1/2021-5/31/2025
$137,371

Honoring the Legacy of One Mother's Fight for Her Black Deaf Son's Education in D.C.
PI: Dr. Carolyn McCaskill
Center for Black Deaf Studies
National Endowment for the Arts: 1888982-41-22
1/1/2022-12/31/2024
$25,000

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

Parents Empowering Parents: National Research Center for Parents with Disabilities
PI: Dr. Julie Mitchiner
School of Language, Education, and Culture
Subaward from Brandeis University (Department of Health and Human Services – Administration For Community Living):
90DPCP0012-04-00
9/1/2023-8/31/2027
$17,089

Gallaudet in Nigeria-Africa (GAIN) Strengthening Deaf Education, Empowerment and Employment (Deaf-E[3])
PI: Amanda Mueller
Gallaudet in Nigeria-Africa (GAIN)
U.S. Agency for International Development (USAID): 72062021CA00003
10/1/2020-9/30/2024
$2,065,000

Family ASL: Bimodal Bilingual Acquisition of Deaf Children of Hearing Parents
PI: Dr. Deborah Chen Pichler
School of Language, Education, and Culture
University of Connecticut (NIH): 365789
8/10/2017-7/31/2024
$463,210

Products:
Pichler, D.C., Conte, M.C., Creamer, P ., Dale-Hench, M., Gale, E., Gan, L., Goodwin, C., Gu, S., Kraus, K., Chui-Yi Lee, M., Lillo-Martin, D., Palmer, J.L., Petersen, B. and Shaw, M. (2023). Profile of a Family's Bimodal Bilingual Development. *BUCLD 48 Proceedings.*

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

Revitalizing Deaf Studies, Theorizing the contemporary
PI: Dr. Octavian Robinson, Tabitha Jacques
School of Arts and Humanities
National Endowment for the Humanities: AA-284517-22
9/1/2022-8/31/2026
$146,547

Center for Integrated Quantum Materials
PI: Dr. Paul Sabila
School of Science, Technology, Accessibility, Mathematics, and Public Health
Subaward from Harvard University (NSF): DMR-1231319
10/1/2017-9/30/2025
$287,807

Short-range Order Materials for Neuromorphic Electronic and Photonic Devices
PI: Dr. Paul Sabila
School of Science, Technology, Accessibility, Mathematics, and Public Health
Subaward from George Washington University (Department of Defense): FA9550-23-1-0497
9/1/2203-8/31/2025
$49,787

MRI: Acquisition of a New X-Ray Diffractometer to Advance Research and Education in Primarily Undergraduate/Minority Serving Institutions Within the District of Columbia
PI: Dr. Paul Sabila
School of Science, Technology, Accessibility, Mathematics, and Public Health
Subaward from University of the District of Columbia (NSF): 2117621
9/30/2021-9/30/2024
$0

Note: This grant was for the acquisition of an X-ray diffractometer to be installed at the University of the District of Columbia. UDC provides access to faculty and students from collaborating institutions in Washington, D.C., including Gallaudet University, to use the X-ray diffractometer for teaching and research.

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

Conference: Access and Equity in STEM: Disability and Innovation in Fundamental Research
PI: Dr. Caroline Solomon
School of Science, Technology, Accessibility, Mathematics, and Public Health
Subaward from Rice University (NSF): 2433830
7/1/24-12/31/24
$16,859

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

Let's Talk Money: Building Community Understanding of the Institutional Compensation System
PI: Dr. Caroline Solomon
School of Arts and Humanities
Subaward from Rochester Institute of Technology (NSF): 2121930
1/1/2021-9/30/2026
$80,404

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

Product:
Cooper, A.C., Cooke, M.L., Takayama, K. et al. (2024). From alert to action: earthquake early warning and deaf communities. Natural Hazards, 120, **https://doi.org/10.1007/s11069-024-06719-6**.

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

Research on Emerging Technologies for Teaching and Learning
PI: Dr. Qi Wang
School of Civic Leadership, Business, and Social Change
National Science Foundation: 2118824
9/15/2021-8/31/2024
$133,918

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

ASL and Deaf Culture Pre-Institute Program
PI: Gregoire Youbara
School of Language, Education, and Culture
InterNational Research and Exchanges Board (U.S. Department of State): S-ECAGD-21-CA-3082
5/6/2024-6/20/2024
$8,823

Fleet Electrification Initiative
PI: Davina Kwong Yu
Facilities, Maintenance, and Operations
District of Columbia Department of Energy and Environment: GAN-FY23/GU-190
3/4/2024-3/30/2025
$254,721

Science laboratories allow students to apply what they learn in the classroom, and to participate in research with their professors.

XIV. Gallaudet Internal Research Funding and Awards

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

The President's Research Excellence Award asks for proposals that address grand challenges. Dr. Tugba Kucukkal, an associate professor of chemistry in the School of Science, Technology, Accessibility, Mathematics, and Public Health, won the President's Research Excellence Award for her plan to equip Gallaudet's Drug Discovery Lab with a GPU-based high-performance computing system. Its enhanced mathematical computation capability allows it to process massive amounts of data at high speeds. This acquisition is pivotal for the lab's cancer research.

The Provost's Research Excellence Award focuses on the Gallaudet Promise Imperatives of (1) Bilingual Mission, (2) Belonging and Equity, and (3) Innovation for Impact. Two Provost's research excellence awards were granted in FY24. Housed under Nuestra Casa, the new Center for Latine Deaf Studies, the Provost's Research Excellence award project is led by an interdisciplinary team including Nuestra Casa's interim director, Norma Morán, and interim associate director, Leticia Arellano, as well as faculty members Dr. Franklin Torres of the English program, Dr. Deborah Schooler of the Psychology program, and Dr. Pilar Piñar of the World Languages and Cultures program. The other Provost's Research Excellence Award went to Dr. Brian H. Greenwald, director of the Drs. John S. & Betty J. Schuchman Deaf Documentary Center, and his colleague Dr. Jannelle Legg, for a project promoting "Deaf City." The feature-length film will draw from over 40 interviews with deaf New Yorkers that were collected through research made possible by a National Endowment for the Humanities Challenge Grant (Grant ZH-252962).

Internal research funds were granted for an 11-month period, from November 1, 2023 to September 30, 2024. The Office of Research administers the grant-making process, except for merit review and award recommendation amounts, which the applicant's School Director determines.

During Fiscal Year 2024, a total of 30 small student and faculty projects were funded. They are listed below. Of these awards, 26 were led by student researchers. Funds were largely requested from graduate students for participant payments, supplies, travel, and access to specialized software to conduct research. In addition to covering similar purposes, faculty research used funds to cover research assistant pay and course releases.

The lived experience of deaf sex trafficking survivors: A phenomenological study
PI: Dr. M. Elizabeth Bowman
Dr. Teresa Crowe
$1,850

Strategies used to allocate the signed and the written/spoken language in bilingual deaf schools in México
PI: Dr. Maribel Gárate-Estes
$1,510

A National needs assessment of behavioral health providers serving deaf and hard of hearing clients
PI: Dr. Jessica Kuehne
Dr. Gabriel Lomas
Dr. Lawrence Pick
Dr. Kota Takayama
$4,750

Open Dialogue Project: Early earthquake warning experiences by deaf and hard of hearing populations
PI: Dr. Audrey Cooper
Dr. Kota Takayama
$2050

Deafblind Attitudes about Protactile and Tactile ASL
Student PI: Christie Cumbest
Faculty Advisor: Octavian Robinson, School of Arts and Humanities
$500

What's with the attitude?
Student PI: Jennette Phillips
Faculty Advisor: Dr. H-Dirksen Bauman
$1,400

The effect of biofeedback therapy (EPG) on the persistent speech errors of deaf children
Student PI: Sima Azhang
Faculty Advisor: Dr. Karen Garrido-Nag
$1,470

An American Sign Language translation and feasibility study of the Behavioral Risk Factor Surveillance System Adverse Childhood Experiences (BRFSS ACE) and World Health Organization Well-Being Index (Who-5) modules
Student PI: Kallissa Bailey
Faculty Advisor: Dr. Lawrence Pick
$820

Word association skills in bilingual children
Student PI: Barbara Bustamante
Faculty Advisor: Dr. Karen Garrido-Nag
$1,500

Posttraumatic growth and perceived success among immigrants of Kurdish descent in the United States
Student PI: Sarhand Hasan
Faculty Advisor: Dr. Carolyn Corbett
$700

Prevalence and impact of discrimination on marginalized deaf and hard of hearing individuals' access to mental health care
Student PI: Brianna Hernandez
Faculty Advisor: Dr. Lori Day
$450

Oral Narratives of Bilingual Pediatric Cochlear Implant Users: A Comparison of Oral Narrative Skills of Simultaneous English-Spanish Bilingual Cochlear Implant Users and Typically Developing Peers
Student PI: Caryn Hesky
Faculty Advisor: Karen Garrido-Nag
$1,430

Language anxiety, adverse childhood communication experiences, and language and social outcomes
Student PI: Christina Kim
Faculty Advisor: Dr. Rachel Pizzie
$1,490

Investigating embodied cognition in Deaf ASL users using EEG and virtual reality for STEM education
Student PI: Carly Leannah
Faculty Advisor: Dr. Lorna Quandt
$1,495

The Impact of language exposure, socioeconomic status, and parental stress on language outcomes for oral deaf and hard of hearing children and children born into poverty
Student PI: Christopher Nightingale
Faculty Advisor: Dr. Karen Garrido-Nag
$1,500

Language Modality Spatial-Semantic Study (LaMoSS)
Student PI: Melody Schwenk
Faculty Advisor: Dr. Lorna Quandt
$1,500

Vocal emotion detection in cochlear implant users and accuracy of prosody production in adults with intellectual disabilities
Student PI: Karlee Shuldberg
Faculty Advisor: Dr. Kara Hawthorne
$800

STEM signs: Behavioral and EDA pilot study
Student PI: Rachel Sortino
Faculty Advisor: Dr. Rachel Pizzie
$1,020

Pilot Study: Exploration of the process and mode involved in STEM videotexts
Student PI: Bernice Adekeye
Faculty Advisor: Dr. Julie Mitchiner
$75

The pupil as a window to language processing
Student PI: Marjorie Bates
Faculty Advisor: Dr. Deanna Gagne
$1,500

Non-manual backchannels in face-to-face interaction
Student PI: Paul Gabriola
Faculty Advisors: Dr. Emily Shaw, Dr. Miako Villanueva
$600

Eyebrow competition: Layering emotion and grammar in ASL
Student PI: Desirée Kirst
Faculty Advisor: Dr. Gaurav Mathur
$1,280

Investigating non-verbal working memory and English first language proficiency as factors influencing the acquisition of ASL by deaf second language learners
Student PI: Kaj Kraus
Faculty Advisor: Dr. Deanna Gagne
$1,480

The effects of cognates on bimodal trilingual (ASL-Spanish-English) interpreters
Student PI: Ricardo I. Ortiz Román
Faculty Advisor: Dr. Daniel Koo
$420

The language and identity of Black Deaf people
Student PI: Keisha Osborne
Faculty Advisor: Dr. Miako Villanueva
$1,500

Early intervention professionals' attitudes and the words used: A pilot study for EDU 812
Student PI: Emily Small
Faculty Advisor: Dr. Bobbie Jo Kite
$30

Say what I mean, not what I said: The question of equivalence in signed language interpretation and how we measure it
Student PI: Heather Turrell
Faculty Advisor: Dr. Emily Shaw
$1,162

Analysis of botanical phytochemical methods
Student PI: Maizy Wilcox
Faculty Advisor: Dr. Adebowale Ogunjirin
$618

Bridging the gap between deaf and hard of hearing college students and mainstream employers: insights from career center professionals
PI: Hayley Stokar, School of Civic Leadership, Business, and Social Change
$470

Cancer drug development research
Student PI: Enow Otto, Jr.
Faculty Advisor: Dr. Adebowale Ogunjirin
$706

Cancer drug development research
Student PI: Carter Johnson
Faculty Advisor: Dr. Adebowale Ogunjirin
$750

Capstone presentations are the culmination of a year or more of directed research. Undergraduate students who complete the Honors curriculum and their capstone graduate with University Honors.

Academics are one part of the student journey at Gallaudet. The other parts are academic support and the opportunity to participate in activities outside the classroom. These include organizations and clubs, athletics, and paraprofessional roles. All of these taken together contribute to a CHAMP student experience, where CHAMP in American Sign Language represents top-notch.

Goal Two: CHAMP Student Experience

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

Objective 2.1: Cultivate student wellness and well-being.

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

Objective 2.2: Center campus spaces around students.

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

Objective 2.3: Invest in student leadership and engagement.

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

I. Student Affairs

During Fiscal Year 2024, the Division of Student Affairs established a five-year strategic plan to enhance the student experience, maximize student success, and establish the division as a model of excellence in higher education.

The division strives to expand opportunities for active learning, eliminate obstacles, and cultivate community engagement. Its initiatives will encompass experiential learning pathways, career readiness skills, the creation of safe spaces, health programs, and support for staff, students, and the external community. This "living document" will adapt over time to meet the evolving needs of our students.

Mission
Student Affairs will challenge every student to thrive through exploration, engagement, and collaboration with others to create a rewarding Gallaudet experience.

Vision
Student Affairs strives to cultivate an enriching and immersive student experience, inspiring each student to make a meaningful impact at Gallaudet and their communities.

Core Values
Accountability, Community, Discovery, Inclusion, and Well-being.
- **Accountability:** We build a culture of accountability by modeling and teaching responsibility through an ethical and authentic approach.
- **Community:** We build a community of care with compassion through intentional connections and collaboration.
- **Discovery:** We build an environment that promotes discovery, learning, and growth through innovative student-centered engagement and opportunities for exploration.
- **Inclusion:** We build a cross-cultural environment of inclusion by wholeheartedly embracing diversity and promoting equity through intentional engagement and mutual respect.
- **Well-being:** We build holistic well-being by offering resources and support to nurture individuals across all dimensions of wellness and empowering them to thrive.

Strategic Priorities
After establishing five priorities, objectives were created in response to each priority. These objectives will guide Student Affairs units in developing their goals to achieve identified objectives aligning with their mission, vision, and services.
- **Foster Meaningful Student Engagement and Learning**
  - **1.1:** Promote comprehensive student learning and well-being that fosters an environment supporting diverse learning experiences, mental health awareness, and cultural engagement through strategic partnerships, inclusive programming, and consistent access to resources.
  - **1.2:** Create and enhance leadership opportunities that offer valuable pathways to student leadership skills development, supporting their personal and professional growth.
  - **1.3:** Provide dynamic Student Affairs paraprofessional and professional training programs focused on their leadership development and ability to promote student engagement and learning.
- **Champion Wellness and Well-being**
  - **2.1:** Enhance the community of care coordination by leveraging campus and community resources, creating intentional connections across services, and defining clear pathways for referral and coordination.
  - **2.2:** Create, implement, and assess a comprehensive and collaborative prevention and intervention plan targeting students exhibiting at-risk behaviors and aimed at reducing high-risk behaviors.
  - **2.3:** Promote student engagement in wellness initiatives across all dimensions of well-being, supporting and reinforcing their participation through resources, events, and education.

- **Cultivate Belonging Through Equity, Justice, and Campus Spaces**
  - **3.1:** Create and foster students' sense of belonging and inclusivity by establishing events, workshops, and initiatives embracing diversity, collaborating with campus partners to enhance inclusivity of campus spaces.
  - **3.2:** Ensure success for all students by offering continuous support networks and resources, especially focusing on marginalized, under-served, and underrepresented groups, encouraging critical self-reflection on privilege, and promoting intercultural understanding and respect for intersectional identities.
  - **3.3:** Cultivate cultural awareness and responsiveness by conducting ongoing training for Student Affairs staff and paraprofessionals, reinforcing inclusive practices for diverse student populations, and advocating for equity and justice in policies and procedures.
- **Community Engagement**
  - **4.1:** Foster a civic-minded community and provide engaging opportunities for students to become engaged citizens, supporting their personal and civic development while encouraging active participation and commitment to the common good.
  - **4.2:** Encourage collaborative efforts that integrate learning and service and foster partnerships to address D.C. community needs effectively.
  - **4.3:** Broaden the availability of resources for community engagement, ensuring accessibility to diverse opportunities for involvement and service.
- **Build Connections**
  - **5.1:** Foster authentic digital engagement by evaluating the effectiveness of digital engagement strategies and initiatives in enhancing engagement, fostering belonging, and building connections.
  - **5.2:** Enhance the vibrancy and inclusivity of American Sign Language (ASL) within the community by infusing best bilingualism practices.

Athletics

The Athletics Department is dedicated to fostering academic and athletic success for its diverse deaf and hard of hearing student-athletes to compete at the highest levels of sports and build a strong community.

Student-athletes participating in sports increased significantly from 248 to 402 in just one year. Of 402 student-athletes, 192, representing 21% of the university campus, attained a 3.18 or better grade point average (GPA).

The Athletics Department added three new varsity sports and club teams in the spring of 2024, all of which began during the 2024-2025 academic year..

STUNT, recognized as an NCAA Emerging Sport for Women, combines cheerleading skills in a competitive format where teams perform routines featuring partner stunts, jumps, tumbling, and pyramids. Women's triathlon is also an NCAA Emerging Sport, with Gallaudet joining 42 schools nationwide. This fall sport involves teams of three competing in sprint-format races, including a 750-meter swim, 20-kilometer bicycle, and a 5-kilometer run. Additionally, Men's Volleyball returns after a hiatus since 2013, reviving a storied program that won four consecutive championships in the 1970s.

Beyond varsity teams, Gallaudet Athletics introduced new club teams and recreational programs, including Disc Golf, Pickleball, and MotionZ. We extend our gratitude to Student Engagement and Leadership for their invaluable support.

The Athletics Department significantly impacted Gallaudet and the external community by creating opportunities for students to remain active, increasing the department's recruiting efforts, and educating community members on life-saving skills.

The Gallaudet Disc Golf Park opened as the first disc golf course in Washington, D.C. The park was designed by 2009 World Champion Avery Jenkins and Gallaudet community members. The course was designed to elevate the campus experience for students while providing opportunities for staff and community members to play disc golf. This led to the establishment of the Gallaudet Disc Golf Club.

Additionally, Gallaudet Athletics hosted a week-long Bison Sports Camp, which welcomed 39 deaf and hard of hearing high school students from 15 U.S. state. It provided these students with an opportunity to develop athletic skills and experience university life.

Finally, the Gallaudet Athletic Training staff partnered with MedStar Health and Miss District of Columbia, Jude Maboné, to promote life-saving skills by hosting a CPR and AED training event and producing a bilingual ASL/English educational **video.**

The Athletic Department achieved historical contributions through the football huddle and a collaboration with AT&T.

The football huddle was invented at Gallaudet College in 1894 because our deaf players needed a way to prevent their opponents from stealing their signals. The quarterback, Paul Hubbard, 1894, was given credit for the idea, and he brought the practice to Kansas School for the Deaf as a football coach. Within a few years, virtually every football team in the nation had adopted the huddle.

Gallaudet Athletics made another significant impact by collaborating with AT&T to develop a 5G-connected football helmet. Coaches on the sideline can use a tablet computer to send plays to the quarterback, who sees them on a heads-up display inside his helmet. The partnership created a major advancement in accessible technology for athletes.

Gallaudet's role as an innovator was recognized by Muriel Bowser, Mayor of the District of Columbia,who proclaimed October 21st as "Home of the Huddle Day." This acknowledges Gallaudet's historical contributions to football strategy.

On top of academic achievements and collaboration with the external community to increase relationships and recruiting efforts, the Athletics Department had outstanding notable bison tracks celebrating our student-athletes' achievements throughout the year. This reflects not only strong athletic performance but also the sustained excellence of the department.

Gallaudet University DiscGolfPark®

Disc Golf

Safety & Course Description

Basic Rules

Legend

How to Grab a Disc

Technique Tips

For complete disc golf rules of play, please visit www.pdga.com.

DiscGolfPark by discmania

Hole	1	2	3	4	5	6	7	8	9	TOT
Par	3	3	3	3	3	3	3	3	3	27
Length	195	215	210	265	215	255	335	300	275	2265

Course designer: Avery Jenkins

C1

AVERY JENKINS
DISC GOLF COURSE DESIGN

DiscGolfPark established in 2023. First DiscGolfPark in the District of Columbia

HOME OF THE HUDDLE

GALLAUDET FOOTBALL
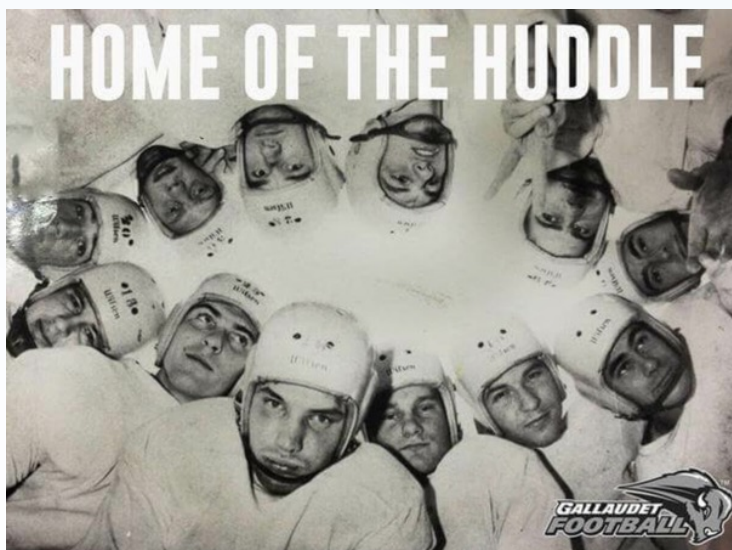
6 NOTABLE BISON TRACKS

VOLLEYBALL CONFERENCE CHAMPIONS

9th conference championship since 2010 and first conference title since 2021

FOOTBALL CONFERENCE CO-CHAMPIONS

3rd conference championship title and second consecutive year

WETZEL, NCAA WOMEN OF THE YEAR NOMINEE

Senior, Hannah Wetzel, after qualifying for indoor & outdoor national championships and has been selected as an NCAA Women of the Year Nominee.***

BROWN EARNS ALL-AMERICA HONORS AT OUTDOOR TRACK & FIELD NATIONALS

Oceana Brown became the first athlete in school history to earn All-America Honors in their first year.

GREGORY: THREE-TIME NATIONAL CHAMPION

Senior, Eric Gregory, closed out his athletic career at Gallaudet as a three-time National Champion and two-time South-Region Athlete of the Year

Caption Needed

GREGORY: QUALIFIES FOR OLYMPIC TRIALS

Senior, Eric Gregory, became the first athlete in Gallaudet history to qualify for the Olympic Trials.

*** NCAA had not announce the top 30 Women of the Year Awardees at the time of this publication.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) at Gallaudet supports students' academic and social-emotional growth through psychological assessments, counseling, crisis intervention, and psychiatric services. CAPS also offers prevention programs tailored to the university's unique needs, consults with faculty and staff, and trains both student paraprofessionals and mental health graduate students in psychology, social work, and counseling programs.

CAPS is accredited by the International Association of Counseling Services. IACS's mission is to be "the premier leader in setting the benchmark for the full range of professional counseling services on college and university campuses." Through a comprehensive peer review process, IACS confirms that the highest standards are being met, validates professional excellence, and distinguishes standout counseling centers with its accreditation seal of approval.

IACS' rigorous accreditation process involves detailed documentation, a comprehensive site visit evaluation, and multiple peer reviews in five areas: relationships within the college/university community, counseling and clinical services, ethical standards, personnel, and resources/infrastructure."

CAPS completed a written accreditation report followed by a site visit and was granted full eight-year accreditation. This is the 50th anniversary of Gallaudet's counseling services being accredited by IACS.

The site visitors stated, "In all of the IACS site visit meetings, it was clear that CAPS has a long history of positive relationships with leadership and campus partners – which engenders mutual respect and a clear eagerness to work collaboratively in serving all in the Gallaudet campus community and Deaf persons around the world."

VanScott Endowment Scholarship

CAPS is focused on supporting professionals working with diverse and underserved community members to help deaf, hard of hearing, and/or BIPOC students with training and preparation. This aligns with The Gallaudet Promise's imperatives of bilingual mission, equity and belonging, and innovation for impact. It also supports academic excellence.

CAPS completed the first year of the Christopher VanScott/Counseling and Psychological Services Scholarship, awarded annually to deaf and hard of hearing and/or Black, Indigenous People of Color (BIPOC) students in the fields of mental health at Gallaudet University. A second pair of students was just informed that they were awarded the scholarship.

The team has now begun to establish a four-week training program to increase the number of licensed mental health providers for deaf and hard of hearing people. This will include a free online course in standardized test-taking strategies offered nationwide to deaf and hard of hearing individuals in mental health counseling, social work, and psychology graduates preparing for their licensing examinations.

Health and Wellness Programs

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

Food insecurity impacts multiple dimensions, if not all of them. HWP's major achievement during Fiscal Year 2024 was revamping its food pantry program.

In November 2023, the Food Pantry was relocated and renovated to expand the space and make it more inviting and welcoming for the Gallaudet community. The new Food Pantry debuted in January 2024, and HWP saw a 123% increase in community members who utilized the food pantry compared to previous semesters. Donations of food, toiletries, and interview clothing have also increased twofold since the renovations.

HWP received a $5,000 grant from the Capital Area Food Bank to support student staffing hires and food pantry operations, allowing HWP to extend coverage in serving its community. It also received a $2,000 donation from the Gallaudet University Alumni Association, augmenting an early donation from GUAA's Free State (Maryland) chapter.

Multicultural Student Programs

The Office of Multicultural Student Programs (MSP) philosophical framework is deeply rooted in disability justice, aligning its learning outcomes to promote student growth and intentional learning. This approach enhances the overall living and learning experience at Gallaudet University through three key goals. MSP honors and supports students' intersecting identities by promoting awareness, critical thinking, understanding, and action toward diversity, equity, and social justice. Additionally, MSP fosters a sense of belonging and reduces cultural and identity conflicts by providing space for culturally responsive and cultural humility work.

Ethics– Disruption of Oppression	Global Citizenship– Intersection of Privilege and Oppression	Critical Thinking– Creative Contribution
Learning Outcome 1: Students will be able to critically analyze and identify different forms of oppression.	**Learning Outcome 1:** Ability to recognize various global perspectives and intersectionality	**Learning Outcome 1:** Recognize and utilize culturally responsive problem-solving skills
Learning Outcome 2: Cultivate empathy and ethical reasoning to understand marginalized experiences and address oppression.	**Learning Outcome 2:** Ability to self-reflect and self-accountability	**Learning Outcome 2:** Demonstrate the ability to create original works that reflect and respect cultural diversity, fostering inclusivity.
Learning Outcome 3: Gain skills and confidence to advocate for equity and challenge oppression.	**Learning Outcome 3:** Develop skills to advocate for social justice and equity both locally and globally.	**Learning Outcome 3:** Collaborate with diverse peers to enhance cultural understanding and inclusivity through critical and creative thinking.

MSP's achievements are tied to three key goals mentioned above: a designated meditation room, weekly drop-in groups for the LGBTQ community, increasing awareness for Student of Color Space (SOCS), and a temporarily named Multicultural Festival.

The meditation room provides a tranquil space for community members from diverse backgrounds to retreat and recharge by providing an inclusive altar, a prayer mat, crystals, beads, yoga mats, an electric massage chair, and several specific items for relaxation. The space is also designed to provide educational purposes upon inquiry. Professors utilize the meditation room to enhance their students' learning experience by integrating mindfulness and relaxation practice into their curriculum. The meditation room experienced a substantial surge in usage, with a 31.25% climb in student attendance from one semester to the next, accentuating its growing value and helpful influence on our community.

While the LGBTQ Space is being renovated, MSP has been proactive in supporting the LGBTQ community by holding two weekly drop-in groups, Trans and Non-Binary, and Queer Up, averaging 16-30 participants per month across four groups. In addition to weekly drop-ins, MSP organized an educational trip, NYC Pride, that narrates the history of the LGBTQ community before the uprising, the account of The Stonewall Uprising, the history of the immediate aftermath, and the rise of the Pride.

The Student of Color Space (SOCS), now in its third year, averages 2,300 distinct visits per semester, showing that access to the space is vital for fostering a sense of belonging among students of color. The space is now available to registered students from 6 a.m. to 2 a.m. to support their ongoing sense of belonging, embrace their cultural heritage, and build supportive relationships to create an inclusive atmosphere where students feel understood, respected, and valued. This support encourages students to join identity- and culture-based organizations.

Formerly known as Unityfest, the Multicultural Festival, in its 16th year, provides spaces for various student organizations and clubs to offer a hands-on, immersive experience to the entire campus. More than 20 booths provided activities, including language exchanges, cultural learning opportunities, historical presentations, and a cultural dance showcase. MSP operated a booth at the festival to receive community's input about a new name for the festival.

Residence Life and Housing

The Office of Residence Life and Housing (RL&H) is committed to providing a top-notch on-campus living experience and increasing engagement for our off-campus students. The highlighted achievements align with the department's commitment. They include collaboration with the General Education program to increase various housing needs and options and the integration of Commuter Programs.

In January 2024, RL&H, along with on- and off-campus partners, collaborated with the General Education program to connect with first-year and transfer students participating in VEE 102 to discuss the importance of community and individual accountability, fire safety, and advocacy. As an outcome, incidents within residence halls significantly decreased throughout the semester compared to the previous semester.

Throughout the academic year, RL&H established various student stakeholders with the goal of enriching students' living and learning experiences on campus and housing options. This led to several initiatives focusing on family housing, gender-inclusive housing, and broadening housing options based on students' preferences, accommodations, and affordability.

In April 2024, a housing forum was held with the focus on broadening housing options and the lottery process. The polls showed that 57% of students supported the new housing plans: incoming freshmen will reside in Ballard North; continuing students will reside in Benson, Carlin, and Clerc Halls; and new and current graduate and international students will reside in Living and Learning Residence Hall 6 (LLRH6). In addition, Benson Hall will primarily consist of single rooms with some double rooms remaining. The new housing plan was implemented and established for the current academic year.

