



FISCAL YEAR 2022

ANNUAL REPORT *of* ACHIEVEMENTS

Front cover: Leaders. Innovators. Changemakers.
At Gallaudet University, we are changing the world
with a bilingual way of being.

This page: Most Gallaudet undergraduate students
live on campus. Living and Learning Residence
Hall 6, the University's newest residence hall,
was designed using DeafSpace principles.

Note: Photographs in this edition were taken during
various COVID-19 mask protocols, and some may
have been taken during prior fiscal years.





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Gallaudet University has been the educational, political, social, and economic engine of the deaf and signing community on a national and global scale for nearly 160 years. Our graduates are empowered 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.





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 2022. 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)).

Fiscal Year 2022 was filled with the joy and energy that can only come from having faculty and students engaged on campus as we once again held a full academic year in person. Our campus came alive with learners and a community eager to teach and support them. We continued to adapt and pivot as needed and were able to successfully navigate the complexities of both keeping our community safe and providing a face-to-face learning environment.

The culmination of Fiscal Year 2022 was our first in-person commencement since 2019. The elation of our graduates as we gathered to celebrate the fulfillment of their dreams to earn a Gallaudet degree is something I will never forget. After a long time apart, our community came together stronger, wiser, and further committed to our mission to educate deaf, hard of hearing, and deafblind students.

As you will see from this *Annual Report of Achievements*, the pandemic did not impede our progress. A few highlights include the success of the Center for Democracy in Deaf America’s debate team, the outreach and impact of the Clerc Center across the nation, and several significant new grants, such as a Substance Abuse and Mental Health Services Administration (SAMHSA) grant for the Deaf and Hard of Hearing Child Resilience Center to address gaps in the delivery of mental health services to deaf and hard of hearing children and a National Institutes of Health (NIH) grant for the Center for Deaf Health Equity to support teams in developing research that could have a major impact in preventing, reducing, or eliminating health disparities. Gallaudet and the Clerc Center continue to innovate, adapt, and lead in our sphere of education and influence. We have implemented the lessons learned during these challenging few years to create a university that is even more resilient, creative, and a center of inclusive excellence.

Please let us know if you have any questions about this *Annual Report of Achievements* for Fiscal Year 2022.

Sincerely,

A handwritten signature in white ink, reading "Roberta J. Cordano". The signature is fluid and cursive, with the first name "Roberta" being more prominent than the last name "Cordano".

Roberta J. Cordano
President

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



Fiscal Year 2023 Highlights

All of the data contained in this chapter was collected for the fall semester of academic year 2022-2023, which is the first quarter of Fiscal Year (FY) 2023. The data in subsequent chapters covers FY 2022. This chapter contains a variety of numeric tables highlighting Gallaudet's activities during the current year. Included are data on enrollment, undergraduate, and graduate student demographics, the home states of students, international students by country, and data on entering students—including ACT scores, applied/accepted/enrolled students, and declared majors and minors.

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.

I. Definitions of Terms Used

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

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

Accepted: See “Admitted.”

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

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

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

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

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

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

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

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

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

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

Dual-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 a 7% limit for FY 2015 and 8% for FY 2016 and beyond.

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

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

I. Definitions of Terms Used (cont'd.)

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 regional centers.

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

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

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

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

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

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

Gallaudet is a global change agent - a hub of the signing ecosystem, preparing our community members to flourish, and helping society to value and appreciate all that deaf people have to offer.



Reporting Periods for the Annual Report of Achievements

Data in this annual report cover several different “years.” Primarily, the report covers Fiscal Year 2022 (from October 1, 2021 to September 30, 2022). However, this chapter (“Fiscal Year 2023 Highlights”) covers the beginning quarter of FY 2023 from October 1, 2022 to December 31, 2022. Below are variations of reporting periods within this report:

Partial Calendar Year 2020 (by month)					Calendar Year 2021 (by month)												Calendar Year 2022 (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 2020					Fiscal Year 2021												Fiscal Year 2022												Partial Fiscal Year 2023 (Note: this chapter primarily covers this time period)	
Academic Year 2020-2021													Academic Year 2021-2022										Partial Academic Year 2022-2023							
Fall Semester 2020					Spring Semester 2021			Summer 2021		Fall Semester 2021			Spring Semester 2022			Summer 2022		Fall Semester 2022												

Fiscal Year 2022: October 1, 2021 to September 30, 2022.

Academic Year 2021–2022: August 30, 2021 to August 28, 2022, with fall semester from August 30, 2021 to December 20, 2021, spring semester from January 18, 2022 to May 9, 2022, and summer semester from May 16, 2022 to August 28, 2022.

Partial Academic Year 2022–2023: August 29, 2022 to December 19, 2022, with fall semester only.

Partial Fiscal Year 2023: October 1, 2022 to December 31, 2022.

Fall 2022 Census University and Clerc Center Enrollment

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

¹Professional 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 Acts (GPRA) Report.

Fall 2022 Degree-Seeking Diversity by Career Level

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

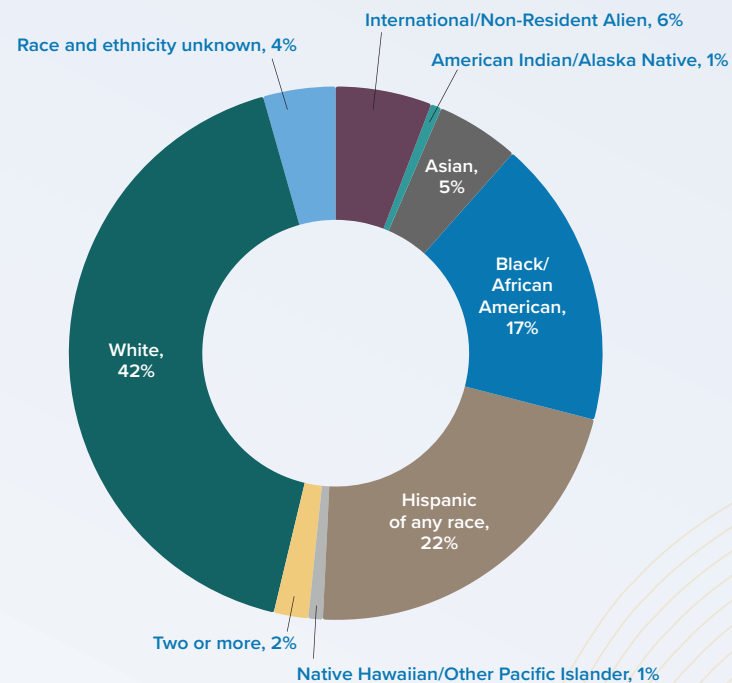


The Bison cheerleaders signing "Bison" during the Homecoming football game, the first one held in person since 2019.

Fall 2022 Undergraduate Degree-Seeking Diversity by Class Year

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

Fall 2022 Undergraduate Degree-Seeking Diversity by Race and Ethnicity

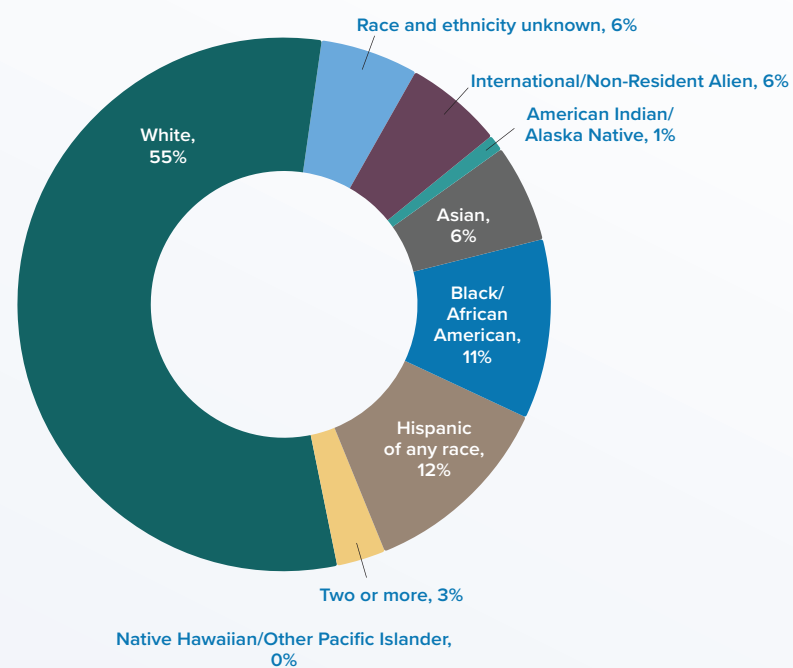


Our students are at the forefront of technology learning in their Digital Photography class.

Fall 2022 Graduate Degree-Seeking Diversity by Degree Level

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

Fall 2022 Graduate Degree-Seeking Diversity by Race and Ethnicity



President Cordano shared university successes and highlights, including progress with The Gallaudet Promise and how it is shaping the future of the university, during the annual State of the University address in February 2022.

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

	Undergraduate	Graduate	Total
Alabama	7	6	13
Alaska	3	0	3
Arizona	14	5	19
Arkansas	1	1	2
California	131	52	183
Colorado	17	4	21
Connecticut	6	3	9
Delaware	4	1	5
District of Columbia	35	56	91
Florida	41	9	50
Georgia	23	12	35
Guam	0	0	0
Hawaii	6	2	8
Idaho	4	0	4
Illinois	22	8	30
Indiana	26	9	35
Iowa	1	1	2
Kansas	4	1	5
Kentucky	13	4	17
Louisiana	10	2	12
Maine	1	0	1
Maryland	102	49	151
Massachusetts	26	6	32
Michigan	16	3	19
Minnesota	18	8	26
Mississippi	6	0	6
Missouri	7	5	12
Montana	2	0	2
Nebraska	2	1	3
Nevada	4	3	7
New Hampshire	2	2	4
New Jersey	26	7	33
New Mexico	8	1	9
New York	59	22	81
North Carolina	9	5	14

	Undergraduate	Graduate	Total
North Dakota	0	0	0
Ohio	13	5	18
Oklahoma	3	3	6
Oregon	4	3	7
Pennsylvania	21	7	28
Puerto Rico	1	3	4
Rhode Island	2	2	4
South Carolina	8	0	8
South Dakota	3	0	3
Tennessee	8	4	12
Texas	70	18	88
Utah	9	9	18
Vermont	0	0	0
Virginia	31	21	52
Virgin Islands	0	0	0
Washington	19	4	23
West Virginia	5	0	5
Wisconsin	4	3	7
Wyoming	0	1	1
Other ¹	0	3	3
Total	857	374	1,231

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



The Bison Song, a traditional sports song at Gallaudet University since the 1960s, is performed at Commencement. It is presented by Gallaudet performers in ASL for Gallaudet sports teams and events.

Fall 2022 International Degree-Seeking Enrollment by Country

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

Fall 2022 Degree-Seeking Hearing Undergraduate (HUG) Enrollment

	2022
Total Degree-seeking Undergraduate Enrollment	910
Hearing undergraduate (HUG)	60
Online Degree Completion Program (ODCP) ¹	13
Non-ODCP	47
Bachelor of Arts in Interpretation (BAI) ²	23
Total Hearing Enrollment	83
Hearing Enrollment Percentage	9%
Total HUG Enrollment	60
HUG Enrollment Percentage³	7%

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

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

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

Fall 2022 Degree-Seeking Hearing Undergraduate (HUG) Enrollment by Declared Majors

	2022
Biology, B.S.	3
Business Administration	1
Communication Studies	1
Deaf Studies	6
Deaf Studies (ODCP)	9
English	1
Government	1
Information Technology	1
International Studies	3
Psychology	7
Public Health	2
Self-Directed Major	1
Social Work	1
Sociology	1
Spanish	1
Undeclared	23
Total Majors Declared¹	62
Total Headcount²	60

¹Dual program enrollments are included.

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

Fall 2022 Undergraduate Degree-Seeking Enrollment Trend by Declared Majors and Minors

	Majors	Minors
Accounting	13	0
American Sign Language	4	1
Art	n/a	3
Art and Media Design	19	n/a
Athletic Coaching	n/a	19
Biology	n/a	8
Biology, B.A.	3	n/a
Biology, B.S.	20	n/a
Business Administration	29	0
Chemistry	n/a	3
Chemistry, B.A.	0	n/a
Chemistry, B.S.	5	n/a
Communication Studies	24	0
Dance	n/a	2
Data Science	n/a	4
Deaf Studies	17	3
Deaf Studies (ODCP)	31	n/a
Education	7	13
English	15	4
Family and Child Studies	n/a	14
Government	12	1
History	12	0
Information Technology	29	3

	Majors	Minors
International Studies	8	n/a
Interpretation	26	n/a
Linguistics	n/a	4
Mathematics	n/a	3
Mathematics, B.A.	8	n/a
Mathematics, B.S.	8	n/a
Philosophy	1	1
Physical Education and Recreation	43	n/a
Psychology	37	8
Psychology (ODCP)	0	n/a
Public Health	10	2
Recreation and Sports Program	n/a	1
Risk Management and Insurance	18	1
Sports Management	n/a	2
Self-Directed Major	6	n/a
Social Work	37	n/a
Sociology	9	1
Spanish	5	2
Theatre Arts	5	1
Undeclared	480	n/a
Total Plan Enrollment¹	941	104
Headcount	910	92

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



Once a Bison, always a Bison.
New graduates celebrate after
Commencement 2022.

Fall 2022 Graduate Degree-Seeking Enrollment by Degree Program and Discipline

	2022
Certificates	
ASL/Deaf Studies	4
ASL/English Bilingual Early Childhood Education	0
Sexuality and Gender Studies	2
Deaf and Hard of Hearing Infants, Toddlers, and Families	8
Deaf Students with Disabilities	0
Certificates Total	14
Master's	
Accessible Human-Centered Computing	6
Counseling	11
Clinical Mental Health Counseling	11
School Counseling	0
Deaf Studies	14
Education	9
Deaf Education Advanced Studies	9
Deaf Education Special Programs	0
Education - Teacher Preparation Programs	14
Deaf Education	4
Early Childhood and Deaf Education	1
Elementary Education and Deaf Education	8
Secondary Education and Deaf Education	1
International Development	16
Interpretation and Translation	21
Interpreting Practice/Research	18
Interpreting Research	3
Linguistics	16
Public Administration	29
Sign Language Education	36
Social Work	46
Speech-Language Pathology	40
Master's Total	258

	2022
Specialists	
Deaf Education	8
Specialists Total	8
Doctorates	
Audiology, Au.D.	32
Clinical Psychology	27
Critical Studies in the Education of Deaf Learners	17
Educational Neuroscience	8
Hearing, Speech, and Language Sciences	9
Interpretation and Translation	14
Interpretation	10
Translation and Interpretation Studies	4
Linguistics	11
School Psychology, Psy.D.	13
Doctorates Total	131
Total Program Enrollment¹	411
Headcount	399

¹Dual program enrollments are included.

Shown here are students in Manuel Vazquez's pottery class in Washburn Arts Center, where the Art and Media Design program is housed. The center is named after Cadwallader Lincoln Washburn, a noted deaf artist and naturalist.



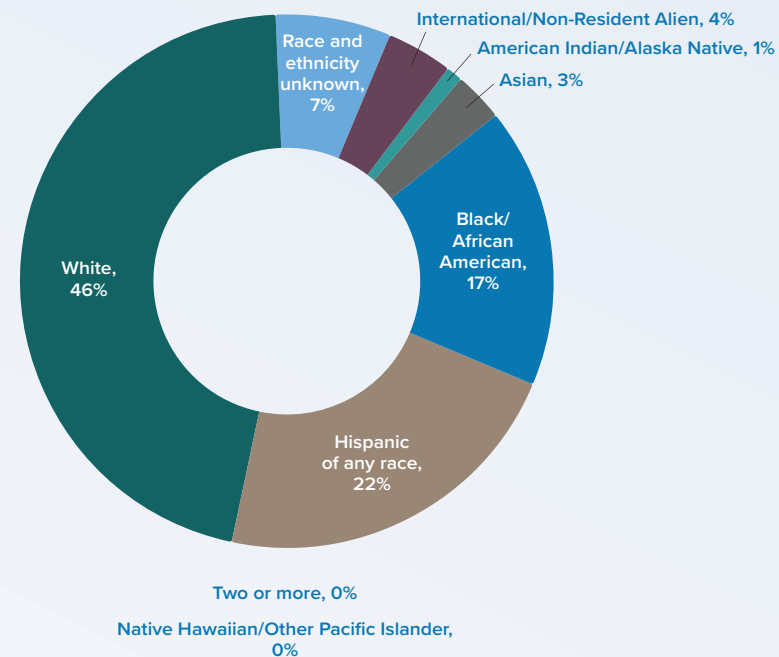
Fall 2022 New Undergraduate Degree-Seeking Diversity by Applied, Admitted, and Enrolled

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

Fall 2022 New Undergraduate Degree-Seeking Average ACT

	All New	First-time Freshmen
English	14.4	14.1
Mathematics	16.8	16.9
Reading	19.1	19.1
Science	18.4	18.5

Fall 2022 New Degree-Seeking Enrolled Undergraduate Students by Race and Ethnicity



Fall 2022 New Degree-Seeking Hearing Undergraduate Enrollment

	2022
Total Degree-seeking New Undergraduate Enrollment	218
Hearing Undergraduate (HUG)	15
Online Degree Completion Program (ODCP) ¹	3
Non-ODCP	12
Bachelor of Arts in Interpretation (BAI) ²	4
Total New Hearing Enrollment	19
New Hearing Enrollment Percentage	9%
Total New HUG Enrollment	15
New HUG Enrollment Percentage³	7%

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

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

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

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

	Applied ¹	Admitted ¹	Enrolled
Race/Ethnicity			
International/Non-Resident Alien	0	0	0
American Indian/Alaska Native	2	2	2
Asian	30	24	15
Black/African American	48	29	19
Hispanic of any race	49	36	22
Native Hawaiian/Other Pacific Islander	0	0	0
Two or more	6	6	6
White	224	145	88
Race and ethnicity unknown	75	34	14
Gender			
Male	120	70	42
Female	314	206	124
Hearing Status			
Deaf/Hard of Hearing	220	144	99
Hearing	211	130	67
Unknown	3	2	0
Total for each category	434	276	166

¹Applied and Admitted Count are not distinct counts.