Regarding gender-inclusive housing, 60% of students preferred to pick their roommates regardless of sex and gender identity. Meanwhile, students responded with a strong preference for same-sex/gender roommates for residence halls with community-based bathrooms. They also shared a strong preference for choosing their roommates/suitemates regardless of sex/gender for suite-based residence halls with private bathrooms.

The integration of Commuter Programs under Residence Life and Housing was driven by a strategic decision to pool resources and provide more cohesive support and engagement for all students, whether they live on or off campus.

By bringing these programs together, both units aim to ensure that residential and commuter students have access to the same information, opportunities, and support systems that enhance their living and learning experience. This move ensures that regardless of where students reside, they can equally benefit from initiatives that foster personal growth, academic success, and community involvement, creating a more unified and supportive student experience.

Student Accountability and Restorative Practices

The Office of Student Accountability and Restorative Practices (SARP) promotes a safe, supportive community for students to address and navigate conflict in a peaceful, socially just, and self-reflexive manner. SARP strives to foster the personal development of students and emphasize the student's personal understanding of their behavior as well as their responsibilities to the campus community.

In collaboration with Health and Wellness Programs (HWP), SARP hosted Talk, Engage, Awareness, and Learn (TEAL) Tuesdays in May 2024 in honor of Sexual Assault Awareness Month (SAAM). This initiative included activities designed to raise awareness and promote a better understanding of this critical issue.

The first event focused on Gallaudet Talk. A SARP intern and a HWP peer health advisor led a discussion about sexual assault. They also included statistics about sexual assault.

The second event focused on Engaging students by empowering them to share their "voice" about sexual assault, the type of prevention programs they would like to see happening on campus, and the barriers they might experience when reporting. Over 100 students participated in this effort by sharing their voices.
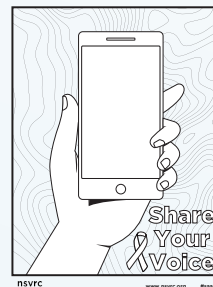
The final event was Awareness and Learn. SARP distributed tote bags designed by its intern. The tote bags contained information about on- and off-campus resources available for students who experience sexual assault and/or need to support a friend.

SARP achieved a 102% increase in cases resolved through restorative practices from Academic Year 2022-2023 and Academic Year 2023-2024. This clearly indicates the effectiveness and growing recognition of restorative approaches, such as conversations and conflict coaching among our students.

Student Engagement and Leadership

The Student Engagement and Leadership (SEL) unit serves as a vital resource for student leaders at Gallaudet, offering essential support in event planning, club development, leadership training, and operational support. SEL creates spaces for students to connect through shared interests, enhancing their sense of belonging and community.

SEL facilitates campus-wide events and educational workshops with student paraprofessionals, covering crucial skills such as team building, conflict resolution, and budget management. These initiatives are designed to elevate the student experience, fostering a vibrant and engaged campus community.

SEL continues to see a gradual increase in membership, with the most growth in activity-based clubs. Club and organization membership hovers around 34% of the student body because SEL collaborated with 30 active organizations and welcomed six new clubs during the 2023-2024 academic year.

- **Gallaudet Men's Volleyball Club:** a competitive men's volleyball club that meets several times a week with the goal of playing against other collegiate volleyball teams. As of publication, Gallaudet has committed to building the NCAA men's volleyball team starting in the academic year 2024-2025.
- **Gallaudet Pickleball Club:** a recreational pickleball club for students who love all things pickleball. The sport has gained national interest in the last few years, and is very popular within the deaf community.
- **Thrift Marketplace:** a club for students who enjoy thrifting and thrift shopping. This eco-friendly club promotes the benefits

of thrifting in the Gallaudet community by promoting local thrift stores ad events and hosting thrift clothing drives. This in turn helps students lessen their carbon footprint, save money, and share among themselves.

- **Podcast Club:** a club for podcast enthusiasts and new podcasters alike. The club is a space for interested podcasters to share ideas and provide support, expertise, a platform, and equipment for those who want to get into podcasting.
- **MotionZ:** Majorette dancers mix multiple dancing styles, including jazz, hip-hop, ballet, burlesque, cabaret, kick lines, and more, to entertain audiences while simultaneously honoring and celebrating Black excellence.

One of the cornerstones of Student Engagement and Leadership is providing university students with fun on- and off-campus events, including major festivals, informational booths, giveaways, workshops with engaging speakers, and creating murals on campus. SEL hosted 72 programs and coordinated eight week-long events.

Volunteerism is essential for college students. It fosters empathy, civic responsibility, and leadership skills. This year, SEL significantly expanded volunteer opportunities, hosting nearly 50 events that engaged students with diverse communities and important social issues.

These efforts resulted in over 925 community service hours from 150 students, with 15 organizations and clubs participating. Nearly half of the volunteers returned for multiple events.

Additionally, SEL enhanced its focus on philanthropy, with student donations soaring from $4,000 to over $19,000 this year, benefiting food banks, children's camps, a women's domestic violence nonprofit organization, and Gallaudet University itself.

II. Support Programs and Strategies

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

Academic Advising and Student Success Coaching

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

During Academic Year 2023-2024, Academic and Career Success Advisors provided services to 587 distinct students, with a total of 1,338 scheduled appointments. Students could select their preferred appointment type, either in person or virtual. Of these scheduled appointments, 65% (872) were scheduled in person, and 35% (466) were scheduled virtually. Students most often scheduled appointments for the following reasons: 72% for academic or course concerns, 70% for major declaration, 63% for course registration/course change, 54% for four-year planning, and 51% for general advising. Students could select more than one reason when scheduling appointments.

As part of the launch for the new Workday platform, the Academic and Career Success Advisors hosted a one-stop support center at the Sorenson Language and Communication Center Atrium to provide course registration support for 519 students in the Spring semester of 2024. In addition to this walk-in, the Academic and Career Success Advisors provided:
- Training to students, faculty, and staff on how to use Workday.
- Assistance in developing their academic plan, a new feature in Workday.
- Assistance in creating their planned course schedule in Workday.
- Assistance in registering for their classes in Workday.

With the implementation of Workday, this presented an opportunity to revise our new student onboarding experiences. New students were immediately assigned to an advisor based on responses to an educational interests questionnaire. Advisors would then reach out and meet with new students to complete onboarding tasks, discuss course planning, and get them registered for classes. In the past, advisors would complete class schedules for students and have very little pre-arrival engagement with them. We are proud to note that the incoming Fall 2024 class had the lowest melt rate (the percentage of students who accept an offer of admission but do not subsequently enroll) in recent history and we believe that engaging directly with their Academic Advisors contributed to this achievement. During Bison Student Orientation, the Advisors introduced students to campus resources, degree requirements, and essential services, while the summer meetings offered valuable insights to help them navigate their academic journey. These efforts fostered a sense of belonging and excitement as students began their new journey.

Bison Orientation Week

Bison Orientation Week is designed to provide an orientation experience for all new students (first year, transfer, and international), including undergraduate, graduate,and English Language Institute students. It is designed as a key transition experience that provides new students with the information and resources they need to successfully begin their academic journeys. During Bison Orientation Week, students settle into their residence halls, connect with their classmates, and complete various onboarding tasks while learning about various programs and resources critical for their success at Gallaudet. Key components of Bison Orientation Week in August 2024 included a "drive-up" check-in process, opportunities to meet and engage with community advisors in the residence halls, and connecting with resources at the One-Stop Service Center at the Sorenson Language and Communication Center. Undergraduate, graduate, and ELI students broke out into program-based orientations focusing on their unique needs with large group interaction educational programming sessions offered by Student Affairs programs for all students to become familiar with Student Affairs resources, as well as highly engaging and popular evening and late night programming events hosted by the Student Engagement and Leadership team. In August 2024, Bison Orientation Week welcomed 200 on-campus undergraduate, 75 on-campus graduate students, and 14 ELI students.

JumpStart: American Sign Language

JumpStart: American Sign Language (ASL) is a four-week summer immersion program for first-year undergraduate students, including transfer students, who are new or emerging users of ASL. Students begin the program four weeks before the start of the fall semester and receive intensive sign language training and instruction in ASL, Deaf culture, and Gallaudet history and traditions. ASL program staff and faculty worked closely with JumpStart staff to provide a holistic ASL curriculum and co-curriculum online for the students. The JumpStart ASL program partnered with the Center for Bilingual Learning to continue to provide a program delivery model that focused on an immersive, active learning experience. A total of 26 students completed the Summer 2024 JumpStart ASL program. In general, first-time, full-time freshmen who participate in the JumpStart program are retained at a higher rate than those who do not participate in the JumpStart program. There are two graphs at right. The first shows fall-to-fall retention of JumpStart versus non-JumpStart students. The second shows six-year graduation rates for JumpStart versus non-JumpStart students. For Cohort 2023, the retention rate was 11% higher than that of non-JumpStart students. For graduation rates in recent years, we have seen a slightly higher or equivalent graduation rate. For Cohort 2018, JumpStart students had a 5% higher six-year graduation rate than non-JumpStart students.

First-time, Full-time Freshmen Fall Cohort JumpStart (JS) and Non-JS Retention to Second Year
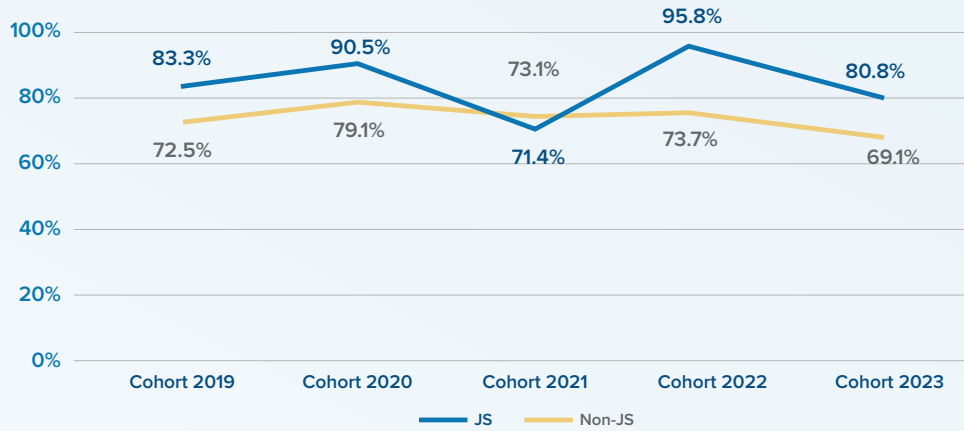
Cohort	JumpStart			Non-JumpStart		
	N	Returned	%	N	Returned	%
2019	30	25	83.3%	153	111	72.5%
2020	21	19	90.5%	129	102	79.1%
2021	21	15	71.4%	130	95	73.1%
2022	24	23	95.8%	137	101	73.7%
2023	26	21	80.8%	123	85	69.1%

First-time, Full-time Freshmen Fall Cohort JumpStart (JS) and Non-JS Six-Year Graduation Rates
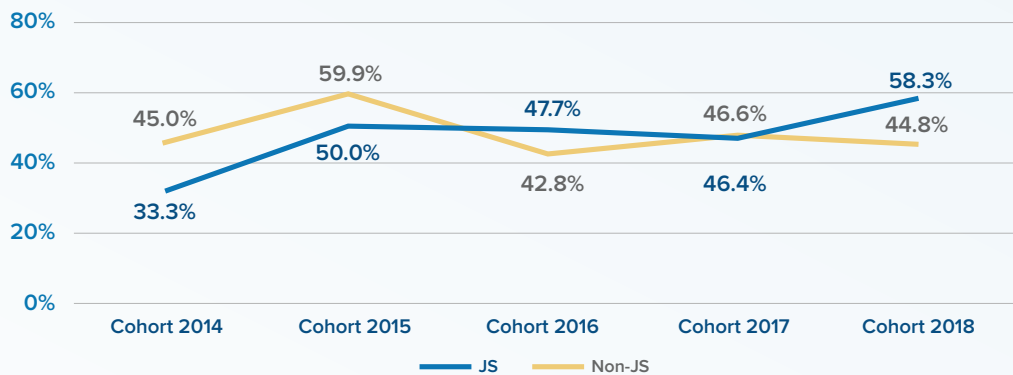
Cohort	JumpStart			Non-JumpStart		
	N	Graduated	%	N	Graduated	%
2014	21	7	33.3%	160	72	45.0%
2015	36	18	50.0%	142	85	59.9%
2016	44	21	47.7%	201	86	42.8%
2017	28	13	46.4%	219	102	46.6%
2018	36	21	58.3%	165	74	44.8%

Office for Students with Disabilities

The Office for Students with Disabilities provides classroom accommodations for students with diagnosed disabilities, creating a more equitable opportunity for them to have a CHAMP student experience.

OSWD served a total of 239 students (about 14.5% of the total student body) during Academic Year 2023-2024, as shown in the chart below.

Undergraduate Stuents	71%
Graduate Students	26%
Professional Studies	2%
English Language Institute	1%
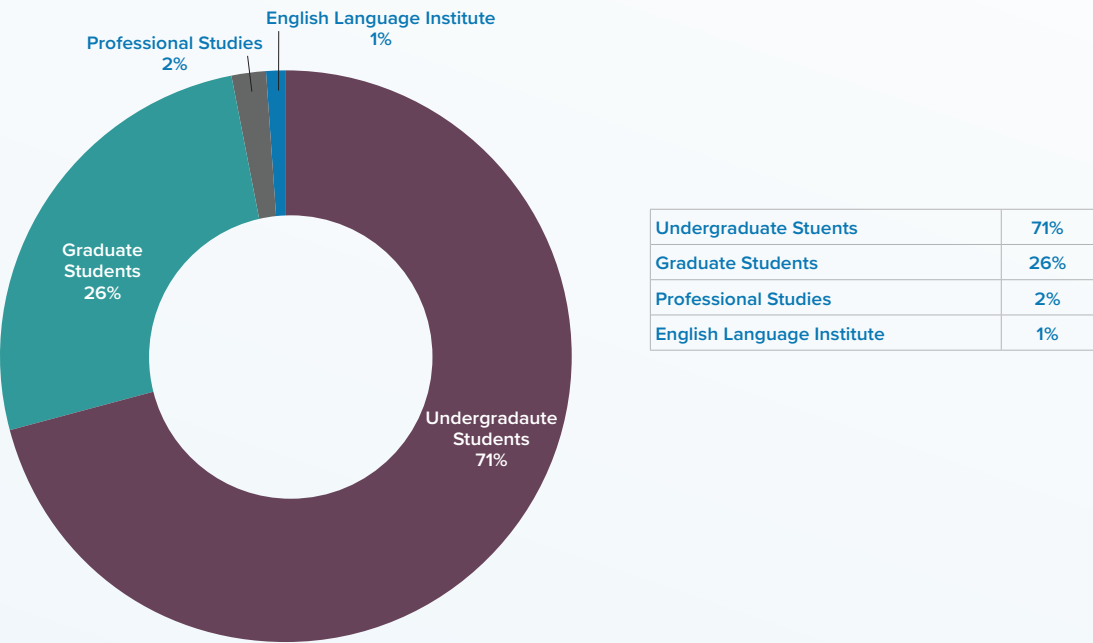
Accommodations

The most common disability categories that OSWD worked with were Learning Disabilities (38%) and Visual Impairments (33%). Note that many students have disabilities in more than one category, so these percentages are calculated from the total number of students that receive services from OSWD (239).

Over half of OSWD's students used extended-time accommodations for tests or homework. OSWD also provided note-taking services to one-quarter of the students they serve. Graduate students who need note-taking services do not receive them from OSWD.

Gallaudet has a diverse cohort of DeafBlind students. DeafBlind includes close vision, narrow vision, and total blindness. As such, each student will potentially have unique needs. In Academic Year 2023-2024, 18 DeafBlind students utilized OSWD services, including:
- interpreting services
- co-navigation support
- equipment (e.g., large monitors, enlarged keyboards)
- alternative print services (e-books, large print materials)
- referrals to outside training and support services
- orientation and mobility training to build familiarity with the Gallaudet campus (new students)

Co-navigators

Co-navigators work with DeafBlind students, providing them with visual guidance as needed. This can range from physically guiding them to places, or providing them with visual information, such as how many people are sitting in a room and if someone is walking past them. There are 22 co-navigators who are available to deafblind students as needed.

Events

To cultivate well-being and provide intellectual and social enrichment, OSWD held a variety of events:
- September 1, 2023: OSWD Open House
- October 30, 2023: "I'm So Amazing," a documentary film followed by a Zoom conversation with the filmmaker
- December 14, 2023: OSWD Winter Holiday Open House
- March 29, 2024: "Disabilities 101," a presentation in collaboration with the Communications and Community Engagement Manager of the Division of Equity, Diversity, and Inclusive Excellence.

Scholarships

OSWD administers the twice-per-year awarding of scholarships from the Charlotte H. Newcombe Foundation for students with disabilities. This scholarship is open to the entire Gallaudet student population. Awards are calculated based on need and are directed toward Gallaudet costs. In Academic Year 2024, there was approximately $15,000 of award money available each semester. In Fall 2023, there were 12 applicants and 7 recipients ($2,400 average award). In Spring 2024, there were 48 applicants and 30 recipients ($522 average award).

Peer Academic and Career Advisors

The Peer Academic and Career Advisors (PACAs) are upper-level students who support general undergraduates in academic and career success programs. PACAs have a strong understanding of university programs and resources, allowing them to guide students based on their individual needs. The program focuses on supporting all undergraduate students.

PACAs serve as customer service representatives at the Academic and Career Success front desk and help students prepare for their appointments with Academic and Career Success staff. They maintain office hours to perform different tasks, including supporting students in resolving issues related to class schedules and other academic challenges.

PACAs also assist students in navigating essential online platforms, including Blackboard for class, Handshake for job and internship opportunities, Workday Student for managing records and finances, Navigate Appointments for scheduling advising sessions, and the undergraduate catalog on the University website for exploring degree requirements and course offerings.

PACAs organized and hosted an informational pop-up booth every Wednesday in various locations, providing students with just-in-time academic checklists and essential information to help them navigate their academic journeys. PACAs heavily support career events at the Federal Fair, Business Fair, and different related career fairs or events. The PACA program is committed to empowering students by offering comprehensive support and contributing to their academic and career success.

Ten (10) Peer Academic and Career Advisors were hired to support students and the Academic and Career Success team.

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

Tutorial Center

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

This year, the Tutorial Center expanded its services to also support the English Language Institute (ELI) program.

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

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

The Tutorial Center Program Support Specialist developed and maintained guidelines outlining key expectations regarding the various roles and responsibilities of tutors, coaches, and faculty coordinators as well as the staff of the Tutorial Center, and provided training to all as well as regular communications regarding key tasks and timelines throughout the year.

During Academic Year 2023-2024, the Tutorial Center served 282 distinct students and reported a total of 2,331 scheduled appointments (not including group tutoring or walk-in center appointments).

Dr. Michael Deninger, a psychologist in private practice, demonstrated the use of hypnosis with deaf clients in a graduate counseling class.

The New Student and Graduate Student Orientation programs end with the Bison Walk, signifying the beginning of one s Gallaudet experience.

Goal Three: All Deaf THRIVE

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

Objective 3.1: Create networked pathways.

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

Objective 3.2: Collaborate globally with deaf communities.

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

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

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

I. Center for Continuing and Online Education

The Center for Continuing Education (CCE) provides courses, programs, and services to address the needs and interests of diverse internal and external constituencies, provide learning across the lifespan, and increase signing ecosystems and career success for a broad array of deaf and hearing individuals. It includes both credit and noncredit offerings within a bilingual learning environment and provides leadership in online teaching and learning. To meet participants' learning needs, instruction is conducted in multiple formats – face-to-face, online, hybrid, or customized as requested by constituents – to deliver professional development and enrichment courses, programs, and services both on campus and at sites around the country, through the university's network of Regional Centers.

CCE manages a diverse portfolio with online and hybrid course and program development through its Professional Studies and Training (PST) offerings.

Continuing Education

Professional Studies and Training

PST courses are offered on campus, online, and at sites across the United States. The following tables show enrollment figures for PST classes from Fiscal Year 2020 - Fiscal Year 2024 with decreases from the previous year.

PST Annual Headcount Enrollment Trend

	FY 2020[1]	FY 2021[1]	FY 2022[1]	FY 2023[1]	FY 2024[1]
Students enrolled only in PST/PSG courses	819	225	130	192	116
Undergraduate/Graduate students also enrolled in PST/PSG courses	70	20	40	53	19

PST Enrollment Counts per Class by Student Type

	FY 2020[1]	FY 2021[1]	FY 2022[1]	FY 2023[1]	FY 2024[1]
Students enrolled only in PST courses	1,118	291	204	266	146
Graduate students enrolled in PST courses	79	25	46	47	22
Undergraduate students enrolled in PST courses	19	8	9	16	-
Total	**1,216**	**324**	**259**	**329**	**168**
Faculty/Staff	46	7	2	5	4
Online	1,081	299	217	164	218
Extension	-	17	-	-	-

PST Fall Census Enrollment Trend[1]

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

[1]Excludes graduate and undergraduate students enrolled in PST/PSG classes.

The Center for Continuing Education (CCE) recently relaunched its Center for the Assessment of Sign Language Interpretation (CASLI) course offerings, including PST 169, 170, and 171 to address the growing demand in the interpreting field. This relaunch fills a significant gap in providing training and certification for interpreters. As part of its commitment to offering high-quality, accessible education, CCE continues to create opportunities that support professional development and meet the evolving needs of the Deaf and hard-of-hearing communities.

Distance Education
Online and Hybrid Course and Program Development
Gallaudet University offers a wide selection of online and hybrid courses, courses for professional studies credit and several degree-seeking programs, both at the undergraduate and graduate level. The number of online and hybrid classes offered at Gallaudet has risen steadily over recent years and peaked during the COVID-19 pandemic. During the pandemic, the University decided to make all of its courses remote and this resulted in a shift toward greater institutional support and faculty training for online and hybrid course development. Now that we are in a post-pandemic era - Gallaudet is continuing to strategically pivot to offering and supporting an increasing number of online options for students, in order to make the Gallaudet experience accessible to those who are unable to physically attend Gallaudet.

Online and Hybrid Classes by Academic Year (AY)

	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Number of hybrid classes	10	15	60	61	51
Number of online classes	311	405	407	330	397
Total	321	420	467	391	448
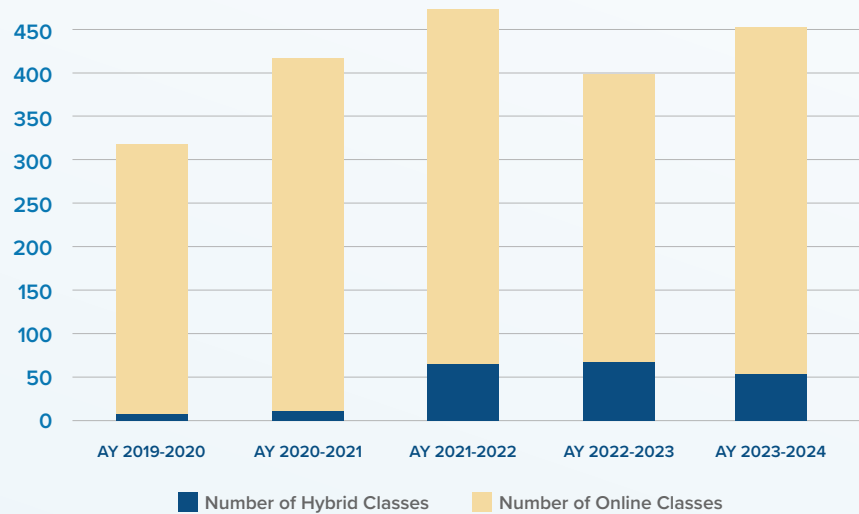
Due to the pandemic, all classes were remote in AY 2020-2021. The original modality of these classes were retained for tracking purposes..

Full-Time Faculty and Adjuncts Who Taught Online and Hybrid Courses

	AY 2019 - 2020			AY 2020 - 2021			AY 2021 - 2022			AY 2022 - 2023			AY 2023 - 2024		
	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	SU23	FA23	SP24	SU24
Full-Time Faculty	18	27	42	34	30	41	41	49	28	44	47	25	48	46	32
Adjunct Faculty	20	26	28	38	35	35	44	49	29	34	33	25	43	50	31
Total Distinct Count	38	53	70	72	65	76	85	98	57	78	80	50	91	96	63

Online Degree Completion Program
The Online Degree Completion Program (ODCP) is an opportunity for undergraduate students who have accumulated 45 hours of college credit to complete their B.A. or B.S. degrees online. In AY 2023-2024, students had the opportunity to pursue degrees in two programs: deaf studies or psychology. One new ODCP program in Communication Studies (B.A.) was approved in Spring 2023 and launched in Fall 2023. Three new ODCP programs (majors) were approved by faculty governing bodies in AY 2023-2024, including: Business Administration (B.S.), Accounting (B.S.), and English (B.A.). One new minor in Creative Writing was also approved. These new programs are slated to launch in Fall 2024.

The tables below indicate enrollment and degree attainment in the two long standing ODCP programs since AY 2017-2018. Enrollment and graduation rates held steady for AY 2023-2024 for deaf studies and the psychology program gradually increased in size since 2017-2018.

ODCP Students by Degree Program

	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Communication Studies	N/A	N/A	N/A	N/A	2
Deaf Studies	12	16	33	33	38
Psychology	3	8	12	10	16
Total	15	24	45	43	54

ODCP Graduates by Degree

	AY 2019-2020	AY 2020-2021	AY 2021-2022	AY 2022-2023	AY 2023-2024
Deaf Studies	5	5	12	15	11
Psychology	0	2	2	1	7
Total	5	7	14	14	18

Online/Hybrid Graduate Programs

Gallaudet is seeing an increased number of graduate programs converting to online (OL) delivery. In AY 2023-2024, there were four newly approved programs for OL, hybrid or low residence delivery that were launched, including: Deaf Education (M.A.), Early Intervention Studies (M.A.), School Counseling (M.A.), and Social Work (M.S.W). These four programs opened for OL delivery in Summer/Fall of 2023.

The School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP) held a four-week Summer Bridge program before the beginning of the academic year. The goal of the program was to promote diversity among deaf professionals in the sciences. Students learned about cybersecurity, epidemiology, environmental science, and data science through a variety of hands-on activities.
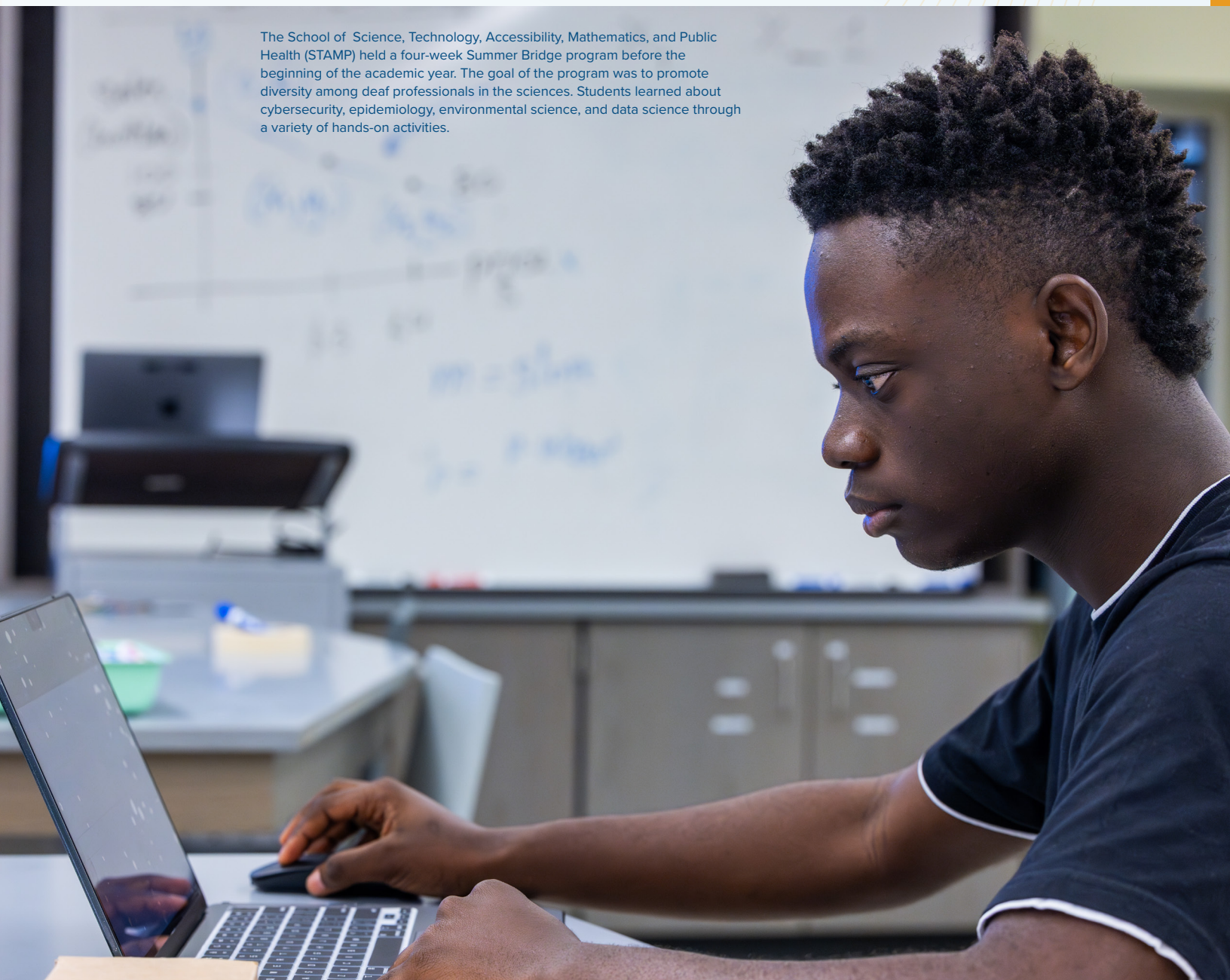
II. Youth Programs

Gallaudet's Youth Programs Office serves deaf and hard of hearing students from elementary through high school. The offered programs promote academic excellence, provide learning opportunities, and encourage social interaction among deaf and hard of hearing students. This is achieved through the National Academic Bowl, the Battle of the Books, the National Literary Competition, and Summer Youth Camps.

National Academic Bowl

FY 2024 marked the 28th year of the Gallaudet University Academic Bowl for Deaf and Hard of Hearing High School Students. This event was established with the goal of promoting academic excellence and achievement among deaf and hard of hearing students. In addition to promoting a spirit of academic competition and sportsmanship, the Academic Bowl provides opportunities for social development and collegiality among students from around the country. It serves as public recognition for the honor and importance of academic achievement and is a major recruitment program for the university. In 2024, the California School for the Deaf at Fremont won the national championship.

During FY 2024, we held four Regional Academic Bowl competitions and one National Academic Bowl competition. During the 2024 competition year, 69 high school teams participated, with a total of 336 students and 134 coaches.

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

	FY 2021	FY 2022	FY 2023	FY 2024
Schools/Programs	57[1]	57[1]	69	70
Teachers/Staff	103	105	130	134
Students	218	220	270	336

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

Regional Academic Bowls

Hosting regional competitions typically requires collaboration between Youth Programs and the host schools. During FY 2024, four schools for the deaf collaborated with the Youth Programs Office to host their respective Regional Academic Bowls.

FY 2024 Regional Academic Bowl Host Institutions

Region	Host Institution
West	New Mexico School for the Deaf
Midwest	Arkansas School for the Deaf
South	Atlanta Area School for the Deaf
East	Ohio School for the Deaf

FY 2024 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	West	Midwest	South	East
Schools/Programs	16	15	16	16
Teachers/Staff	32	32	28	33
Students	63	59	64	63

Battle of the Books

During FY 2024, Gallaudet's Battle of the Books entered its twelfth year. The purpose of the Battle of the Books is multi-faceted: to promote literacy, foster a spirit of academic competition and good sportsmanship, and to develop critical thinking and independent reading skills among deaf and hard of hearing middle school students. In 2024, we hosted 13 teams across three divisions at the National Battle of the Books event on campus. Metro Deaf School won the Buff Division, Indiana School for the Deaf won the Blue Division, and Venado Middle School (Irvine, California) won the Bison Division.

During the 2023-2024 competition season, 84 teams from 42 schools or programs participated with a total of 347 students and 78 chaperones.

Participation in Battle of the Books Trend

	FY 2021	FY 2022	FY 2023	FY 2024
Schools/Programs	34[1]	34[1]	38	42
Teachers/Staff	62	55	58	78
Students	254	244	259	347

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

National Literary Competition

During FY 2024, Gallaudet held its seventh annual National Literary Competition (NLC), open to all deaf and hard of hearing students in grades 2-12 across the nation. There are two categories in the competition: American Sign Language (ASL) and Writing. The purpose of the ASL competition is to further the development of academic ASL, promote creativity and originality in the use of ASL, and to foster a sense of pride in ASL among students. The purpose of the Writing competition is to allow students to showcase their ability to express themselves in written English, and to instill pride and ownership in their work.

Participation in the National Literary Competition Trend

	FY 2021	FY 2022	FY 2023	FY 2024
Students	250[1]	373	336	487

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

Summer Youth Camps

During FY 2024, we hosted two sessions of our Summer Youth Camps: *GenCyber, Immerse Into ASL, Financial Wizards,* and *Discover College and Careers* during the first session, and *Immerse Into ASL: Day Camp* and *Bison Sports Camp* during the second session.

The *GenCyber* camp was a program in which deaf and hard of hearing high school students learned about cybersecurity and potential careers relating to cybersecurity. The *Immerse Into ASL* camp was a program in which deaf, hard of hearing, and hearing high school students learned ASL and immersed themselves in deaf culture.

We partnered with CSD Learns to offer *Financial Wizards* and with the Athletic Department for *Bison Sports Camp. Financial Wizards* was a program designed for deaf and hard of hearing students to enhance their financial literacy skills and explore careers in finance and administration. *Bison Sports Camp*, designed for incoming ninth to twelfth grade students, featured a mix of all 19 collegiate sports programs, and offered students a way to experience what it would be like to be a student-athlete at Gallaudet.

Discover College and Careers (DC²) went through a transformation this year, improving upon prior-year offerings. This camp was designed for deaf and hard of hearing students entering Grades 10-12 who wanted to learn more about themselves, their skills, and potential careers. During *DC²*, students were able to explore Gallaudet's five schools, meet with faculty members, and learn about Gallaudet's programs. They were also able to connect with peers and develop a career portfolio while they enjoyed the sights and culture of Washington, D.C.

Total Participation in Summer Youth Camps Trend (Webinars for 2020-2023)

	FY 2021	FY 2022	FY 2023	FY 2024
Number of Campers	24[1]	70	99	140

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

FY 2024 Participation in Summer Youth Camps

Camp	Participants
Discover College and Careers	22
GenCyber	18
Immerse Into ASL	24
Immerse Into ASL Day Camp	25
Financial Wizards	13
Bison Sports Camp	38

The Battle of the Books is a reading competition for deaf and hard of hearing students in grades 5-8. Students across the nation read the same assigned books and then compete against each other by answering true or false, short answer, multiple choice, and presentation style questions about the books they read. The competition promotes literacy among deaf and hard of hearing students and is rooted in a spirit of academic competition and sportsmanship.

III. Office for Career Success

Overview

The Office for Career Success (OCS) continues to play a pivotal role in shaping career education and professional readiness for Gallaudet University students and alumni. Our programs aim to develop essential career competencies, build industry connections, and foster meaningful employment pathways with a core commitment to diversity, equity, and accessibility. This year, our initiatives and partnerships advanced Gallaudet's Strategic Phase Two Plan under Goals Three and Four, fostering a dynamic environment for career growth and support.

Career Education and Advising

OCS delivered personalized career advising and skill-building workshops throughout the year. Their dedicated career education unit facilitated 223 advising sessions to students, as follows:

- Seniors: 124 sessions
- Juniors: 31 sessions
- Sophomores: 33 sessions
- Freshmen: 17 sessions
- Graduate students: 18 sessions

Among these sessions, 84 were dedicated to resume development, 90 to internship guidance, 38 to employment services, and the remainder to general career advising.

Career Milestones Framework

This career education framework developed with support from the American Association of Colleges and Universities (AAC&U) continued to support student career readiness across five core milestones: Career Articulation, Competencies, Connections, Experiences, and Reflections. Freshmen explored diverse resources and practiced articulating their skills and achievements in the career-focused six-week module during General Education's VEE 102 course taught during the 2023 spring semester.

In 2024, OCS received a $10,000 grant from AAC&U to further develop their new milestones framework. They have set the target of spotlighting success stories involving faculty and students to use as modeling examples to create curricular tools and resources.

Student Employment

Handshake Launch

In the fall of 2023, Handshake replaced Symplicity as the university's internship and job search platform for students and alumni. Workshops and classroom presentations were utilized to promote awareness and training among students and faculty.

Student Employment

In partnership with Human Resources, OCS took on responsibility of overseeing the student employment process. Hiring departments began posting student employment opportunities on Handshake.

Student Paraprofessional Fair

A Student Paraprofessional Fair was held in partnership with Student Engagement and Leadership and Human Resources on February 13, 2024, with 26 participating departments and 304 student attendees.

Experiential Learning Support and Initiatives

Placement Support

A focus on experiential learning opportunities yielded diverse internship placements for our students. Gallaudet undergraduates and graduates secured internships with top organizations across various sectors: Academy of Hope, Arundel Lodge Inc., Aspire Indiana Health, Birdability, Booz Allen Hamilton, Brain Language and Learning Center for Neuroimaging, Camp Discovery, Camp Mark 7, Capitol Hill Day School, Center for Democracy in Deaf America, Center for Science and Technology Research, Communication Service for the Deaf, Cornerstone Montgomery, Counseling and Psychological Services (CAPS), District of Columbia Department of Insurance, Securities, and Banking, District of Columbia Mayor's Office of Deaf, DeafBlind, and Hard of Hearing (MODDHH), DeafBlind International, Dell Technologies, Disney World, dozanü innovations, DSM Performance, Duluth Technology Village, Factory 47 Cycles, Family and Medical Counseling Service, Inc., Gallaudet University Kellogg Conference Hotel, Gallaudet University, George Washington University, Global Deaf Research, GU Discovery Camp, Hawai'i International Conference on Education, HERPAN (Gallaudet partner in Spain), James Madison University, Jewish Social Service Agency (JSSA), St. Cloud University, Kramer Wealth Managers, LFG Network, Lyric Theatre of Oklahoma, Manos de Washington, Maryland School for the Deaf, Marsh Insurance, National Association of the Deaf Youth Leadership Camp, Numeracy and Educational Neuroscience Lab, Nuestra Casa, Peraton, Philadelphia Insurance Companies, Procter & Gamble, Rockville (Maryland) High School, Sacramento County Office of Education, Siena School for Liberal Arts, Special Olympics Maryland, Peter J. Fine Student Health Service, Summer Discovery Camp, Texas School for the Deaf, New Technologists Cyborg Mobile, Transamerica, United Nations, U.S. Agency for International Development, U.S. Department of Agriculture, Volunteers for America, Wareham Gatemen Baseball, and the Wheatley Education Center.

Career Stipends

OCS continued to award career stipends to assist with experiential learning expenses. All students had to submit personal statements on how these experiential learning experiences met their academic program's requirements as well as their personal career goals. For the Spring 2024 and Summer 2024 semesters, approximately $104,000 was dispersed to 90 undergraduate and 39 graduate students with funding coming from the Theodore R. and Vivian M. Johnson Scholarship Foundation, Newcombe Scholarships for Students, and the Oaklawn EPOC Stipend Endowment Fund..

Internship Data Collection

In partnership with Institutional Effectiveness and Certification, OCS took on the responsibility for initiating collection of internship data as reported by faculty from each undergraduate and graduate program. This began late in the Fall 2023 semester and has since evolved into an institution-wide effort with all academic programs participating.

Employer Engagement

Our Employer Relations unit, on a monthly basis, engages with dozens of employers across varying industries in the nonprofit and for-profit sectors. These employer engagements happen in three ways:

- **Niche Fairs:** Two federal fairs, one education fair, and one business fair with 50-plus distinct participating entities.
- **Networking Sessions and Classroom Visits:** Highlights included events with McDonald's, Dell Technologies, and the U.S. Department of Labor.
- **Handshake:** Over 1,000 employers have connected with Gallaudet University's university profile in Handshake. Hundreds of internship and job postings are personally reviewed and approved by the Employer Relations unit on a weekly basis.

Workforce Recruitment Program

The Workforce Recruitment Program (WRP), overseen by the U.S. Department of Labor and highlighted in our annual report, is a premier recruitment initiative connecting qualified students with disabilities to employment opportunities in both federal and private sectors. Through this partnership, students gain valuable work experience and career readiness support, paving the way for long-term professional success. Approximately 38 Gallaudet students completed applications in Fall 2023. After increased outreach efforts by OCS, such as hosting panels involving WRP recruiters and alumni applicants, as well as workshops about federal resumes, the number of applicants increased to approximately 90 in Fall 2024.

Community Outreach

Deaf Awareness Training

OCS continued its community outreach initiatives by providing Deaf Awareness training for partners such as JBG Smith Properties, Dell Corporation, and the Congressional Accessibility Office.

Alumni Advising

OCS provides lifelong advising services to Gallaudet alumni, regardless of the year they graduated. During Fiscal Year 2024, approximately 30 alumni sought assistance on their resume and job search. As of October 2024, approximately 150 alumni have signed up for Handshake accounts.
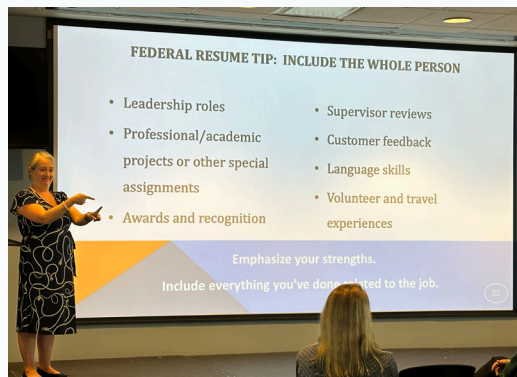
IV. Development and Alumni Relations

The Office of Institutional Advancement (IA) closed out Fiscal Year 2024 with an all-time high one-year fundraising record, with more than $14 million in new gifts and pledges. This figure surpassed a $13.2 million fundraising record that had stood since 1991. The university also collected nearly $8.2 million in cash received from philanthropic donations, including pledges from previous years. The most significant gifts for FY 2024 were two $4 million planned gifts, which includes a gift from a retired faculty member who was an alumna, and a $1,275,000 donation by an anonymous donor to support Gallaudet Youth Programs outreach and services and the Clerc Center's partnership program fund.

During FY 2024, Gallaudet launched its first fundraising campaign in 20 years, the Necessity of Now (NOW). NOW is also the first deaf-led fundraising campaign in the university's history. The $23 million campaign will fund a memorial to the Black Deaf community, an outdoor learning space on campus, research and programming at the Center for Black Deaf Studies (CBDS), and student scholarships. The campaign began with two generous lead gifts: $3 million from Sorenson and $2 million from an anonymous alumna donor which is being used to fund a matching gift opportunity.

Throughout FY 2024, the campaign's steering committee, IA staff, university leaders, and CBDS staff promoted the campaign as well as Black Deaf history and achievements to both adults and K-12 students through presentations, webinars, social events, videos, magazine articles, news stories, and more.

The Office of Alumni Relations has been busy, hosting Gallaudet Club events during late winter 2024 in Atlanta, Georgia; Santa Fe, New Mexico; Little Rock, Arkansas; and Columbus, Ohio. The Alumni Relations team attended the biennial National Association of the Deaf conference July 1-6 in Chicago and hosted an alumni reception with more than 350 people in attendance. Alumni Relations also hosted two webinars: "NOW Until Forever" in February, about the NOW campaign, featuring Evon J. Black, '87 & G-'96, co-chair of the campaign steering committee, and "Deaf America and the 2024 Elections" featuring Dr. Brendan Stern, '05, executive director of Gallaudet's Center for Democracy in Deaf America. In addition, the Alumni Relations team visited various Gallaudet University Alumni Association (GUAA) chapters, and planned for the October 2023 and October 2024 Homecoming activities, and provided support to the Gallaudet University Alumni Association Board of Directors. In particular, they supported GUAA's quadrennial election. Newly-elected officers and regional Board members will take office immediately after the Fall 2024 Board meeting.

Fiscal Year	Fundraising (New Gifts and Pledges)	Cash Received (cash minus payments on pledges)	Bequest Pledge Amount	Pledge Amount (non-bequest)	Total Cash Received (includes payments on previous pledges)
FY 2024	$14,472,881.00	$2,072,531.02	$8,981,303.54	$3,838,055.00	$8,418,373.00
FY 2023	$9,024,134.00	$2,178,676.80	$427,500.00	$6,410,056.98	$5,602,275.00
FY 2022	$7,927,234.00	$1,854,859.84	$1,236,000.00	$4,836,374.00	$3,484,816.00

The Class of 1974 came out in force to celebrate their golden anniversary during Homecoming weekend in October 2024.

FY 2024 Individual Gifts or Pledge Payments of $10,000 and More
- Dr. Michael S. and Mrs. Virginia L. Adler
- Mr. Paul and Dr. Mary Jan Bancroft
- Mr. John L. Abbott and M. Virginia C. Borggaard
- Mr. Robert G. Christiansen
- Mr. Clark A. and Mrs. Rosalee B. Connor
- Edna Conway
- Ms. Roberta J. Cordano and Ms. Mary S. Baremore
- Mr. Matthew and Mrs. Deanne DeGraw
- The David and Natasha Dolby Fund of the Marin Community Foundation
- Mr. Robert M. and Mrs. Susan L. Engelke
- Ms. Heather Harker and Ms. Jackie Woodside
- Capt. Joni L. Henderson and Ms. Patricia A. Underbrink
- Dr. Tom L. Humphries and Dr. Carol A. Padden
- Mr. Nicholas G. and Mrs. Melissa J. Kiego
- Dr. Eddy F. Laird
- Dr. Fat C. Lam
- Anonymous (2)
- Dr. Ceil Lucas
- Mr. Thomas P. and Mrs. Olivia N. McDonough
- Mr. Allen L. and Mrs. Diana S. Markel
- Dr. Sharon Meyers and Leah Edelman
- Mr. Mark and Mrs. Lisa G. Moores
- Miss Jacqueline A. Muller
- Dr. Jerry L. Northern
- Mr. Kenneth W. Norton
- Mr. Clarence A. and Mrs. Karen Russell
- Mr. Stanley F. Smith
- Dr. Bruce A. and Dr. Barbara J. White
- Ms. Pamela Young-Holmes
- Dr. Robert and Mrs. Miriam Zadek

FY 2024 Bequest Gifts or Pledge Payments of $10,000 and More
- Mr. David W. Berg
- Alsace L. Hatcher
- Ms. Shirley J. Lane
- Mr. Ted E. Myhre
- Marthada Reed
- Ms. Anna Maria Rinaldi
- Ms. Edith Rikuris
- Mr. Robert D. Shotwell
- Dr. Betty J. Schuchman
- Dr. Rosemary D. Weller

FY 2024 Corporate and Foundation Gifts or Pledge Payments of $10,000 and More
- American Association of People with Disabilities (AAPD)
- AT&T
- Bou Family Foundation, Inc.
- The Canadian Hearing Services
- Gallaudet University Class of 1973
- The Coca-Cola Foundation, Inc.
- The Colorado Hearing Foundation
- Convo Communications, LLC
- Delaplaine Foundation
- Elevate Prize Foundation
- Fortegra Foundation
- Anonymous (2)
- Goldman Sachs & Co. LLC
- Greater Washington Partnership
- HumanitiesDC
- JBG Smith
- Johnson Scholarship Foundation
- Kantor Foundation, Inc.
- The Lego Foundation
- The Maguire Foundation
- The Mars Foundation
- The Andrew W. Mellon Foundation
- The Charlotte W. Newcombe Foundation
- New Jersey Road Runners Youth Foundation
- Philadelphia Insurance Companies Foundation
- Sorenson Communications, Inc.
- State Farm Insurance Companies
- Hattie M. Strong Foundation
- Al Van Nevel Memorial Foundation
- Visa Foundation
- World 50 Group
- Zenith Insurance Company

FY 2024 Abraham Lincoln Legacy Society New Members with Planned Gift
- Cheryl M. Hannon
- Ms. Edith Rikuris

FY 2024 New Members of the Abraham Lincoln Legacy Society for Endowment
- Ms. Virginia C. Borggaard
- Ms. Natalie Rae Johnson
- Mrs. Elaine E. Navratil
- Dr. Cynthia Neese Bailes
- Dr. Jerry L. Northern
- Mr. Clarence A. and Mrs. Karen Russell
- Dr. Bruce A. and Dr. Barbara J. White

University architect Richard Dougherty explains Deaf Space principles.

V. Alumni Survey Information

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2021-August 2022 graduates). The data below includes employment experience, employment fields, internship participation, and satisfaction with their preparation. Finally, a full table of employment by occupational category and by whether the employment involves service to deaf or hard of hearing individuals is included.

The survey is sent to recent undergraduate and graduate alumni approximately one year after graduation. The survey is administered in the fall to those who graduated December through August of the preceding year. The Office of Institutional Research produces the Gallaudet University Annual Survey of Recent Graduates.

Post-Graduation Employment Experience
During the year since graduation:
- Fifty percent (50%) of bachelor's degree alumni stated that they worked either full-time or part-time.
- Seventy-nine (79%) of graduate degree alumni worked either full-time or part-time.
- Forty-one percent (41%) of bachelor's degree alumni were pursuing additional education.
- Nineteen percent (19%) of graduate degree alumni were pursuing additional education.

Employment Fields
The most common fields of employment for all recent Gallaudet alumni are:
- Thirteen (37%) – education, training, and library occupations
- Six (17%) – community and social services occupations
- Four (11%) – office and administrative support

Sixty-six percent (65%) of Gallaudet University alumni are working in the three fields listed above.

Internship Participation
- Sixty-one percent (61%) of all responding alumni participated in an internship while at Gallaudet—Seventy-five percent (75%) of bachelor's level alumni and forty-four (44%) of graduate degree alumni.

Hearing Undergraduate Outcomes
- Sixty-two percent (62%) of the hearing undergraduates stated that they were employed.
- Thirty-eight (38%) of the hearing undergraduates stated they were pursuing additional education.

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

	Undergraduate (N=13) [1]	Graduate (N=22) [1]	TOTAL (N=35)[1]	Undergraduates providing service to deaf or hard of hearing people	Graduates providing service to deaf or hard of hearing people	Total providing service to deaf or hard of hearing people[2]
Architectural and Engineering	8%		3%	100%		100%
Arts, Design, Entertainment, Sports, and Media	8%		3%	100%		100%
Building and Grounds Cleaning and Maintenance		5%	3%		0%	0%
Business and Financial	15%		6%	50%		50%
Community and Social Services	8%	23%	17%	100%	80%	83%
Computer and Mathematical						
Education, Training, and Library	15%	50%	37%	100%	73%	77%
Food Preparation and Serving Related						
Healthcare Practitioners and Technical		5%	3%		0%	0%
Healthcare Support	8%	5%	6%	0%	0%	0%
Legal						
Life, Physical, and Social Science						
Management		5%	3%		0%	0%
Military						
Office and Administrative Support	15%	9%	11%	100%	100%	100%
Personal Care and Services	8%		3%	100%		100%
Production						
Protective Care	8%		3%	0%		0%
Sales and Related	8%		3%	0%		0%
Transportation and Material Moving						
Total				69%	64%	66%

[1]Percentages may not sum up to 100 percent due to rounding.
[2]Percent of total for each row who provide service to deaf or hard of hearing people by occupational group.

VI. Office of International Affairs

The Office of International Affairs (OIA) within the Division of Academic Affairs strives to fulfill the university's objective to create a "Global Gallaudet" that positively impacts the quality of life for the full spectrum of Deaf identities worldwide. Its work aligns with The Gallaudet Promise to create a more sustainable and vibrant life experience not only for deaf, hard of hearing, and deafblind people, but all of humanity.

A "Global Gallaudet" is a community of scholars who think broadly – both locally and globally – that shares a commitment to bettering conditions for everyone, and prepares its members for career opportunities in a multicultural and interconnected world. The nucleus of "Global Gallaudet" is "Global Learning for All," which Gallaudet defines as "an infusion of our undergraduate, graduate, and professional students with the capacity of creating positive change for Deaf individuals worldwide."

Inspiration from The Gallaudet Promise and recommendations of the American Council on Education (ACE) and its mentoring through two Internationalization Labs (IZN) have ably guided and resourced OIA and Academic Affairs' focus in Gallaudet's global positioning. Gallaudet's past engagement with ACE and the IZN labs resulted in four grand themes that have become the guiding light to fully internationalize the university, led by OIA in collaboration with other campus units.

OIA has three programs: Education Abroad and International Fellowships, International Relations, and International Student and Scholar Services, plus a Core Services team that performs multiple functions.

OIA is the university's go-to for all international matters and the point of contact for international partners and strategic visitors. It is also responsible for immigration and visa matters for current and newly-accepted international students. OIA provides services for visiting international students, scholars, and researchers. OIA works closely with the Office of the President and the Office of the Provost, as well as other campus offices with international interests, and is actively expanding its "Global Knowledge Base" on nations and deaf communities of interest. OIA hosts campus dialogues on issues of global importance and identifies ways to incorporate international dimensions and cultural sensitivity into all campus planning, operations, and activities.

The American Council on Education has called Gallaudet "the heartbeat of the global deaf community, and a beacon for members of the community seeking higher education opportunities and an inclusive environment committed to their success." For OIA, this means paying due diligence in maintaining the ongoing connection with Gallaudet's returned international students, and the interests of its growing number of domestic students who seek to enrich their higher education experience through study, internships, and research abroad. OIA continues to seek ways to infuse more global awareness, learning, and shared action by the campus community, especially around the grand global challenges facing people across the spectrum of deaf identities.

Among this year's accomplishments were the following:

Training for EducationUSA advisors
OIA worked with a group from EducationUSA, a U.S. Department of State network that promotes U.S. higher education to students around the world by offering accurate, comprehensive, and current information about opportunities to study at accredited postsecondary institutions in the U.S., and offers a wide range of in-person and virtual services to students and their families. EducationUSA advisors learned about communication and other needs of the global deaf community in seeking higher education in the U.S. and opened new relationships between the organization and Gallaudet.

Infusing Global Learning into the Curriculum
Global Citizenship is one of the eight student learning objectives (SLOs) that Gallaudet University has made a key component of its curriculum. Making its students true Citizens of the World has been eagerly embraced by many talented and well-meaning individuals and campus programs, but their individual efforts may yield even better results if they are merged, maximizing intended outcomes. A workshop for faculty in May 2024, "Embracing Global Learning for All," facilitated dialogue on how they can intentionally integrate global learning into their curriculum to help students become agents of positive change as advocates for universal moral values and ethical standards.

Go Global Fair
Gallaudet community members were offered a glimpse into the numerous possibilities that global learning offers at OIA's annual Go Global Fair (GGF), held in November 2023. The Go Global Fair demonstrates that the personal enrichment an individual gains through a study abroad experience goes far beyond academic knowledge: cultural immersion, new language skills, exposure to new perspectives, and the awareness of being a citizen of the world. It is OIA's showcase event, attracting on-campus and international education organizations to offer information about available scholarships, fellowships, study abroad programs, internships, and jobs with an international component or focus. Both students and faculty benefit from the fair.

OIA forges working relationships with U.S. Department of State
OIA staff met in May 2024 with officials at the Bureau of Democracy, Human Rights, and Labor of the U.S. Department of State to forge deeper connections with key people at State and encourage them to seek OIA's advice on making their programs accessible to deaf people. OIA hopes that this meeting will lead to increased opportunities for collaboration between Gallaudet and State; mutual understanding regarding programs, scholarships, funds, and grants for deaf people; improved access for the deaf community to U.S. embassies around the world; and ways for the University to contribute to State's Deaf Diplomacy at State initiative, which addresses implications of meaningful inclusion of deaf and hard of hearing people in diplomacy.

Education Abroad and International Fellowships

The mission of Education Abroad and International Fellowships (EA) is to support all students who wish to take classes, conduct research, or complete internships outside the United States. In addition, the program supports all students, recent graduates, staff, and faculty applying for international fellowships and scholarships. Another important function of EA is to advance opportunities to inculcate global learning for all Gallaudet students.

The following EA initiatives support global learning abroad as the nucleus of a Global Gallaudet by enriching students' Gallaudet experience:
- Encouraging "global citizenship" through thinking deeply and broadly, locally and globally.
- Heightening awareness and sensitivity to the "lived experience" of others, thereby fostering a shared commitment to bettering conditions for people everywhere.
- Preparing for career opportunities in a multicultural and interconnected world.

Global Bison: Empowering global citizens through hands-on learning

During FY 2024, Gallaudet University launched four transformative global learning journeys for its students. Through sustained international engagement, such as these programs exemplify, Gallaudet's traveling students and faculty actively promote the University's reputation and attract interest from prospective students and institutions worldwide, showcasing Gallaudet as an appealing destination for "inclusively excellent" education. This year, 52 Gallaudet students studied in Peru, Spain, Italy, and Japan in faculty-led groups, attended conferences, and completed internships.

Disability-Inclusive Disaster Risk Reduction and Emergency Planning (DEP) Program Summer Institute, Japan

In collaboration with six deaf-led organizations, five Gallaudet students in the DEP Summer Institute conducted hands-on research and training July 13-26, 2024 at sites impacted by the Great East Japan Earthquake of 2011, with the goal of contributing directly to global humanitarian efforts and gaining invaluable field experience. Gallaudet's DEP program is the world's only graduate certificate program that specializes in the roles of deaf people and signed languages in preparing for and recovering from disaster and emergency events. It includes partnerships with the U.S. Embassy in Japan and local organizations to foster cross-cultural exchanges and sustainable practices in inclusive disaster management.

Workshop enhances faculty knowledge in creating overseas programs
- A junior majoring in International Studies and Deaf Studies completed a 12-week internship at Fiji Gospel School for the Deaf in Suva, Fiji. This internship blended international relations and diplomacy with deep engagement in deaf culture and community development, reinforcing academic learning with practical, real-world impact.
- A senior undergraduate is undertaking a six-month internship at the United Nations Office in Vienna, Austria, supporting U.N. programs in administrative functions, conference planning, and language interpretation. This internship underscores Gallaudet's commitment to preparing students for meaningful global careers and leadership roles.
- Three students in the International Development Master of Arts (IDMA) degree program had global internships during the spring 2024 semester: one in Bulgaria at the Listen Up Foundation, Deaf.bg, and two in Thailand at the International Labour Organization and the National Association of the Deaf.

These initiatives highlight Gallaudet's proactive approach to global engagement, illustrating how its activities abroad nurture relationships and spotlight the University's appeal as a preferred destination for higher education. By maintaining a presence overseas, EA actively promotes Gallaudet's reputation and attracts interest from prospective students globally.

International Student and Scholar Services

OIA's International Student and Scholar Services (ISSS) fulfills Gallaudet's authorization to operate programs that encourage students and scholars from outside the U.S. to come to the University for educational pursuits. ISSS ensures that the University is in compliance with U.S. immigration laws, facilitates international students' transition to a culture that may be very different from their own, and helps them adjust to life in this country. ISSS served 73 students from 35 countries in FY 2024. From this group, 20 students from 14 countries graduated from Gallaudet – ten undergraduate and ten master's degree recipients.