Gallaudet hosted its first annual Students of Color Graduation in May 2022.

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

	Applied ¹	Admitted ¹	Enrolled
Certificates	31	26	15
ASL/Deaf Studies	9	6	1
ASL/English Bilingual Early Childhood Education	0	0	0
Disaster and Emergency Planning	4	4	0
Sexuality and Gender Studies	3	3	3
Deaf and Hard of Hearing Infants, Toddlers, and Families	15	13	11
Deaf Students with Disabilities	0	0	0
Master's	336	230	140
Accessible Human-Centered Computing	10	6	6
Counseling	17	14	12
Clinical Mental Health Counseling	17	14	12
School Counseling	0	0	0
Deaf Studies	14	8	6
Education	28	18	9
Deaf Education Advanced Studies	28	18	9
Deaf Education Special Programs	0	0	0
Education - Teacher Preparation Programs	15	3	0
Deaf Education	9	1	0
Early Childhood Education and Deaf Education	3	1	0
Elementary Education and Deaf Education	1	1	0
Secondary Education and Deaf Education	2	0	0
International Development	15	13	6
Interpretation and Translation	25	13	6
Interpreting Practice/Research	23	12	6
Interpreting Research	2	1	0
Linguistics	12	12	8
Public Administration	36	26	17
Sign Language Education	59	32	26
Social Work	51	41	27
Speech-Language Pathology	54	44	17

Students dine and socialize in the newly remodeled Rathskellar, one of Gallaudet's dining areas in the I. King Jordan Student Activity Center.

	Applied ¹	Admitted ¹	Enrolled
Specialists	6	4	4
Deaf Education	6	4	4
Doctorates	116	55	32
Audiology, Au.D.	41	23	8
Clinical Psychology	22	7	6
Critical Studies in the Education of Deaf Learners	21	5	5
Educational Neuroscience	7	4	4
Hearing, Speech, and Language Sciences	1	1	1
Linguistics	5	2	1
School Psychology, Psy.D.	15	10	5
Translation and Interpretation Studies	4	3	2
Total Program Enrollment	489	315	191
Headcount	442	300	189

¹Dual program enrollments are included.



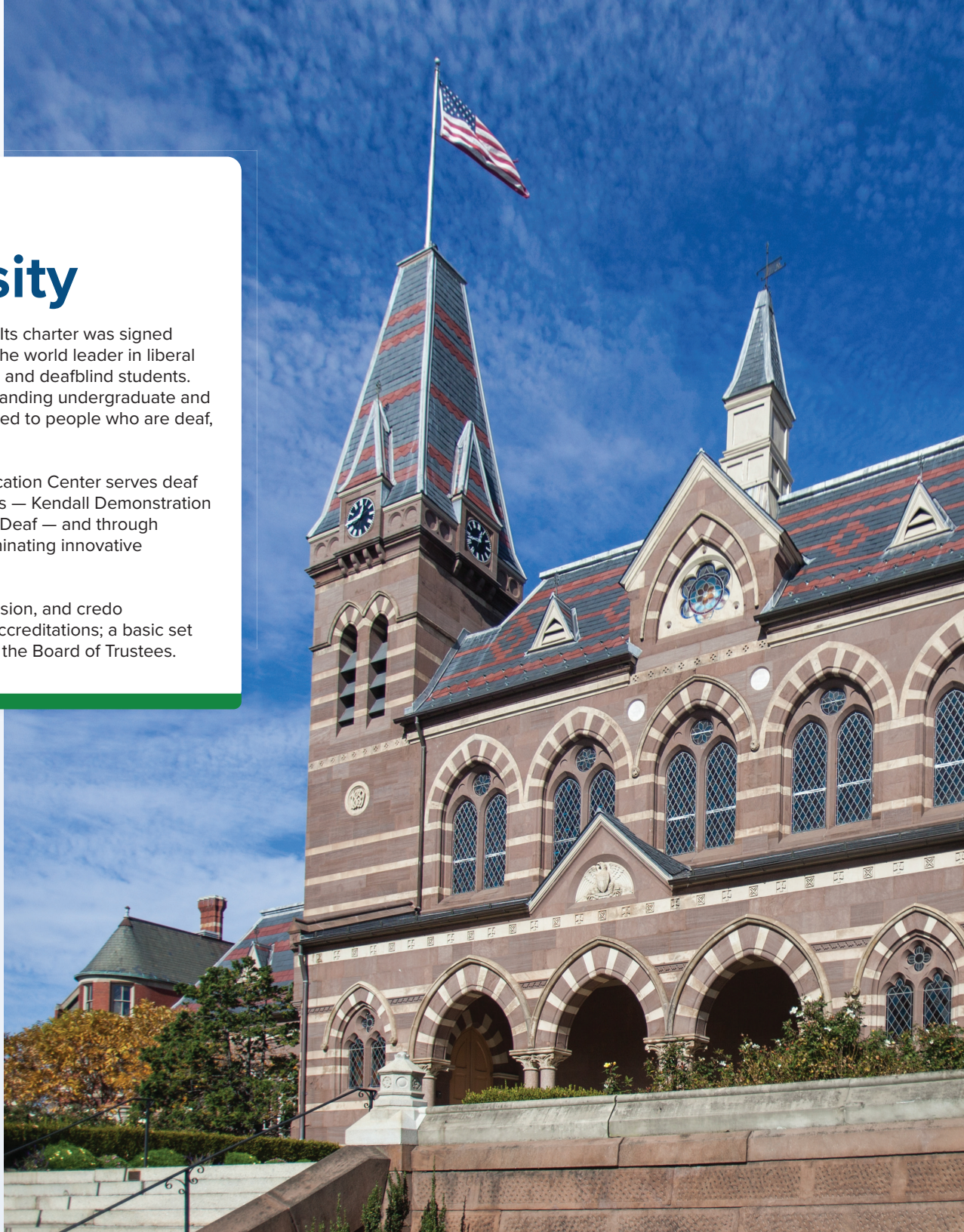
About Gallaudet University

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

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

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

Chapel Hall, completed in 1871, and its Tower Clock is one of the University's most iconic buildings. It houses administrative offices and the National Deaf Life Museum. Along with several other campus buildings, it is on the National Register of Historic Places.



I. Mission Statement

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

II. Vision Statement

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

Gallaudet will achieve these outcomes through:

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


III. The Gallaudet Credo

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

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

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

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



The Connected Gallaudet initiative provides all students with an Apple MacBook Pro or an Apple iPad Pro. The University has been recognized as an Apple Distinguished School for 2022-2025 for its use of Apple technology in support of the university's commitment to American Sign Language and English bilingualism, belonging and equity, and innovation.

IV. History of Gallaudet

The First 100 Years

In 1856, Amos Kendall, who served as postmaster general during two presidential administrations, 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 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 class action suit 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. Gallaudet University 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 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, signed an agreement authorizing the establishment and operation of MSSD on Gallaudet's campus. In 1970, President Richard M. Nixon signed a bill that authorized the establishment of Kendall Demonstration Elementary School, which replaced the existing Kendall School. Today, the two schools are part of Gallaudet's Laurent Clerc National Deaf Education Center, which is devoted to the creation and dissemination of educational opportunities for deaf students nationwide.

By an act of Congress, Gallaudet was granted university status in October 1986. One and a half 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). More recently, Hall Memorial Building (HMB) was renovated, with significant upgrades made to this main classroom building's science and technology laboratories. Capital projects, including the HMB renovation, the SLCC, and the newest Gallaudet and MSSD residence halls all incorporate DeafSpace design principles.

The University's undergraduate students can now choose from 30 majors, leading to Bachelor of Arts or Bachelor of Science degrees. 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, master of social work, 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 the First Year Experience Program, the Academic Advising Office, the Office for Students With Disabilities, Student Success, and the Office for Career Success. Nearly all undergraduate students complete domestic and 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 other signed languages, and the impact of technology on the deaf community.

In January 2016, Roberta J. Cordano became the first deaf woman to serve as president of Gallaudet. During her tenure, the University defined 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. Other ongoing initiatives include a strong focus on equity, diversity, and inclusive excellence, with an all-encompassing anti-racism plan; an increase in innovation and entrepreneurship opportunities; improvements to the student experience, both in and out of the classroom; a greater focus on internationalization; and a commitment to removing systemic racism in all its forms throughout the University and Clerc Center. In 2020, the university created a Center for Black Deaf Studies, which has grown steadily to include, beginning this year, an in-house scholar-researcher. 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: Excellence in Learning and Discovery, Our 10-Year Vision. In addition, several transformations are taking place, principally in the academic, fiscal, and operational domains.

Every academic year, President Cordano welcomes the community back in the fall, and delivers a State of the University address in the spring. These university-wide gatherings create a sense of community. During the 2022 State of the University address, President Cordano asked attendees to Adapt, Balance, and show Compassion, and stressed the importance of sustainability.



V. Institutional Name

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

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

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

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

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

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

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

The **Columbia Institution for the Deaf** became the corporate name in 1911. Gallaudet College became the corporate name in 1954.

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

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

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) in 1986.

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



The 2022 Commencement was the first one to be held in person since 2019. Apple CEO Tim Cook was speaker for the undergraduate ceremony, and Boston University professor Naomi Caselli addressed the graduate ceremony.

VI. Fast Facts

Location

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

Website

<http://www.gallaudet.edu>

Founded

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

Programs

Deaf and hard of hearing undergraduate students can choose from 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, sign language classes, ASL/English bilingual education, its ASL Connect online program, enrichment and youth programs, international programs, and its regional centers. The regional center locations are: East-Northern Essex Community College, MA; South-Alabama Institute for Deaf and Blind, Talladega, AL; and West-Ohlone College, CA.

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

Technology

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

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

Students interested in technology careers can major in graphic art, art and digital media, computer science, or computer information systems. They can also minor in 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 10-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 Special Assistant to the Provost for Research oversees all research units, centers, and programs, including the Office of Sponsored Programs and Research Services (OSPRS), the Center for Visual Language and Visual Learning (VL2), and the Technology Access Program (TAP), and provides functional support to the Gallaudet Institutional Review Board (IRB). OSPRS is responsible for research support functions.

VI. Fast Facts (cont'd.)

Enrollment

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

University, Fall 2022	Enrollment
Undergraduate (degree/non-degree, full-time and part-time)	914
Graduate (degree/non-degree, full-time and part-time)	408
English Language Institute	9
University subtotal	1,331

Laurent Clerc National Deaf Education Center, Fall 2022	Enrollment
Kendall Demonstration Elementary School	88
Model Secondary School for the Deaf	139
Clerc Center subtotal	227

Total Fall Enrollment, Academic Year 2021–2022	Enrollment
University subtotal	1,410
Clerc Center subtotal	187
Total fall enrollment, Academic Year 2021–2022	1,597

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

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

Annual University Tuition, Room, and Board (Academic Year 2022–2023)

	Undergraduate	Graduate
U.S. student tuition ¹	\$16,512	\$18,180
International student tuition (non-developing countries) ¹	\$33,024	\$36,360
International student tuition (developing countries) ¹	\$24,768	\$27,270
Room and board ²	\$14,622	\$14,622

¹Does not include health service, student activities, and technology fees.

²Room and board rates vary depending on the room and meal plan chosen. Carlin Hall and the 250-block meal plan were used in this calculation.

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

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

Alumni

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

Fundraising

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

Employees

At the end of FY 2022, the University and Clerc Center together had 907 employees, 572 of whom are deaf or hard of hearing. A total of 228 employees are University faculty members or Clerc Center teachers.

Funding

Total revenues and other support for FY 2022 were approximately \$218.0 million. Due to COVID-19, revenue remains down in several areas, principally in auxiliary services such as the Kellogg Conference Hotel, and business development, which includes facilities rental, etc. However, these revenue losses were offset by appropriation funding provided to Gallaudet under the CARES Act, CRRSSA, and ARPA.

Endowment

As of the end of FY 2022, the University's endowment was approximately \$191.6 million. Like everyone, FY 2022 was not a good investment year for Gallaudet. The endowment saw losses of \$28.4 million during the year.

Community Impact

Gallaudet is one of the largest business entities in the Northeast quadrant of Washington, D.C., with direct salaries, wages, and benefits totaling more than \$128.7 million during FY 2022. The University spent another \$93.3 million on goods and services and \$19.4 million on capital improvements.

Gallaudet welcomes deaf, hard of hearing, and deafblind students from many backgrounds. Students communicate in American Sign Language and English, and make use of a wide spectrum of assistive technologies, including cochlear implants.



VII. Accreditation

Gallaudet University is accredited by:

Middle States Commission on Higher Education (MSCHE)

1007 North Orange Street

4th Floor, MB #166

Wilmington, DE 19801

Telephone: (267) 284-5011

Website: msche.org

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

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

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

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

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

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

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

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

Spring blossoms and fall foliage are especially picturesque on the Gallaudet campus. The University's grounds crew maintains a large variety of trees and plants. Some of the trees are more than 150 years old.



VIII. Board of Trustees

Executive Committee



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Seth Bravin, '95
Maryland



Dr. Cynthia Neese Bailes, '70
Maryland



Dr. Charlene Dwyer
Wisconsin



Dr. Joyce Ester
Minnesota



Edson F. Gallaudet III
Washington



Darian Burwell Gambrell,
'97 & G-'04
Massachusetts



Dr. Natwar Gandhi, Esq.
Washington, D.C.



Mindi Greenland, '04
Georgia



Gregory L. Hlibok, Esq., '90
Maryland



Dr. Philip P. Kerstetter, PhD '85
Pennsylvania



Thomas Mulloy
United Kingdom



Dr. Nicole Snell, '04
Arizona

Public Members



The Honorable
Sherrod Brown
Ohio



The Honorable
Larry Bucshon
Indiana

Undergraduate ecology students conduct research experiments at the Smithsonian Environmental Research Center in Edgewater, Maryland.

Performance Requirements

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

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

I. Education of the Deaf Act Reporting Requirements

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

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

From the EDA

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

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

Refer to the next section of this chapter, Government Performance and Results Act Report. (Additional information is available in the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 74.)

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:

“The number of students enrolled full- and part-time.”

Refer to the next section of this chapter, Government Performance and Results Act Report. (Additional information is available in the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 74.)

“The number of these students who completed or graduated from each of the educational programs.”

Refer to the next section of this report, Government Performance and Results Act Report. (Additional information is available in the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 74.)

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

Refer to the next section of this report, Government Performance and Results Act Report. (Additional information is available in the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 74.)

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

Detailed information on these support services for Gallaudet and the Clerc Center is provided in the chapters entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 74 and “Laurent Clerc National Deaf Education Center” on page 162, respectively.

“The number of recruitment activities by type and location for all educational levels.”

Refer to the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 74.

- A. “Employment openings/vacancies and grade level/type of job and number of these individuals that applied and that were hired.”
 - B. Refer to the chapter entitled “Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan” on page 74.
 - C. “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.”
 - D. 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 162.
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.

I. Education of the Deaf Act Reporting Requirements (cont'd.)

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

Refer to our audited financial statements, submitted separately.

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

Refer to our audited financial statements, submitted separately.

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

Refer to our audited financial statements, submitted separately.

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

From the EDA on Research

- a. "Research priorities ...

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

Refer to the chapter, "Priority Two: Knowledge Creation and Discovery" on page 130.

- 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:

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

Refer to the chapters "Priority Two: Knowledge Creation and Discovery" on page 130 and "Laurent Clerc National Deaf Education Center" on page 162.