ISSS conducted many activities to keep international students informed. One example was an "International Power Hour with AmeriCorps," which provided an opportune chance, especially for Summer 2024 graduates, for internships or Optional Practical Training (OPT). Five international students engaged in OPT in FY 2024. In addition, ISSS collaborated with other campus offices in FY 2024 to modernize the management of international students' cases and proposed an approach to make Gallaudet more affordable for international students.

Mandela Washington Fellow finds knowledge, inspiration from Gallaudet community

Malesaoana Esther Mohale, a social worker and sign language interpreter from the Kingdom of Lesotho completed her service as a Mandela Washington Fellow at Gallaudet University and Drexel University, in Philadelphia, Pennsylvania, in FY 2024. From January through March, Dr. David Penna, professor of government, hosted her virtually during her service as a Fellow. Mohale's fellowship began in June 2023 when she and five additional fellows attended Gallaudet's Pre-Institute on ASL and American Deaf Culture program. Led by World Languages and Cultures Instructor Gregoire Youbara, it is designed to prepare Mandela Washington Fellows who are deaf or hard of hearing, and their allies, to be successful in the program through ASL and deaf culture immersion. The Mandela Washington Fellowship for Young African Leaders is the flagship exchange program of the Young African Leaders Initiative, an initiative of former U.S. President Barack Obama and sponsored by the U.S. Department of State, with funding provided by the U.S. government and administered by IREX, a global development and education organization.

International Special Students

The International Special Students (ISS) program provides a tremendous learning experience for non-U.S. students who are not pursuing an academic degree at Gallaudet. While at the University, they can audit courses, be exposed to what is happening on campus, and visit schools, organizations, and agencies. International special students, or non-degree-seekers, are offered an opportunity to develop a customized learning agreement to assist them in choosing the courses and support services that they need to reach their goals at Gallaudet, including preparing to enter a degree program. During FY 2024, Gallaudet hosted two International Special Students: Francois Decaux, from France, and Xie Yihui from China. After a year as an ISS, Mr. Decaux will become a graduate student in FY 2025 to pursue a certificate in Deaf Studies. Ms. Yihui has returned to China to continue her studies.

International Visiting Scholars

The International Visiting Scholar (IVS) program is authorized by the United States Department of State to welcome and accommodate international professors, researchers, and other scholars to Gallaudet for periods of stay ranging from three weeks to one year. OIA works closely with academic programs and faculty to extend its resources to researchers on a selective basis to promote institutional camaraderie and collaboration. This year, Gallaudet welcomed Visiting Scholars from Japan, Mexico, the United Kingdom, Italy, Brazil, the Czech Republic, Indonesia, Canada, and Spain. Several of these Visiting Scholars were part of the new Deaf Studies Incubator program funded by the Mellon Foundation.

International Relations

Gallaudet collaborates with institutions that incorporate its values and harness the power of transnational learning and exchange for mutual benefits. Agreements and contracts include Gallaudet's core values and strive to include local representation by a deaf organization as a full partner. All agreements and contracts now include Gallaudet's core values, and every effort is made to include local representative Deaf organizations as full partners.

New partnership extends Gallaudet's global efforts to Ethiopia

In FY 2024, a new and promising partnership that aims to promote opportunities for an improved quality of life for deaf, hard of hearing, and deafblind people in Ethiopia was launched on December 18, 2023, with the signing of a Memorandum of Understanding (MOU) between Gallaudet University and the Republic of Ethiopia's Ministry of Women and Social Affairs (MoWSA). This landmark partnership expands Gallaudet's global efforts to enhance education, training, and official recognition of sign language in Africa's two most populous countries – Nigeria and Ethiopia, respectively. Moreover, the Gallaudet community will reap benefits from learning about life in Africa.

Fulbrighters, International Visiting Scholar's work on Deaf Rights efforts in Bulgaria pave way for MOU with Gallaudet

Another Memorandum of Understanding (MOU) was signed in December 2023 between Gallaudet and Deaf.BG, an association for the rights and development of deaf people in Bulgaria that successfully advocated for the passage of the Bulgarian Sign Language (BGSL) Act of 2021, legally recognizing BGSL. This MOU aims to establish and facilitate activities of mutual benefit to the university and deaf Bulgarians, including Building Bridges for Deaf Leaders of Tomorrow, which aims to establish a master's degree program for deaf leaders in Bulgaria.

Building on this historic agreement, Gallaudet President Roberta J. Cordano visited Sofia, Bulgaria, in February 2024 to meet deaf and governmental leaders and give addresses on the importance of sign language worldwide.

Gallaudet proudly notes that the 2023 Fulbright Program review includes an article featuring the work of two Fulbrighters who developed plans for ratifying the MOU during their work in Bulgaria: Gallaudet's Dr. Kathleen M. Wood, a linguist and professor in the School of Language, Education, and Culture, who helped develop and coordinate the MOU, and Deaf.BG's Hristina Katsipidou, a Fulbright Civil Society Researcher from Sofia University at St. Kliment Ohridski, Bulgaria.

Professor researches bilingual teaching strategies in México as a U.S. Fulbright Scholar
Dr. Maribel Gárate-Estes, a professor of education and Gallaudet's Distinguished Faculty Member for 2023-2024, was selected as a Fulbright U.S. Scholar to México in March of 2023. She spent the fall 2023 semester in Mexico researching bilingual teaching strategies to allocate a signed and a written/spoken language with deaf students. She also collaborated with the Department of Education (Secretaría de Educación Pública) and the Instituto Pedagógico para Problemas del Lenguaje, I.A.P. on curriculum and program development to benefit current and future teachers of deaf-signing students.

Gallaudet shines at Johannes Kepler University Linz Symposium
Gallaudet University participated in the "Listen Up! Symposium" at Johannes Kepler University Linz, Austria, focusing on disability in higher education. The symposium featured participants from Austria, Bulgaria, and the U.S., including colleagues from Project Zero, Fulbright Austria, and Deaf.BG.

OIA staff member Fiona Grugan, representing Gallaudet University, participated in a panel discussion that revolved around accessibility, inclusive design, and the unique challenges and successes faced in higher education for individuals with disabilities. One of the key topics was the influence of international frameworks, such as the European Union's Disability Card and the Americans with Disabilities Act, on local practices in accessibility. Ashod Derandonyan, the keynote speaker, emphasized the importance of strong deaf leadership and sustainable international exchanges to support the deaf community. His journey at Gallaudet University is part of a broader mission to lay the groundwork for future deaf leaders and English as a Second Language specialists in Bulgaria.

International Strategic Visitors
During the 2023-2024 academic year, Gallaudet hosted international officials from the Kingdom of Saudi Arabia, Iraq, Kurdistan, Paraguay, Peru, Uruguay, Paama, India, and the Republic of the Philippines.

International Development Master of Arts degree program
The International Development Master of Arts degree program (IDMA) prepares students to design, implement, monitor, evaluate, and advocate for social change activities at local, national, and international levels in collaboration with deaf, deafblind, and hard of hearing people, and those with disabilities. Students in the IDMA program obtain practical experience examining legal and social policy frameworks, political and economic conditions, sociocultural and language centered values and rights, and other features of contemporary life that contribute to or impede social participation and social justice.

The IDMA program saw a number of successes in FY 2024: significant graduate student and alumni achievements, programmatic development, and cross-institutional domestic and international partnering to advance scholarly and capacity-building initiatives on deaf community development. In particular, the interdisciplinary graduate certificate and minor in Disability-inclusive Disaster Risk Reduction and Emergency Planning (DEP) made great strides in advancing external partnering and programmatic initiatives, as well as demonstrating program impact.

DEP advances included strengthening relationships with Federal Emergency Management Agency (FEMA) Region 3 and the District of Columbia Mayor's Office of Deaf, DeafBlind, and Hard of Hearing through co-hosting an emergency preparedness event at Gallaudet in April 2024; engaging in a sharing session with U.S. Department of State personnel to support inclusive emergency preparedness planning for its workforce (also in connection with the U.S. Department of State Deaf Diplomacy at State Initiative, launched in June 2024); mobilizing deaf leadership engagement on deaf-centered emergency management in presentations with FEMA, Federal Communications Commission, National Oceanic and Atmospheric Administration, and U.S. Department of Health and Human Services partners at the 2024 National Association of the Deaf biennial conference in July in Chicago; leading a study abroad course on DEP in Japan; and employment of IDMA and DEP graduates.

FY 2024 Student Achievements and Milestones:
- Fall 2023 field placements: IDMA students conducted practicums with Washington, D.C.-based community and international non-governmental organizations: Byung Lim (Emergency Preparedness, D.C. Mayor's Office of Deaf, DeafBlind, and Hard of Hearing), Aanuoluwapo Omoleye (Global Ties U.S.), Nelky Perez (Policy Analyst, D.C. Mayor's Office of Deaf, DeafBlind, and Hard of Hearing), Bethany Yance (Youth Leadership, D.C. Mayor's Office of Deaf, DeafBlind, and Hard of Hearing).
- Aanuoluwapo Omoleye won first place in Gallaudet's Bison Tank competition for her innovation, "AbleBooks Africa," followed by a book launching production and dissemination in summer 2024. She was also the undergraduate student speaker at Commencement in May 2024.
- Spring 2024 field placements: Byung Lim (National Association of the Deaf Thailand, based in Bangkok, Thailand), Aanuoluwapo Omoleye (International Labour Organization, based in Bangkok, Thailand country office), Nelky Perez (Deaf. bg, based in Sofia Bulgaria), Bethany Yance (Conference of Educational Administrators of Schools and Programs for the Deaf, based in Washington, D.C.).
- Monthly International Tea Parties that focused on one country per event were coordinated and hosted by IDMA during the 2023-2024 academic year for the campus community, the English Language Institute, and International Student and Scholar Support Services.

Notable Alumni Achievements
- Emma DeCaro (G-'23) and Elias Henriksen (G-'23) secured a $75,000 grant from IREX in spring 2023 while conducting their graduate internships, and implemented the project in fall 2024, delivering the first-ever capacity-building training for deaf community members and interpreters in the Iraqi-Kurdistan region.
- Three students secured full-time employment as Emergency Management Specialists with the Federal Emergency Management Agency (FEMA): Nageena Ahmadzai (G-'21; IDMA & MASLED), Nkiruka Akunwafor (G-'23 MPA, G-'24 IDMA, and DEP 2024), and Brett Sonnenstrahl (DEP 2024; current MPA student).
- Alumni career developments: Karen Baker (G-'23 IDMA & MPA) is a Grants Specialist with the U.S. Environmental Protection Agency; Sydney Johnson (G -'23) is a Disability Inclusion Specialist with the U.S. Institute of Peace, and Jenilee Marques (G-'23) is an Operations Specialist with the National Association of the Deaf. Three recent alumni were admitted to Ph.D. programs: Aanuoluwapo Omoleye (G-'23) to the University of Massachusetts Ph.D. program in Global Inclusion and Social Development, Jarvis Grindstaff (G-'19) to the University of the District pf Columbia Ph.D. program in Urban Leadership and Entrepreneurship, and Bethany Yance (G-'24) to the University of Kentucky Ph.D. program in Educational Leadership.

Notable Service to International Partnershipss
- July 2024: Led Summer Institute study abroad course in Japan, partnering with the Japanese Federation of the Deaf, two prefectural associations of the deaf, two prefectural deaf information centers, the U.S. Embassy (hosting "Learning Dialogue on Inclusive Emergency Preparedness"), KIBOTCHA (Hope) disaster preparedness training center in Tohoku, and Plus-Voice (national Video Relay Interpreting).
- April 2024: Invited participants in the U.S. Department of State's global launch of Deaf Diplomacy Initiative; coordinated and co-hosted inclusive emergency management event, titled: "Protecting Ourselves and Our Communities with Emergency Preparedness. We are Ready. Are You?"; and hosted with FEMA Region III, the DC Mayor's Office on Deaf, DeafBlind, and Hard of Hearing, and the Office of Career Success and 70+ participants attending.
- December 2023: Coordinated and co-hosted the U.S. Agency for International Development's global release of its new Disability Inclusion policy; opened with remarks by USAID Administrator Samantha Power and Gallaudet President Roberta J. Cordano.
- November 2023: Hosted information session with the Society for International Development-US (SID-US), as well as coordinating/leading student participation in the SID-US Annual Dinner; and coordinated and led a student professional development session on inclusive careers at the U.S. Agency for International Development.
- October 2023: IDMA faculty members Audrey Cooper and Maegan Shanks gave an invited presentation on "Disability and Deaf-Inclusive Development: Sign Languages, Deaf Cultures, and Biodiversity for Sustainability," for the International Labour Organization's Geneva headquarters and more than 50 country office participants; presented for the International Labour Organization's Geneva Office "Tea Time" series with global country offices to address disability and language inclusion; and coordinated a Career Exploration Day hosted by Chemonics International at their headquarters that also included an IDMA student panel on "Disability-inclusive Disaster Risk Reduction and Assessing for Inclusion."

Academic Affairs promotes global citizenship
As noted earlier in this section, Global Citizenship is one of Gallaudet University's eight Institutional Learning Outcomes for students. Faculty regularly enrich themselves by engaging in international teaching, learning, and research experiences, which they, in turn, use to impart the values of global engagement to their students. Gallaudet strives for its scholars — as well as its faculty, staff, administrators, and alumni — to be knowledgeable of intersectional identities within a global society, and demonstrate intercultural knowledge, cultural competence, and skills in the constructive civic discourse on the local, national, and global levels.

Listed below are some accomplishments of university faculty during FY 2024:

School of Language, Education, and Culture
Dr. Julie Hochgesang, a professor in the Linguistics program, contributed to an all-deaf-authored presentation and short paper in a sign language workshop that was part of the well-established Joint International Conference on Computational Linguistics, Language Resources and Evaluation, held in Torino, Italy in May 2024. Dr. Hochgesang was also on the program and scientific committees for the sign language workshop and helped edit the conference proceedings.

Dr. Emily Shaw, a professor in the Interpretation and Translation program, and Dr. Hochgesang presented "MASKed and muted: An ordinary narrative of the Deaf Experience in Covid" at a sociolinguistics conference in Perth, Australia in June 2024.

School of Arts and Humanities
Dr. H-Dirksen Bauman, a professor in the Deaf Studies program, served as a visiting professor at L'École des Hautes Études en Sciences Sociales (School for Advanced Studies in the Social Sciences) in Paris, France, for the month of March 2024. While there, he gave four seminars/lectures: "Re-membering: Notes Toward an Ecological Deaf Studies," "Translating, Translanguaging, Transmuting: Rendering Sign Language Poetry Accessible to Non-Signing Audiences," "On the Preservation of Diverse Human Kinds: Reframing Hearing Loss and Imagining Deaf Gain Futures," and "Posthuman Performances: Ecopoetics, Gesture and Sign Language Poetry." In October 2023, Bauman gave presentations at the University of Cologne in Cologne, Germany, entitled "Imagining Deaf Futures" and "Hearing* Loss: What Hearing People Lose by Not Appreciating Deaf Gain," and moderated a panel discussion, "Ethnology of the Deaf in Germany," at the university for the Cologne Deaf Association. Also in October 2023, Bauman hosted a virtual presentation,"Deaf Studies: Origins | Evolutions | Futures," for the Japan College of Social Work in Tokyo, Japan.

Dr. Joseph Murray, a professor in the Deaf Studies program and president of the World Federation of the Deaf (WFD), gave the following presentations in FY 2024: In October 2023, Murray was a panelist for the "Deaf People's Human Rights" Webinar hosted by CNSE (Confederation of Spanish Associations of Deaf People); in November 2023, he presented "The Importance of Community in the Legal Recognition of Sign Languages" at the SASL12 (South Africa Sign Language) Celebration, DeafSA Western Cape. Cape Town, South Africa; in December 2023, Murray presented on the topic "Academic Publishing," and co-presented with Robert Adam on "Leadership in the Interstices," at the Applied Deaf Studies Taster Week, both at the Dr. Deaf Winter Writing Retreat 2023, both at the Dr. Deaf Conference, Ål, Norway; "Deaf People as a Linguistic Minority," at the 16th session of the United Nations Forum on Minority Issues. United Nations, Geneva, Switzerland; and moderated "Recognising National Sign Language Rights to ensure the Inclusion of Deaf People from a Linguistic Minority Perspective," a side event at the 16th session of the United Nations Forum on Minority Issues. Minority Rights Group International and World Federation of the Deaf. In February 2024, Murray gave a keynote presentation, "Building Resilient Deaf Communities," at the "Joining forces, New Perspectives: The Future of Mental Health for Deaf People" Conference of the World Congress on Mental Health and Deaf People. Haarlem, The Netherlands; and in May 2024, he gave a keynote presentation, "The Human Right to a Family Language" at the Conference on Family Centered Early Intervention in Bad Ischl, Austria.

School of Language, Education, and Culture

Dr. Maribel Gárate-Estes, a professor in the Education program, gave the following in-person and virtual international presentations in FY 2024: "Centrando el acceso al lenguaje como la herramienta principal para todo aprendizaje" (Centering language access as the primary tool for all learning), Curso de Actualizacion de la division de Terapia en Comunicación Humana. Instituto Nacional de Rehabilitación, May 2023; "La responsabilidad de los padres en apoyar el Desarrollo linguistico de sus hijos sordos" (Parents' role in supporting the linguistic development of their deaf children). National Day of the Deaf celebration, Instituto Pedagógico para Problemas del Lenguaje (IPPLIAP). Mexico City, November 2023; and "Modelo Educativo Bilingüe," 19th SEÑALEES Virtuales Seminario de capacitación para maestros de niños Sordos, in December 2023.

Gárate-Estes led a three-day workshop, "Estimulación Temprana del Lenguaje para niños sordos e hipoacúsicos (Early Language stimulation for deaf and hard of hearing children), for the Jornadas Académicas de Educación Especial Mérida in Yucatan. Mexico in October 2023.

In addition, Gárate-Estes was a consultant for three projects in Mexico: collaboration on curriculum development and sign language assessment for IPPLIAP; design of a certificate in deaf education for special education teachers for the Department of Education; and a discussion on how to support teachers and deaf students in mainstream programs for the Special Education and Inclusive Education Unit.

Gárate-Estes was awarded two grants in FY 2024 from Gallaudet's World Wings International Endowed Research: "Strategies used to allocate the signed and the written/spoken language in bilingual deaf schools in México," and "Strategies used to allocate the signed and the written/spoken language in bilingual deaf schools in México."

School of Science, Technology, Accessibility, Mathematics, and Public Health

Dr. Abraham Glasser, an assistant professor of Accessible Human-Centered Computing, presented "Beyond Text: Inclusive Human Communication with Language Technology" at the December 2023 Conference on Empirical Methods in Natural Language Processing, held in Singapore.

Drs. Alicia Wooten, Christopher Hayes and Caroline Solomon co-hosted the Global STEM Sign Language Summit in March 2024, bringing together nearly 300 registered attendees – both in person and online – making it one of the largest gatherings ever of signing professionals in the science, mathematics, and technology fields from around the world. The culmination of a year-long effort, and funded by the National Science Foundation, the summit explored how scientific concepts are communicated in different sign languages and how this impacts education and career outcomes for deaf people.

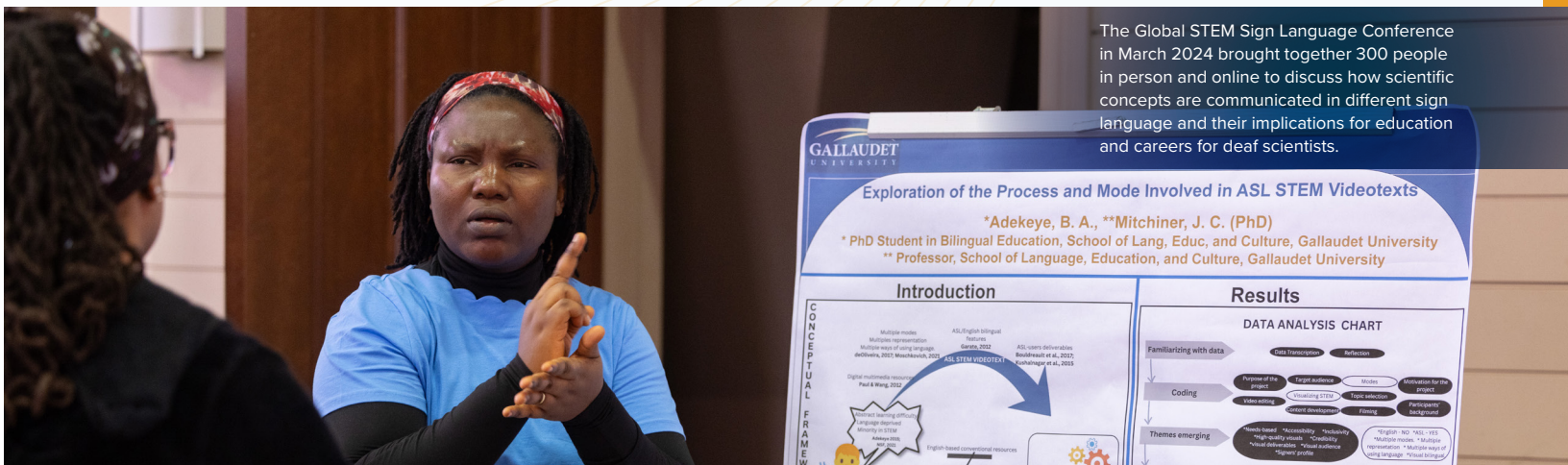Dr. Kathleen M. Wood,
Fulbright Scholar in
Bulgaria

Ashod Derandonyan, executive director of Deaf.BG in Bulgaria and a graduate student at Gallaudet, was instrumental in the development of a cooperative agreement between Deaf.BG and Gallaudet.

VII. Gallaudet in Nigeria-Africa (GAIN)

Gallaudet in Nigeria-Africa (GAIN) continued to focus on the implementation of the USAID-sponsored, Gallaudet-led, Strengthening Deaf Education, Empowerment and Employment (Deaf-E3) activity. This activity lays GAIN's foundation for extraordinary learning and academic excellence across the lifespan of deaf individuals in Nigeria by teaching the best practices in bilingual education and promoting deaf leadership and capacity-building. **Deaf-E3 Summary Sheet Link**

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

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

- Global Impact: Enhancing USAID's understanding and ability to work with the Deaf community towards equity, inclusive excellence, and access developed for USAID Nigeria and shared with USAID's global network:
  - First Implementing Partner to lead USAID quarterly Round Table, focused on Inclusive Excellence.
  - Collaborative, Learning, and Adapting showcasing Deaf-E3's impact on USAID's capacity:
    https://usaidlearninglab.org/resources/collaborative-journey-towards-deaf-equity-usaidnigeria-and-deaf-e3
- Conducted biweekly training via Zoom
- Hosted a Multilingual-Multimodal Pedagogies (MMP) symposium in Abuja, Nigeria, providing tools and training on bilingual (multimodal) pedagogies. The 44 deaf educators involved represented all levels of education – primary, secondary, and tertiary – and all six Nigerian geopolitical zones, with a focus on gender equity.
- Conducted training on how to teach a signed language to the MMP teachers to address their needs to teach children, parents, and interpreters.
- Supported the educators in developing and providing Parent Engagement Seminars in all six zones in Nigeria.
- Worked with 14 educators from various higher institutions in Nigeria to develop a Nigerian-specialized curriculum for deaf education and special education departments at colleges and universities. This initiative aimed to thoroughly review and enhance the current special education curriculum by collaborating with Deaf-E[3] subject matter experts. The goal was to develop a comprehensive curriculum that better equips future teachers to effectively educate deaf students.
- Collaborated with the Nigeria National Association of the Deaf (NNAD) to host their second Deaf Education Summit in Abuja, Nigeria. Deaf E[3] team members also presented on bilingual education and interpreting. NNAD, as the lead umbrella organization for Deaf individuals in Nigeria, plays a critical role in driving equitable and inclusive policies, as well as the development of Deaf education curricula, pedagogies, and practices. This collaboration aimed to support and showcase deaf leadership and ensuring that government organizations fulfill their mission to advocate for the inclusion of Deaf individuals in all levels of policy development and implementation.
- Presented at the World Congress of African Linguistics (WOCAL) in Nairobi, Kenya on multilingual multimodal pedagogies.
- Distributed the second MMP manual on Inclusive Deaf Education in Nigeria. LINK.
- Supported the USAID Social Impact team to include Deaf participants in their Conflict Survey.
- Collaborated with USAID Inclusive Development Partners and International Rescue Mission on the USAID-funded Opportunity to Learn (OtL) Activity to ensure accessible education for deaf learners in Yobe, Adamawa, and Borno states. The focus was on recruiting deaf learning facilitators, who can teach in sign language and provide mentorship to deaf students.
- Led University stakeholders' feedback for USAID's new disability policy, focusing on the Deaf community as a linguistic and cultural minority within the population of people with disabilities.
- Continued to drive operational excellence by collaborating with key university units to identify and address gaps in systems, platforms, and policies related to international engagements. These improvements both benefit the university's global initiatives and strengthen its domestic operations.
- Engaged with global deaf Africans, families of deaf children, and other stakeholders in deaf-related fields throughout Africa, connecting them with Gallaudet experts and resources, as well as in-country deaf leaders, organizations, schools, and resources, introducing them to each other to strengthen advocacy and capacity building of Deaf needs in Nigeria.
- Global Recruiting: Worked closely with the Gallaudet University Office of Undergraduate Admissions and Office of International Affairs on global recruitment opportunities and furthering Gallaudet's international mission in a unified way across different countries and educational systems.
- Supported the Office of the President in delivering global presentations at the Austrian Parliament, the 2024 Zero Project Conference, and in high-level meetings with the U.S. Ambassador to Austria, the United Nations Director-General/Executive Director, and United Nations stakeholders in Vienna. Also advocated for language equity and rights, bilingualism, and Gallaudet's global initiatives, with a focus on policy reform collaboration and exploring potential funding opportunities for partnerships and scholarships.

The Global STEM Sign Language Conference in March 2024 brought together 300 people in person and online to discuss how scientific concepts are communicated in different sign language and their implications for education and careers for deaf scientists.

VIII. English Language Institute

The Gallaudet University English Language Institute (ELI) is a non-federally funded English as a Second Language (ESL) program for deaf and hard of hearing students. It is the only ESL program serving deaf and hard of hearing students accredited by the Commission on English Language Program Accreditation (CEA). Administratively, the English Language Institute is a non-credit academic program under the School of Language, Education, and Culture.

In the fall of 2023, ELI saw an increase in enrollment from American students with international backgrounds. This diversity has enhanced the program's ability to support deaf and hard of hearing individuals who are newly-arrived refugees in the United States and/or have been adopted by American parents in learning English as a second language.

ELI submitted its interim report as part of its ongoing reaccreditation process with the Commission on English Language Program Accreditation (CEA) in the spring of 2024. The results of this process will be announced in December 2024.

English Language Institute Enrollment Trend

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
32	28	38	27	18	14	16	13	9	6	11	8

IX. ASL Connect

ASL Connect has positioned itself as a cornerstone in American Sign Language education by implementing several pivotal changes during the 2023-2024 academic year. First, it eliminated course enrollment caps, ensuring flexibility for students in selecting their preferred courses. By streamlining multiple sections into one or two comprehensive offerings per session or semester, ASL Connect has removed enrollment limits, eliminating waitlists and the need for students to defer their studies. This change ensures immediate access to ASL education, reinforcing ASL Connect's commitment to breaking down barriers and facilitating seamless learning opportunities.

ASL Connect, through the Office of the ASL and English Bilingualism, has expanded its outreach and accessibility by cultivating a strong presence on social media, effectively driving registration and offering direct access to its application process. This initiative amplifies its reach, making ASL education more visible and accessible to broader audiences.

Internally, ASL Connect is also revamping its curriculum to enhance the quality of online ASL instruction, with an emphasis on fostering deep, human connections. By engaging signing deaf professionals from diverse cultural backgrounds, ASL Connect ensures that students receive a rich and authentic learning experience, grounded in Deaf culture and community values.

Additionally, ASL Connect's intercultural communication workshops, tailored to the needs of businesses, government agencies, schools, and other organizations both in the Washington, D.C. area and nationwide, have become a vital resource for fostering cross-cultural understanding and promoting bilingualism in professional and educational environments. These efforts highlight ASL Connect's role as a leader in advancing ASL education and promoting linguistic equity across diverse sectors.

ASL Connect: For-Credit Classes and Enrollment

	AY 2022				AY 2023				AY 2024			
	Fall 2021	Spring 2022	Summer 2022	Total	Fall 2022	Spring 2023	Summer 2023	Total	Fall 2023	Spring 2024	Summer 2024	Total
# of Online Courses	25	24	20	69	12	10	28	50	9	11	7	27
# of Enrolled Students	365	300	208	873	256	279	192	727	312	308	158	778

Gallaudet is HOME to students from all over the world.

Audiology graduate students have the opportunity to engage in seminars with professionals in the field to augment their coursework and clinical training.

New graduate students had breakfast with President Cordano upon arrival and proclaimed it "just perfect.

Goal Four:
We Are HOME

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

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

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

Objective 4.2: Promote operational excellence.

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

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

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

I. Division of Equity, Diversity, and Inclusive Excellence

The Division of Equity, Diversity, and Inclusive Excellence (DEDI) leads the university in its efforts to build inclusive excellence for all students, staff, faculty and teachers at Gallaudet and Clerc Center. That effort requires a team approach, which means a great deal of collaborative work.

DEDI includes the following units:
- Equal Opportunity Programs (EOP)
- Intercultural Alliances (IA)
- Communications and Community Engagement (CCE)
- Office for Students with Disabilities (OSWD)
- Accessibility Resource Center (ARC)
- Gallaudet Interpreting Service (GIS)

The inclusion of OSWD, ARC, and GIS, beginning in May 2024, affirms DEDI's belief that any student's CHAMP experience and belonging is dependent on equitable access, inside and outside the classroom. Access leads to inclusion.

Collaborative Efforts

Kendall 24
DEDI collaborated with the Center for Black Deaf Studies to host a luncheon for the 24 Black Deaf students of Kendall School Division II on October 20, 2023. This luncheon kicked off the Necessity of Now fundraising campaign for the building of the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children.

On July 22, 2024, DEDI supported the one-year anniversary of Kendall 24 Day, the day that 24 Black Deaf students from Kendall School Division II received their diplomas.

Healing and Renaming Ceremony for Building 103
DEDI coordinated the effort to rename Building 103, in collaboration with the Office of the President and the Office of Campus Design and Planning. The new name is *òkànkwèpihëna tëtpi* in the Lenape language used by the Nacotchtank and Piscataway Peoples, the first residents of the land that became the District of Columbia, or Circle of Signers in English.
- Hosted webinar
- Sent out a campus survey on the possible names for Building 103 for community input
- Names were sent to the Board of Trustees for their approval
- Designed and printed program books for the event
- The Healing and Renaming Ceremony took place on October 17, 2024

Israel and Palestine War
DEDI sponsored a vigil hosted by Hillel at Gallaudet following the events of October 7, 2023. DEDI also supported the Palestine vigil hosted soon afterward. The Interim Chief Diversity Officer and the CCE Manager attended both events.
- The Jewish/Israeli vigil drew more than 20 people.
- The Palestine vigil attracted more than 30 people.
- Produced a vlog by the Interim Chief Diversity Office on anti-violence, in response to rising tensions resulting from the war in Gaza/Israel.
- The Communication and Community Engagement Manager led support groups for Jewish/Israeli students, Palestinian/Muslim/Arab students, and other students concerned about the Israel-Hamas conflict.

Antisemitism
DEDI sponsored and coordinated the event, "Ask me Anything" by Rabbi Yehoshuah Soudakoff from Israel, in collaboration with Hillel at Gallaudet.

DEDI sponsored the production of a film, in collaboration with Hillel at Gallaudet and the Jewish Deaf Congress: "Antisemitism: A Long History of Hatred." Two events were hosted to show and discuss the film. The first event included a panel of four Jewish people sharing their experiences with antisemitism. More than 100 students attended these viewings.

Pluralism

DEDI collaborated with a faculty member from the Philosophy and Religion program to provide a program, "Breaking Silence and Building Pluralism,"a session that teaches students about pluralism and how to have difficult conversations about controversial topics. Approximately 20 students attended.

Examining Incoming Students' Sense of Belonging Across Cultures

DEDI began a new partnership with the Office of ASL and English Bilingualism to examine and support the experience of belonging for incoming students. This partnership allows both units to explore students' ability to adapt and accept various cultures and their ability to communicate in American Sign Language. Since the beginning of this partnership, 102 first-year students have completed the Intercultural Development Inventory (IDI) and ASL placement tests (ASLPT). This long-term project will explore the correlation between ASL placement and intercultural orientations.

Intercultural Alliances

Intercultural Development Inventory (IDI)

DEDI began offering the Intercultural Development Inventory (IDI) to students, faculty, and staff in 2023 after the Board of Trustees and the Executive Team began using this tool. The IDI is designed to enhance cultural competence among students, faculty, and staff in higher education. This, in turn, fosters a more inclusive and equitable environment, enabling effective communication and collaboration across diverse groups, thereby enhancing belonging.

Individual Administrations of the IDI:
- Requests: 18
- Students: 102
- Staff and Faculty: 21
- IDI coaching hours: 32 hours of coaching in total, facilitated by three certified Qualified Administrators, individually.

The IDI in ASL

IDI, Inc. contracted with DEDI to hire certified Deaf interpreters, produce and edit ASL videos of the content found in the Intercultural Development Inventory (IDI). All instructions and questions were translated into ASL. Altogether, DEDI created and edited 284 videos to make the IDI assessment tool accessible to deaf people.

Inclusive, Diversity, Equity and Access (IDEA) Certification Program

The IDEA program grew out of the Inclusive Excellence Ambassador/Inclusive Student Excellence Ambassador programs. This program is designed for individuals passionate about social justice and community engagement. Participants come together and examine barriers to belonging and equity in a three-part program. The program has two tracks: one for faculty and staff and one for students.
- **Faculty and Staff:** First cohort: 13 participants
- **Students:** First cohort: 8 students; second cohort: 6 students

Mentoring

The Intercultural Alliances Manager continues to mentor students. Marginalized students often have very few role models with whom they can engage. In support of the university's Belonging and Equity Imperative, IA offers opportunities for students to meet weekly. IA worked with three students in the past year.

Training/Workshops
- National Association for the Deaf (NAD) presentation: "Embracing Diversity: Strengthening Cultural Competency with the IDI Framework"
- NAD presentation: "Beyond Awareness: Transforming Cultural Competency into Action with the IDI"
- Illinois Deaf Latino Association meet-up: "Familia Latine: Cultivating Career and Educational Excellence Together"

Turn-A-Page-Together (TAPT)

The Turn-A-Page-Together (TAPT) program has been a cornerstone of our belonging initiative since its inception in 1998. It is uniquely designed for faculty, staff, and students, providing them with the opportunity to read multicultural books and engage in weekly interactions.
- Fall 2023: 48 participants
- Spring 2024: 26 participants
- Fall 2024: 32 participants

Communication and Community Engagement (CCE)

White Accountability Group

The Communication and Community Engagement (CCE) manager, who is White, facilitated a group called Accountability to Allyship: White People Confronting Oppression. The purpose is to engage White people in difficult conversations about Whiteness, oppression, bias, and allyship. The goal is to help White people grow, on a personal and professional level; to engage them in allyship work, so that Gallaudet can truly become the welcoming and inclusive place it needs to be. We explored the definition of Whiteness by discussing each characteristic of White supremacy culture. Approximately 20 students, staff, and faculty participated in the group.

Graduate-Level Inclusion and Diversity Education (GLIDE)

GLIDE (Graduate-Level Inclusion and Diversity Education): Committee formed to discuss DEI education at the graduate level. The group wanted to focus on Israel and Palestine, but other discussions were held about DEI education in general. The CCE manager was involved with this group and will continue to be.

VEE 101

The CCE manager taught three sessions in VEE 101 on DEI-related content in collaboration with the Director of Multicultural Student Programs. The goal was for students to begin engaging in conversations about bias, privilege, diversity, equity and inclusion, as well as exploring identities. All freshmen and transfer students – over 200 in all – were required to take this course.

Training/workshops
External training provided
- "Toxic Positivity and Tone Policing" - D.E.A.F. Inc., based in Massachusetts
- "Transgender Inclusion in the Workplace" - U.S. Equal Employment Opportunity Commission, Office for Civil Rights, Diversity and Inclusion

Internal training provided
- "Disabilities 101," in collaboration with the Office for Students With Disabilities. This will be recurring; DEDI plans to expand it with more training opportunities on specific disabilities.
- "LGBTQ identities" - Model Secondary School for the Deaf high school students, sponsored by their Gender and Sexuality Alliance (GSA), the student organization supporting LGBTQ+ high school students.

Class appearances
- Guest speaker for Public Health (PHS) 370, Deaf and Hard of Hearing Health Disparities, on disparities in transgender health care.
- Guest speaker for Family and Child Studies (FCS) 306, Contemporary Families, on what families look like for LGBTQ+ people, either as parents or as children, and what barriers exist for adoption, fostering children, or having biological children.
- Guest panelist for Psychology (PSY) 734, Psychology and Deafness, a graduate level course, on intersectional identities.
- Guest speaker for Interpreting (INT) 754, Medical Interpreting, on working with transgender and nonbinary clients.

Lecture Series
- Tanaya Winder, Indigenous woman, during Native American Heritage Month: "Let Your Heartwork Lead You"

Webinars
- Renaming Building 103 to òkànkwèpihëna tëtpi/Circle of Signers, by Turtle Island Hand Talk (TIHT)

Homecoming 2023

The CCE manager hosted the **LGBTQIA+ Reunion** during Homecoming weekend. Guest speakers: Bob Rourke and Dr. Bridget Klein came to talk about the history of ASL Lavender and the research they did. Approximately 40 alumni were in attendance, along with several current students.

DEDI also hosted the **Alumni of Color Reunion**. Over 100 people attended the event. There was a full program with speakers, including our Interim Chief Diversity Officer and representatives of the Center for Black Deaf Studies, Casa Nuestra, and the Necessity of Now campaign. American Sign Language performers provided entertainment and a DJ provided music.

Mentoring

The CCE manager served as the director of one student's Honors capstone project. The project included videotaped interviews of transgender and non-binary student experiences on campus. Another student also needed support with their capstone project, which was a collection of articles they wrote about transgender and non-binary people on campus.

LGBTQ+ students routinely stop by asking for advice, resources, and information. Often, DEDI will refer them to Multicultural Student Programs and other services on campus, or the Rainbow Society student organization for peer support.

Interns

CCE supervised two undergraduate interns from Oman in the Spring of 2024. They provided marketing assistance and worked on research and development of programs that they can take back with them to Oman. They did community engagement work with other Muslim and Middle Eastern students to facilitate connections.

In the Fall of 2024, a Bachelor of Social Work student intern began working at DEDI to focus on DeafBlind issues. They are currently collecting data from all over campus to get a better understanding of how Gallaudet works with the DeafBlind community, in terms of policies, procedures and practices. This will give DEDI an idea of what the DeafBlind student experience is like and how DEDI can improve their experience on campus.

International graduates display their country flags. Over its 160-year history, Gallaudet has welcomed nearly 1,200 students from 100 countries.

II. Recruitment of a Diverse Student Body

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

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

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

During Academic Year 2023-2024, undergraduate Admissions staff visited many schools and programs that enroll deaf, hard of hearing, and deafblind students. They also hosted four Open Houses, with a total of 151 deaf, hard of hearing, and hearing attendees. Our Maguire Welcome Center also collaborated with key campus stakeholders such as the Athletic Department to offer "Free Trip" experiences for prospects. This year, five of the 26 (19%) prospects who came with a parent or guardian on a free trip were students of color, and of these 26 prospects, 10 (38%) enrolled.

To recruit academically talented, diverse students, Gallaudet awards merit scholarships. During Academic Year 2023-2024, the university awarded a total of 137 merit scholarships to students, including 10 who did not disclose their ethnicity. Of the 127 merit scholarships awarded to students with known ethnicity, 48 (38%) went to students of color. Of the total number of domestic students who enrolled in Fall 2024, 42% were students of color.

Percent New U.S. Degree-Seeking Students of Color (SOC)[1] Undergraduates, Fall 2021–Fall 2024

	2021	2022	2023	2024
% New SOC Enrollment	56%	45%	56%	42%

	Count
American Indian/Alaska Native	0
Asian	8
Black/African American	31
Hispanic of any race	26
Native Hawaiian/Other Pacific Islander	4
Non-Resident Alien (IPEDS)	3
Race and ethnicity unknown	15
White	106
Two or more	9
Grand Total	202

[1]78 SOC/184 domestic students = 42%

Recruitment Visits by Location Trend*

	FY 2021	FY 2022	FY 2023	FY 2024
Schools for the Deaf	77	50	47	49
Mainstream/Public schools – Deaf/Hard of Hearing prospects	42	47	23	57
Public Schools – Hearing (BAI/HUG prospects)	3	1	14	3
Postsecondary programs – Deaf/Hard of Hearing prospects	4	0	2	1
Postsecondary programs – Hearing (BAI/HUG prospects)	7	1	2	0
Conventions/Conferences/Fairs	9	11	11	3
High School/Vocational Rehabilitation Counselor meetings	4	3	0	0
Parent events	0	2	0	2
Athletic events	0	0	5	1
Open Houses	10	10	7	4
Camps	1	1	2	1
Community Relations/Alumni/Youth	6	6	8	3
Home Visits	0	0	0	0
Webinars	21	5	4	2
Total	186	137	125	126

*Fiscal Year 2021 events were all done virtually

New students tour historic Fowler Hall, which houses several graduate programs.

III. Communication Access: Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) supports belonging across the campus through exemplary interpreting services that support communication between deaf, deafblind, hard of hearing, and hearing individuals both on-campus and at off-campus Gallaudet-related events.

Services Provided

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

GIS Services
- Provides communication access services to students, faculty, and staff for the purpose of excellence in education, employment, and administration.
- Provides captioning services to students in academic settings.
- Operates a comprehensive after-hours emergency response program for on-campus emergencies.
- Provides interpreter coordination and liaison activities to support large and/or complex university interpreting requests.
- Results! Mentoring Program: Offers mentoring, training, consultation, and supervision to GIS staff, intern interpreting students, and GIS freelance interpreters with special focus on historically underrepresented groups in the profession.
- Professional development: GIS offers workshops on a variety of topics related to interpreting. GIS processes continuing education units (CEUs) offered by the Registry of Interpreters for the Deaf for training events related to the interpreting field for the entire Gallaudet campus.

Service Provider Staffing

GIS employs 29 permanent staff employees. This includes the GIS Associate Director of Operations, three Senior Interpreting Administrators who supervise 19 staff interpreters (five Deaf interpreters and 14 hearing interpreters), and one Manager of Interpreting Services, as well as three staff schedulers and one Scheduling Supervisor. Departmental operations and GIS leadership are supported by one administrative assistant. Approximately 115 additional part-time, long-term temporary interpreters work on a freelance, hourly basis for GIS. Additionally, GIS negotiates contracts with local and out-of-state agencies in order to secure additional interpreting support for internships, externships, special events, and during high volume periods.

Service Requests

Content, setting, size, and scope of interpreting requests vary widely across administrative, operational, and educational areas and include:
- College classrooms from college preparation through the doctoral level
- Birth-12th grade school events and classrooms
- Student activities
- Student internships
- Campus administrative and operational activities
- Campus visits
- Legal and law enforcement
- Medical/mental health
- Large conferences and international events
- Employment processes
- Campus-wide presentations and dissertation defenses
- Government relations

Service Programs

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

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

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

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

Service Quality Assurance

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

Service Hours Data

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

Classes can be delivered on a single day or multiple days each week. The following chart shows the number of classes for the reporting period that GIS provided services for and what services were provided.

Classes Supported by Service (Fiscal Year 2024)

Classes Supported by Service	
CART	1,102
ASL-English	3,957
DeafBlind	1,794
Emerging Signers	534
Total	7,387

Direct Student Services Hours Provided by Fiscal Year and Area

Area	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
President	-	13	67	32	1,263	803	78	76
Administration and Finance	7	6	7	3	2	-	33	31
Academic Affairs	42,508	42,719	49,389	3,4397	32,680	33,227	33,027	30,206
Clerc Center	6,722	7,683	8,785	5,486	5,984	5,243	7,192	7,998
Total	49,237	50,421	58,248	39,918	39,929	39,273	40,330	41,198

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

Type	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Student	49,238	50,421	58,248	39,918	39,929	39,273	40,330	31,610
Student-Related	4,083	3,047	4,867	3,176	4,339	4,498	2,995	3,994
Other	22,538	25,916	24,712	14,426	24,094	52,880	37,993	44,202
Total	75,859	79,383	87,827	57,520	68,362	96,651	81,318	79,806

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

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Percent of student services	65%	64%	66%	75%	65%	45%	53%	45%

A deafblind graduate waits to be called to receive their degree at Commencement. The interpreter is using ProTactile ASL, which conveys what is being said as well as environmental cues.

IV. Recent Resource Efficiency Steps

A Year of Continued Transformation and Integration

Fiscal Year 2024 is a pivotal year for Gallaudet University, as we not only substantially completed the implementation of the Workday Student platform but also launched initiatives to improve and refine our business processes across all functional areas. These advancements reinforce our commitment to operational efficiency and student-centered service excellence.

Driving Change with the Workday Student Platform

Building on the achievements of Fiscal Year 2023, this year saw the full realization of our transition from PeopleSoft to Workday Student. The phased rollouts have provided the university with a state-of-the-art Student Information System (SIS) designed to drive efficiency, transparency, and enhanced student engagement. Some of the key functionalities that are now live include:

- **Student Recruiting**
- **Admissions**
- **Academic Foundation and Curriculum Management**
- **Student Records and Academic Advising**
- **Financial Aid and Student Financials**

This transformation improves operational efficiency and enables us to deliver a more personalized and seamless experience for our students.

One-Stop Student Center: A Beacon of Resource Efficiency

Perhaps the most visible symbol of our commitment to resource efficiency and collaboration is the official opening of the One-Stop Student Center, located in the Sorenson Language and Communication Center (SLCC). This hub has been a tremendous success, bringing essential services such as the Registrar, Financial Aid, and Student Financial Services together under one roof. This centralization has achieved the following:

- **Accelerated Change Management:** By breaking down departmental silos, the One-Stop Student Center has played a crucial role in accelerating the adoption and integration of the Workday Student platform across the university.
- **Enhanced Student Experience:** Students now enjoy a streamlined, cohesive support structure where their questions and concerns can be addressed more efficiently. This has led to a more positive overall experience, contributing to higher levels of student satisfaction and retention.
- **Collaboration at its Core:** Interdepartmental collaboration has been elevated, enabling faster resolutions to student inquiries, improved communication, and a culture of spontaneous problem-solving and innovation.

Business Process Improvements: Focused on Efficiency and Experience

Looking ahead, our next steps involve a focused effort on optimizing business processes across all divisions. This includes removing complexity and enhancing operational workflows in areas such as:

- **Finance:** Streamlining financial processes to ensure more accurate and efficient management of university resources.
- **Human Resources:** Continuing to refine and expedite human resources transactions, onboarding, and employee management processes, all underpinned by Workday's robust functionalities.

A Forward-looking Vision: Continuous Improvement

As we transition from a period of implementation to one of optimization, our goal remains clear: to offer a CHAMP student experience where academic and administrative functions are aligned in service of student success. Our transformation is ongoing, but with the tools and systems now in place, we are well-positioned to evolve with the needs of our students and the demands of the future.

A student checks in for an appointment at the new Student Services Center, which centralizes three major student support offices in a single location.

V. Gallaudet University Five-Year Capital Projects Plan

The Gallaudet University Five-Year Capital Projects Plan lays out an ambitious series of projects that aim to transform the heart of the campus ("The Mall"). The goal of this Plan is to prioritize the student experience, including the promotion of a vibrant, multicultural, and bilingual campus.

This Plan has been guided under the conceptual framework of "Language Vibrancy" which seeks to promote and foster the visibility of ASL at its campus core ("The Mall"). This supports the University's long-held belief that language is a fundamental building block to a vibrant campus that sponsors equity, civic engagement, social cohesion, and community safety.

The Five-Year Plan focuses on creating high-density areas on the "The Mall" including the reintroduction of residential living centers into mixed use buildings to nurture and promote ASL vibrancy at its heart. When ASL becomes more intensely experienced, so will student activation (and success), a sense of belonging and engagement with the global community.

The Projects that were approved by Gallaudet's Executive Team are listed below and are not intended to be in a sequential order.
- Project I Edward Miner Gallaudet Learning Commons
- Project II Merrill Research and Innovation Center
- Project III Ely Residential Hall
- Project IV Student Services Center
- Project V Revitalizing Historic District and Five Schools Centralization
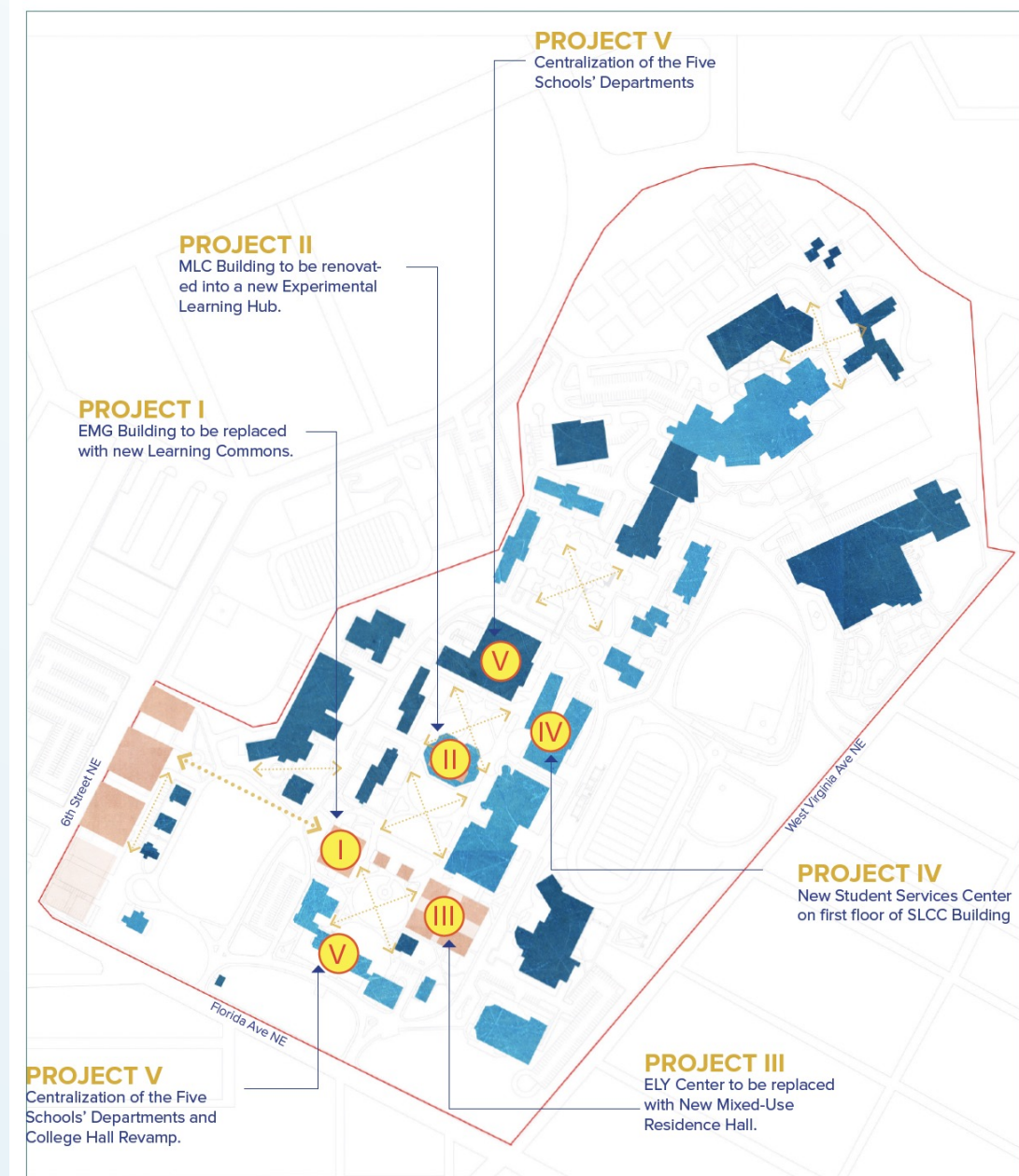
Figure 1: Gallaudet University Five-Year Capital Projects Plan

Project IV: Student Services Center

The first project to be completed from the Five-Year Capital Projects Plan is the One-Stop Student Services Center which was launched in February 2024. This new Student Service Center is located on the first floor of the Sorenson Language and Communication Center (SLCC) and provides an integrated and coordinated cross-functional services in the areas of financial aid, students accounts and registration.

Acting as a "single point of service" across these areas to promote a progressive, simplified and consistent student experience and a culture that supports student satisfaction and success. This One Stop Center has been a critical success for Gallaudet students and embraces a model that prioritizes strong customer service and promotes a more inclusive and supportive, student-centered environment.

Project II: MLC Research and Innovation Center

An integral component of the Five-Year Capital Projects Planning will be the much-needed renovation of the Merrill Learning Center into a new Research and Innovation Center at the campus core ("The Mall"). This project will focus on approximately 42,000 gross square feet of renovation space in the basement, building-wide infrastructure upgrades, demolition, and removal of first and second floors and significant landscaping work.

The Center will provide new, innovative, and adaptable spaces for teaching, research, and conferences that combine the best of old and new methods of student-centered learning and academic inquiry/scholarship and engagement, including extensive digital infrastructure for blended delivery. The project has recently completed the schematic design stage and is on schedule to commence construction by Summer 2025. See proposed visuals on page 135 for reference.

Project IV: Revitalizing Historic District and Five Schools Centralization

The Historic District revitalization plan includes strategic upgrades to several of Gallaudet's historic buildings including House One, òkànkwèpihëna tëtpi/Circle of Signers, Fowler Hall, and College Hall. Project planning has already commenced with the expectation that most of the work will be carried out before Summer 2026. The House One project has already commenced construction and is expected to be completed in Spring 2025. The work includes critical improvements to the building's exteriors and renovation of the interiors to provide a more welcoming and inclusive space for the Gallaudet community and beyond.

On the Five Schools Centralization project, the Office of Campus and Design Planning has been collaborating with the Provost's Office and the Dean of Faculty to begin the project planning for the repositioning of several departments across the campus. The goal of this centralization project is to improve cross-collaboration between departments, facilitate shared use of resources, and support the development of programs and services to meet the evolving needs of students and the community. This "Five Schools Centralization" project is mostly located in the Hall Memorial Building and it's anticipated that most of the assigned department moves will be carried out before Summer 2025.

Project I: EMG Learning Commons / Project II: ELY Residence Hall

The Learning Commons and Residence Hall projects are integral components of the Five-Year Capital Projects Plan where it is envisioned that both projects will provide high-density activities at its campus core ("The Mall"). A planning committee was set up in Fall 2024 to develop feasibility strategies to support the development goals for the above projects. Gallaudet University has hired an external consultant to support the Planning Committee on the feasibility process which will be completed by Winter 2025. The end outcomes of this process will provide the University Leaders with a phased action and financial plan for the reintroduction of mixed-use residential living centers at the heart of the campus.

In tandem to the above development, there have been several other projects that are currently in motion which will support the Gallaudet Phase Two Strategic goals as highlighted below:

Bison Fortress Project

As part of the University's ongoing commitment to fostering a safe and secure environment for their campus users, the University has been upgrading their campus security infrastructure. This project involves alteration of existing physical buildings with updated equipment to support security of campus for both Clerc Center and Gallaudet University. Updated equipment includes replacing outdated analog cameras to digital cameras, updated wiring, network redundancy across 99 acres of campus (wi-fi coverage) and gunshot detection. The project is expected to be completed by the end of Fall 2024.

Elstad Theater

In Fall 2024 a new steering committee was set up to oversee the renovation works for the Elstad Theater. This two-story auditorium building requires several infrastructure systems to be upgraded for the building to be brought up to current codes. It is expected that most of the life and safety improvement works for the Elstad Theater Building will be completed by Summer 2025.

LGBTQ+ Resources Center

The construction of a new LGBTQ+ Resource Center at I. King Jordan Student Academic Center, is set to open in Fall 2024. Overseen by the Multicultural Students Program under Student Affairs, this center will provide essential support for LGBTQ+ students, enhancing their overall experience and fostering a strong sense of belonging within the university community. The resource center contains a communal space with smaller support spaces which will serve as a safe and inclusive environment where students can access vital resources, connect with peers, and engage in programs that promote understanding and advocacy.

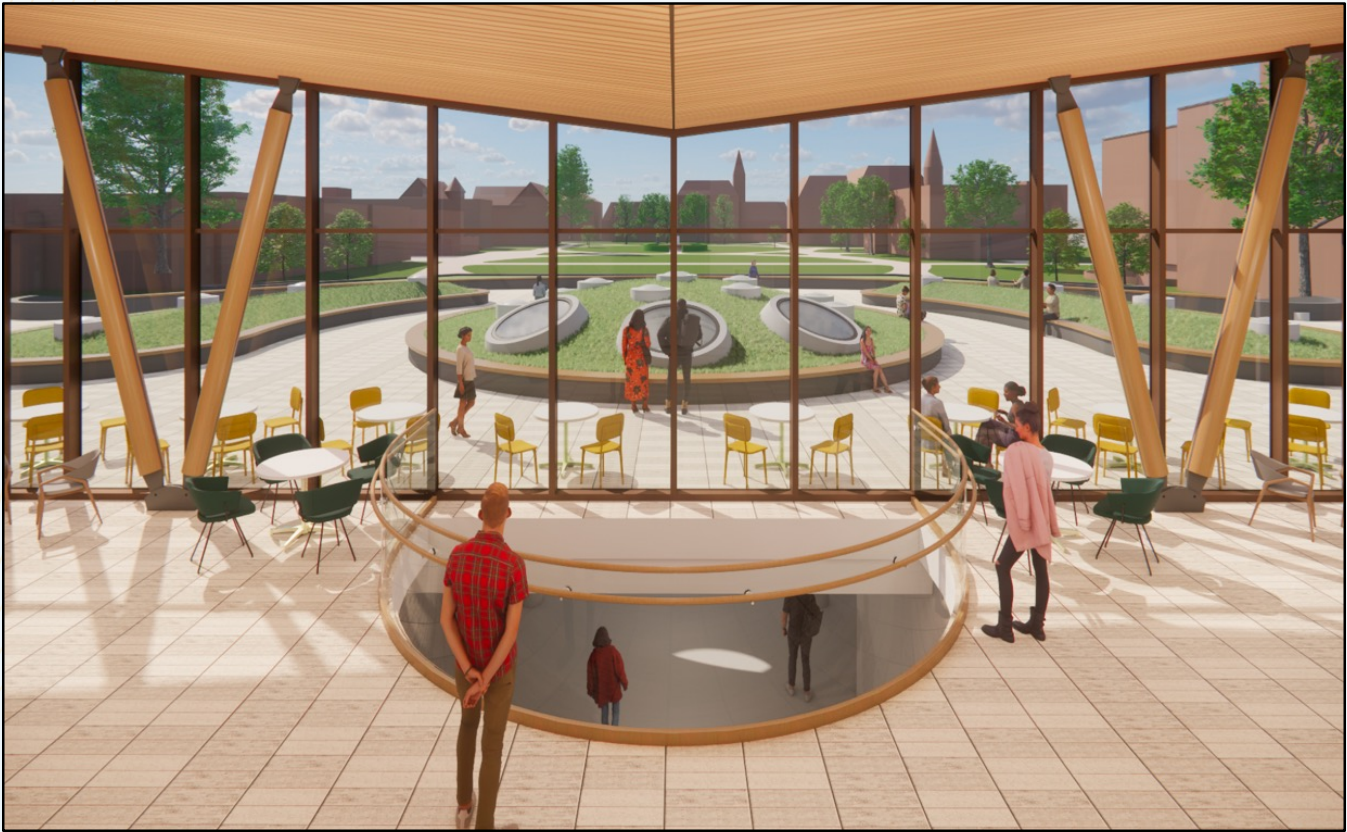Figure 2: Aerial View of the proposed MLC Research and Innovation Center

Figure 3: Internal View of the proposed MLC lobby looking out towards Chapel Hall

VI. Employee Demographics

The five tables in this section provide the number of employees by various categories, with the first table providing a total number of all employees and the four subsequent tables each showing a different category of employee. Additional tables provide historical summaries of employees by category, as well as by staff hire demographics.