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

Refer to the chapter, "Priority Two: Knowledge Creation and Discovery" on page 130; this summary has been incorporated into the annual report.



President Cordano converses with students during a barbecue and lawn games event at the Edward Miner Gallaudet Residence, also known as House One, where the Gallaudet University President and their family lives.

II. Government Performance Results Act Report and Measures

EDA: Gallaudet University (OSERS)

FY 2022 Program Performance Report

Strategic Goal

Direct Appropriation

EDA, Title I, Part A and Section 207

CFDA 84.910A: Gallaudet University Programs and Elementary and Secondary Education Programs

84.910B: Gallaudet University Endowment Grant

84.910D: Gallaudet University Construction Program

Program Goal

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

Objective 1 of 4:

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



Gallaudet provides its students and faculty with computing devices through a partnership with Apple to create digital solutions for innovative teaching and learning as part of our academic experience.

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

Year	Target	Actual (or date expected)	Status
2003	Not available	1,099	Historical actual
2004	Not available	1,120	Historical actual
2005	Not available	1,098	Historical actual
2006	Not available	1,174	Historical actual
2007	Not available	1,101	Historical actual
2008	1,180.0	973	Target not met
2009	1,020.0	927	Target not met
2010	1,020.0	1,002	Target not met but improved
2011	1,020.0	1,012	Target not met but improved
2012	1,020.0	1,029	Target exceeded
2013	1,020.0	1,045	Target exceeded
2014	1,020.0	1,006	Target not met
2015	1,020.0	951	Target not met
2016	1,020.0	959	Target not met but improved
2017	1,020.0	1,082	Target exceeded
2018	1,020.0	1,074	Target exceeded
2019	1,020.0	1,066	Target exceeded
2020	1,020.0	1,005	Target not met
2021	1,020.0	905	Target not met
2022	1,020.0	911	Target not met but improved
2023	1,020.0	852	Target not met

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

Frequency of Data Collection: Annual

Data Quality: Gallaudet University reported a total of 852 full-time, degree-seeking undergraduate students enrolled in the fall of 2022 (FY 2023), a decrease of 59 students from the previous year. The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University includes students who are deaf and hard of hearing, as well as hearing undergraduate students (HUGs) and hearing undergraduate students in the Bachelor of Arts in Interpretation program. This measure does not include part-time students or non-degree seeking undergraduate students. This measure is consistent with Integrated Postsecondary Education Data System (IPEDS) methodology in reporting only full-time, degree-seeking undergraduates. Data is collected on census date, the fifteenth calendar day from the first day of class in the fall of each year and does not include new students who enroll in the spring of the same academic year.

II. Government Performance Results Act Report and Measures (cont'd.)

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

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

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

Explanation: There are four primary influences on total enrollment: the availability and support for bilingual education in the pre-K-12 pipeline, the recruitment of new students, the persistence rate, and the graduation rate. In the fall of 2022 (FY 2023), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University decreased by 59 students (6.5%) compared to the previous year. This number did not meet our target of 1,020 by 168 students. Like other colleges and universities, Gallaudet's undergraduate enrollment declined. This change in enrollment occurred because of several factors that contributed to the recruitment and retention of full-time undergraduate students. During FY 2022, a larger number of full-time undergraduate students graduated ($n = 212$) compared to FY 2021 ($n = 205$). Gallaudet also saw a lower rate of retention to Year 2 which was partly attributed to a curriculum change in the General Education program that has since been modified and corrected for Fall 2022. In addition, Gallaudet

saw an increase of students of color in Fall 2021. Historically, these students have a lower retention rate compared to white students and this trend impacts the overall enrollment. Furthermore, Gallaudet also saw a lower rate of retention to Year 3 for those in the fall cohort 2020 (those who first enrolled at Gallaudet during the pandemic), which is still being explored to better understand why this group did not retain as well as cohort 2015 who shared a similar rate of retention to Year 2. Some anecdotal comments and hypotheses of why students left were due to key programs experiencing staffing turnover with the return to campus and moving major key events such as Orientation and Homecoming to virtual space. These incidents affected by COVID-19 impacted the student experience. Lastly, with our incoming students, the number of new students who were admitted this fall decreased by nine students compared to last fall. COVID-19 had an impact on admissions' recruiting efforts (e.g., suspension of travel and school visits) and prospective students' college readiness for admission to Gallaudet.

To address the continued challenges of enrollment as well as achieve the enrollment goals of Fall 2023, Gallaudet has been working on boosting its enrollment marketing efforts by redesigning and expanding e-communications that goes out to prospects including new transactional e-communications for admits/matriculated students. In addition, Gallaudet has implemented additional recruitment strategies with a renewed focus on generating new leads including but not limited to; optimizing the redesigned website, increased digital marketing, conducting in-person school visits, attending conferences and events to connect with prospective high school students and families, and boosting Gallaudet's outreach efforts through the Clerc Center and Youth Programs. Gallaudet is also working to bolster early language access to bilingual language access (ASL and English) through the REAL program which is primarily focused on nine states in the southeast. We continue to be impacted by special education programs not being aware of or, in some cases, not supporting the benefits of learning bilingually.

To address the retention of our students, Gallaudet is revamping the Student Success Council led by the Dean of Student Affairs and Interim Dean of Academic and Career Success, formerly known as the Associate Provost of Student Success and Academic Quality. The co-chairs of the Student Success Council will be revisiting the charge of the committee as well as implement a model that will effectively utilize data to implement student success initiatives with the goal of improving student's sense of belonging, engagement and retention to the university. Gallaudet is also working on being more inclusive by revisiting current policies. Of particular note, the Honors program reviewed its program admissions criteria. While keeping the academic excellence and quality intact, it revised its criteria to be more inclusive and welcomed its largest cohort of Honors students ($n = 34$) this fall. This is a key pathway to support students' success in academic excellence.

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

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

Fiscal Year	Target	Actual (or date expected)	Status
2004	Not available	287	Historical actual
2005	Not available	311	Historical actual
2006	Not available	320	Historical actual
2007	Not available	318	Historical actual
2008	295.0	277	Target not met
2009	295.0	277	Target not met
2010	295.0	460	Target exceeded
2011	295.0	368	Target exceeded
2012	295.0	274	Target not met
2013	295.0	330	Target exceeded
2014	295.0	278	Target not met
2015	295.0	297	Target exceeded
2016	295.0	267	Target not met
2017	295.0	266	Target not met
2018	295.0	250	Target not met
2019	295.0	331	Target exceeded
2020	295.0	311	Target exceeded
2021	295.0	447	Target exceeded
2022	295.0	396	Target exceeded
2023	295.0	313	Target exceeded

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

Frequency of Data Collection: Annual

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

Gallaudet fosters a sense of belonging among its students as a key imperative in The Gallaudet Promise.



II. Government Performance Results Act Report and Measures (cont'd.)

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

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

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

Explanation: The target of 295 was exceeded in Fall 2022 (FY 2023) by 18 students. Compared to Fall 2021, this was a decrease of 83 students, despite exceeding the target. Although undergraduate non-degree seeking student enrollment decreased by about 71% (difference of 10 students) and English Language Institute student enrollment decreased nearly 50% (difference of seven students), most of the decrease was due to Professional Studies students (n = 37 students) and part-time degree seeking undergraduate students (n = 29).

Gallaudet notes that the change in Professional Studies program design is being influenced by our learning from responding to the pandemic resulting in a program redesign this summer after the departure of the director of Center for Continuing and Online Education in the middle of the summer. Enrollment was likely impacted by these factors. The unit is now being restructured into two different units: Continuing Education and Online Education. In addition, Gallaudet notes that the change in non-degree seeking undergraduate students is due to ASL Connect being a viable alternative for non-Gallaudet students. Non-degree seeking undergraduate students used to register for undergraduate-level ASL courses, but they are now registering for ASL Connect (professional studies) courses instead.

Gallaudet also notes that the English Language Institute program is still impacted by several factors, including the international tuition rate, the political context of allowing the ease of travel to the U.S., and the program redesign. The first two factors related to affordability and traveling to the U.S. have the greatest impact on our international students' ability to enroll at Gallaudet.

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

Year	Target	Actual (or date expected)	Status
2003	Not available	617	Historical actual
2004	Not available	506	Historical actual
2005	Not available	451	Historical actual
2006	Not available	466	Historical actual
2007	Not available	430	Historical actual
2008	425.0	383	Target not met
2009	425.0	377	Target not met
2010	425.0	408	Target not met but improved
2011	425.0	413	Target not met but improved
2012	425.0	410	Target not met
2013	425.0	446	Target exceeded
2014	425.0	469	Target exceeded
2015	425.0	443	Target exceeded
2016	440.0	444	Target exceeded
2017	440.0	426	Target not met
2018	440.0	437	Target not met
2019	440.0	411	Target not met
2020	440.0	406	Target not met
2021	440.0	423	Target not met but improved
2022	440.0	412	Target not met

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

Frequency of Data Collection: Annual

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

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

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

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

Explanation: The target of 440 was not met by 41 students. Compared to Fall 2021, this is a decrease of 13 students. There are four primary influences on total enrollment: the recruitment of new students, the persistence rate, the graduation rate, and the economy. From Fall 2021 to Fall 2022, 150 graduate students graduated, and 228 graduate students returned, producing a fall-to-fall return rate of 87%. The fall-to-fall return rate of graduate students is the same as the Fall 2020 to Fall 2021 return rate, but the total number of students in Fall 2021 was less than those in Fall 2020. At the same time, the number of new graduate students decreased by seven with 166 enrolled this Fall 2022 compared to 173 in Fall 2021. Therefore, the total number of graduate students this year is influenced by a smaller number of graduate students to retain and a smaller group of new students. COVID-19 had an impact on the recruitment of graduate students due to a desire for online learning. Gallaudet is working on expanding online programs for graduate students.

To address the continued challenges of enrollment as well as achieve the enrollment goals for Fall 2023, Gallaudet's Office of Graduate Admissions (GAO) is collaborating with University Communications on a rebranding effort to better position the Graduate School and by extension, Gallaudet University, as a prestigious leader and innovator. GAO is currently proposing admissions policies for increased transparency with the application and admissions process and to set appropriate expectations for graduate applicants. In doing so, we will be aligned with the vast majority of higher education institutions that have similar policies. GAO also will be adopting a centralized admission service called Centralized Application Service for Communication Science and Disorders Program (CSDCAS), which was specifically developed for Speech-Language Pathology (SLP) and Audiology (Au.D.) programs. This service platform allows applicants to use a single web-based application with one set of application materials to apply to multiple SLP and Au.D. programs. The service is free for universities to use and includes administrative tools to facilitate decision-making.

GAO is continuing to use digital platforms such as virtual Open Houses using Zoom in its recruitment efforts. In addition, GAO is expanding recruitment travel to help put Graduate School on the map and make connections with prospects, applicants, and stakeholders who may impact enrollment decisions (e.g., vocational rehabilitation). Due to the innovation of our graduate faculty, GAO recently opened applications to four new graduate programs that align with national trends in terms of career opportunities. They are a Master of Science program in Accessible Human-Centered Computing, a Master of Arts program in Counseling with a specialization in Mental Health Counseling, an interdisciplinary Master of Arts program in Deaf and Hard of Hearing Infants, Toddlers and their Families: Collaboration and Leadership, and a graduate certificate program in Deaf-Centered Disability Inclusive Disaster Risk Reduction and Emergency Planning.



II. Government Performance Results Act Report and Measures (cont'd.)

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

Year	Target	Actual (or date expected)	Status
2004	225.0	186	Target not met
2005	225.0	182	Target not met
2006	225.0	226	Target exceeded
2007	225.0	218	Target not met
2008	225.0	164	Target not met
2009	225.0	149	Target not met
2010	225.0	151	Target not met but improved
2011	225.0	140	Target not met
2012	165.0	165	Target met
2013	165.0	150	Target not met
2014	165.0	149	Target not met
2015	165.0	165	Target met
2016	165.0	166	Target exceeded
2017	165.0	166	Target exceeded
2018	165.0	174	Target exceeded
2019	165.0	160	Target not met
2020	165.0	161	Target not met but improved
2021	165.0	139	Target not met
2022	165.0	102	Target not met
2023	165.0	139	Target not met

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

Frequency of Data Collection: Annual

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

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

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

The enrollment target for FY 2021 was not met. Due to the COVID-19 pandemic, in March 2020, the MSSD campus was physically closed and all students transitioned to remote learning. Remote learning continued when school opened for the 2020-2021 academic year. MSSD made the decision to pause new enrollments in anticipation of students returning to campus and limited housing availability should single occupancy (no roommates) be required for appropriate, safe physical distancing.

During the summer of 2021, student housing was assessed in light of CDC guidance. Based on their recommendations, MSSD needed to reopen for on-campus learning in Fall 2021 with single occupancy dormitory rooms, effectively halving housing capacity. This restriction meant that with existing enrollment, the dormitory was at capacity. MSSD was, therefore, unable to enroll new students who needed housing in order to attend. The only new students admitted were 11 students who completed eighth grade at KDES and moved on to ninth grade at MSSD and nine students who enrolled as commuters. The Clerc Center anticipates an increase to target enrollment numbers after CDC guidelines allow a return to double occupancy dormitory capacity.

The current low enrollment is due to the decision to suspend enrollment for the 2020-2021 and 2021-2022 academic years. Two classes of seniors completed the program during that time. Despite enrollment of the largest number of new students (77) in several years, total enrollment reached 139 for Fall 2022. The Clerc Center expects enrollment to return to target numbers with the Fall 2023 census.



Students new to the Deaf community and American Sign Language begin their journey at Gallaudet with JumpStart: ASL, an four-week summer immersion program.

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

Year	Target	Actual (or date expected)	Status
2004	140.0	145	Target exceeded
2005	140.0	142	Target exceeded
2006	140.0	141	Target exceeded
2007	140.0	128	Target not met
2008	140.0	127	Target not met
2009	140.0	120	Target not met
2010	140.0	105	Target not met
2011	140.0	99	Target not met
2012	115.0	97	Target not met
2013	115.0	94	Target not met
2014	115.0	92	Target not met
2015	115.0	87	Target not met
2016	115.0	106	Target not met but improved
2017	115.0	111	Target not met but improved
2018	115.0	103	Target not met
2019	115.0	111	Target not met
2020	115.0	111	Target not met
2021	115.0	95	Target not met
2022	115.0	87	Target not met
2023	115.0	88	Target not met

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

Frequency of Data Collection: Annual

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

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

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

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

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

During the summer of 2021, building and bus capacity was assessed in light of CDC COVID-19 guidelines. Based on this review, it was determined that KDES was at classroom capacity from kindergarten through eighth grade and no new students could be enrolled in those grades. New students could be enrolled only in Early Childhood Education program classes, which still had classroom capacity. The current low enrollment is due to the decision to suspend enrollment due to classroom capacity for the 2020-2021 and 2021-2022 academic years. Two classes of eighth graders completed the program during that time. The Clerc Center expects enrollment to return to target numbers with the Fall 2023 census.



Graduate students in the Counseling program engage in hands-on projects, professional mentorships, and internships that address real-world problems while immersed in a robust and highly diverse deaf culture.

II. Government Performance Results Act Report and Measures (cont'd.)

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

Year	Target	Actual (or date expected)	Status
2003	Not available	60	Historical actual
2004	Not available	70	Historical actual
2005	Not available	75	Historical actual
2006	Not available	64	Historical actual
2007	Not available	54	Historical actual
2008	75.0	60	Target not met but improved
2009	70.0	75	Target exceeded
2010	70.0	73	Target exceeded
2011	70.0	70	Target met
2012	72.0	77	Target exceeded
2013	73.0	69	Target not met
2014	74.0	67	Target not met
2015	75.0	67	Target not met
2016	75.0	80	Target exceeded
2017	75.0	63	Target not met
2018	75.0	72	Target not met but improved
2019	75.0	75	Target met
2020	75.0	74	Target not met
2021	75.0	80	Target exceeded
2022	75.0	73	Target not met

Source: Gallaudet University Office of Institutional Research, Data Warehouse

Frequency of Data Collection: Annual

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

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

Gallaudet University noted that, in comparison, the National Center for Educational Statistics data indicates that 4-year public colleges and universities with open

admissions have an average persistence rate of 59%, and 4-year private nonprofit colleges and universities with open admissions have an average persistence rate of 64% (Undergraduate Retention and Graduation Rates: updated May 2022). Gallaudet University noted that data from the National Student Clearinghouse Research Center indicated that the retention rate of first-time freshmen in fall 2020 was 66.4% (National Student Clearinghouse Research Center, 2022). Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments) and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents' household income; or young adults' race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more "socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school" (Lipscomb, Lacoe, Liu & Haimson, 2018). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

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

Gallaudet University's first-year persistence rate for FY 2022 was 73% and did not meet the target of 75%. Gallaudet notes that the retention rate is the third highest retention rate in 10 years. Gallaudet continued its focus on the student experience utilizing Navigate. Navigate is an early alert system providing a coordinated care network including mobile nudging and an interactive checklist of important notifications (i.e., registering for classes and financial holds). Academic Advisors and Student Success Coaches have and continue to reach out to students who were flagged in Navigate as needing additional support, have not registered for classes, or have left Gallaudet.

Gallaudet underwent several changes during FY 2021 with student success (recruitment, retention, graduation and post-graduation outcomes) as the driver for change. During FY 2021, students returned to campus after being virtual for the previous 2020-2021 academic year and this return to campus, while exciting, was also fraught with anxiety as community members learned to navigate teaching and learning during a pandemic. The return to campus required adherence to strict protocols, starting with attending classes virtually for the first two weeks of the semester, with implementation of biweekly/weekly COVID testing mandates as well as of masking and distancing requirements, both inside and outside buildings and with establishing quarantine and isolation protocols for faculty, staff and students who tested positive. Pandemic protocols also led to a university-elected suspension of athletics events and the moving of several major university events such as Orientation and Homecoming to virtual spaces. Several key programs also experienced overturn of staffing with the return to campus and this impacted attention to the student experience. While the pandemic did affect aspects of the student experience, other changes included rolling out the new Core General Education curriculum with VEE 101 and VEE 102 First Year Seminars being offered both Fall and Spring semesters, expanding the First Year Seminar from a one-semester experience to a two-semester experience.

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

Year	Target	Actual (or date expected)	Status
2006	Not available	77	Historical actual
2007	Not available	77	Historical actual
2008	Not available	80	Historical actual
2009	Not available	76	Historical actual
2010	Not available	77	Historical actual
2011	Not available	73	Historical actual
2012	77.0	81	Target exceeded
2013	77.0	83	Target exceeded
2014	77.0	79	Target exceeded
2015	80.0	84	Target exceeded
2016	80.0	84	Target exceeded
2017	80.0	81	Target exceeded
2018	80.0	81	Target exceeded
2019	85.0	85	Target met
2020	85.0	91	Target exceeded
2021	85.0	78	Target not met
2022	85.0	87	Target exceeded

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

Frequency of Data Collection: Annual

Data Quality: Gallaudet University calculates the persistence based on a cohort formula to include all students enrolled at the master's level at the university each fall, as the master's enrollment has a more consistent enrollment period than students at other graduate degree levels. Specifically, the persistence rate is calculated as the number of enrolled master's degree students who return the next fall, divided by the number who were enrolled in the previous fall, after subtracting the number of students who graduated from the denominator. This method of calculating the graduate persistence rate is comparable to the method of calculating the undergraduate persistence rate.

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

Explanation: This measure was designated as a long-term measure. In FY 2022, Gallaudet University met its graduate persistence target of 85% by 2%. Gallaudet consistently met or exceeded the target for this measure from FY 2012 to FY 2020.

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

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

Year	Target	Actual (or date expected)	Status
2004	Not available	11	Historical actual
2005	Not available	6	Historical actual
2006	Not available	5	Historical actual
2007	Not available	2	Historical actual
2008	Set baseline	13	Baseline
2009	13.0	3	Target exceeded
2010	6.0	3	Target exceeded
2011	6.0	3	Target exceeded
2012	6.0	1	Target exceeded
2013	6.0	1	Target exceeded
2014	6.0	4	Target exceeded
2015	6.0	6	Target met
2016	6.0	3	Target exceeded
2017	4.0	3	Target exceeded
2018	4.0	6	Target not met
2019	4.0	3	Target exceeded
2020	4.0	3	Target exceeded
2021	4.0	3	Target exceeded
2022	4.0	2	Target exceeded

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

Frequency of Data Collection: Annual

Data Quality: The MSSD dropout rate was calculated from data obtained from the PowerSchool databases, withdrawal forms from the Clerc Center Admissions Office, transcript requests from the MSSD Front Office, and Admissions Office follow-up with parents.

II. Government Performance Results Act Report and Measures (cont'd.)

Target Context: The Clerc Center reported that the dropout rate for MSSD students has ranged from 2% to 13% from FY 2004 to FY 2008, with an average of a 7% dropout rate over the five years. The year-to-year variability in the dropout rate is due to the small population of students at MSSD. The Clerc Center also noted that NCES reported that the national event dropout rate for students in public schools in grades 9-12 in 2003-2004 was 3.9%. Based on the analysis of the national data and MSSD historical data, the target of a 6% dropout rate was determined to be an ambitious yet achievable goal. Given that MSSD achieved the dropout rate of 1% for 2012 and 2013 and 4% for 2014, this target was reduced to 4% beginning in 2017.

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

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

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

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

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

1. Transferred—The student transferred to and is attending another educational institution leading toward a high school diploma or its equivalent.
2. Completed program—The student received a high school diploma from MSSD or another high school program or its equivalent.
3. Early college enrollment—The student enrolled in and is attending a college offering a degree program without first receiving a high school diploma.
4. Moved to another country—The student voluntarily or involuntarily moved out of the United States.
5. Temporary absence—The student has a temporary school-recognized absence due to suspension, illness, or unresolved immigration issues.
6. Late enrollment—The student is planning to enroll shortly after September 15.
7. Death—The student is deceased.

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

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

The Clerc Center has met the target for this measure each year from FY 2009 to FY 2017. The target was not met for FY 2018 due to an increase of withdrawals and increased challenges getting information from schools/families verifying where a student has enrolled after leaving MSSD. The target was met for FY 2019 to FY 2022.

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

Year	Target	Actual (or date expected)	Status
2009	Not available	94	Historical actual
2010	Set baseline	94	Baseline
2011	94.0	95	Target exceeded
2012	95.0	95	Target met
2013	95.0	95	Target met
2014	95.0	96	Target exceeded
2015	95.0	95	Target met
2016	95.0	93	Target not met
2017	95.0	95	Target met
2018	95.0	96	Target exceeded
2019	95.0	94	Target not met
2020	95.0	Data not available due to COVID-19 suspension of on-campus learning	--
2021	95.0	Data not available due to remote learning attendance tracking procedures	--
2022	95.0	92	Target not met

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

Frequency of Data Collection: Annual

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

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

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

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

The Clerc Center has met this measure each year from FY 2011 to FY 2015 and from FY 2017 to FY 2018. The target was not met for FY 2019 and FY 2022.

During FY 2020, KDES was physically open to students through March 13, 2020. The daily attendance rate from August 19, 2019, through March 13, 2020, was 83%. During the fourth quarter of FY 2020, the KDES campus was closed due to the COVID-19 pandemic. KDES transitioned to remote learning, and attendance was documented by the number of remote learning sessions each student participated in each week versus the number they were scheduled to attend each week. Traditional daily attendance was not reported for the fourth quarter; therefore, the attendance rate for FY 2020 could not be computed. The Clerc Center is now tracking daily class attendance during online learning and implementing supports needed to ensure all students are able to attend and fully participate. This will support an improved daily attendance rate.

KDES conducted remote learning for the 2020-2021 academic year. Traditional daily attendance was not reported for the academic year; attendance was documented by the number of sessions each student missed each day. Therefore, the attendance rate for FY 2021 could not be computed.

In FY 2022, the attendance rate was 92%, just below the target of 95%. However, enrollment in FY 2022 was also lower than normal. KDES had a total enrollment of

88 students in FY 2022, but since only attendance for students enrolled in grades K-8 is calculated for this target, the number is even lower. Therefore, even slight movement on attendance, which was more likely in a year when families were still exercising caution due to COVID-19, had a greater impact percentage-wise on attendance. There were a variety of reasons, unexcused and excused, that families chose to keep their children home during FY 2022. Student and family exposure to COVID-19 had an impact on attendance, as did Internet issues with online learning.

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

Year	Target	Actual (or date expected)	Status
2003	Not available.	29	Historical actual
2004	Not available.	26	Historical actual
2005	Not available.	28	Historical actual
2006	Not available.	32	Historical actual
2007	31.0	25	Target not met
2008	32.0	28	Target not met but improved
2009	32.0	39	Target exceeded
2010	32.0	35	Target exceeded
2011	32.0	41	Target exceeded
2012	32.0	33	Target exceeded
2013	35.0	47	Target exceeded
2014	39.0	46	Target exceeded
2015	40.0	46	Target exceeded
2016	42.0	43	Target exceeded
2017	45.0	53	Target exceeded
2018	45.0	47	Target exceeded
2019	50.0	51	Target exceeded
2020	50.0	44	Target not met
2021	50.0	58	Target exceeded
2022	50.0	44	Target not met

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

Frequency of Data Collection: Annual

Data Quality: This measure is consistent with the standard Integrated Postsecondary Education Data System (IPEDS) methodology that uses a six-year cohort graduation rate, based on the same entering cohort as the IPEDS first-year persistence indicator; that is, the percentage of all incoming first-time, full-time freshmen students in one semester who have graduated by the end of six years after entry. Using the IPEDS methodology of calculating this graduation rate

II. Government Performance Results Act Report and Measures (cont'd.)

allows for comparisons with other colleges and universities. Gallaudet University reported the FY 2022 data on the percentage of first-time, full-time degree-seeking undergraduate students who graduate within six years of enrollment (that is, those who initially enrolled in the 2016-2017 academic year).

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

Comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges and private nonprofit colleges have a six-year graduation rate of 63% and 68% respectively (Undergraduate Retention and Graduation Rates: updated May 2022). Gallaudet University noted that data from the National Student Clearinghouse Research Center indicated that the six-year graduation rate of first-time freshmen in fall 2015 was 62.2% (National Student Clearinghouse Research Center, 2022). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University. Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments) and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents' household income; or young adults' race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, D.C. Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more "socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school" (Lipscomb, Lacoe, Liu, & Haimson, 2018).

Explanation: This is a long-term measure.

Gallaudet University's six-year graduation rate of first-time, full-time degree seeking undergraduate students did not meet the target by 6%. Gallaudet notes that the graduation rate for FY 2022 or Cohort 2016 is similar to the graduation rate in FY 2020 or Cohort 2014. It is important to note that the six-year graduation rate correlates with the retention to Year 2. In other words, the lower the retention rate to Year 2 is, the lower the six-year graduation rate will be. Cohort 2014 had a retention rate to Year 2 of 67% whereas Cohort 2016 had a lower retention rate to Year 2 of 62%. Comparing these two cohorts, Gallaudet improved in retaining more of its students from Year 2 to graduation within six-years.

Gallaudet continues to focus on implementing action plans of Gallaudet's strategic plan to increase the six-year undergraduate rate to 50%. Some of these action plans correspond to the plans tied to improving the persistence rate of students such as maximizing Gallaudet's early alert system, increasing Gallaudet's focus on the retention of students of color, increasing the number of students declaring their major before their third year, and with the new Office of Career Success, intentionally promoting both academic and career pathways to strengthen graduation and post-graduation outcomes.

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

Year	Target	Actual (or date expected)	Status
2006	Not available.	74	Historical actual
2007	Not available.	78	Historical actual
2008	Not available.	63	Historical actual
2009	Not available.	74	Historical actual
2010	Not available.	74	Historical actual
2011	Not available.	72	Target not in place
2012	74.0	72	Target not met
2013	74.0	75	Target exceeded
2014	74.0	81	Target exceeded
2015	74.0	83	Target exceeded
2016	74.0	76	Target exceeded
2017	74.0	81	Target exceeded
2018	74.0	81	Target exceeded
2019	74.0	77	Target exceeded
2020	74.0	84	Target exceeded
2021	74.0	80	Target exceeded
2022	74.0	81	Target exceeded

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

Frequency of Data Collection: Annual

Data Quality: Gallaudet University calculates the graduate rate based on a cohort formula to include all new students enrolled at the master's degree level at the university each fall who complete their program within a three-year period. The calculation includes master's degree students who were already enrolled in a graduate program at the university and transferred to a different graduate program as a new student. This methodology parallels established formulas used to calculate undergraduate graduation rates.

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

Explanation: This measure was designated as a long-term measure. In FY 2021, Gallaudet University exceeded its graduate student graduation target of 74% by 6%. Gallaudet University has consistently exceeded the target for this measure since FY 2013.

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

Year	Target	Actual (or date expected)	Status
2014	Set baseline	72	Baseline
2015	65.0	73	Target exceeded
2016	65.0	79	Target exceeded
2017	65.0	89	Target exceeded
2018	65.0	69	Target exceeded
2019	65.0	77	Target exceeded
2020	65.0	66	Target exceeded
2021	65.0	77	Target exceeded
2022	65.0	73	Target exceeded

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

Data Quality: In determining the four-year adjusted cohort graduation rate (ACGR), the Clerc Center is using the Department's definition as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years, which is set at four and is referred to as the "on-time graduation rate." The cohort is "adjusted" by adding any student who transfers into the cohort and by subtracting any student who transfers out, emigrates to another country, or dies during the years covered by the rate. This methodology allows for the movement of transfer of students into or out of the Clerc Center. The following formula shows how the four-year ACGR would be calculated for the cohort entering the ninth grade for the first time in school year 2010-2011 and graduating by the end of school year 2013-2014:

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

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

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

This calculation did not require tracking of transfer students in and out of the program for students who were not in the two-year cohort (underclassmen). MSSD calculated graduation rates based on first-time seniors. This was limited to first-time seniors at MSSD as systems were not yet in place to track if a student had been classified as a senior at another school/program. Documentation of diploma

type was also not included as it is not required to successfully calculate the ACGR. All diploma types—certificate, standard, and merit—were included in the two-year senior cohort.

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

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

In 2014, the National Center for Education Statistics (NCES) reported that national graduation rates for students with disabilities in 2010-2011 and 2011-2012 were 59% and 61%, respectively. At that time in 2014, the most recent data available was from 2011-2012. The Clerc Center proposed using the 61% as a reference point in setting an appropriate target for its students.

The target for 2015 and subsequent years was set at 65% and will be adjusted accordingly as new data on the national graduation rate of students with disabilities from NCES becomes available.

Explanation: This measure will allow for direct comparison with the national graduation rates of students with disabilities as reported by the Institute of Education Sciences' National Center for Education Statistics.

The target has been met each year from FY 2015 through FY 2022.



Our General Education curriculum emphasizes interdisciplinary learning, collaboration and diverse groups, critical thinking about real-world, cultural, and global issues.

II. Government Performance Results Act Report and Measures (cont'd.)

Objective 2 of 4:

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

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

Year	Target	Actual (or date expected)	Status
2004	50.0	91	Target exceeded
2005	55.0	56	Target exceeded
2006	55.0	84	Target exceeded
2007	55.0	89	Target exceeded
2008	55.0	54	Target not met
2009	55.0	43	Target not met
2010	55.0	34	Target not met
2011	55.0	31	Target not met
2012	55.0	181	Target exceeded
2013	55.0	113	Target exceeded
2014	120.0	187	Target exceeded
2015	120.0	77	Target not met
2016	120.0	360	Target exceeded
2017	140.0	99	Target not met
2018	140.0	215	Target exceeded
2019	140.0	57	Target not met
2020	140.0	84	Target not met but improved
2021	140.0	164	Target exceeded
2022	140.0	72	Target not met b/c the program is being revised

Source: Gallaudet University, Laurent Clerc National Deaf Education Center's National Programs and Outreach.

Frequency of Data Collection: Annual

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

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

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

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

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

In FY 2022, the Clerc Center concentrated national service efforts on moving all online resources to a new platform that will include much greater ability to support interactive support. This move has significantly affected accessibility to existing resources. As an example, a general education course usually popular with new users was on the previous platform. That course has been suspended until it is operational on the new system. This has reduced the overall number of individuals and programs able to access that course. The organizations represented by individuals completing this course would normally be counted in this measure. Additionally, stakeholder organizations have been focusing on targeted training. For instance, we had 128 individuals register for a single workshop; however, all 128 registered through the same organization. The reach of that training, therefore, was more extensive than the single count. The new platform will launch during Fall 2022, and the Clerc Center anticipates a return to target goals in FY 2023.

Objective 3 of 4:

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

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

Year	Target	Actual (or date expected)	Status
2003	Not available.	73	Historical actual
2004	80.0	69	Target not met
2005	81.0	84	Target exceeded
2006	82.0	73	Target not met
2007	82.0	70	Target not met
2008	82.0	80	Target not met but improved
2009	82.0	83	Target exceeded
2010	82.0	72	Target not met
2011	75.0	50	Target not met
2012	50.0	63	Target exceeded
2013	50.0	59	Target exceeded
2014	50.0	77	Target exceeded
2015	53.0	67	Target exceeded
2016	53.0	70	Target exceeded
2017	53.0	76	Target exceeded
2018	53.0	70	Target exceeded
2019	55.0	64	Target exceeded
2020	55.0	67	Target exceeded
2021	55.0	54	Target not met, but exceeds national percentage of employment among people with a disability

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

Frequency of Data Collection: Annual

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

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

Target Context: In FY 2011, the target for this measure was revised to 75% to reflect changes made in Measure 3.2 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or who were identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities. The target was increased to 53% for FY 2015 to FY 2018 and increased to 55% for FY 2021 and forward.