Total All Type Employees

	Female	Male	White	BIPOC	Unknown	Deaf/Hard of Hearing	Hearing	Unknown	Total for Each Grade
Administrators	19	13	20	12	0	22	8	2	32
Faculty	96	69	106	57	2	99	62	4	165
Clerc Center Teachers	53	30	56	26	1	63	7	13	83
Professional Staff	234	154	249	136	3	265	79	44	388
Support Staff	106	92	52	144	2	75	79	44	198
Total	508	358	483	375	8	524	235	107	866

Deaf and Hard of Hearing Individuals in the Workforce by Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2024	69	60	76	68	38	61

Members of Traditionally Underrepresented Groups in the Workforce by Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2023	32	35	31	35	73	43

Staff Hire Demographics

	Positions Posted	Applications	Female Hired	Male Hired	White Hired	BIPOC Hired	Unknown Hired	Deaf/Hard of Hearing Hired	Hearing Hired	Unknown Hired
Administrators	0	0	0	0	0	0	0	0	0	0
Faculty	5	62	4	1	3	2	0	4	0	1
Teachers	7	54	3	4	6	1	0	3	0	4
Professional Staff	22	387	13	9	16	6	0	6	2	14
Support Staff	33	737	13	20	5	27	1	3	0	30

"Administrators" includes the compensation grades of E (Executive) and CE (Clerc Executive). "Faculty" includes the compensation grade of F (Faculty). "Teacher" includes the compensation grade of CF (Clerc Teacher). "Support Staff" includes the compensation grades of S (Support), CS (Clerc Support), and UN (Union). "Professional Staff" includes the compensation grades of A (Academic), P (Professional), T (BSTEM), M (Management), CA (Clerc Academic), CP (Clerc Professional), CT (Clerc BSTEM), and CM (Clerc Management). BSTEM refers to Bilingual, Science, Technology, Engineering, and Mathematics.

One of Gallaudet's most popular graduate programs is the Master of Arts in Sign Language Education (MASLED). This program can be completed in two summers in residence and one academic year remotely, making it an attractive option for working professionals.

Laurent Clerc National Deaf Education Center

The Laurent Clerc National Deaf Education Center, a division of Gallaudet University, includes Kendall Demonstration Elementary School (KDES); the Model Secondary School for the Deaf (MSSD); the Gallaudet University Regional Centers (GURCs); and National Programs and Outreach (NPO) services, including associated research, evaluation, training, and dissemination services. The primary purpose of the Clerc Center is to fulfill its federal mandate to serve the nation by developing and disseminating innovative curricula, materials, and teaching strategies in order to improve the quality of education afforded to deaf and hard of hearing students from birth through age 21 across the nation.

KDES teachers in the ECE program take care to create comfortable spaces for their young students to relax and build on their independent reading skills.

I. Overview of the Clerc Center

While providing an exemplary education to the students attending KDES and MSSD, the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. These partnerships are the cornerstone of activities designed to have national impact. The goal is the provision of quality educational opportunities to all students, with emphasis on students who are lower-achieving academically, who come from families that speak a language other than English in the home, who have additional disabilities, who are members of diverse racial or ethnic groups, or who live in rural areas. The Clerc Center publishes and disseminates materials and information, establishes and disseminates research priorities through a process allowing for public input, and provides training and technical assistance to families of children who are deaf or hard of hearing as well as the professionals who work with them. This work is supported by the outreach services of the GURCs through partnerships with host institutions.

All of the work of the Clerc Center—from direct instruction of deaf and hard of hearing students from birth through age 21, to research, to outreach for families and professionals working with deaf and hard of hearing children across the nation—is in support of the first priority of The Gallaudet Promise: Unrivaled Academic Excellence.

Serving the Nation: FY 2024 Highlights

During FY 2024, the Clerc Center's National Programs and Outreach (NPO) team continued its innovative work to meet the needs of professionals and families nationwide through both virtual and in-person professional development activities for schools, programs, and professionals working with families of deaf and hard of hearing children. Highlights include:

- **Regional Early Acquisition of Language (REAL):** The REAL team at the Clerc Center continued to expand its regional presence and provide technical assistance for families, early intervention providers, and medical professionals serving deaf and hard of hearing children. New leadership and partnerships have enhanced access to American Sign Language (ASL) services and family support across regions, with resources distributed through conferences, presentations, and training. Collaborations with Eyeth Studios and Gallaudet University's Motion Light Lab have produced ASL-English bilingual stories, which will be available on the Bookshelf App launching in Fall 2024 for families registered with REAL.

- **Knowledge Development:** The NPO team made a concerted effort this year to improve the quality and efficiency of the Clerc Center Online Community, the Clerc Center's resource-sharing hub. Much of this effort was focused on enhancing navigation features and refining the overall user experience when exploring available resources. This included a comprehensive review of the current technical stack to optimize the Clerc Center's reach. In FY 2024, two live events were hosted, each drawing significant engagement, with an average of 175 participants per event. Additionally, the NPO team concentrated on creating new resources, including short videos (InfoBlasts) to spotlight key offerings, the Language Abilities and Approaches Wheels (LAAWs) to address the unique and diverse language needs of deaf and hard of hearing students, and several toolkits to consolidate available resources into easily accessible formats. Alongside developing new materials, the NPO team also invested time in creating digitally accessible versions of existing resources, which remain highly relevant to our audiences, to further improve language and learning outcomes.

- **State and School Partnerships:** The priorities for the State and School Partnerships initiative this year focused on formalizing the NPO work—providing more structure, systems, and processes to how the team will initiate, enter into, maintain, and sustain our partnerships. This focus has allowed for an increase in the number of partnerships established. The Clerc Center now has nine partnerships, including five mainstreamed programs, two schools for the deaf, and two state departments of special education. Partnerships are centered around action plans that provide clear focuses, goals, and objectives tailored to meet the specific needs of the school or agency with the goal of transforming the educational programs offered to deaf and hard of hearing students within the state, school district, or school.

II. Education of the Deaf Act

The Education of the Deaf Act (EDA), reauthorized in 2008 (P.L. 110-315) and amended in 2015, directly impacts Gallaudet University and the Clerc Center, including KDES and MSSD. The EDA specifically outlines the primary responsibilities of the Clerc Center and the demonstration schools as well as the reporting requirements for Gallaudet, many of which also apply to the Clerc Center. This section includes excerpts of the EDA that apply to the Clerc Center.

Note: Where "…" appears below, sections of the EDA that do not apply to the Clerc Center have been removed.

Primary Responsibilities of the Clerc Center

The EDA mandates activities specific to the Clerc Center. It authorizes the Board of Trustees of Gallaudet University to maintain and operate the Clerc Center to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing throughout the nation (Education of the Deaf Act of 1986, 2015).[1]

[1] Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

The EDA requires the Clerc Center's elementary and secondary programs to serve students with a broad spectrum of needs, including students who are lower-achieving academically, who come from families that speak a language other than English in the home, who have secondary disabilities, who are members of diverse racial or ethnic groups, or who are from rural areas.

The EDA states that the elementary and secondary programs must include:
- KDES, to provide day facilities for elementary education for individuals who are deaf or hard of hearing in order to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for high school and other secondary study. (See Section VII.)
- MSSD, to provide day and residential facilities for secondary education for individuals who are deaf or hard of hearing in order to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for college, other postsecondary opportunities, or the workplace. (See Section VII.)

The EDA also mandates the Clerc Center to:
- Provide technical assistance and outreach throughout the nation to meet the training and information needs of parents of infants and children who are deaf or hard of hearing. (See Section VI.)
- Provide technical assistance and training to personnel for use in teaching students who are deaf or hard of hearing in various educational environments and students who are deaf or hard of hearing with a broad spectrum of needs .... (See Section VI.)

To the extent possible, the Clerc Center must provide the services required in an equitable manner based on the national distribution of students who are deaf or hard of hearing in educational environments, including regular classes; resource rooms; separate classes; separate, public, or private nonresidential schools; separate, public, or private residential schools; and homebound or hospital environments. (See Section VI.)

In 2008, the EDA added language requiring the University, for the purposes of KDES and MSSD, to:
- Select challenging academic content standards, challenging student academic achievement standards, and academic assessments of a state—adopted and implemented as appropriate—pursuant to the applicable provisions of the Elementary and Secondary Education Act of 1965 and approved by the Secretary; and implement such standards and assessments for such programs by no later than the beginning of the 2009-2010 academic year.
- Annually determine whether such programs at the Clerc Center are making adequate yearly progress ....
- Publicly report the results of the academic assessments, except where such reporting would not yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress .... (See Section VII.)

Additionally, the EDA mandates Gallaudet, through the Clerc Center, to establish and disseminate priorities for research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs. (See Section III.)

Reporting Requirements for the EDA

The Board of Trustees of Gallaudet University ... shall prepare and submit an annual report to the Secretary and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate no later than 100 days after the end of each fiscal year, which shall include the following:
- The number of students who enrolled during the preceding academic year and whether these were first-time enrollments, as well as the number of students who graduated, who found employment, and who left without completing a program of study (i.e., elementary, secondary), all reported under each of the University's programs .... (See Sections VIII and IX.)

For the preceding academic year, and to the extent possible, the following data on students (at all educational levels) and employees who are deaf or hard of hearing and from minority backgrounds should include:
- The number of students enrolled full time and part time. (See Sections VII, VIII, and IX.)
- The number of these students who completed or graduated from each of the educational programs. (See Sections VII and IX.)
- The disposition of these students on the date that is one year after the date of graduation or completion of programs at ... the University and its elementary and secondary schools in comparison to students from non-minority backgrounds. (See Section IX.)
- The number of students needing and receiving support services (e.g., tutoring or counseling) at all educational levels. (See Sections VIII and IX.)
- Strategies used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who are deaf or hard of hearing (e.g., parent groups and training classes in the development of Individualized Education Programs [IEPs]), as well as the number of parents who have been served as a result of these activities. (See Section VII.)

Note: This annual report satisfies these requirements.

The relocated library at KDES, in its newly renovated space, provides students with a bright, highly organized, cheerful place in which to find a wealth of information on topics of interest to them.

III. Public Input

Through the EDA, the Clerc Center is required by the U.S. Congress to "establish and disseminate priorities for their national mission with respect to deafness-related research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs. The priorities for the University shall include activities conducted as part of the University's elementary and secondary education programs under section 104 (Education of the Deaf Act of 1986, 2015).[2] In 2009, the Clerc Center redesigned its system to collect input from a broad range of stakeholder groups. Supported by the U.S. Department of Education, the new system included input mechanisms and processes that ensure the Clerc Center has a broad perspective based on a range of experiences. The input collected is used to inform the selection of national service priorities for the Clerc Center Strategic Plans (CCSPs).

[2]Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

Stages of the Public Input Process

The three-stage public input process for collecting, analyzing, and using public input was first established by the Clerc Center and accepted by the U.S. Department of Education in FY 2010. The three stages include: 1) determination of critical needs, 2) selection of strategic goals and objectives, and 3) application of focused public input into development.

Timelines for the public input cycle were extended due to the impact of the COVID-19 pandemic during FY 2020 and FY 2021.

Clerc Center Strategic Plan (New)	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY23
				COVID-19 Pandemic		Post Pandemic		
Stage 1: Public Input								
Data Collection	■	■	■					
Data Analysis		■	■	■	■	■	■	
Dissemination						■	■	■
Stage 2: Selection of Strategic Goals and Objectives								
Public Input Review			■	■				
Selection of Priority Areas				■	■	■	■	■
Selection of Strategic Goals and Objectives					■	■	■	■
Stage 3: Focused Public Input into Development and Dissemination								
Knowledge Development – Early Intervention						■	■	■
Knowledge Development – K-12						■	■	■
Reach						■	■	■

Determination of Critical Needs through Public Input (FY 2017-2019)

Determination of Critical Needs Through Public Input (FY 2017-2019)

This stage is essential for identifying needs that the public thinks are critical for the Clerc Center to address in the education of deaf and hard of hearing students from birth through high school. The public input survey asked respondents this question, which was from the first public input cycle: What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential? The survey also asked respondents to select from a list of areas of need what they considered to be most critical to address and to write comments about those needs. The survey was available in four languages: ASL, English, Spanish, and Chinese.

The public input survey was completed by 1,438 people. Of the total number of respondents, 846 identified themselves as professionals only; 289 identified themselves as parents (including caregivers) only; and 165 identified as both parents (including caregivers) and professionals. Seventy-nine respondents were neither parents nor professionals, and 59 respondents did not provide their role information. Detailed demographic information is available in Gallaudet's Annual Report of Achievements for FY 2017 through FY 2020.

Quantitative Results

The public input survey included the question: *What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential? Please **select specific topics** that you think are **most critical.*** Fourteen barriers and an Others category were provided for survey respondents from which to select. Respondents had the option to choose more than one barrier, and all 14 barriers were selected by some respondents. The listing of the barriers is based on the frequency of the respondents' selections. None of the barriers reached 100 percent selection. Barriers identified by at least 50 percent of the respondents are indicated in tables with an asterisk (*), and barriers identified by 40-49 percent of the respondents are indicated in tables with a dagger (†). This was done to identify the most frequently selected barriers to support the priority-setting effort for the current CCSP. Identified barriers based on quantitative data are reported for 1,438 survey respondents. Results are as follows:

Barriers Reported by Respondents (N=1,438)

Barriers Selected by Percentages of Respondents[1]	
Language and communication*	66%
Family involvement and support*	65%
Qualified direct service personnel[†]	42%
Literacy[†]	41%
Curriculum, instruction, and assessment	38%
Lack of understanding	36%
Early hearing detection and intervention	36%
Resources	28%
Expectations	26%
Social concerns	22%
Policy and legislation	22%
Collaboration	21%
Students with disabilities	15%
Technology	11%
Other	6%

[1]Respondents frequently selected multiple barriers; this is based on frequency, not ranking, of barriers.

Qualitative Results

Slightly more than 1,000 respondents wrote comments about the 14 barriers, as well as comments related to the selection of "Other." From the list of 14 barriers with coded comments, seven barriers (as well as "Other") were prioritized for the second phase of qualitative data analysis—focused analysis of comments to identify themes within and among barriers. The selection of these seven barriers was based on discussions with internal stakeholders and reviews of barriers in relation to: 1) the Clerc Center and Gallaudet's priorities, 2) the Clerc Center's current and future work (e.g., REAL project), 3) gaps in knowledge and research, 4) frequency of responses (e.g., language and communication), and 5) prior efforts by the Clerc Center to address specific needs as part of CCSP 2020.

Findings for three barrier codes have been translated into summaries and visual models to ensure clear, accessible, and readable language for parents and professionals: Language and Communication, Literacies, and Family Involvement and Support. At this time, visual models and full reports have been completed for six of seven barrier codes.

Information Dissemination Activities

Dissemination activities in FY 2024 consisted of content preparation and information sharing. Findings were prepared to ensure readability for parents and professionals.

Web pages have been created for four barriers—Early Hearing Detection and Intervention (EHDI), Resources, Students with Disabilities, and Language and Communication—based on summaries of qualitative results and visual models. The web content for these four barriers was translated into three languages—ASL, Mandarin, and Spanish—since comments from survey respondents were received in these languages.

Web-based infographics were also created and then translated into Mandarin and Spanish. Each infographic focused on demographics based on survey respondents' roles: 1) parents, 2) professionals, and 3) parent-professionals.
The web content and infographics were developed based on the specific accessibility and culturally responsive guidelines developed in FY 2023. (See the Evaluation Agenda for more information.) These infographics were reviewed by a deafblind individual to check for visual accessibility.

Qualitative findings about two barriers, Resources and Students with Disabilities, were shared with different groups of professional stakeholders at the Council for Exceptional Children Conference in March 2024. Information dissemination will continue into FY 2025.

The Parent-Infant Program welcomes families with newly identified deaf babies, including newborns, and teachers begin providing those families with needed resources and guidance.

IV. Clerc Center Strategic Plan (New)

The new CCSP focuses on the Clerc Center's national service and demonstration school activities for 2023-2030. The national service portion of the plan supports professionals and families of students (birth through high school) who are deaf or hard of hearing in accordance with the EDA, the Clerc Center's guiding federal legislation.

Findings based on early analyses of public input data were shared internally with key Clerc Center leaders for review and discussion in FY 2019 and FY 2020. This internal review of findings, along with a review of priorities established by The Gallaudet Promise and the schools' priorities, led to the early identification of three key priorities—Early Intervention, Knowledge Development, and Reach—in FY 2020.

However, the planning for the next strategic plan was delayed due, in part, to the Clerc Center's need to focus on other more immediate priorities as a result of the COVID-19 pandemic, such as pivoting to a remote teaching and learning environment for KDES and MSSD students and to a virtual approach for professional development and knowledge development locally and nationally for teachers and families.

In FY 2022, after the final internal review, the following strategic plan priorities were established:
1. Early Intervention
2. Knowledge Development
3. Reach

Early Intervention
The Clerc Center supports the preparation and training of providers and professionals, including EHDI professionals, through development and dissemination of resources, training, and evidence-based information related to early accessible language for deaf and hard of hearing babies from birth to 3 years old. These resources and training are intended to prepare these professionals to support parents' and caregivers' learning about the importance of early hearing detection and providing early accessible language for deaf and hard of hearing babies after identification of their hearing levels.

Early Intervention-Regional Early Acquisition of Language (REAL) Project
The national REAL team engaged in various activities throughout the year, focusing on expanding its reach and providing continued technical assistance for the South and West regions, where operational REAL regional centers are established, with the West center being established in 2024. Efforts began through an exploratory study to identify potential sites and leaders for a new REAL regional center in the East. Additionally, the team focused on revamping strategic priorities and operating systems to ensure efficient coordination across regions. Several new leaders joined the REAL team, including the new national Early Intervention director for the Clerc Center and the co-directors of the REAL South center.

REAL activities and resources continued to target three essential stakeholder groups: families, early intervention providers, and medical professionals. A multi-state network is being developed to reach and serve stakeholder groups within each region, ensuring access to ASL classes, culturally responsive supports, and information on engaging deaf and hard of hearing children in their homes and communities.

The REAL team maintained its commitment to providing ASL services and family-based support through a memorandum of understanding with the American Society for Deaf Children (ASDC). Additionally, a new memorandum of understanding was initiated with ASL at Home, aiming to begin ASL services in early Fall 2024 for both operating regional centers.

The REAL team also facilitated SKI-HI Deaf Mentor training in Virginia, Tennessee, and Washington, preparing culturally Deaf adults to work with families with young deaf and hard of hearing children.

Conferences/Presentations
The REAL team attended 22 conferences; they provided presentations at nine of those conferences on topics related to the REAL Project, early intervention, and early language acquisition and access. These include the following conferences, specific programs, and organizations (those with REAL presentations are in bold):
1. **Alabama Statewide Early Intervention Conference: October 2023**
2. Arkansas Early Childhood Conference: October 2023
3. Southeast Regional Institute on Deafness Conference: October 2023
4. **ASDC Foundations of Literacy: October 2023**
5. **Meaningful Immersive Literacy Experience (MILE) Conference: November 2023**
6. American Speech-Language-Hearing Association: November 2023
7. Pacific Rim International Conference on Disability and Diversity: February 2024
8. Speech and Hearing Association of Alabama: February 2024
9. Mississippi EHDI Symposium: February 2024
10. **Deaf.Blind.Limitless.: March 2024**
11. **Early Hearing Detection and Intervention Annual Meeting: March 2024**
12. **Early Childhood Education Summit: April 2024**
13. Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD): April 2024
14. Language First: April 2024
15. **Professional Readiness for Instruction and Meaningful Education (PRIME) Conference: May 2024**
16. National Research Conference on Early Childhood: June 2024
17. Opening Doors Unlocking Potential, Virginia Early Intervention Statewide Conference: June 2024
18. ASDC Family Conference: July 2024
19. Zero to Three Conference: July/August 2024
20. **Office of Special Education Programs (OSEP): August 2024**
21. **Hands & Voices Leadership Conference: September 2024**
22. National Mobile Health Care Association Conference: September 2024

Of note, the REAL team facilitated five roundtable discussions at the national EHDI conference in March 2024 with birth-to-three state coordinators who serve deaf and hard of hearing children across the country. These roundtables served to incorporate knowledge and input from these professionals and families to guide the identification and development of resources, training, and practices relevant to their work and culturally relevant to families with whom they work, as well as identify potential collaborators for future projects and professional development.

Bilingual Stories and Bookshelf App: Visual Resources for Families

The Clerc Center contracted with Eyeth Studios for the third phase of this project focused on developing ASL-English bilingual stories for deaf and hard of hearing children from birth to 3 years old and their families. To ensure the storybooks, illustrations, and related materials accurately represent the diversity of young deaf and hard of hearing children and their families, diverse deaf and hard of hearing story signers and consultants from across the country were involved in the production. In the first two phases, 20 classic childrens' books were adapted into bilingual versions.

In the third phase of this project, 20 new books and five original stories—authored and illustrated by members of the Deaf community from culturally diverse backgrounds—were created and are currently in production. The five original stories feature a Black deaf character in a signing family, and these books have been published by Gallaudet University Press for distribution in Fall 2024.

In partnership with Gallaudet University's Motion Light lab (ML2), the 45 bilingual books will be made available on the Bookshelf App, which is set to launch in early Fall 2024. This app will be accessible at no charge to families who register with their REAL regional center.

Knowledge Development–K-12

The Clerc Center offers a comprehensive range of training, information, resources, and workshops to support the knowledge and development needs of families with children who are deaf or hard of hearing in preschool through grade 12 (P-12) educational settings. In the U.S., approximately 76,000 students are deaf or hard of hearing, with 87 percent of them placed in general education classrooms. Given the low incidence of being deaf or hard of hearing, many school districts, schools, programs and teachers may lack the necessary knowledge, expertise, or training to effectively educate these students. The technical assistance provided by the Clerc Center remains vital in equipping education professionals and families with the resources and information they need to support deaf and hard of hearing children from birth through high school.

In FY 2024, the CCSP outlined specific goals and anticipated deliverables aimed at engaging professionals across various educational settings. The list provided below offers insight into the achievements of the NPO team.

Resources

Training	
Fingerspelling Our Way to Reading (FOWTR)	**27 training sessions**
	The Clerc Center hosted virtual training sessions on 12 different occasions
	Training sessions hosted by organizations and schools for the deaf:
	• **Texas Education Service Center - Region 4 (1)**
	• **Texas Education Service Center - Region 11 (1)**
	• **VA School for the Deaf and Statewide Teachers of the Deaf and Hard of Hearing (3)**
	• **Northwest Illinois Association (2)**
	• **WESP-DHH Outreach, Delavan, Wisconsin (1)**
	• **Madison Metropolitan School District, Wisconsin (1)**
	• **Brooks Elementary School, Maryland (2)**
	• **Hawaii Department of Education School District (1)**
	• **Fall Institute Delevan, Wisconsin (2)**
	• **SCOESC, New Boston, OH (1)**
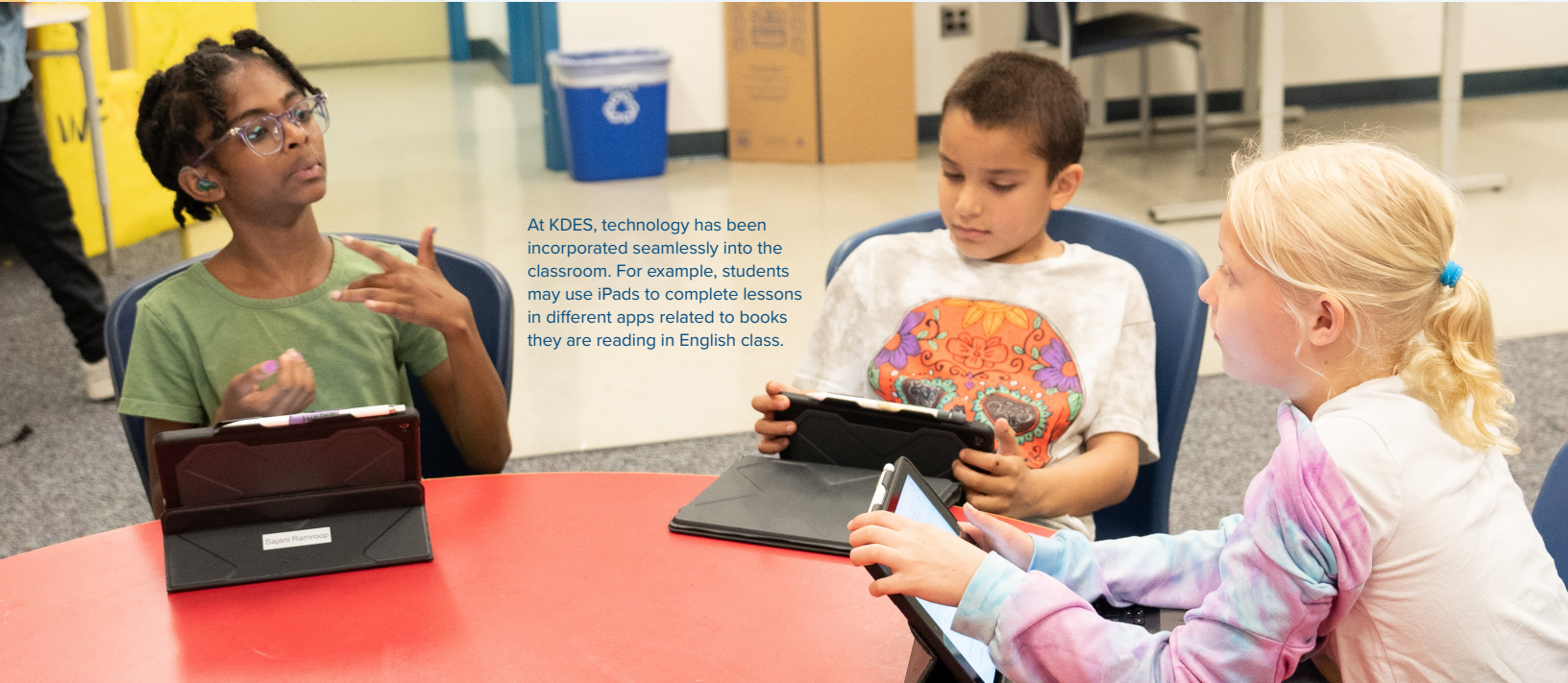
At KDES, technology has been incorporated seamlessly into the classroom. For example, students may use iPads to complete lessons in different apps related to books they are reading in English class.

Websites	
FOWTR **Fingerspelling Our Way to Reading	The Laurent Clerc National Deaf Education Center** Launch date: October 17 Total views = 14,932	This website outlines the content and process to access training for FOWTR. FOWTR is an evidence-based, supplementary literacy program for deaf and hard of hearing students in kindergarten to second grade. The program has two components: a three-day-per-week fingerspelling program, and a complementary two-day-per-week reading comprehension program. The Clerc Center's NPO team provided ongoing support for the training to be offered virtually across the nation and works closely with the trainers and developers of this program.
Beyond Classroom Walls **Camps for Deaf and Hard of Hearing Children** Launch date: March 13 Views = 20,700	This website was developed in conjunction with the February live event to maintain an updated list of camps available for deaf and hard of hearing children and their families. A form is included as part of the website to allow key stakeholders to submit information for immersion experiences in their state or region.
Parent Advocacy website **(adapted from the Parent Advocacy app)** **Parent Advocacy	The Laurent Clerc National Deaf Education Center** Launch date: May 15 Views = 4,570	In an effort to maintain support for families and professionals as they navigate the system to obtain services specifically geared toward deaf and hard of hearing students, the NPO team developed this website that updated content and improved the navigation experience of the content developed for the Parent Advocacy app. This website will be maintained to provide assistance to key stakeholders and families as they navigate the legal process to obtain appropriate service and accommodations for their deaf or hard of hearing child.
Administrators Summer Immersion Experience (ASIE) website **Administrators Summer Immersion Experience	The Laurent Clerc National Deaf Education Center** Launch date: June 14 Views = 2,443	This website was developed in conjunction with the first ASIE. Administrators from different schools and programs that provide services to deaf and hard of hearing students gathered together to "expand their Deaf lens." On the ASIE website, administrators were able to find additional resources and support to help them navigate their immersion experience. The week's schedule, session information, and resource toolkits were readily available.
IEP Toolkits Launch date: Still being developed Views = Internal team	This website is still under development, with the anticipated launch date for June 2025. When complete, it will offer numerous resources to guide parents, teachers, and administrators in navigating their way through the legal system in their states. The resources will focus on how to ensure deaf and hard of hearing students are receiving accommodations and services to optimize their learning experience in all P-12 educational settings.

Spotlights/Toolkits	
Information Blasts (InfoBlasts)	InfoBlasts are: - Quick and engaging (5 minutes or less) videos that provide 1-2 essential understandings - Condensed explanations of a specific topic, concept, or resource - Readily applicable to Clerc Center audiences 20 videos were filmed, and 7 videos have been shared on social media platforms: 1. Horizontal Identities (Identity) 2. Beyond Classroom Walls (Language) 3. Summer Deaf Camps Reel (Language) 4. IEP Panelists' Roles and Responsibilities (Advocacy) 5. Parent Advocacy Site (Advocacy) 6. IEP Toolkits (Advocacy) 7. Deaf Printer's Pages Spotlight (Identity)
ASIE Toolkits	Resource lists were developed to provide a quick glance at relevant research, content, and learning opportunities for school/program leadership serving deaf and hard of hearing students.

Publication	
2024 Odyssey: New Directions in Deaf Education magazine Theme: "Language-Rich Environments in Deaf Education" Online version released: September 2024 Printed version mailing: October 2024	The 2024 issue of Odyssey focuses on deaf and hard of hearing students' access to language-rich environments, which serve as the "least restrictive environments" that provide the most access to language and communication. This access, in turn, impacts academic and social-emotional development. Defining a language-rich environment should be at the heart of educational planning. Planning and decisions about placement should take into consideration each child's unique language, learning, and communication needs, along with what will encourage the child to not just meet expectations but also to thrive. This issue includes 14 articles written by a total of 30 professional and parent authors who share stories and experiences on a range of topics that explore reframing the concept of the "least restrictive environment." Number of subscriptions: • Total views on the Clerc Center website = 7,923 • Print = 12,000

Digitized	
Shared Reading Project (SRP)	Based on inquiries made from interested parties through email communication and conference attendance, the materials from the SRP will be made readily available through our digital platform. The 100+ books and training handbooks/manuals are being reviewed and updated to incorporate the diversity that is present within the Deaf community. One of the top performing pages for our resources: 15 Principles for Reading to Deaf Children.
Decision Maker: A Student-Directed Transition Program New title (draft): THINK-SELF Anticipated completion: September 2025	NPO has formed a collaborative partnership with an external contractor to revamp a program tailored specifically to high school students who are deaf or hard of hearing. This program focuses on delivering lessons and activities designed to equip these adolescents with the skills they need to thrive in adulthood.

Students in Team 1/2/3 classrooms take part in diverse, hands-on learning activities, including art and painting.

State/School Partnerships for Transformation

The Clerc Center has provided support and resources to programs and schools that have requested a more comprehensive approach to transforming their program or school. This process involves four stages: review, recommend, train, and exchange. The review stage involves an on-site visit focusing on assessment of eight areas: administration, building/services, classroom environment, instruction/assessments, curriculum, technology, language use, and family involvement. After the review, the Clerc Center recommends a professional development plan for the school and, in collaboration with the school, identifies metrics to guide monitoring of progress. In the train stage, the Clerc Center develops and provides the identified professional development over the course of the academic year. The Clerc Center will give credit to the partnering school for any resources developed as part of the collaboration and used in future partnerships for transformation. This exchange will highlight the many successful aspects of schools and programs serving deaf and hard of hearing children and work toward improving achievement for all students.

In 2024, the Clerc Center partnered with six programs/agencies: the Newark (New Jersey) Board of Education; Prince George's County Public Schools (Maryland); St. Joseph's School for the Deaf (New York), the Michigan Department of Education Office of Special Education; the Michigan School for the Deaf, and the District of Columbia Public Schools. In addition, the Clerc Center has entered into new partnerships with the New Jersey Office of Special Education, the Bergen County Special Services School District (New Jersey), the Santa Clara Office of Education (California), and the Riverside County Office of Education (California) for the 2024-2025 school year.

FY 2023 Presentations/Training Sessions	
Partner Agency	Services Provided
Newark Public Schools (NJ)	• Professional development and training sessions (3) • On-site visits (5) • Biweekly coaching sessions for the deaf/hard of hearing program leader and academic coach • Biweekly leadership and support for Professional Learning Communities (PLCs) for teachers and staff within the deaf/hard of hearing program • Monthly book study with deaf/hard of hearing instructional staff with the book *Tru Biz* by Sara Novic • Quarterly book study with district leaders with the book *Tru Biz* by Sara Novic
St. Joseph's School for the Deaf (NY)	• Bimonthly coaching sessions for PLC leaders • Quarterly check-in/coaching sessions for school leaders • Professional development and training sessions (2)
Michigan Department of Education, Office of Special Education	• Quarterly consultation and support for deaf/hard of hearing planning and programming
Michigan School for the Deaf	• Weekly leadership coaching sessions • Professional development and training sessions (3) • Quarterly consultation and support for identified groups/areas • Bimonthly teacher training and support
District of Columbia Public Schools	• Site visit and program review • Professional development session for staff within the deaf/hard of hearing program • Professional development training session and outlines for program leaders
Prince George's County Public Schools (MD)	• Site visit and program review • Professional development and training for school building leaders • Professional development and training sessions for staff within the deaf/hard of hearing program (2) • Quarterly check-in/coaching sessions for program leaders

Progress toward established goals was made within all partnerships this year. The Clec Center presented this initiative at the 2024 OSEP: Ideas that Work conference, during which the significant progress of a partner school in New Jersey was spotlighted.

The Clerc Center's NPO team held its first Administrators Summer Immersion Experience (ASIE) from June 24-28, 2024, as part of the Clerc Center's Pre-K-12 State and School Partnerships initiative. Eleven state- and school-level administrators from eight schools and districts from around the U.S. attended this week-long experience, held at KDES, on the Gallaudet University campus, to gain a better understanding of the weight and impact of their administrative decisions on the learning and lives of deaf and hard of hearing children.

The theme of this year's ASIE was "Expanding Your Deaf Lens." Sessions focused on broadening participants' lens from which they see and understand the deaf and hard of hearing students they serve, while connecting with others in similar roles to learn from one another, as well as from the Clerc Center's own team of experts. Participants were able to immerse themselves in a variety of ASL-rich language environments; train for cultural competency in Deaf-led scenarios; and gain a better insight and appreciation of ASL as a language, Deaf-centered narratives, and the Deaf experience.

Highlights of the immersion week included having an opportunity to sit down and chat with Gallaudet President Roberta J. Cordano, who shared inspiring words with participants regarding the importance of their role for the success of deaf education in our country; viewing presentations on various topics, including language deprivation and the importance of connecting with the Deaf community; playing interactive ASL games; touring the campus of Gallaudet University and the Clerc Center demonstration schools; and participating in cohort discussions.

Reach

The Clerc Center recognizes the importance of reach to not only meet the needs of individuals, schools, and programs with whom they have established relationships but also to create new, meaningful relationships with other individuals and schools that may not yet have connected with the Clerc Center and its resources. The intent of this effort is to increase national awareness of the Clerc Center's work and strengthen meaningful engagement for individuals, schools, and programs with its resources and training opportunities.

Resource Sharing Hub (Clerc Center Online Community)

The Clerc Center supports the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing. Work in FY 2024 focused on growing both membership and the resource library as well as increasing the reach and participation for scheduled live events.

The Clerc Center continues to find ways to provide training and technical assistance to the broad range of stakeholders, educators, and families through resource sharing efforts. As a result, the total number of active online community members is 18,206, with approximately 1,352 new users reported for FY 2024.

Live Events

The NPO team hosted two live events during FY 2024, with an average of 175 individuals (i.e., early intervention, families, and professionals) attending. The live event topics were centered on providing a language immersion experience for deaf and hard of hearing children and their families through camps and workshops, navigating the IEP process and recognizing the importance of the different roles of team members, and the social-emotional needs of deaf and hard of hearing students as they discover their identity and independence. Attendees were able to obtain a Certificate of Attendance that provided professional development seat hours or "points towards licensure." These live sessions were made available in the video library for community members to view at their own convenience.

Live Events			
Topic and Presenter(s)/Roles	**Format and Date**	**Attendees**	**Post-Event Outcome**
Beyond Classroom Walls: Exploring Family Learning and Deaf Camps Moderator: Stacy Abrams (NPO project manager) Panelists: Beth Adams (Deaf mother of three Deaf children) Bart Goldbar (hearing father of three children, one of whom is deaf with special needs) Claudia Hernandez (hearing mother of three children, one of whom is deaf)	Webinar February 28	87	This event aimed to help families understand the benefits of participating in enrichment activities beyond the home and classroom, both for the family as a whole and for the deaf child. It also addressed families' concerns and questions about enrolling their deaf child in various programs, such as after-school activities, camps, and sports. Additionally, the event provided guidance on finding suitable programs, including information on how to sign up and ensure accessibility. Overall, participants who responded were satisfied with the content presented. There were requests for more specific information to be provided and for more time.
Fitting the IEP Pieces Together: Parents, Teachers, Related Service Providers, and IEP Coordinators Moderator: DT Bruno (licensed social worker) Panelists: Yiesell Huerta (parent) Stefanie Kessen (educator, school district coordinator for deaf and hard of hearing students) Madalyn Perez (IEP coordinator/administrator) Holly Rioux (related service provider)	Webinar May 15	273	Overall, participants were very positive in their feedback about this event. The event met the majority of their needs; however, an interest was expressed for more extensive content. There is a high level of interest in content related to the IEP process. This feedback will guide the NPO team's decision-making process for content development during FY 2025. Citation: Lutz, L., Dang, D., & Jackson, L. (2024). Fitting the IEP pieces together: Evaluation snapshot [PowerPoint slides]. Unpublished internal report. Laurent Clerc National Deaf Education Center.

Reach - Information Distribution and Outreach Activities

The Clerc Center also provides technical assistance, as mandated by the EDA, through distribution of web-based and video-based products and publications, direct outreach by exhibiting and presenting at relevant conferences, and professional development sessions both online and in person. To effectively broaden its effort, the Clerc Center collaborates with agencies and organizations serving professionals and families.

Conferences and Exhibits

Clerc Center representatives performed outreach functions through attendance and booths at state, regional, and national conferences. A sample of the conferences attended are as follows (booth/exhibit/presentation participation is indicated in bold):.

- Foundations of Literacy: The American Society for Deaf Children and the Convention of American Instructors of the Deaf (October 19-21, 2023)
- National Association of State Directors of Special Education (October 27-31, 2023)
- **Lexington Curriculum Expo (November 7, 2023): Booth/presentation**
- Council of Administrators of Special Education (November 8-10, 2023)
- Community Round Table Conference (November 11-15, 2023)
- ACE-DHH Conference (February 1-3, 2024)
- Council for Exceptional Children (March 13-15, 2024)
- **Conference of Educational Administrators of Schools and Programs for the Deaf (April 17-20, 2024): Booth**
- Best Practice in Mainstream Education of Deaf and Hard-of-Hearing Students (June 21-23, 2024)
- **Office of Special Education and Programs Conference (August 5-7, 2024): Presentation**

Resources for Online Learning

In FY 2024, the NPO team focused on creating new resources to be added to the online community.

The resources, termed "Resources to Go" and located in the Clerc Center Online Community, focus on providing registered members with direct access to relevant information for families with deaf or hard of hearing children and early intervention providers and professionals who work with deaf and/or hard of hearing students. The data collected assists the NPO team in determining the type of content in which the members of the Online Community are interested.

Resources to Go Data	
MP4 views = 1,424	The highest viewing by members was associated with the 15 Principles for Reading to Deaf Children: • **Principle #2 (95)** • **Principle #1 (87)** • **Principle #3 (77)** • **Principle #4 (74)** • **Principle #5 (68)** • **Principle #7 (65)** • **Principle #6 (62)** • **Principle #8 (62)**
PDF views = 1,655	The most viewed resources, available in different formats, included: • **Educational Success for Your Students—and You** • **200 Years of Deaf Education in America** • **Children Who Are Deaf-Blind** • **Classroom Interpreting Guide for Teachers** • **Deaf Plus** • **Classroom Interpreting Guide for Interpreters** • **Conflict vs. Bullying Instructor Guide** • **Classroom Interpreter Guide for Interpreters Working with Students Who Use Cochlear Implants** • **An Interpreted Education: What You Need to Know** • **How a Cochlear Implant Works**
Learning Plan views = 476	The learning plans are self-paced, online learning modules and recorded webinars: • **15 Principles for Reading to Deaf Children** • **What is Your E-Superpower?** • **Engineering Can be Fun** • **Steam is Everywhere** • **Beyond Classroom Walls**
Total views = 3,555	

V. Research Plan, Priorities, and Projects

The Clerc Center's Research Agenda guides internal and collaborative research designed to improve the educational outcomes for deaf and hard of hearing children from birth through age 21. Research efforts are intended to support the Clerc Center's federal mandate to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing across the nation. These research activities reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs (Education of the Deaf Act of 1986, 2015).[3]

The Clerc Center also established an Evaluation Agenda for the first time due, in part, to increased expectations for evidence of impact of the Clerc Center's work, and, in part, to the need to prioritize evaluations of its training and technical assistance activities to meet information and knowledge needs of families of deaf and hard of hearing children across the nation and the professionals who work with them. The Evaluation Agenda will be discussed following the Research Agenda section.

[3]Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781

Research Agenda

The Clerc Center's Research Agenda was established in the spring of 2022, drawing from the public input data collected during FYs 2017-2019, gaps identified in research literature, and priorities identified by the Clerc Center's two schools (KDES and MSSD). The new research priorities are also aligned with The Gallaudet Promise as well as the Clerc Center's Strategic Plan priorities for the nation (described in Section IV) and for its two schools (described in Section VII).

Research Agenda Areas of Focus

The Research Agenda focuses on three priority areas:

1. Supporting Families of Deaf and Hard of Hearing Children
A literature search reveals a persistent gap in evidence-informed research and resources specifically designed to support families of deaf and hard of hearing children. Public input findings, along with evidence drawing from professional knowledge and parents' anecdotes, consistently highlight parents' and caregivers' need for evidence-informed resources for learning about and supporting their deaf or hard of hearing children's needs from birth through adolescence. This research priority is aligned with the new Clerc Center Strategic Plan (CCSP) priorities #1 (Knowledge Development—Early Intervention) and #2 (Knowledge Development—K-12).

2. Strengthening Professional Knowledge and Practice
Professionals in different fields work with deaf and hard of hearing children from birth through high school and their families. Their professional knowledge ranges from being a novice to an expert, not only in professional preparation and experience but also in specific areas of practice and knowledge (e.g., equity, virtual teaching, learning, service delivery strategies). Professionals need evidence-informed teaching, learning, and professional practices to better respond to and meet the needs of deaf and hard of hearing children and K-12 students, as well as those of their students' families, in a rapidly changing world that is increasingly dependent on technology. Research priorities are aligned with the Clerc Center's priorities identified for early intervention and K-12 (CCSP priorities #1 and #2) and its two schools' strategic plan priorities: 1) reading, writing, and ASL; and 2) mathematics.

3. Advancing Equity Through Research
Equity-focused research about deaf and hard of hearing children and their families is a significant gap in deaf education and research. This priority seeks to advance equity in research in two different ways: 1) transform research and evaluation practices to incorporate equitable practices drawing from equity-focused research (e.g., Andrews, Parekh, & Peckoo, 2019[4]), and 2) support and/or lead research about equity for deaf and hard of hearing children from birth through high school and/or their families. This research priority is aligned with the Clerc Center's equity priorities for its two schools and national work as well as with The Gallaudet Promise.

These research priorities are intended to address gaps and needs in deaf education and research. They are designed to advance knowledge about best practices, curricula, intervention strategies, and resources for families of deaf and hard of hearing children from birth through high school and the professionals who work with them.

[4]Andrews, K., Parekh, J., & Peckoo, S. (2019). *How to embed a racial and ethnic equity perspective in research: Practical guidance for the research process.* A Child Trends Working Paper. https://www.childtrends.org/wp-content/uploads/2019/09/RacialEthnicEquityPerspective_ChildTrends_October2019.pdf

Scope of the Research Agenda

The scope of the Clerc Center's Research Agenda covers applied research that will be carried out by the Clerc Center and other programs and organizations with which it collaborates. For example, while the Clerc Center may not initiate basic research in language acquisition and learning, it will encourage collaborative research in those areas in which significant knowledge gaps exist through networking with other programs and organizations.

The Clerc Center also welcomes ongoing collaborations with research partners who engage in basic and applied research in identified priority area topics. Cooperative research includes research in which the Clerc Center has not been involved in the study design but agrees to participate by recruiting subjects and participating in data collection. The principal investigators will be encouraged to share their research findings with the Clerc Center to further its innovation and outreach work.

Research projects are implemented in two categories:
- Current projects that fit the priority research topics identified in this Research Agenda and other immediate, important projects that can be conducted with currently available resources
- Future research studies under consideration that will require additional resources, including grant funding or collaborative agreements, to plan and implement

Project Types Defined

Subsequent to the following sections, which summarize projects and activities in the three areas of focus, is a data table that includes the names of the projects, each project's type and funding, and an estimated number of Clerc Center staff who were involved with the project. Both internal and external funding sources are reported.

Projects at the Clerc Center include:
- **Internal -** Projects conducted solely by Clerc Center personnel
- **Internal and collaborative -** Projects that originated with and were funded by the Clerc Center and involve researchers outside of the institution
- **Externall -** Projects funded and led by researchers outside of the Clerc Center but that involve Clerc Center personnel

More specifically, *internal funding* refers to a project with fiscal resources allocated primarily by the Clerc Center. Where appropriate, the project budget – the internal fiscal allocation for FY 2024 – is provided. *External funding* sources are those that were provided by outside researchers, collaborators, or organizations. As such, no budget information is provided. External projects often require Clerc Center personnel to participate in the research study or to facilitate logistics or data collection, but they do not necessitate the contribution of fiscal resources. Research projects resulting from both Clerc Center and outside funding are considered to be both internal and external.

In FY 2024, the Clerc Center created a Research Dashboard to summarize research requests through visual metrics for internal reporting and decision-making purposes. The Research Dashboard reports metrics for research requests received, accepted, and denied. Research metrics are also reported based on study type and site.

Twenty-one research requests were received in FY 2024. Thirteen of these were approved, and one is pending approval at this time. Seven requests were not approved or did not materialize; reasons include researchers' lack of follow-through, their research project's nonalignment with research priorities, or insufficient internal resources to support the request.

Of the 13 approved research requests, breakdown by request type is as follows:
- Letter of support only for the Clerc Center's participation as a study site (5)
- Distribution of surveys or flyers only (2)
- Participation in research activities (6)

However, of the 13 research activities approved, one was withdrawn due to change in the schools' eligibility, two were incomplete due to lack of participation, and one was incomplete due to a decision not to participate. The remaining nine research studies fall under the following Clerc Center research priorities (some studies met more than one research priority):
- Supporting Families of Deaf and Hard of Hearing Children (1)
- Strengthening Professional Knowledge and Practice (8)
- Equity (3)

Some studies were specific to KDES and MSSD, while others were national studies.

Summary of FY 2024 Research Projects and Activities

Ten research studies (including the internal study led by the Clerc Center) were conducted during FY 2024. Seven of the 10 studies, which specifically focused only on KDES and MSSD, are not described in this report due to IRB protections. The remaining three studies are described in more detail below; one of the three studies includes an internal study led by the Clerc Center.

Area of Focus #1: Supporting Families of Deaf and Hard of Hearing Children

Families of Color Advocacy Study

(Internal Research Project. Principal Investigators: Dr. Susan Schatz and Dr. Lori Lutz, Clerc Center)
The Families of Color Advocacy (FOCA) Study is based on the work of two internal research projects: the Parent Advocacy Survey project and the Literature Review on the Families of Color and Parent Advocacy project (completed in FY 2017). The purpose of the FOCA Study is to gain a better understanding of the strategies and resources families of color use to advocate for their deaf or hard of hearing children's education, the challenges they face when supporting their children's education, and the types of supports families want for their advocacy efforts. Exploration of these families' challenges and needs relates to the overall question asked in the public input survey, which addresses some of the limitations associated with the survey methodology of collecting public input.

During FY 2024, the FOCA Study research team–consisting of three external African American/Black and Latino reviewers and two Monitoring, Evaluation, and Research team members–completed the write-up of the findings, describing the interconnected impacts of families' social networks, schools and agencies, and the larger legislative and institutional bodies on these families' efforts and the strategies these families used to advocate for their deaf and hard of hearing children's needs within these contexts. A model was also developed to visually demonstrate these families' challenges and successes with advocacy strategies while navigating complex social environments. A draft of the full FOCA report was finalized in Summer 2024. The FOCA research team members met in July 2024 and prioritized findings from the full FOCA report to be shared with African American/Black and Latino parents/caregivers of deaf and hard of hearing children in FY 2025. Thus, the FOCA Study began the transition to the dissemination phase, focused on dissemination preparations with plans to make the findings accessible for two groups of parent/caregiver stakeholders–those who identify as African American/Black and those who identify as Latino–to seek their guidance on types of resources that would support their advocacy efforts.

Area of Focus #2: Strengthening Professional Knowledge and Practice

The Impact of Language Experience on Early Numerical Cognition

(External research project. Principal investigator: Dr. Ilaria Berteletti, Ph.D. Program in Educational Neuroscience, Gallaudet University)
This three-year study focuses on how children learn numeral concepts. This fiscal year was the third and final year of the Clerc

Center's participation in the NEMS study. Dr. Ilaria Berteletti, of the Educational Neuroscience Program at Gallaudet University, is investigating if the language modality–ASL or spoken English–impacts the developmental path of how young children learn about number concepts. The results of the study may lead to a new understanding of how deaf children develop numeracy concepts and skills, which potentially provides opportunities for researchers' teams to develop appropriate testing tools and interventions for children with math learning disabilities.

The Impact of Language Experience on Early Numerical Cognition
(External research project. Principal investigator: Dr. Joann Weber, University of Alberta, Canada)
This study explores how virtual learning environments can be more effectively designed for d/Deaf, hard of hearing, deafblind, and disabled learners. It hypothesizes that while there are software solutions that cater to the needs of deaf users, many online educational materials are not specifically designed for them and can be inaccessible due to cost or design limitations. The research seeks to identify the preferences of deaf individuals regarding screen content, including backgrounds, imagery, formats, fonts, multiple languages, and kinetic imagery, to enhance their learning experience.

FY 2022 Research Projects Summary Information

Project Title	Funding Source	Type of Project	Internal Fiscal Year Allocation FY 2020	Estimated Number of Clerc Center Staff Involved
Families of Color Advocacy Study	Internal	Internal	$3,266	3 staff
The Impact of Language Experience on Early Numerical Cognition	External	External	-	1 staff
Deaf Aesthetics: Public Images	External	External	-	2 staff

Evaluation Agenda

The Clerc Center has a long history of conducting evaluations of training, workshops, and technical assistance mandated by the EDA, which instructs the Clerc Center to lead the development of innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments by educators and families of deaf and hard of hearing students throughout the nation. The Clerc Center developed its first Evaluation Agenda in order to establish and align evaluation priorities with its strategic plan priorities.

The Clerc Center has engaged in state- and national-level initiatives to provide information and training for families of deaf and hard of hearing children (birth through high school) and to offer technical assistance to states and schools to support training for professionals who work with deaf and hard of hearing infants, children, and students. The intent of these state- and national-level initiatives is to improve outcomes for these children through change efforts focused on parents and professionals. These initiatives reflect the new CCSP Knowledge Development priorities in early intervention and K-12 deaf education.

The Evaluation Agenda focused its priorities in two areas of training for FY 2024:
1. Bilingual Education
2. Early Acquisition of Language

Twenty-six evaluations were completed during FY 2024:

Bilingual Education
Evaluations of bilingual education training provided to K-12 educators and professionals during FY 2024 included:
- Fingerspelling Our Way to Reading (N = 22)
- Administrators Summer Immersion Experience

Early Acquisition of Language
- Go the Extra M.I.L.E. (Meaningful Immersive Language Experience) with language for early intervention professionals who work with 0-3-year-old deafblind children
- Beyond Classroom Walls: Exploring Family Learning and Camps for Deaf Children

Other
- Fitting the IEP Pieces Together: Parents, Teachers, Related Service Providers, and IEP Coordinators

See the Knowledge Development–K-12 section for more details about these training sessions.

Equity
Equity, diversity, and inclusion are central to the Clerc Center's work in its two schools (KDES and MSSD) and its national work. Aligned with this commitment to and value of equity, the new Evaluation Agenda includes equity as one of its three priority areas. Equity is broadly defined in two ways:
1. Educational equity–Components of equity in education that refer to students' access to information, materials and curriculum, belonging and inclusion outcomes[5]
2. Equity in evaluation and research processes–Focusing on review and examination of evaluation and research practices to ensure equitable designs, processes, and reporting practices[6]

[5]National Academies of Sciences, Engineering, and Medicine. (2019). *Monitoring educational equity.* The National Academies Press.
[6]Center for Evaluation Innovation, Institute for Foundation and Donor Learning, Dorothy A Johnson Center for Philanthropy, Luminare Group. "Equitable Evaluation Framework (EEF) Framing Paper." Equitable Evaluation Initiative, July 2017, **www.equitableeval.org**

Educational equity and equitable evaluation practices address significant gaps in professional knowledge and practice regarding deaf and hard of hearing children, students, and their families as well as the professionals who work with them. These two areas are aligned with the Clerc Center's equity focus and efforts in its two schools and its national work.

Reviews of evaluation articles focused on equitable practices were summarized and presented internally to the Clerc Center's Monitoring, Evaluation, and Research team members. Subsequently, building trust with different communities as part of

equitable evaluation practice was identified as an FY 2024 priority goal. Three articles[7] addressing trust in equity-focused evaluation were summarized, and this resulted in the identification of several specific actions for internal practice:

- Focusing on building relationships with people from diverse communities before collecting any data
- Engaging diverse communities in the process as co-investigators from the beginning, throughout the project, and to its completion
- Recognizing that the work to develop trust with different groups and individuals as part of relationships is continuous, open-ended, and for the long-term
- Learning from the successes and failures of working with different communities
- Sharing findings with community members, and learning their perspectives and interpretations of these findings

Guidelines focused on building trust as part of equitable practices will be finalized in FY 2025 and used to guide future public input and research practices.

Accessible and culturally appropriate guidelines developed in FY 2023 for public input resources using equity principles for data visualization were applied to content development and feedback activities in FY 2024. These sources[8] were used to set up a systematic approach for collecting feedback from deafblind and Black and Brown reviewers to ensure public input products in development were accessible and culturally appropriate before dissemination. (See Section III, Public Input, Information Dissemination Activities, for information about the process.)

[7]Prabhakar, K., Brodzik, C., Gest, D. M., Nodi, N., & Cherny, M. (2022). Build trust in diversity equity and inclusion commitments. Deloitte Center for Integrated Research. Deloitte Development LLC.
[7]Taylor, J. (2020, May 21). Reflections on trust and its relationship to racial inequity on nonprofit boards. Boardsource. **https://blog.boardsource.org/blog/reflections-on-trust-and-its-relationship-to-racial-inequity-on-nonprofit-boards**
[7]Worden, M., Wagner, H., Hyra, A., & Wright, D. (2022). Enhancing rigor, relevance, and equity in research and evaluation through community engagement (OPRE Report 2022-88). U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.
[8]Colorado Commission for the Deaf, Hard of Hearing, and DeafBlind. (2022). Outreach and Consultative Services Information Sheet Series: Deaf, Hard of Hearing, and DeafBlind Media Accessibility Guidelines.

Evaluation and Research Activities

In accordance with the EDA, the Clerc Center leads the development, evaluation, and dissemination of innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments by educators and families of deaf and hard of hearing students throughout the nation. Evaluation staff members provide evaluation support for the Clerc Center's NPO team and the REAL Project team.

Metrics indicated that during FY 2024, 26 training evaluations were completed. Of those 26 training evaluations, 23 were for training sessions related to early intervention, and three were for K-12 education.

In FY 2024, six research and evaluation staff members and two research assistants within the Monitoring, Evaluation, and Research team supported research and evaluation activities consistent with the above federal mandates. The costs of research activities in FY 2024 were $659,671 in payroll and $22,336 in non-payroll expenses.

Gallaudet University president Roberta J. Cordano shares some inspiring words with Administrators Summer Immersion Experience (ASIE) participants regarding the importance of their role for the success of deaf education in the United States. The Clerc Center's National Programs and Outreach (NPO) unit held its first ASIE from June 24-28, 2024, as part of the Clerc Center's new Pre-K-12 State and School Partnerships initiative.

VI. Gallaudet University Regional Centers

Through partnerships with the Gallaudet University Regional Centers' (GURCs) host institutions, the regional centers share their expertise through consultation, providing information on higher education in Gallaudet's undergraduate and graduate programs and the resources of the Clerc Center. The GURCs engage local, state, and regional services and programs in an exchange of information, development of partnerships, identification of needs, sharing of resources, and training development and provision.

The GURC regions and host institutions are indicated below::

> **East, Northern Essex Community College, Haverhill, Massachusetts**
> Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and West Virginia

> **Midwest, Austin Community College, Austin, Texas**
> Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Texas, and Wisconsin

> **South, Alabama Institute for Deaf and Blind, Decatur, Alabama**
> Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, Puerto Rico, and the U.S. Virgin Islands

> **West, Ohlone College, Fremont, California**
> Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the Republic of the Marshall Islands

Transformation

The GURCs continued to engage in Transformative Planning, for which they provided input about the unique needs of their region and the resources available from their region to support the efforts of deaf education and early intervention throughout the nation. This engagement was crucial to the redefinition and transformation of outreach priorities for the GURCs in collaboration with the Clerc Center in accordance with its strategic plan.

Two regions had significant vacancies during FY 2024: GURC-Midwest and GURC-South. Plans are underway to replace both directors in FY 2025, but the extended vacancies did have an impact on the ability to meet all constituents' needs in the past fiscal year. Transformative work included reaffirmation of the GURC partnership with host institutions in all regions to support the University and Clerc Center outreach efforts.