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

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2020 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	78
Education	58
Neither	9
Total Respondents	145
Unknown/not responded	55
Total Graduates	200

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

II. Government Performance Results Act Report and Measures (cont'd.)

The percentage of Gallaudet University's undergraduate students who graduated in 2020 and who are employed during their first year after graduation decreased 13 percentage points from the previous year. Part of this decrease is due to the impact from the pandemic and students wishing to continue their education instead as seen in Measure 3.2 where a larger percentage of students pursued additional education. While Gallaudet did not meet the target, Gallaudet notes that the percentage of deaf graduates who are employed exceeds the 2021 national data of people, aged 16 to 64 years, with a disability who are employed (31%). To continue exceeding the national average as well as address this target, Gallaudet is continuing the redesign of the Career Center, which is now the Office of Career Success. This work will include a career ecosystem of 1) career success partners network, 2) experiential learning and internship success, and 3) employer and alumni engagement council.

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

Year	Target	Actual (or date expected)	Status
2003	Not available	38	Historical Actual
2004	40.0	36	Target not met
2005	41.0	36	Target not met
2006	41.0	13	Target not met
2007	37.0	14	Target not met but improved
2008	37.0	12	Target not met
2009	38.0	7	Target not met
2010	38.0	18	Target not met but improved
2011	45.0	45	Target exceeded
2012	45.0	35	Target not met
2013	45.0	38	Target not met but improved
2014	45.0	19	Target not met
2015	45.0	27	Target not met but improved
2016	45.0	26	Target not met
2017	45.0	19	Target not met
2018	45.0	26	Target not met
2019	43.0	33	Target not met but improved
2020	43.0	26	Target not met
2021	43	40	Target not met but improved

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

Frequency of Data Collection: Annual

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

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

Target Context. In 2011, the target for this measure was revised to 15% to reflect changes made in Measure 3.1 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were identified in the Student Tracker service. The target was revised in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities. The target was revised again in FY 2019 to 43% due to the change in the target in Measure 3.1.

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

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2020 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	78
Education	58
Neither	9
Total Respondents	145
Unknown/not responded	55
Total Graduates	200

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

The percentage of Gallaudet University's undergraduate students who graduated in 2020 and who are in advanced education or training during their first year after graduation increased 14 percentage points compared to the previous year. Gallaudet University states that this increase is due to the decrease of graduates who are employed during their first year after graduation, which may have been influenced by the pandemic where graduate programs got better at flexibility and capacity to accommodate adults. Gallaudet is also addressing this target through the redesign of the Career Center, which is now the Office of Career Success. This work will include a career ecosystem of 1) career success partners network, 2) experiential learning and internship success, and 3) employer and alumni engagement council.

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

Year	Target	Actual (or date expected)	Status
2003	Not available.	11	Historical actual
2004	Not available.	15	Historical actual
2005	Not available.	11	Historical actual
2006	Set Baseline	15	Baseline
2007	10.0	16	Target not met
2008	10.0	8	Target exceeded
2009	10.0	10	Target met
2010	10.0	10	Target met
2011	10.0	5	Target exceeded
2012	5.0	2	Target exceeded
2013	5.0	3	Target exceeded
2014	5.0	4	Target exceeded
2015	2.0	7	Target not met
2016	2.0	6	Target not met
2017	2.0	5	Target not met
2018	2.0	4	Target not met
2019	2.0	4	Target not met
2020	2.0	7	Target not met
2021	2.0	6	Target not met

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

Frequency of Data Collection: Annual

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

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

Target Context: In 2012, the target for this measure was being revised to 5% to reflect changes made in the two previous indicators on the percentage of students employed and/or in advanced education or training during their first year after graduation and each alumnus being counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were identified in the Student Tracker service. The target was revised downward to 2% for FY 2015 and subsequent years.

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

Each alumnus is counted once in their primary category as: (1) working full-time; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2020 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	78
Education	58
Neither	9
Total Respondents	145
Unknown/not responded	55
Total Graduates	200

II. Government Performance Results Act Report and Measures (cont'd.)

The percentage of Gallaudet University undergraduate students who graduated in 2020 and who are not employed nor in advanced education or training during their first year after graduation decreased by one percentage point compared to the previous year. Gallaudet is addressing this target through the redesign of the Career Center, which is now known as the Office for Career Success. This work will include a career ecosystem of 1) career success partners network, 2) experiential learning and internship success, and 3) employer and alumni engagement council.

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

Year	Target	Actual (or date expected)	Status
2007	Not available	0	Historical actual
2008	Set baseline	7	Baseline
2009	7.0	0	Target exceeded
2010	7.0	7	Target met
2011	0.0	7	Target not met
2012	0.0	7	Target not met
2013	0.0	24	Target not met
2014	25.0	7	Target exceeded
2015	25.0	17	Target exceeded
2016	25.0	21	Target exceeded
2017	25.0	11	Target exceeded
2018	25.0	19	Target exceeded
2019	25.0	3	Target exceeded
2020	25.0	8	Target exceeded
2021	25.0	8	Target exceeded

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

Frequency of Data Collection: Annual

Data Quality: Since FY 2008, the Clerc Center has been conducting a one-year follow-up survey during the following summer of each MSSD graduating class on the percentages of graduates in postsecondary education, employment, or doing neither. Starting in FY 2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of contacting each graduate or graduate's family directly or getting results from a query to the National Student Clearinghouse's Student Tracker service, the Clerc Center was able to get one-year follow-up data on 68% of the 2021 graduating class.

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

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

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

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

Survey Respondents	
Employed or in higher education one year after graduation	23
Doing neither one year after graduation	2
Total Respondents	25
Unknown/not responded	12
Total Clerc Center 2021 Graduates	37

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

Year	Target	Actual (or date expected)	Status
2013	100.0	76	Target Not Met
2014	75.0	93	Target Exceeded
2015	75.0	83	Target Exceeded
2016	75.0	79	Target Exceeded
2017	75.0	89	Target Exceeded
2018	75.0	81	Target Exceeded
2019	75.0	97	Target Exceeded
2020	75.0	92	Target Exceeded
2021	75.0	92	Target Exceeded

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

Frequency of Data Collection: Annual

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

In FY 2022, the Clerc Center was able to get one-year follow-up data on 68% of the 2021 graduating class.

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

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

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

During New Student Orientation, students of color gather to learn about resources available for them and meet student leaders and employees of color for connection and support on their academic journey.

The raw data on the number of 2021 high school graduates who responded to the survey and/or were identified from the Student Tracker service are as follows:

Survey Respondents	
Employed or in higher education one year after graduation	23
Doing neither one year after graduation	2
Total Respondents	25
Unknown/not responded	12
Total Clerc Center 2021 Graduates	37



II. Government Performance Results Act Report and Measures (cont'd.)

Objective 4 of 4:

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

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

Year	Target	Actual (or date expected)	Status
2003	Not available.	227,487	Historical actual
2004	Not available.	227,453	Historical actual
2005	Not available.	219,897	Historical actual
2006	Not available.	230,214	Historical actual
2007	Set Baseline	245,356	Baseline
2008	245,356.0	227,940	Target exceeded
2009	245,356.0	264,523	Target not met
2010	237,969.0	257,875	Target not met but improved
2011	243,204.0	252,501	Target not met but improved
2012	248,554.0	241,894	Target exceeded
2013	253,277.0	232,117	Target exceeded
2014	258,343.0	222,140	Target exceeded
2015	263,768.0	238,197	Target exceeded
2016	269,307.0	223,219	Target exceeded
2017	269,307.0	228,727	Target exceeded
2018	269,307.0	237,222	Target exceeded
2019	269,307.0	248,903	Target exceeded
2020	269,307.0	248,923	Target exceeded
2021	269,307.0	258,294	Target exceeded

Source: Gallaudet University, Office of the Chief Financial Officer

Frequency of Data Collection: Annual

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

Target Context: In determining the appropriate target each year for the Federal cost per graduate, future inflation must be considered, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures

(Federal cost per graduate and total cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation – as calculated by the Congressional Budget Office (CBO) – at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

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

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

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

2015: 2.1% | 2016: 2.1%

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

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

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

Gallaudet University admits a limited number of hearing undergraduate (HUG) students annually. The University also offers a Bachelor of Arts in Interpretation (BAI) program for both deaf and hearing students.



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

Year	Target	Actual (or date expected)	Status
2003	Not available.	271,735	Historical actual
2004	Not available.	272,294	Historical actual
2005	Not available.	263,088	Historical actual
2006	Not available.	273,068	Historical actual
2007	Set Baseline	292,279	Baseline
2008	292,279.0	272,094	Target exceeded
2009	292,279.0	313,142	Target not met
2010	284,066.0	301,652	Target not met but improved
2011	290,315.0	291,548	Target not met but improved
2012	296,702.0	276,785	Target exceeded
2013	302,339.0	263,927	Target exceeded
2014	308,386.0	250,882	Target exceeded
2015	314,862.0	270,652	Target exceeded
2016	321,474.0	256,199	Target exceeded
2017	321,474.0	266,033	Target exceeded
2018	321,474.0	277,524	Target exceeded
2019	321,474.0	289,506	Target exceeded
2020	321,474.0	288,211	Target exceeded
2021	321,474.0	297,987	Target exceeded

Source: Gallaudet University, Office of the Chief Financial Officer

Frequency of Data Collection: Annual

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

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

Dr. Naomi Caselli of Boston University, a child of deaf adults, investigates the ethical and practical challenges in an emerging field of sign language computing. She addressed the University's graduating master's and doctoral students at the 2022 Commencement.

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

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

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

2015: 2.1% | 2016: 2.1%

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

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

Gallaudet University reported that the average six-year educational expenses and the average six-year federal appropriations have increased by 2.57% and 2.94% from FY 2020, respectively; while the number of students graduating decreased by 0.80%. The federal and total educational costs per graduate both increased by greater than 3% each in FY 2021 mainly because the decrease in the number of students graduating magnified the increases in both the six-year federal and total educational costs per graduate. The average six-year federal appropriations per graduate increased by 3.76%; the average six-year educational expenses per graduate increased by 3.39%; and, as stated previously, the number of students that graduated decreased by 0.80%.

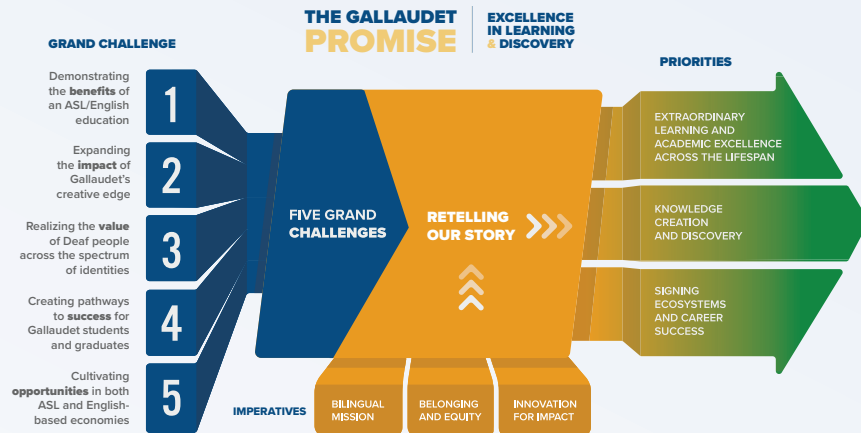


The Gallaudet Promise: Excellence in Learning and Discovery, Our 10-Year Vision

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

President Cordano walks her in-person and virtual audience through The Gallaudet Promise: Excellence in Learning and Discovery, the university's ten-year strategic vision, during the 2022 State of the University address in Elstad Auditorium.





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

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

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

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

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

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

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

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

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

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

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

The above work comprises Phase One Strategic Plan which will continue through FY 2023 consistent with Gallaudet's Middle States Commission on Higher Education (MSCHE) accreditation self-study process. The work in each area of the strategic plan aligns with the Challenges, Imperatives and Priorities in The Gallaudet Promise and emphasizes high-impact, cross-division collaborations. The work in the Phase One Strategic Plan is fundamental to Gallaudet's impact and transformation and will lead into the Phase Two Strategic Plan, anticipated to begin in FY 2024.

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

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

The Gallaudet Promise (cont'd.)

Shared Community Values

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

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

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

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

I. Phase One Strategic Plan

The Phase One Strategic Plan is shared in full below, along with major actions that took place in FY 2021. The remaining content of this *Annual Report of Achievements* is framed by the Imperatives and Priorities of this plan.

Area One: Transformational Accelerators

Goal:

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

Measures of Progress:

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

FY 2022 Major Actions

- Completed the initial phase of Connected Gallaudet.
- Completed Phase One of the Human Resources Transformation Plan.
- Completed the final elements and created a plan for launching the Clerc Center's national learning platform to be released in early FY 2023.
- Launched Gallaudet's revised website.
- Completed the Gallaudet and Clerc Center intranet.

Area Two: Anti-Racism

Goal:

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

Measures of Progress:

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

FY 2022 Major Actions

- Constituted and established the charter for the University-wide Social Justice and Racial Equity Collaborative (SJREC).
- Published and continued implementation and updating on Gallaudet's revised Anti-Racism plan.
- Completed Year One and implemented Year Two of the Clerc Center Equity Plan.

Area Three: Bilingual Mission

Goal:

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

Measures of Progress:

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

FY 2022 Major Actions

- Operationalized the Bilingual Evaluation, Test and Assessment Center (BETA Center).
- Implemented Phase One of Language Planning for faculty, staff and students which included creating a first year semester plan for students, language plans for emerging signers, and developing ASL plans.
- Implemented the Language Vitality and Vibrancy Plan.

I. Phase One Strategic Plan (cont'd.)

Area Four: Academic Reimagining

Goal:

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

Measures of Progress:

1. Complete restructuring of the University Division of Academic Affairs as follows:
 - A. five schools by fall 2021
 - B. Career Center by end of FY 2023
 - C. Graduate Admissions by the end of FY 2022.
2. Complete the University Research restructuring by Spring 2023.
- 3A. Select a new Learning Management System that aligns with bilingual learning by the end of FY 2023.
- 3B. Begin migration to a selected Learning Management System that aligns with bilingual learning by the end of FY 2024.
- 4A. Redesign and align the Gallaudet University Regional Centers (GURC) with Regional Early Acquisition of Language (REAL), beginning with establishing Alabama Institute for Deaf and Blind as the GURC South site, along with multi-year budget and expansion plans set by the end of FY 2021.
- 4B. Hire a new Gallaudet University Regional Center (GURC) Director in the Midwest by the end of FY 2022.
- 4C. Develop multi-year budget and expansion plans by the end of FY 2022.
- 5A. Create the University enrollment strategy plan that includes an enrollment task force, a marketing plan, and an enrollment goal by the end of FY 2022.
- 5B. Implement the University enrollment strategy plan by the end of FY 2023.
6. Complete actions in accordance with set timelines as defined in the KDES/MSSD CEASD/MSA accreditation plan.
- 7A. Complete renovation charter, identify stakeholder group, and contract an architect for the library renovation by summer 2021.
- 7B. Complete pre-construction design and permitting for the library by the end of FY 2023.
- 8A. Define the holistic student experience by the end of FY 2022.
- 8B. Design a framework to strengthen the holistic student experience on-campus and virtually by the end of FY 2023.
- 8C. Implement the holistic student experience framework by the end of FY 2024.
9. MSCHE Self-Study Report (SSR) submitted by Fall 2022.

FY 2022 Major Actions

- Made significant progress on the University Research restructuring.
- Established an imperative-driven process to conceptualize Gallaudet's future library and began design work.
- Drafting the University enrollment strategy plan is underway.
- Established the GURC at the Alabama Institute for Deaf and Blind (AIDB), and hired and onboarded the Director.
- Completed actions in accordance with set timelines as defined in the KDES/MSSD CEASD/MSA accreditation plans.
- Completed work through the midpoint of the KDES/MSSD accreditation cycle which continues until 2025.

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

Goal:

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

Measures of Progress:

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

FY 2022 Major Actions

- Began the comprehensive capital campaign, with major gifts made, in support of the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children.
- Completed design plans for the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children.
- Hired a Director of Placemaking to provide more support and focus for programming of Creativity Way.

Plans are underway for the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children to be built between the Peikoff Alumni House and Kellogg Conference Hotel. This memorial will honor the legacy, courage, and vision of Louise B. Miller, whose actions in the lawsuit *Miller v. D.C. Board of Education* trailblazed a path for educational justice. It is believed to have been a precursor to the 1954 Supreme Court decision for *Brown v. Board of Education*.



D VISUAL LEARNING (VL2)

Students converse in the lounge of the National Science Foundation-funded Science of Learning Center on Visual Language and Visual Learning. VL2 is dedicated to research on deaf individuals and signed languages as a window into the structure and flexibility of the human mind.

Imperative One: Bilingual Mission

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

I. Office of the Chief Bilingual Officer

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

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

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

Mission

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

Vision

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

Bilingual Evaluation, Test, and Assessment Center

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

Products and services from the BETA Center will promote the professional development of bilingual communications and language usage among Gallaudet faculty, students, and friends. These existing testing systems will be housed in the

BETA Center: Classroom Discourse Observation (CDO), Teaching and Learning Support (TLS), American Sign Language Proficiency Interview (ASLPI), and American Sign Language Placement Test (ASLPT).

Classroom Discourse Observation (CDO)

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

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

In Academic Year 2021-2022, a total of seven faculty members participated in the CDO process.

Teaching and Language Assessment (TLA)

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

In Academic Year 2021-2022, a total of 42 faculty members participated in the TLA process.

American Sign Language Proficiency Interview

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

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

I. Office of the Chief Bilingual Officer (cont'd.)

American Sign Language Placement Test

Gallaudet's mission strives to develop a bilingual work environment utilizing ASL. A tool to achieve this goal is the American Sign Language Placement Test (ASLPT), which is used to determine the appropriate placement for new undergraduate students in one of three or four credit-bearing courses: (1) ASL 111-American Sign Language I and II; (2) ASL 112-American Sign Language III and IV; or (3) GSR 103-American Sign Language and Deaf Studies. Currently, this testing is housed and conducted through the administrative unit of Academic Affairs.

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

ASL Development Program (ASLDP)

The ASL Development Program (ASLDP) provides robust opportunities for Gallaudet faculty to improve their ASL skills. ASLDP has five components: New and Emerging Faculty Signers' Language Development Plans; ASL Gatherings; Individual ASL Support; ASL Immersion Day; and Faculty and Staff ASL courses.

New and Emerging Faculty Signers' Language Development Plans: During Academic Year 2021-2022, 25 new and emerging faculty signers met with the ASLDP manager, updated their ASL development plans, and discussed plans to continue their ASL skills development during 2022-2023.

ASL Gatherings: Ten to twelve faculty and staff had the opportunity to practice their ASL skills in an interactive setting three times per week. These hour-long sessions focus on ASL and linguistic topics to increase a better knowledge and apply ASL skills.

Individual ASL Support is designed to provide discipline-specific support to individual faculty members. During Academic Year 2021-2022, 15 Deaf ASL specialists were assigned to work with 17 faculty members for one to two hours per week for a total of 15 weeks. Ten faculty members continued to receive Individual ASL Support during Summer 2022.

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

Faculty ASL (FASL) courses were implemented and held virtually with four Deaf ASL instructors during Academic Year 2021-2022. A total of 10 to 12 faculty members participated in beginning, intermediate and advanced courses.

Staff ASL (SASL) 101, 102, and 103 courses were offered face-to-face with two Deaf ASL instructors during Academic Year 2021-2022. Three sections of SASL 101 were offered in Summer 2022, with a total of 17 participants.

Bilingual Approach Seminar: Levels 1 and 2

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 involves two levels of the Bilingual Approach Seminar (BAS), as follows:

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

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

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

Bilingual Policies on Language, Literacy and Culture

In commencing the analysis of policies and procedures at Gallaudet with a bilingual lens, all relevant University-wide handbooks have been collected. Two of these handbooks were already reviewed and completed: the Student Handbook and the Student Academic Handbook, as per the CBO office's prioritization. All recommended changes were shared with the Student Affairs team, which was already in the process of updating the handbooks. Recommendations were made based on the analysis of faculty members and students' access to the University in both languages, ASL and English (along with IS) during the COVID-19 pandemic. The overall infrastructure of the University for the Faculty Handbook is being analyzed.

Gallaudet's football team practices and plays on Hotchkiss Field, named after John Burton Hotchkiss, a Gallaudet alumnus who became an English and history professor and the first coach of the football team. Quarterback Paul Hubbard is credited with creating the football huddle in 1894 to prevent opposing teams from stealing his team's signals.



II. Andrew W. Mellon Foundation Grant

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

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

Key accomplishments of the Visual-Centric Teaching and Learning project for FY 2022 include:

- Google Drive-based collection of 186 resources on ASL and English bilingual teaching, culturally responsive pedagogy, and trauma-informed education, along with readings on teacher-leadership in higher education
- Library of videos of exemplary practices of visually-centric, ASL and English bilingual, culturally responsive and trauma-informed teaching in higher education
- Online asynchronous faculty development in ASL and English bilingual teaching through Bilingual Approaches Strategies (BAS I and BAS II)
- Faculty mentoring in trauma-informed support for students
- Videos of trauma-informed support for higher education faculty
- Interactive Theatre performances featuring students, faculty, and deaf members of the theater community
- Demonstration videos of Interactive Theater
- Symposium to showcase VCTL's accomplishments, as well as VCTL and VL2 intersections in the planning stages for Spring 2023, with 100 participants expected to attend

Graduating students from Kuwait, Saudi Arabia, and Oman beam with pride next to the Thomas Hopkins Gallaudet-Alice Cogswell statue during Commencement 2022.



III. Communication Access: Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) provides services to support communication access between deaf, hard of hearing, deafblind, and hearing individuals, both on campus and at off-campus Gallaudet-related events.

Services Provided

GIS Primary Services

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

GIS Services

- Communication access services to students, faculty, and staff for the purpose of excellence in education, employment, and administration.
- Emerging Signers Program, providing classroom support services for deaf, hard of hearing, and deafblind undergraduate students who are new to learning ASL.
- Captioning service made available to students in academic settings depending on their communication needs.
- Comprehensive after-hours emergency response program for on-campus emergencies.
- Interpreter coordination and liaison activities supporting large and/or complex university interpreting requests.
- Results! Mentoring Program, providing mentoring, training, consultation, and supervision to GIS staff, intern interpreting students and GIS freelance interpreters.
- Professional development: GIS offers workshops on a variety of topics related to interpreting. GIS processes continuing education units offered by the Registry of Interpreters for the Deaf, for training events related to the interpreting field for the entire Gallaudet campus.
- Translation services, both English-to-ASL and ASL-to-English, for pre-recorded materials for academic classes.

Service Provider Staffing

GIS employs 37 permanent staff employees including the GIS director and GIS manager, two Senior Interpreting Administrators who supervise 26 staff interpreters (eight Deaf interpreters and 18 hearing interpreters), and one Scheduling Manager who supervises four staff schedulers and one scheduling contractor. One operations team member manages billing and payroll processes, and one administrative assistant supports the work of the leadership team and operations for the department. 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 during high volume periods.

Service Requests

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

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

Service Programs

Emerging Signer Program

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

Results! Mentoring Program

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

Emergency Response Program

GIS provides emergency interpreting support to Gallaudet students, staff, and faculty and to Clerc Center students, staff, and teachers. GIS works closely with the Department of Public Safety (DPS), Residence Life staff, and external emergency support personnel in assessing, determining, and providing communication support. This model program is staffed with interpreters who are nationally certified, 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 for unique, complex and/or high-volume requests such as career fairs, where students engage through interpreted interactions with a large number of potential employers. This ensures that services are cost-effective and of high-quality.

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. A GIS screening committee evaluates interpreting, ethical, and professional skills of interpreters.

COVID-19 Impact

GIS returned to campus in August of 2021 and provided interpreting services in both face to face and virtual settings for the Fall 2021 and Spring 2022 semesters. GIS continues to provide interpreting services in both face-to-face and virtual settings. The COVID-19 pandemic continues to impact interpreting services at Gallaudet University; this is clearly seen in a workforce shortage of interpreters and the challenge of providing services in both face-to-face and virtual settings.

Service Hours Data

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

Courses Supported by Semester and Service

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

Direct Student Services Hours Provided by Fiscal Year and Area

Area	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
President	-	13	67	32	1263	803
Administration and Finance	7	6	7	3	2	-
Academic Affairs	42508	42719	49389	34397	32680	33227
Clerc Center	6722	7683	8785	5486	5984	5243
Total	49237	50421	58248	39918	39929	39273

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
Student	49238	50421	58248	39918	39929	39273
Student-Related	4083	3047	4867	3176	4339	4498
Other	22538	25916	24712	14426	24094	52880
Total	75859	79383	87827	57520	68362	96651

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

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



Gallaudet Interpreting Service staff at Commencement 2022, providing accessibility for the hundreds of students and guests in attendance at the ceremony, hosted in person for the first time since 2019.

Imperative Two: Equity and Belonging

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

Dr. Raja Kushalnagar, professor and director of the Information Technology program in the School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP), observes a student's work during class in Hall Memorial Building.



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

Equity and Belonging: Highlights, 2021-2022

1. **Dialogues for Hispanic/Latina/o/x Faculty and Staff:** During Fall 2021 and Spring 2022, monthly dialogues were offered for Hispanic and Latina/o/x faculty and staff. The goals of these programs were to: 1. Nurture well-being and self-actualization, 2. Engage in sustained and transformational courageous intergroup dialogues in a safe and brave space, and 3. Build a support system for the Gallaudet Hispanic and Latina/o/x communities.
2. **Black Deaf CDO Summit:** DEDI hosted a two-day summit with Black Deaf CDOs from seven institutions. They included K-12, post-secondary, and private businesses. Over the two days, the group discussed trends and issues related to Deaf individuals with multiple identities. The group will continue to meet on a monthly basis via Zoom to act as a support group for one another.
3. **Turn-A-Page-Together (TAPT):** This program provided two meetings weekly during the fall and spring semesters, for ten weeks in the fall semester and nine weeks in the spring semester. TAPT is one of the cornerstone programs of Intercultural Alliances and is very successful.

The goals of the TAPT program are to: a) foster cross-campus discussions, b) nurture the well-being and self-actualization of Gallaudet staff, faculty, and students, and c) engage in open, sustained, and transformational intergroup dialogues about books pertaining to identity politics and intersectionality with the aim of increasing multicultural competency.

During Academic Year 2021-2022, we offered the TAPT program weekly, hybrid through Zoom meetings and on-campus. Among faculty, staff, and students, 24 participants joined in the fall semester and 27 participants joined in the spring semester. The participants were diverse in terms of role on campus (e.g., student, staff, and faculty), age, hearing status, race, gender identity, and ethnicity.

Participants enjoyed reading books about different cultures and had the opportunity to share their diverse views and perspectives through group discussions. The fall semester featured three different books: *Agatha Tiegel Hanson: Our Places in the Sun*, by Kathy Jankowski; *Minor Feelings: An Asian American Reckoning*, by Cathy Park Hong; and *I Am Not Your Perfect Mexican Daughter*, by Erika L. Sanchez.

Over 80 percent of the participants said they would join a future TAPT group. One of the participants stated, "Honestly, this book I am reading gives me [a] lot of thinking. I wish I could join another group."

In the spring semester, we offered these three books: *The Color of Law: A Forgotten History of How Our Government Segregated America*, by Richard Rothstein; *The Latinos of Asia: How Filipino Americans Break the Rules of Race*, by Anthony Christian Ocampo, and *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*, by Beverly Daniel Tatum.

Again, over 80% of the attendees said they would join a future TAPT group. One of the participants said, "I had a beautiful experience, [and] looked forward to attending every single week. Thank you!"

4. **Inclusive Excellence Ambassadors for faculty and staff (IEA):** The IEA program was re-implemented in Spring 2022 for faculty and staff who have a passion for social justice and community engagement. The purpose of IEA is to provide faculty and staff professional-level support and antiracism and diversity education and training. A total of seventeen (17) faculty and staff attended nine training sessions and intergroup discussions.
5. **Inclusive Excellence Student Ambassadors (IESA):** The new IESA program was implemented in Spring 2022 for students who have a passion for social justice and community engagement. The purpose of IESA is to provide students professional-level support and antiracism and diversity education and training. A total of four students attended nine training sessions and intergroup discussions.
6. **Unit Assessments:** The Division provided presentations to all three shifts of the Department of Public Safety, the Faculty Senate, School Directors, the SJREC, and the University Council on the unit assessment process. The unit assessments are used to provide a 360-degree view of equity, diversity, and inclusion-related issues within units across campuses. Unit members are able to provide feedback and updates about issues related to 1) policy and procedures, 2) curriculum (faculty), 3) mission and purpose, 4) structure and roles 5) informal systems, culture, and norms; 6) students, faculty, staff, administration, and group dynamics; 7) leadership, 8) environment, 9) product, services, and technology; and 10) language use. The unit assessments will be rolled out in the fall of 2022.
7. **Assistance Animals:** Equal Opportunity Programs (EOP) worked with community partners on the newly revised Interim Assistance Animal Policy. Revisions include current ADA regulations and improvements in processing assistance animals as reasonable accommodations, as well as regulations for other animals on campus. EOP is currently working with EY to include service animal applications in ServiceNow for processing. This will streamline the process for reasonable accommodation approvals and case management.

I. Division of Equity, Diversity, and Inclusive Excellence (DEDI) (cont'd.)

8. **President's Pipeline Scholarship:** This program is designed to develop the leadership capacities of Deaf Americans who are members of ethnic communities that are underrepresented in Gallaudet's faculty, staff, and administration. The program enables the university to educate and cultivate potential faculty and administrative leaders that represent the rich diversity of our community. At present, we have two scholars receiving their education at Gallaudet. Victorica Monroe is working on their Ph.D. in the Education of Deaf Learners with an area of focus in Critical Pedagogy with an emphasis on Critical Literacy, and Rynata Fonseca, is a master's degree student who is currently studying Cultural Studies within the Deaf Studies program.
9. **Deaf Youth Pride Camp:** The third annual camp for deaf and hard of hearing LGBTQ+ youth was held June 20-27, 2022. This was a collaborative effort with Youth Programs and two co-chairs, Ali Hamar and Alex Leffers, from Equity, Diversity, and Inclusive Excellence. Workshops, ice-breakers, team-building activities, and social opportunities were provided on and off-campus. For example, the campers visited National Harbor and spent a day at Six Flags America. There were nine (9) LGBTQ+ high school students in attendance. Three (3) identified as transgender and/or non-binary, while the others identified as gay, lesbian, bisexual, or pansexual. All the participants reported very positive experiences with the camp. They said that they learned a lot about themselves and each other. They also learned about our LGBTQ+ history, and about health and well-being.
10. **Bison Circle Affinity Groups:** Bison Circles are connecting circles. They are intended to provide space for affinity groups to come together and share their experiences and discuss topics. The ultimate goal is to provide a space where students can be completely open and free, with people like themselves. Through the Bison Circles, students are able to connect with other students to whom they can relate and gain a greater sense of belonging and well-being. These circles are practiced within the restorative justice framework. To date, each circle has been small, with the Black affinity group being the best-attended, with about six (6) students who met weekly. The AANHPI, Latina/o/x, LGBTQ and Mixed (everyone welcome) spaces met once per month.

President Cordano updates the campus community on the development of the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children at the 2022 Welcome Home event, where students, faculty, and staff gathered to launch the new academic year.



II. Recruitment of a Diverse Student Body

The Office of Undergraduate Admissions works to recruit, maintain, and graduate a diverse and academically talented group of students. To accomplish this goal, admissions counselors made a concerted effort to identify and visit schools, both in-person and virtually, with large, diverse student populations, and developed recruitment initiatives to attract prospective students of color.

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.

In an effort to recruit academically talented students from diverse backgrounds, scholarships and merit awards are structured to recognize talents and abilities across a number of dimensions. Gallaudet awarded a total of 154 merit scholarships to students, including 12 who did not disclose their ethnicity. Of the 142 merit scholarships awarded to students with known ethnicity, 60 (42%) went to students of color. Of the total number of students who enrolled in Fall 2022, 45 percent were students of color.

Recruitment efforts for cultivating a diverse student body continue to focus on financial aid, scholarships, and special programs. In addition, recruitment efforts focus on states with the most diverse populations, including Arizona, California, Florida, Georgia, Hawaii, Maryland, New Jersey, New Mexico, Nevada, and Texas.

Gallaudet continues its recruiting efforts in residential schools for the deaf, mainstream schools, and two-year college programs attended by deaf and hard of hearing students. School visit sites are determined based on criteria that include the number of applications received, the number of current prospects and inquiries, participation in the University’s Academic Bowl program, school location, diversity considerations, recommendations, and new leads.

The 2021-2022 recruitment cycle started with a sense of uncertainty. Some schools were still under COVID-19 restrictions, so recruitment visits and events were often scheduled tentatively. Some in-person visits became virtual visits and vice versa. Gallaudet was able to host 137 recruitment visits, including in-person school visits, virtual school visits, and webinars. We also hosted more Undergraduate Open Houses than in past years: four in-person open houses and six virtual open houses, with a total of 194 attendees.