Seeking to provide improved programming and resources to better address the specific needs of families and professionals throughout the regions and the nation, the GURCs engaged in professional development focused on transformational changes. The changes included deaf-centered perspectives, cultural humility, social-emotional learning, early intervention, language model access, language equity, and language planning and development.

FY 2024 Highlights

In support of Gallaudet University's goal of promoting extraordinary learning and academic excellence across the lifespan of deaf and hard of hearing people, the GURCs provided their expertise, knowledge, and resources to facilitate opportunities in early intervention, K-12, and transition. Key to these efforts is the GURCs' reach and their active engagement with local, state, and regional partners.

Early Intervention

Language acquisition for children ages 0-5 remains an important focus for Gallaudet and the Clerc Center. As in the previous year, the GURCs continued to provide 1:1 consultation and guidance to schools and programs interested in establishing a Shared Reading Project, offered professional development opportunities, and shared resources from Gallaudet University and the Clerc Center. This was in alignment with the GURCs' long-term goal of supporting continuous language learning and transition across the nation.

This fiscal year, GURC-East continued to serve families with deaf and hard of hearing children enrolled in early intervention through its two statewide programs: the Massachusetts Family Sign Language Program (FSLP) and the Rhode Island Sign Language Initiatives. The FSLP saw a 103% increase in referrals since FY 2021, from 33 to 67. The continued interest in early language development for deaf and hard of hearing children through the use of ASL remained strong.

The Shared Reading Saturday program at the Rhode Island School for the Deaf in Providence continued under its new school director with GURC-East's support and consultation. GURC-East also assisted the Willie Ross School for the Deaf in Longmeadow to establish its new Shared Reading Saturday program, which will serve families with deaf or hard of hearing children in western Massachusetts. They held their first event in June 2024, with the goal of holding regular events in the future. Similarly, the Ohio School for the Deaf in Columbus expressed an interest in the Shared Reading Saturday program and consulted with GURC-East to learn more about the logistics required for establishing its own program.

In addition, GURC-East hosted two virtual events in FY 2024. One event was a webinar entitled "Your Baby's Amazing Brain: What Deaf Babies Learn about Language in the First Years of Life" with Shane Blau, PhD, in which he shared the results of his research on infants' sensitivity to the linguistic patterns in visual languages and the important clues as to what deaf infants need in the earliest months of life. The other event was a 20-minute film entitled Red: A Crayon's ASL Story, featuring an ASL performance based on a book, Red: A Crayon's Story by Michael Hall. The film was followed by a fun game show hosted by Deaf actress Heba Toulan and a lively ASL lesson about colors performed by fourth grade students from Indianapolis and St. Paul. This event was the result of a collaboration with Sally is Sarah Productions, which also produced and directed Calvin Can't Fly: The Story of a Bookworm Birdie featuring Crom Saunders and Liz Tannebaum.

Regional Early Acquisition of Language (REAL) Project

In anticipation of the planned expansion of the REAL Project to the East and Midwest regions, the GURC directors engaged in retreats and system building with the existing REAL centers to ensure nationwide coordination of services once all regions are launched. In partnership with the REAL team, the GURCs provided training and workshops related to 0-3 language acquisition.

The GURCs began a higher education project to support the REAL initiative; one in which a higher education pathway for deaf and hard of hearing students works directly with students and families in childcare settings. In coordination with the GURC host institutions from the West and East, initial planning stages were underway during this fiscal year. The directors began discussions with the new director of Deaf Studies in the GURC-West location by strategizing the process of program development at the colleges, learning more about college education of deaf students and program development nationwide, and identifying faculty partners in the Deaf Studies and Early Childhood programs.

Please see Section IV for additional information about REAL activities.

P-12

The GURCs provided ongoing support in deaf education across the nation, including 1:1 consultation and guidance, professional development opportunities, and the sharing of resources from Gallaudet University and the Clerc Center. This fiscal year, the GURCs focused on financial literacy for K-12 students, especially since a growing number of states are mandating financial literacy coursework. Given their current relationship with Junior Achievement USA, the GURCs partnered with schools and programs in creating accessible learning opportunities for deaf and hard of hearing students in the area of financial literacy.

The GURCs introduced the Deaf2Deaf concept of Junior Achievement's capstone program, BizTown and Finance Park, to the administration of four schools—KDES and MSSD in Washington, D.C.; the Maryland School for the Deaf (MSD) in Columbia; and the Ohio School for the Deaf (OSD) in Columbus. Site visits to local Junior Achievement chapters in central Ohio and central Maryland were arranged, and discussions with both chapters on replicating Washington state's successful Deaf2Deaf experience were held. Both chapters enthusiastically agreed to partner with the four schools in bringing the Deaf2Deaf experience to their region. KDES and OSD soon thereafter confirmed their plans to hold the Deaf2Deaf event for their middle school and high school students in Spring 2025, in which the GURCs will have an active role in supporting and assisting.

After many years of attending the Washington state Deaf2Deaf Junior Achievement BizTown capstone, Alaska reported hosting its first capstone event. Alaska Vocational Rehabilitation and the Alaska State School for the Deaf and Hard of Hearing (AKSDHH) asked GURC-West to coordinate an opportunity to create the same in their own state. This was a collaboration of the AKSDHH, Alaska Vocational Rehabilitation, and Alaska Junior Achievement. It was reported to be a very good pilot event focusing on Alaska jobs. Future plans are for this to be an annual event. At the Conference of Educational Administrators of Schools and Programs for the Deaf, GURC-West, and GURC-East engaged the interested schools from Ohio, Maryland, as well as the Clerc Center demonstration schools in a debriefing with Alaska focusing on the processes needed for a successful capstone experience.

Junior Achievement partnerships were not only limited to developing a Deaf2Deaf BizTown and Finance Park capstone project but they also included opportunities for daily classroom applications. The Orange County (California) Department of Education Deaf and Hard of Hearing Program was interested in building classroom applications of financial literacy focusing on the language needs of their students. They wanted to incorporate this programming with the use of Deaf role models in their K-5 and 6-12 grade levels. With the assistance of GURC-West, the connections with Junior Achievement Orange County and the Orange County Department of Education Deaf and Hard of Hearing Program were established.

Relying on the Washington state Deaf2Deaf founder as part of the consultation team, partners began curriculum development meetings to determine how to implement this as a summer school or year-round program. Eventually, this became the groundwork to establish a year-round curriculum with the use of Deaf role models and collaborations between the school program Junior Achievement and the Deaf community.

To support families directly, the GURCs were involved in family learning events. Over many years of involvement with families in Montana, GURC-West has reached out to families throughout the state served by the outreach team of the Montana School for the Deaf and the Blind. The team brought families (not attending the school) to the annual Family Learning Weekend. GURC-West has provided presenters for most of these events. This year, the request was for the GURC-West director to be the presenter. They were specifically looking for information spanning the past 25 years in deaf education and service that could be summarized for current parents, including the perspective gained as a CODA [child of a deaf adult] member of the Deaf community. Each year, the families involved have the opportunity for direct learning and interaction all weekend, where the topics can include college and career readiness, transfer from community college to university, and options for those avenues in Montana.

In addition, GURC-East helped to identify potential presenters and resources for the annual Family Resource Conference held at the Pennsylvania School for the Deaf (PSD), which drew not only families of students attending PSD but also families with deaf and hard of hearing children from across the state and the mid-Atlantic region. For three consecutive years, Gallaudet and the Clerc Center had a visible presence at this conference. This is a good illustration of the collaborative relationships the GURCs have built and cultivated with schools, programs, and organizations within their regions serving deaf and hard of hearing individuals and their families across the lifespan.

Transition

Gallaudet and the GURCs' host institutions continued to work on streamlining transfer student access to higher education. Though a complex issue, all partners were determined to provide transfer students with opportunities to complete degree requirements, in a broad range of fields, in a timely manner. The GURCs continued to engage in planning meetings to meet this goal.

Reach

Another key element of the GURCs' mission was to cultivate partnerships and collaborations with various organizations, schools, agencies, and other stakeholders as part of a larger effort to maximize the Clerc Center and Gallaudet's reach. This allowed for information sharing within the regions and across the nation, which resulted in new connections and opportunities.

This fiscal year, the GURCs attended several conferences and other events in their regions and across the nation with the goal of creating new connections with families and professionals while disseminating information about Gallaudet and the Clerc Center. An example of this effort was GURC-West's efforts to host a collaborative series of meetings for the California Educators of the Deaf Administrators Special Interest Group. The purpose of this effort was to bring together educational administrators in ECE-grade 12 from throughout California to better serve the more than 17,000 deaf and hard of hearing students in the state. GURC-West used its participation to cultivate a relationship with the schools and programs involved focusing on language acquisition and financial literacy. This work included emphasis on the partnership of Gallaudet and the GURC host institution, Ohlone College.

Another example was the establishment of a new Deaf and Hard of Hearing Resources Fair by GURC-East in partnership with Northern Essex Community College's (NECC) Deaf and Hard of Hearing Services. State and local agencies serving deaf and hard of hearing individuals exhibited at the fair, which was held on NECC's Lawrence, MA, campus. The aim of this event was to share community resources as well as information about course offerings and degree programs available at NECC. Based on the success of the fair, it was agreed that it would become an annual event.

VII. Demonstration Elementary and Secondary Schools

Both Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (KDES) were accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and the Middle States Association (MSA) in March 2018. The accreditation is valid through December 1, 2025. As part of the accreditation process, a mid-cycle report must be submitted. A report of progress toward school goals was submitted in January 2022, and it received an acceptable rating. The schools officially launched the self-study process again during the Spring 2023 semester. Internal coordinators have been appointed for the accreditation process.

As part of our accreditation self-study in 2018, the community identified three goal areas: ASL/English Language Arts, mathematics, and school climate. New goal areas will be identified with stakeholders as a part of the current accreditation process. The school accreditation process began during the 2023-24 school year with the formation of school accreditation teams and the dissemination of school accreditation surveys to the Clerc Center community, including teachers, staff, and parents/legal guardians.

Excellence By Design Accreditation Protocol

ASL/English Language Arts

- Continued ongoing focus on integrating the Maryland-adopted Common Core State Standards (CCSS) for English language arts (ELA) and mathematics and the Next Generation Science Standards for science that serve as the foundation for curriculum and instruction through implementing newly developed curricular units aligned with these standards for all classes from grades K-12.
- Continued implementation of the American Reading Company (ARC) Curriculum for K-8; professional development has been scheduled for the 2024-2025 school year to support teachers.
- Continued implementation of a Project-Based Learning curriculum in courses such as Eagle Kitchen Cafe and Robotics to provide students with a more hands-on approach to learning standards-based content.

Mathematics

- The STEAM team continues to review all curriculum, identify professional development opportunities, and determine manipulatives needed for each grade band.
- Continued ongoing focus on integration of the STEAM philosophy into the Clerc Center, including a specialized course for Robotics and Physical Computing 101.
- Ongoing implementation and expansion of the new KDES STEAM lab. During the 2023-2024 school year, only K-5 students made use of their lab regularly. The KDES administration has expanded this to include middle school students as well.
- Continued emphasis on financial literacy classes to middle school and high school students. With support from Pamela Snedigar (GURC), KDES administrators visited BizTown with Junior Achievement in Baltimore, Maryland to plan for 2024-2025 school year activities.
- MSSD leadership worked with the Clerc Center superintendent and with Gallaudet's Development Office to identify fundraising options to support participation in the 2024-2025 Vex Robotics Competition.
- Continued to partner with the Rochester Institute of Technology to offer dual enrollment courses for MSSD students.
- Continued to partner with Gallaudet to offer dual enrollment courses for MSSD students.

School Climate

- Annual school climate surveys were sent to teachers, staff, parents/legal guardians, and students.
- The Family Education Department presented workshops and planned events for families, including but not limited to the following:
  - Back to School luncheons/BBQs with families at KDES and MSSD
  - Orientation on Zoom for MSSD's new families, two separate events
  - Annual Family Weekend events at MSSD
  - Sexuality education workshops for families at KDES and MSSD
  - Workshops related to mental health topics for KDES and MSSD families
  - Workshops about parent-child relationships and how to handle power struggles for families at KDES and MSSD
- The MSSD Academic Bowl team continued their arc of excellence, winning their regional championship and making it to the national championship match for the third year in a row, with a second place finish.

- Developed and supported teachers' skills in the areas of implementing equity and social justice in instruction and awareness of mental health by providing workshops centering around the principles of equity, diversity, and inclusion.
- Continued implementation of the schoolwide network of social justice representatives to be led by one representative each from KDES, MSSD, and Student Life/Athletics.
- MSSD continued plans to implement courses that center around inclusive and diverse topics such as LGBTQIA+ History and Women's Herstory.
- Planned events that are to be led by the Multicultural Planning Committee, which is a committee with representation across the Clerc Center, that included events such as guest speakers, panels, read-alouds, and student-led activities to build awareness on different cultures:
  - Hispanic/Latino/a/x
  - Native American
  - Black History
  - Women's History
  - Deaf Awareness
  - LGBTQIA+

Assessments

The mandates of the EDA require the Clerc Center to partner with a state, use its standards and assessments, and publicly report results. The Clerc Center entered into a partnership with the Maryland State Department of Education (MSDE) in 2015.

Maryland uses the Maryland College and Career-Ready Standards for Language Arts and mathematics in all schools across the state. These Maryland standards are based on the CCSS. Since these standards so closely align with the CCSS, little change in curriculum was needed.

In 2013, Maryland adopted the Next Generation Science Standards. These are a set of rigorous and internationally benchmarked standards for K-12 science education that emphasize STEM as a center for instruction. Work continues on aligning curriculum and resources with these new standards, including expanding STEM to STEAM, a philosophy that additionally incorporates the arts and ASL. Following Maryland's assessment plan, the Clerc Center administered the following state assessments this year: the Maryland Comprehensive Assessment Program for ELA and math, the Maryland Integrated Science Assessment, the Alternate Maryland Integrated Science Assessment and High School Assessment in science, and the Multi-State Alternate Assessment for ELA and math with students with significant cognitive disabilities.

Assessments in Language Arts and Mathematics

Maryland Comprehensive Assessment Program (MCAP)

Maryland's summative ELA/literacy tests were administered in grades 3-8 and high school. The assessments include a performance-based component with longer questions that usually require multiple steps. It measures critical thinking; reasoning; and the ability to apply skills and knowledge in reading, writing, and mathematics.

- ELA/literacy–Students read and analyze passages from real texts (i.e., fiction and nonfiction) and sometimes watch videos. They write using what they have learned from the passages and multimedia to support their arguments. These skills are critically important for students in college and in the workplace. The MCAP measures writing at every grade as it is key to showing readiness for the next academic work and, in high school, readiness for college and career.
- Mathematics–Students solve multi-step math problems that require reasoning and address real-world situations. This requires students to reason mathematically, make sense of quantities and their relationships to solve real-world problems, and show their understanding. Many previous assessments focused mostly on rote procedure only.

Multi-State Alternative Assessment (MSAA)

The MSAA was administered to a small number of students. This assessment was created by the National Center State Collaborative to assess students with the most significant cognitive disabilities who are unable to participate in the MCAP assessment, even with accommodations. The alternate assessment is based on alternate achievement standards in ELA and mathematics and is administered online.

6+1 Traits of Writing

The 6+1 Traits of Writing was administered to students in English classes. Education Northwest developed the 6+1 Traits of Writing model as a form of assessment of student development of written communication skills. For this assessment, a prompt is chosen by the English department team with support from administrators; students respond to the same prompt in an essay. Essays are then rated by department teachers for the criteria of ideas, organization, voice, fluency, word choice conventions, and presentation.

Assessments in Science

Maryland Integrated Science Assessment (MISA) and High School Assessment—Biology (HSA)

The MISA is administered every spring to all students in fifth grade, eighth grade, and high school. The test was first administered during the 2016-2017 school year for grades five and eight, replacing the former Maryland School Assessment (MSA) in science. The high school MISA began as a field test in the 2017-2018 school year, replacing the Biology HSA.

The MISA is aligned with the Maryland Next Generation Science Standards (NGSS). The NGSS integrates three dimensions necessary to understand science: Science and Engineering Practices, the Crosscutting Concepts, and the Disciplinary Core Ideas. To assess the three dimensions of the NGSS, a set of interrelated items is required. There are no items on the MISA that are not part of an item set.

The MISA uses the item set as the building block of the assessment. Specific items may focus on two of the dimensions, but together in a set, all three dimensions are covered, and inferences can be made about a student's three-dimensional learning. Each item set on the MISA has a stimulus that focuses on a specific real-world context or phenomenon. The stimulus may include technical passages to read, a video, charts/diagrams, or a simulation with which the student interacts.

Alternate Maryland Integrated Science Assessment (Alt-MISA)
The Alt-MISA, also known as Dynamic Learning Maps (DLM), is designed for students with the most significant cognitive disabilities for whom the general education science assessment (MISA) is not appropriate, even with accommodations. The Alt-MISA is based on alternate achievement standards that have been derived from and are aligned with the NGSS. Students who take the Alt-MISA assessments are instructed and assessed on Essential Elements (EEs). EEs are grade level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. Each science EE has three linkage levels that specify where a student is in relationship to the grade-level target. The target linkage level is the highest, while the other two linkage levels (initial and precursor) are lower in complexity, depth, and breadth.

The Alt-MISA is an online, stage adaptive assessment comprising nine "testlets" for each grade level assessed. Each testlet is completed in one setting and consists of an engagement activity and three to five test items. Each testlet covers one EE. Each engagement activity is designed to motivate students, provide a context, and activate prior knowledge. All test items are in a multiple-choice format.

These assessments were designed to measure the full range of the CCSS, the NGSS, and the full continuum of student abilities, including the performance of high- and low-performing students. The PARCC assessments tested writing skills at every grade level and critical thinking and problem-solving skills in an in-depth manner. The assessments feature a mix of items—short answer, longer open-response questions, richer multiple-choice items, and technology-enhanced items—to better reflect the full range of content and skills found in the CCSS.

The assessments are all delivered online in a computer-based format. This allows for additional technology enhancements in both the content presented and in student response modes. The Clerc Center invested a significant amount of time and resources in planning, preparing teachers and staff, ensuring technological support, and administering these five assessments.

Report Cards
The U.S. Department of Education requires that state education agencies (SEAs) and local education agencies (LEAs) prepare and disseminate report cards each year on school performance and progress. As per guidance from the U.S. Department of Education, report cards must be posted annually on SEA and LEA websites on or before December 31 for the preceding school year. The Clerc Center has posted the report cards for the 2022-2023 school year on its website.

Accountability
Accountability principles at the Clerc Center, like elsewhere in the country, are meant to ensure processes, programs, and systems are in place and functioning well to support continuous improvements in student achievement. Under the accountability provision of the EDA, the Clerc Center is required to calculate annually the proportion of students scoring at or above the "proficient" level of performance on the spring assessment and to report this information publicly. The Clerc Center has fulfilled this requirement, and an online report is operational:
- Reported MCAP, MISA/HSA/Alt-MISA, and MSAA results in accordance with EDA requirements via the Clerc Center website
- Met all other Maryland and federal assessment and reporting requirements within the designated timelines
- Provided ongoing communication about progress with teachers, staff, families, and the community

MSSD students incorporate technology into their learning experiences in a multitude of creative and fun ways, such as making videos.

VIII. KDES Student Characteristics, Related Educational Services Received, and Achievement

Enrollment

KDES serves students from birth through age 15 who reside in the Washington, D.C., metropolitan area. On September 15, 2023, 92 students were enrolled at KDES. Four eighth grade students completed the KDES program in June 2024.

AY 2023-2024 Enrollment at KDES: ECE, Elementary (1-5), and Middle (6-8)

Enrollment	All Students	ECE[1]	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
September 15, 2023	92	33	6	6	8	7	13	6	9	4
First-time enrollments	25	15	1	0	0	2	2	2	1	2
Completed program	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4
Left before completing program	0	0	0	0	0	0	0	0	0	0

[1]Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.

Student Characteristics

Hearing Levels of KDES Students

Fifty-five percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2023-2024, the number of KDES students with cochlear implants was 23, or 25 percent of the school population. Fifteen of those students were still using their implants.

KDES Students by Hearing Level and Instructional Grouping

Hearing Level	All Students[1]	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
Normal[2] (<27dB)	2	2%	1	4%	0	0%	1	6%
Moderate (41-55 dB)	7	8%	0	0%	5	13%	2	11%
Moderately severe (56-70 dB)	9	11%	6	24%	3	8%	0	0%
Severe (71-90 dB)	19	23%	6	24%	13	33%	0	0%
Profound (91 dB & above)	46	55%	13	48%	19	48%	15	83%
All levels	83	100%	25	100%	40	100%	18	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.
[1]Test data available for 9 students.
[2]Two students had unilateral hearing loss.

Traditionally Underserved Racial/Ethnic Groups

Seventy-two percent of KDES students were members of traditionally underserved racial/ethnic groups.

KDES Students by Race/Ethnicity and Instructional Grouping

Racial/Ethnic Group	All	% of All	ECE	% of ECE	Elem.	% of	Middle	% of
White	26	28%	15	46%	8	20%	3	16%
Traditionally underserved racial/ethnic groups	66	72%	18	55%	32	80%	16	84%
Black/African American	30	33%	7	21%	13	33%	10	53%
Hispanic of any race	20	22%	6	18%	9	23%	5	26%
Asian	9	10%	2	6%	6	15%	1	5%
Two or more or other racial/ethnic groups	7	8%	3	9%	4	10%	0	0%
All groups	92	100%	33	100%	40	100%	19	100%

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Twenty-three percent of KDES students were identified as having additional physical or cognitive disabilities.

KDES Students with Disabilities by Instructional Grouping

Disability Status	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
No disabilities	71	77%	32	97%	29	73%	10	53%
Deaf students with one or more additional disabilities[1]	21	23%	1	3%	11	28%	9	47%
All conditions	92	100%	33	100%	40	100%	19	100%

Note: Percentages may not sum to 100 percent due to rounding.
[1]Specific disabilities are not listed due to the small number of students in some groups. Additional disabilities included autism, emotional disability, developmental delay, specific learning disability, speech or language disorder, multiple disability, and other health impairments.

Support Services

Seventy-nine percent of KDES students received one or more support services. At KDES, students from traditionally underserved racial/ethnic groups received higher rates of support services than other students.

KDES Students Receiving Support Services by Instructional Grouping

Support Services	All Students (N=92)	% of All	ECE (N=33)	% of ECE	Elem. (N=40)	% of Elem.	Middle (N=19)	% of Middle
No support services	19	21%	14	42%	3	8%	2	11%
One or more support services	73	79%	19	58%	37	92%	17	89%

Note: Percentages may not sum to 100 percent due to rounding.

KDES Students Receiving Support Services by Race/Ethnicity

Support Services	All Students (N=92)	% of All	White (N=26)	% of White	Traditionally Underserved[1] (N=66)	% of Traditionally Underserved
No support services	19	21%	10	39%	9	14%
One or more support services	73	79%	16	61%	57	86%

Note: Percentages may not sum to 100 percent due to rounding.
[1]Due to the small number of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

Student Outcomes

Maryland Comprehensive Assessment Program Performance

The MCAP is used to measure KDES students' English language arts/literacy and mathematics skills. Fifty percent of KDES students scored at the beginning learner level for English language arts/literacy, and 66 percent of KDES students scored at the beginning learner level for mathematics.

KDES MCAP English Language Arts (ELA)/Literacy and Mathematics Performance

	All Students[1]	% Scoring Level 1: Beginning Learner	% Scoring Level 2: Developing Learner	% Scoring Level 3: Proficient Learner	% Scoring Level 4: Distinguished Learner
ELA	50	50%	40%	--[2]	--
Math	50	66%	26%	--	--

Note: No information will be reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10 percent or greater than 95 percent when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education's student performance standards in accordance with federal regulations.
[1]Includes students in grades 3-8 enrolled at the time of testing.
[2]Dashes represent instances when reporting data is for fewer than 10 students.

The MSSD Academic Bowl team is a popular activity in the After School Program. Students take part in regional and national competitions, competing against teams from state schools for the deaf and deaf programs at mainstream schools.

IX. MSSD Student Characteristics, Related Educational Services, and Outcomes

Enrollment

MSSD serves high school students between the ages of 14 and 21 from the United States and its territories. On September 15, 2023, 160 students were enrolled at MSSD. Forty-three seniors graduated in June 2024.

AY 2023-2024 MSSD Enrollment

Enrollment	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2023	160	29	47	43	41
First-time enrollments	68	29	16	14	9
Left before completing program	12	1	6	2	3
Completed program	43	N/A	N/A	N/A	43

Student Characteristics

Hearing Levels of MSSD Students

Eighty percent of MSSD students had hearing losses measured at the severe or profound levels. In 2023-2024, 22 MSSD students—14 percent of the school population—had cochlear implants. Fourteen of those students were currently using their implants.

MSSD Students by Hearing Level and Grade

Hearing Level	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
Normal[1] (<27dB)	4	3%	1	3%	0	0%	2	5%	1	2%
Mild (27-40 dB)	4	3%	0	0%	3	6%	1	2%	0	0%
Moderate (41-55 dB)	11	7%	2	7%	4	9%	2	5%	3	7%
Moderately severe (56-70 dB)	13	8%	1	3%	4	9%	3	7%	5	12%
Severe (71-90 dB)	30	19%	8	28%	8	17%	8	19%	6	15%
Profound (91 dB & above)	98	61%	17	59%	28	60%	27	63%	26	63%
All levels	160	100%	29	100%	47	100%	43	100%	41	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.
[1]Two students had unilateral hearing loss.

Traditionally Underserved Racial/Ethnic Groups

Forty-nine percent of MSSD students were members of traditionally underserved racial/ethnic groups.

MSSD Students by Race/Ethnicity and Grade

Racial/Ethnic Group	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
White	82	51%	13	45%	23	49%	27	63%	19	46%
Traditionally underserved racial/ethnic groups	78	49%	16	55%	24	51%	16	37%	22	54%
Black/African American	28	18%	6	21%	9	19%	6	14%	7	17%
Hispanic of any race	27	17%	3	10%	11	23%	5	12%	8	20%
Two or more and other racial/ethnic groups	13	8%	4	14%	2	4%	3	7%	4	10%
Other racial/ethnic groups	10	6%	3	10%	2	4%	2	5%	3	30%
All groups	160	100%	29	100%	47	100%	43	100%	41	100%

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Forty-one percent of MSSD students were identified as having additional physical or cognitive disabilities.

MSSD Students with Disabilities by Grade

Disability Status	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
No disabilities	94	59%	14	48%	30	64%	28	65%	22	54%
Deaf students with one or more additional disabilities[1]	66	41%	15	52%	17	36%	15	35%	19	46%
All conditions	160	100%	29	100%	47	100%	43	100%	41	100%

Note: Percentages may not sum to 100 percent due to rounding.
[1]Specific disabilities are not listed due to the small number of students in some groups. Additional disabilities included autism, emotional disability, specific learning disability, speech or language disorder, intellectual disability, multiple disability, traumatic brain injury, visual impairment, and other health impairments.

Support Services

Eighty-six percent of all MSSD students received one or more support services. At MSSD, 91 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 82 percent of white students.

MSSD Students Receiving Support Services by Grade

Support Services	All Students (N=160)	% All	Grade 9 (N=29)	% 9	Grade 10 (N=47)	% 10	Grade 11 (N=32)	% 11	Grade 12 (N=40)	% 12
No support services	22	14%	2	7%	7	15%	6	14%	7	17%
One or more support services	138	86%	27	93%	40	85%	37	86%	34	83%

Note: Percentages may not sum to 100 percent due to rounding.

MSSD Students Receiving Support Services by Traditionally Underserved Race/Ethnicity

Support Services	All Traditionally Underserved (N=78)	%	Black/African American (N=28)	%	Hispanic of Any Race (N=27)	%	Two or More Racial/Ethnic Groups (N=13)	%	Other Racial/ Ethnic Groups (N=10)	%
No support services	7	9%	4	14%	1	4%	2	15%	0	0%
One or more support services	71	91%	24	86%	26	96%	11	85%	10	100%

Note: Percentages may not sum to 100 percent due to rounding.

Student Outcomes

Maryland Comprehensive Assessment Program Performance

The MCAP is used to measure MSSD students' English language arts/literacy and mathematics skills. Seventy-eight percent of MSSD students scored at the developing learner level for English language arts/literacy, and 52 percent of MSSD students scored at the developing learner level for mathematics.

MSSD MCAP English Language Arts (ELA)/Literacy and Mathematics Performance

	All Students[1]	% Scoring Level 1: Beginning Learner	% Scoring Level 2: Developing Learner	% Scoring Level 3: Proficient Learner	% Scoring Level 4: Distinguished Learner
ELA	96	12%	78%	10%	--[2]
Math	112	48%	52%	--	--

Note: No information is reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10 percent or greater than 95 percent when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education's student performance standards in accordance with federal regulations.
[1]Freshmen do not participate in MCAP testing. Once a student has met the expectation for the ELA test and/or math test, they are not required to take the test(s) in subsequent years.
[2]Dashes represent instances when reporting data is for fewer than 10 students.

Disposition of 2023 MSSD Graduates

Maryland Comprehensive Assessment Program Performance

A one-year follow-up was conducted for the 38 students who graduated from MSSD in 2023. Twelve graduates responded to the survey, for a response rate of 32 percent.

Twenty-nine percent of graduates were either enrolled in a postsecondary program or working. Three percent were neither enrolled in a postsecondary program nor working.

MSSD 2023 Graduates' One-Year Outcomes by Race/Ethnicity

Outcomes	All Graduates	% All	White	% White	All Traditionally Underserved	% Underserved
Entered college or university	9	24%	6	27%	3	19%
Working	2	5%	0	0%	2	13%
Neither working nor enrolled in a postsecondary program	1	3%	0	0%	1	6%
Unknown	26	68%	16	73%	10	62%
All outcomes	38	100%	22	100%	16	100%

Note: Percentages may not sum to 100 percent due to rounding.