Percent New U.S. Degree-Seeking Students of Color (SOC)¹ Undergraduates, Fall 2018–Fall 2022

	2018	2019	2020	2021	2022
% New SOC Enrollment	47%	53%	49%	56%	45%

	Count
American Indian/Alaska Native	2
Asian	6
Black/African American	38
Hispanic of any race	47
Native Hawaiian/Other Pacific Islander	1
Non-Resident Alien (IPEDS)	8
Race and ethnicity unknown	15
White	101
Grand Total	218

¹94 SOC/210 domestic students = 45%

Recruitment Visits by Location Trend*

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Schools for the Deaf	65	78	60	77	50
Mainstream/Public schools – Deaf/Hard of Hearing prospects	266	161	155	42	47
Public Schools – Hearing (BAI/HUG prospects)	19	14	18	3	1
Postsecondary programs – Deaf/Hard of Hearing prospects	5	18	6	4	0
Postsecondary programs – Hearing (BAI/HUG prospects)	19	9	7	7	1
Conventions/Conferences/Fairs	51	37	17	9	11
High School/Vocational Rehabilitation Counselor meetings	1	9	11	4	3
Parent events	12	8	5	0	2
Athletic events	10	9	4	0	0
Open Houses	5	4	4	10	10
Camps	12	8	2	1	1
Community Relations/Alumni/Youth	9	4	8	6	6
Home Visits	3	14	15	0	0
Webinars	-	-	-	21	5
TOTAL	477	373	312	186	137

*94 SOC/210 domestic students = 45%

Students majoring in the sciences are provided with classes and research opportunities to build the foundation for a successful career in forensics, environmental studies, pharmaceuticals, chemical engineering, energy, and more.

Imperative Three: Innovation for Impact

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

I. Gallaudet Innovation and Entrepreneurship Institute

The Gallaudet Innovation and Entrepreneurship Institute (GIEI) continued its work in FY 2022, shifting from being 100 percent virtual to a hybrid model, and then evolved to an in-person schedule. GIEI also hired a new leadership team that included a GIEI Coordinator and a Social Media Specialist.

GIEI hosted or attended several key events and programs during FY 2022. The popular BisonTank 2022 competition for students, sponsored by Convo Communications, took place in a hybrid format in May 2022, with the emcee and co-host co-facilitating on campus. There were 27 registered competitors. Six teams of students participated in this competition. The winner was Reyna's Treats – Organic Dog Treats produced from deaf-owned Streetcar 82 Brewing Company beer hops. Second place went to Aly's Tech's two-in-one charging cord for the Apple iPhone and Apple Watch. Third place went to Team X, which produced a one-stop app for on-campus events.

GIEI also offered two courses, Foundations of Entrepreneurship and Social Enterprise, which were attended by 24 students. The courses focused on the fundamental foundation and the differences between entrepreneurship and social entrepreneurship, and were taught by Hollie Fallstone (Business program) and Russell Stein (GIEI).

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

1. VEE 102 Panel Interviews with five panelists with diverse entrepreneurial backgrounds sharing their experiences with freshmen students, funded by JPMorgan Chase;
2. Decision Time Training, provided by Tiffany Ruffa and Russell Stein and hosted by Astrid Jones through the Office of Career Success, attended by more than 85 VEE 102 students;
3. A MAT 45 course taught by Sara Konkel, who invited Daniel Katz-Hernandez to share his entrepreneurial experience with a diverse class of students;
4. A full-semester Foundations of Entrepreneurship course taught by Russell Stein to 12 students;
5. As part of the Social Entrepreneurship course, MxT 2510 co-founders Melody Stein and Taysia Stein covered sustainable clothing and social economy and global impact;
6. A two-week course, "What it takes to be an entrepreneur" for VEE 101/102 for over 200 students;
7. A BisonTank competition panel offered to 85 freshmen;
8. Budget training for the Social Entrepreneurship Course; and
9. An entrepreneurship journey with Informational Technology given by Alex Matsche for a capstone course.

Students at Gallaudet University benefit from the research from the Technology Access Program research group, led by Dr. Christian Vogler, who leads and co-leads multiple research grants that focus on accessible technology for deaf and hard of hearing people.

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/counseling sessions with students and alumni. This included Ericka B. Olijue for the School of Language, Education and Culture; Dr. E. Lynn Jacobowitz for the School of Human Services and Sciences; Daniel Katz-Hernandez for the School of Arts and Humanities; Alex Matsche for the School of Science, Technology, Accessibility, Mathematics, and Public Health; and Sachiko Flores for the School of Civic Leadership, Business, and Social Change. U.S. Small Business Association (SBA) funds allowed GIEI to add additional mentors for students and alumni. GIEI also provided a diverse pool of deaf entrepreneurs bringing their representation and experience to the table, including Jane Jonas, Eyeth Studios; Travis Zornoza, TZORNZA, LLC; Alex Jones, Alex Jones Coaching; and Melody Stein, Yantern and MxT 2510.

GIEI's major achievements and accomplishments included developing a bilingual model for the course modules in VEE 101/102; the first ever VEETANK competition, similar to our BisonTank competition platform; a Got Skills? summer camp for middle school students to provide earlier exposure to entrepreneurship; a six-week training program for the GIEI director provided by 2Gether, which resulted in important contact development; a two-year, \$150,000 Small Business Administration Grant with the National Disability Institute awarded to GIEI; the securing of 13 sources of partnerships on campus; the inclusion of GIEI in an Undergraduate Admissions Open House; and the awarding of a \$25,000 donation from Engelke and two employment opportunities for students with Intuit.



II. Center for Democracy in Deaf America

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

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

CDDA is also committed to the following values:

- Democracy
- Bravery
- Solidarity
- Integrity
- Equity
- Responsibility

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

“Gallaudet Votes” Voter Registration Drive ASL Booth

October 13, 2021

This booth educated students about how to register to vote and provided them the resources to register immediately.

“Redeeming the Soul of our Nation in a Non-Presidential Election” Panel

October 13, 2021

The CDDA Ambassador for Civic Engagement and Black Student Union President, Romel Thurman, moderated a panel with Gallaudet faculty, staff, and students. They explored why participating in every election—even the non-presidential ones—is integral to social and racial progress, key issues and candidates involved in the upcoming elections, and their possible impact on minority groups.

Election Night Viewing Party

November 2, 2021

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

Second Annual Stories and Speeches in Sign

November 18, 2021

The Gallaudet debate program attempted to convince audience members through four-minute speeches to agree with them on controversial topics varying from whether the presidential two-term limit should be removed to whether the United States government should provide reparations for descendants of enslaved people.

Dialogues in Democracy through Art

January 27, 2022

This virtual dialogue used two famous pieces of artwork to prompt a discussion about the culture, politics, and history of the United States. This type of facilitated dialogue, initiated by the University of Michigan, aimed to explore complex and difficult issues facing American democracy through art and various perspectives.

“I Have a Dream...” Discussion

February 16, 2022

Inspired by the Rev. Dr. Martin Luther King Jr.'s “I Have a Dream” speech, CDDA partnered with the Black Student Union to host an interactive dialogue. Students, staff, and faculty were encouraged to come up and share their innermost dreams. The event was intended to spark deeper appreciation of Dr. King's dream, our personal aspirations, and how we can fulfill our visions—for Gallaudet and for the country.

State of the Union Discussion and Watch Party

March 1, 2022

Students gathered to watch the State of the Union address and reflected on the achievements and challenges that America has faced over the last year. A discussion followed which explored the possibilities of growth before us as a nation.

D.C. Board of Elections Voter Registration and Poll Watcher Training

March 3, 2022

To promote civic understanding, CDDA partnered with the Social Work program to bring students an opportunity to learn from experts about the process and procedures of voting. Students tested out real voting machines for themselves, and registered to vote.

The Ukraine Crisis: There, Here, and Everywhere

March 3, 2022

Are we on the cusp of World War III? Is the Ukraine-Russia conflict just another political dispute or a national security crisis? What's next for the future of Ukraine and American democracy? What is its current impact on deaf people and members of the Gallaudet community? These questions and more were explored in a virtual panel that discussed the personal, political, racial, and moral implications of the Russia-Ukraine conflict. The panel was immediately followed by an open dialogue for in-person participants.

First Annual Social Justice Debates and Dialogue

March 10, 2022

A panel of Black Deaf leaders discussed their lived experiences dealing with school desegregation. The Gallaudet debate team then debated whether adopting a mandatory racial desegregation policy for K-12 public school is desirable in preparation for the Social Justice Debates national championships hosted by Morehouse College in Atlanta, Georgia.

Social Justice Debate National Championships at Morehouse College

March 25-27, 2022

The Gallaudet University debate team participated in the annual Social Justice Debate National Championships at Morehouse College in Atlanta, Georgia. Debaters Lexi Hill and Aubrey Moorman debated the proposition "The adoption of a mandatory racial desegregation policy for K-12 public schools is desirable." The team advanced to the quarterfinal round, and Lexi and Aubrey received individual awards as best novice debaters. Judges praised the presentation of Gallaudet debaters and the overall conduct of the team.

Agboola Dinner

April 21, 2022

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

Educator Workshop Partnership with the National Archives Foundation

Spring 2022

Through this partnership, the National Archives Foundation and Gallaudet are collaborating to develop civics-focused education workshops utilizing the holdings from the National Archives to assist in developing democratic skills in the Deaf community.

Students and staff of the Debate Team, a unit of the Center for Democracy in Deaf America, gather for a picture in front of the Eternal Flame at The King Center in Atlanta Georgia, before competing at the Social Justice Debate National Championships at Morehouse College in March 2022.



III. Gallaudet in Nigeria-Africa

In 2022, Gallaudet in Nigeria-Africa (GAIN) focused its attention on the implementation of the USAID-sponsored, Gallaudet-led Strengthening Deaf Education, Empowerment and Employment (Deaf-E3) \$2.05 million activity. This activity lays GAIN's foundation for an Extraordinary Learning and Academic Excellence Across the Lifespan in Nigeria by teaching the best practices in bilingual education and promoting deaf leadership and capacity building.

Dr. Khadijat K. Rashid, Dean of the Faculty and GAIN Executive Director, continues to lead GAIN and the Deaf-E3 Activity with day-to-day operations overseen by Ms. Amanda Mueller, the Deaf-E3 project director and GAIN interim program officer.

In FY 2022, GAIN Deaf-E3 Activities included:

- GAIN Deaf-E3 team members and Dr. Rezenet Moges-Riedel, an Eritrean-American Deaf scholar and adjunct professor, provided a USAID webinar on Audism and Phonocentrism. These topics of oppression are historically framed and discussed academically and socially from the white American experience and perspectives with this first-of-its-kind webinar centralized around the African perspective, having previously worked with a Nigerian Deaf focus group via WhatsApp. Discussions with USAID and State Department participants centered around how hearing community members can truly support the Deaf community. The webinar was livestreamed, and global scholars reached out to use the content in their current research.
- GAIN Deaf-E3 team members hosted a USAID seminar with an international organization, Discovering Deaf Worlds. The seminar “Working with Deaf Communities: One Size Does Not Fit All” focused on deaf leadership and providing appropriate support when working with deaf organizations and communities to ensure success.
- Met with the Gender Policy and Practice Director for Navanti Group, who implements USAID Nigeria’s Monitoring Evaluation and Learning Support Activities, and with USAID Nigeria’s Gender and Inclusive Development Adviser. This capacity-building meeting focused on their ability to work directly with global deaf communities and addressing the realities of people with disabilities across USAID programming, designing to meet the needs of people with disabilities, and how to hire and integrate deaf, hard of hearing, and deafblind individuals as researchers in their monitoring, evaluation, and learning teams.
- Promoted bilingual education in an interview with the Nigerian Television Authority broadcast on national television. [Link to Interview: https://www.facebook.com/929691287411490/posts/1920131438367465/?d=n](https://www.facebook.com/929691287411490/posts/1920131438367465/?d=n).
- Met with the Nigerian Federal Ministry of Education to promote true inclusion, equity, and belonging by supporting bilingual education in Nigeria.
- Met with the Nigerian Federal Civil Service Commission to promote greater inclusion and equity in supporting all people with disabilities, and deaf, hard of hearing, and deafblind people in particular. This would include enhanced understanding of the unique language needs of the deaf, hard of hearing, and deafblind community. It would also include the establishment of target percentages for deaf, hard of hearing, and deafblind employees within the larger disabled federal workforce. [Link to article: https://inclusivenews.com.ng/2022/04/21/fg-reiterates-commitment-five-percent-employment-allocation-people-disabilities/](https://inclusivenews.com.ng/2022/04/21/fg-reiterates-commitment-five-percent-employment-allocation-people-disabilities/)
- Conducted biweekly training via Zoom and hosted a Multilingual-Multimodal Pedagogies symposium in Abuja, Nigeria, providing tools and training on bilingual (multimodal) pedagogies. The 44 deaf educators represent all levels of education—primary, secondary, and tertiary—and all six Nigerian geopolitical zones with a focus on gender equity.
- Multilingual/Multimodal Pedagogy (MMP) Participant feedback: The Deaf-E3 Multilingual-Multimodal Pedagogies training is being hailed as groundbreaking, the first of its kind and the best thing ever to happen to Deaf education in Nigeria, giving participants a deep insight into why Deaf education policy should center on Bilingual pedagogy and sign language as a basis of instruction.
- Hosted a deaf-centric interpreting symposium in Abuja, Nigeria focused on power and privilege and creating trust between the deaf and interpreting community to develop an agreed-upon Nigerian Interpreter Code of Ethics.
- Worked with the Nigerian National Association of the Deaf to request that the Nigerian Communications Commission establish a deaf data plan, making internet data more accessible to promote equity and inclusion, and allowing deaf people to access signed videos and to send messages in their indigenous signed languages in the same way hearing people make telephone calls using their native spoken language.
- Continued to engage with deaf Nigerians, families of deaf children, and other stakeholders in deaf-related fields to connect them with Gallaudet experts and resources, as well as in-country deaf leaders, organizations, schools, and resources, and introduce them to each other to strengthen advocacy and capacity building of Deaf needs in Nigeria.
- Worked with the Gallaudet University Office of Undergraduate Admissions and Office of International Affairs (OIA) on global recruitment opportunities focused on Nigeria. Towards this aim, GAIN hosted the Honorable James Lalu, the Executive Secretary of the Nigerian National Commission of Persons with Disabilities, to discuss the Commission’s support of Gallaudet University registering in Nigeria as a Higher Education Institute, allowing students access to funds from Nigeria to attend Gallaudet University.

Students in Gallaudet apparel show their Bison pride on the Gallaudet mall, standing with the school's mascot, Gally the Bison.



Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan

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

Honors students give their capstone presentations, the culmination of one and one-half years of coursework and directed research, at the annual Honors Capstone event in the I. King Jordan Student Academic Center.

I. Enrollment

Fall 2021 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate Degree-seeking	911	87	998	
Freshmen	273	8	281	
Sophomores	175	5	180	
Juniors	214	13	227	
Seniors	243	61	304	
Second degree	6	0	6	
Undergraduate Non Degree-seeking	0	14	14	
Total Undergraduate	911	101	1,012	62%
Graduate Degree-seeking	239	173	412	
Graduate Non Degree-seeking	0	9	9	
Total Graduate	239	182	421	26%
English Language Institute	16	0	16	1%
Total Undergraduate, Graduate, and ELI	1,166	283	1,449	
Kendall Demonstration Elementary School	87	0	87	
Model Secondary School for the Deaf	102	0	102	
Total Clerc Center	189	0	189	11%
Total Undergraduate, Graduate, ELI, and Clerc Center	1,355	283	1,638	100%
Professional Studies ¹	0	270	270	

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

End-of-Year University Enrollment with Dual Enrollment

	2018	2019	2020	2021	2022
Undergraduates	1,244	1,245	1,179	1,111	1,073
Graduates	513	489	492	501	491
English Language Institute	56	43	45	19	21
Professional Studies	795	1,014	894	941	892
Total University	2,608	2,791	2,610	2,572	2,477
Distinct Headcount Enrollment	2,514	2,681	2,504	2,480	2,413
Enrolled In More Than One Category	94	110	106	92	64

Online and Hybrid Courses Enrollment Trend

	2018	2019	2020	2021	2022
Course Enrollment ¹	2,441	2,584	3,040	3,738	4,340
Enrolled Count ²	1,635	1,812	1,972	2,441	2,628
Distinct Students ³	1,233	1,410	1,519	1,664	1,775

Note: The cut-off date for Academic Year 2021-2022 is September 8, 2022.

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

²Enrolled 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

	2017	2018	2019	2020	2021
Undergraduate Degree-seeking	1,111	1,112	1,058	1,004	998
Undergraduate Non Degree-seeking	18	26	17	15	14
Total Undergraduate	1,129	1,138	1,075	1,019	1,012
Graduate Degree-seeking	437	411	406	423	412
Graduate Non Degree-seeking	12	8	4	9	9
Total Graduate	449	419	410	432	421
English Language Institute	45	32	38	18	16
Total Undergraduate, Graduate, and ELI	1,623	1,589	1,523	1,469	1,449
Kendall Demonstration Elementary School	103	111	111	95	87
Model Secondary School for the Deaf	174	160	161	139	102
Total Clerc Center	277	271	272	234	189
Total Undergraduate, Graduate, ELI, and Clerc Center	1,900	1,860	1,795	1,703	1,638
Professional Studies ¹	138	219	199	306	270

¹Professional 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.

I. Enrollment (cont'd.)

Fall 2021 Degree-Seeking Diversity by Career Level

	Undergraduate	Graduate	Total
Race/Ethnicity			
International/Non-Resident Alien	53	19	72
American Indian/Alaska Native	10	0	10
Asian	51	24	75
Black/African American	161	43	204
Hispanic of any race	204	51	255
Native Hawaiian/Other Pacific Islander	11	0	11
Two or more	24	17	41
White	434	234	668
Race and ethnicity unknown	50	24	74
Gender			
Male	456	102	558
Female	542	303	845
Unknown	0	7	7
Hearing Status			
Deaf/Hard of Hearing	900	181	1,081
Hearing	98	214	312
Unknown	0	17	17
Academic Load			
Full-time	911	239	1,150
Part-time	87	173	260
Total for each category	998	412	1,410

Fall Degree-Seeking Diversity Trend

	2017	2018	2019	2020	2021
Race/Ethnicity					
International/Non-Resident Alien	81	67	67	76	72
American Indian/Alaska Native	9	9	9	10	10
Asian	66	64	72	70	75
Black/African American	211	209	219	201	204
Hispanic of any race	148	186	199	229	255
Native Hawaiian/Other Pacific Islander	8	6	9	11	11
Two or more	60	57	51	56	41
White	819	800	731	682	668
Race and ethnicity unknown	146	125	107	92	74
Gender					
Male	604	621	583	551	558
Female	936	892	876	866	845
Unknown	8	10	5	10	7
Hearing Status					
Deaf/Hard of Hearing	1,182	1,176	1,138	1,107	1,081
Hearing	365	345	322	314	312
Unknown	1	2	4	6	17
Academic Load					
Full-time	1,362	1,341	1,272	1,161	1,150
Part-time	186	182	192	266	260
Total for each category	1,548	1,523	1,464	1,427	1,410

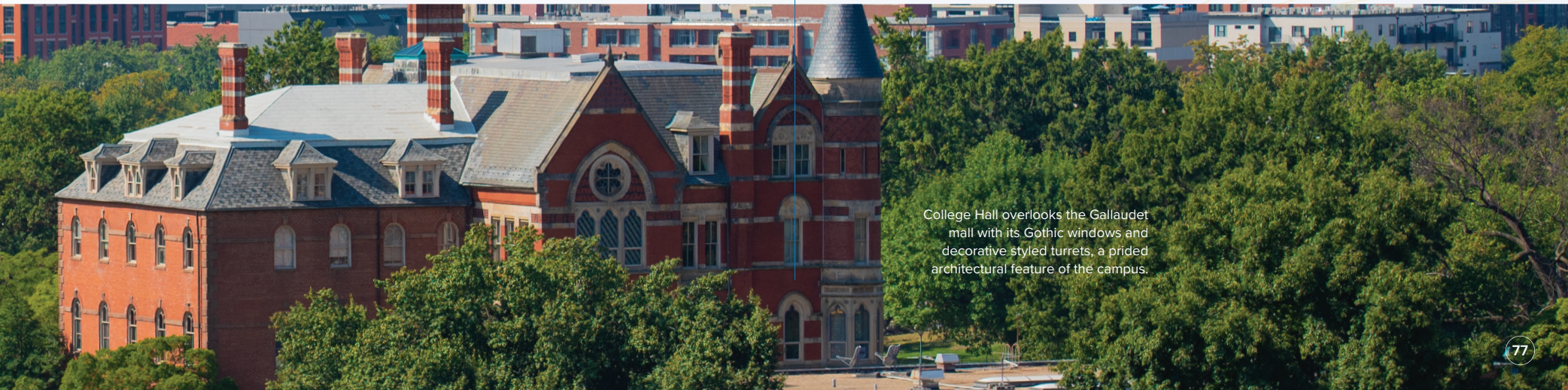
↑ The High Victorian Gothic style of Chapel Hall, Gallaudet's oldest building on campus, stands out in the cityscape of the NoMa neighborhood.

Fall 2021 Undergraduate Degree-Seeking Diversity by Class Year

	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Race/Ethnicity						
International/Non-Resident Alien	14	11	16	10	2	53
American Indian/Alaska Native	5	1	2	2	0	10
Asian	16	14	11	10	0	51
Black/African American	49	28	39	45	0	161
Hispanic of any race	73	43	40	47	1	204
Native Hawaiian/Other Pacific Islander	3	3	2	3	0	11
Two or more	5	2	8	8	1	24
White	99	72	98	163	2	434
Race and ethnicity unknown	17	6	11	16	0	50
Gender						
Male	142	77	109	127	1	456
Female	139	103	118	177	5	542
Hearing Status						
Deaf/Hard of Hearing	273	163	203	255	6	900
Hearing	8	17	24	49	0	98
Hearing Undergraduate (HUG)	6	13	15	32	0	66
Non-HUG	2	4	9	17	0	32
Academic Load						
Full-time	273	175	214	243	6	911
Part-time	8	5	13	61	0	87
Total for each category	281	180	227	304	6	998

Fall Undergraduate Degree-Seeking Diversity Trend

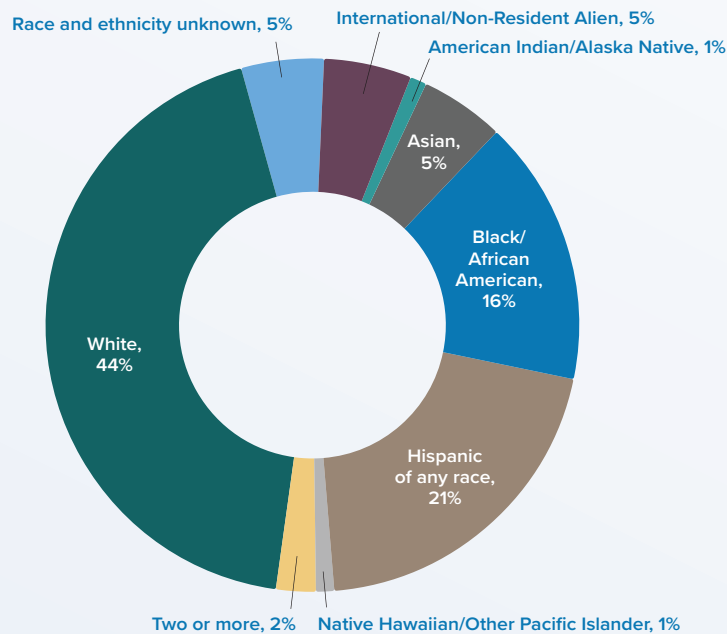
	2017	2018	2019	2020	2021
Race/Ethnicity					
International/Non-Resident Alien	59	46	48	54	53
American Indian/Alaska Native	8	8	9	7	10
Asian	47	48	52	49	51
Black/African American	179	174	181	165	161
Hispanic of any race	98	138	155	177	204
Native Hawaiian/Other Pacific Islander	8	6	9	10	11
Two or more	49	41	33	31	24
White	569	564	501	455	434
Race and ethnicity unknown	94	87	70	56	50
Gender					
Male	487	508	482	453	456
Female	624	604	576	551	542
Hearing Status					
Deaf/Hard of Hearing	979	985	944	894	900
Hearing	132	127	114	110	98
Academic Load					
Full-time	1,074	1,066	1,005	905	911
Part-time	37	46	53	99	87
Total for each category	1,111	1,112	1,058	1,004	998



College Hall overlooks the Gallaudet mall with its Gothic windows and decorative styled turrets, a prided architectural feature of the campus.

I. Enrollment (cont'd.)

Fall 2021 Degree-Seeking Undergraduate Students by Race and Ethnicity



Fall Degree-Seeking Hearing Undergraduate Trend

	2017	%	2018	%	2019	%	2020	%	2021	%
Total Degree-seeking Undergraduate Enrollment	1,111		1,112		1,058		1,004		998	
Hearing Undergraduate (HUG)	82		78		76		69		66	
Online Degree Completion Program (ODCP) ¹	4		9		4		6		13	
Non-ODCP	82		69		72		63		53	
Bachelor of Arts in Interpretation (BAI) ²	53		49		38		41		32	
Total Hearing Enrollment	132	12%	127	11%	114	11%	110	11%	98	10%
Total HUG Enrollment ³	82	7%	78	7%	76	7%	69	7%	66	7%

¹Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) enrollment prior to Fall 2018.

²Bachelor of Arts in Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelor of Arts in Interpretation (BAI); therefore the counts may not add up to the total hearing students count.

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

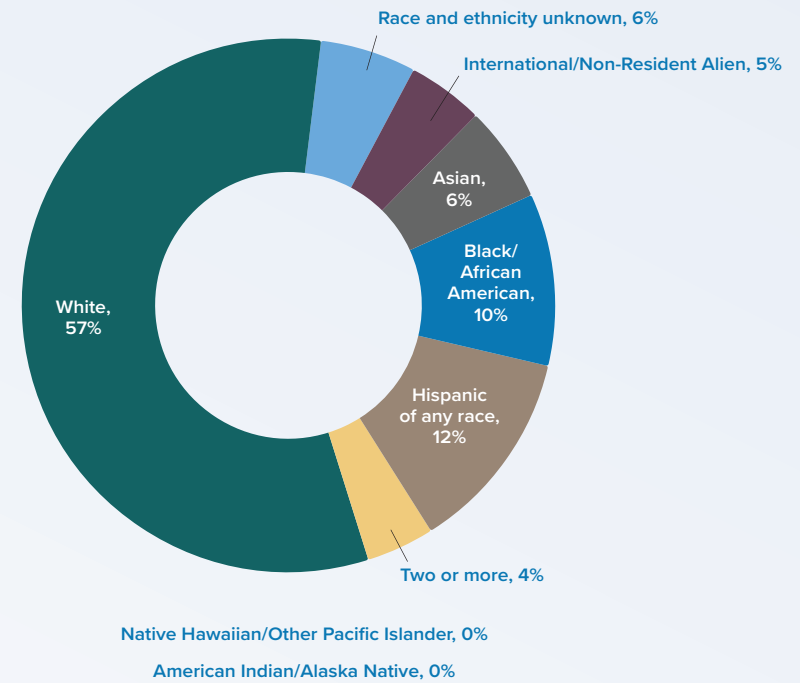
Fall 2021 Graduate Degree-Seeking Diversity by Degree Level

	Certificates	Masters	Specialists	Doctorates	Total
Race/Ethnicity					
International/Non-Resident Alien	0	13	1	5	19
American Indian/Alaska Native	0	0	0	0	0
Asian	0	17	0	7	24
Black/African American	1	26	4	12	43
Hispanic of any race	4	31	0	16	51
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	0	13	1	3	17
White	5	136	14	79	234
Race and ethnicity unknown	0	10	0	14	24
Gender					
Male	0	62	7	33	102
Female	10	179	11	103	303
Unknown	0	5	2	0	7
Hearing Status					
Deaf/Hard of Hearing	4	126	11	40	181
Hearing	4	109	7	94	214
Unknown	2	11	2	2	17
Academic Load					
Full-time	0	173	6	60	239
Part-time	10	73	14	76	173
Total for each category	10	246	20	136	412

Fall Graduate Degree-Seeking Diversity Trend

	2017	2018	2019	2020	2021
Race/Ethnicity					
International/Non-Resident	22	21	19	22	19
American Indian/Alaska Native	1	1	0	3	0
Asian	19	16	20	21	24
Black/African American	32	35	38	36	43
Hispanic of any race	50	48	44	52	51
Native Hawaiian/Other Pacific Islander	0	0	0	1	0
Two or more	11	16	18	25	17
White	250	236	230	227	234
Race and ethnicity unknown	52	38	37	36	24
Gender					
Male	117	113	101	98	102
Female	312	288	300	315	303
Unknown	8	10	5	10	7
Hearing Status					
Deaf/Hard of Hearing	203	191	194	213	181
Hearing	233	218	208	204	214
Unknown	1	2	4	6	17
Academic Load					
Full-time	288	275	267	256	239
Part-time	149	136	139	167	173
Total for each category	437	411	406	423	412

Fall 2021 Degree-Seeking Graduate Students by Race and Ethnicity



President Cordano welcomes students, faculty and staff to a new academic year at the annual Welcome Home event. This year's theme was *I am Gallaudet*, celebrating the journeys of everyone that makes Gallaudet unique.



I. Enrollment (cont'd.)

Fall 2021 U.S. Degree-Seeking Students by State/Territory

	Undergraduate	Graduate	Total
Alabama	5	7	12
Alaska	2	0	2
Arizona	16	2	18
Arkansas	1	3	4
California	147	48	195
Colorado	14	1	15
Connecticut	6	2	8
Delaware	5	2	7
District of Columbia	36	63	99
Florida	40	12	52
Georgia	29	7	36
Guam	0	0	0
Hawaii	7	2	9
Idaho	2	0	2
Illinois	30	9	39
Indiana	28	8	36
Iowa	1	1	2
Kansas	7	2	9
Kentucky	9	5	14
Louisiana	7	2	9
Maine	1	0	1
Maryland	109	54	163
Massachusetts	21	7	28
Michigan	18	4	22
Minnesota	16	4	20
Mississippi	6	1	7
Missouri	7	3	10
Montana	2	0	2

	Undergraduate	Graduate	Total
Nebraska	3	1	4
Nevada	5	2	7
New Hampshire	2	2	4
New Jersey	29	4	33
New Mexico	7	1	8
New York	57	28	85
North Carolina	16	6	22
North Dakota	0	1	1
Ohio	24	10	34
Oklahoma	3	5	8
Oregon	5	3	8
Pennsylvania	26	10	36
Puerto Rico	0	4	4
Rhode Island	1	0	1
South Carolina	13	4	17
South Dakota	1	1	2
Tennessee	13	4	17
Texas	88	13	101
Utah	8	4	12
Vermont	1	2	3
Virginia	39	30	69
Virgin Islands	0	0	0
Washington	23	5	28
West Virginia	4	0	4
Wisconsin	5	3	8
Wyoming	0	0	0
Other ¹	0	1	1
Total	945	393	1338

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

The stained glass windows of Chapel Hall illuminated by the evening sky. According to the National Park Service, "Chapel Hall is one of the finest examples of post-Civil War collegiate architecture in the U.S."



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

	2017	2018	2019	2020	2021
Alabama	13	10	11	12	12
Alaska	1	1	2	4	2
Arizona	30	28	20	21	18
Arkansas	6	3	3	4	4
California	166	181	190	188	195
Colorado	15	25	21	18	15
Connecticut	17	8	10	9	8
Delaware	8	11	8	7	7
District of Columbia	86	71	76	71	99
Florida	91	85	76	57	52
Georgia	40	41	42	41	36
Guam	0	0	0	0	0
Hawaii	9	5	4	7	9
Idaho	4	2	3	1	2
Illinois	32	35	32	37	39
Indiana	32	35	37	37	36
Iowa	3	4	4	0	2
Kansas	10	12	11	7	9
Kentucky	15	18	16	13	14
Louisiana	15	12	10	9	9
Maine	3	3	1	1	1
Maryland	169	176	173	166	163
Massachusetts	29	31	28	31	28
Michigan	22	28	23	28	22
Minnesota	26	30	27	20	20
Mississippi	12	13	8	6	7
Missouri	18	13	12	9	10
Montana	3	3	3	2	2

	2017	2018	2019	2020	2021
Nebraska	6	6	8	6	4
Nevada	8	9	5	7	7
New Hampshire	6	5	3	5	4
New Jersey	44	43	41	35	33
New Mexico	14	13	14	9	8
New York	110	94	97	93	85
North Carolina	36	34	29	31	22
North Dakota	1	1	0	0	1
Ohio	31	29	38	35	34
Oklahoma	4	3	4	4	8
Oregon	10	7	7	12	8
Pennsylvania	43	50	46	40	36
Puerto Rico	2	1	1	4	4
Rhode Island	5	3	4	4	1
South Carolina	11	12	10	16	17
South Dakota	3	1	0	1	2
Tennessee	11	10	12	15	17
Texas	113	117	102	106	101
Utah	7	9	7	9	12
Vermont	3	4	5	3	3
Virginia	80	81	68	68	69
Virgin Islands	0	0	0	0	0
Washington	28	24	25	27	28
West Virginia	0	0	2	3	4
Wisconsin	14	16	15	9	8
Wyoming	1	0	0	0	0
Other ¹	1	0	3	3	1
Total	1,467	1,456	1,397	1,351	1,338

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

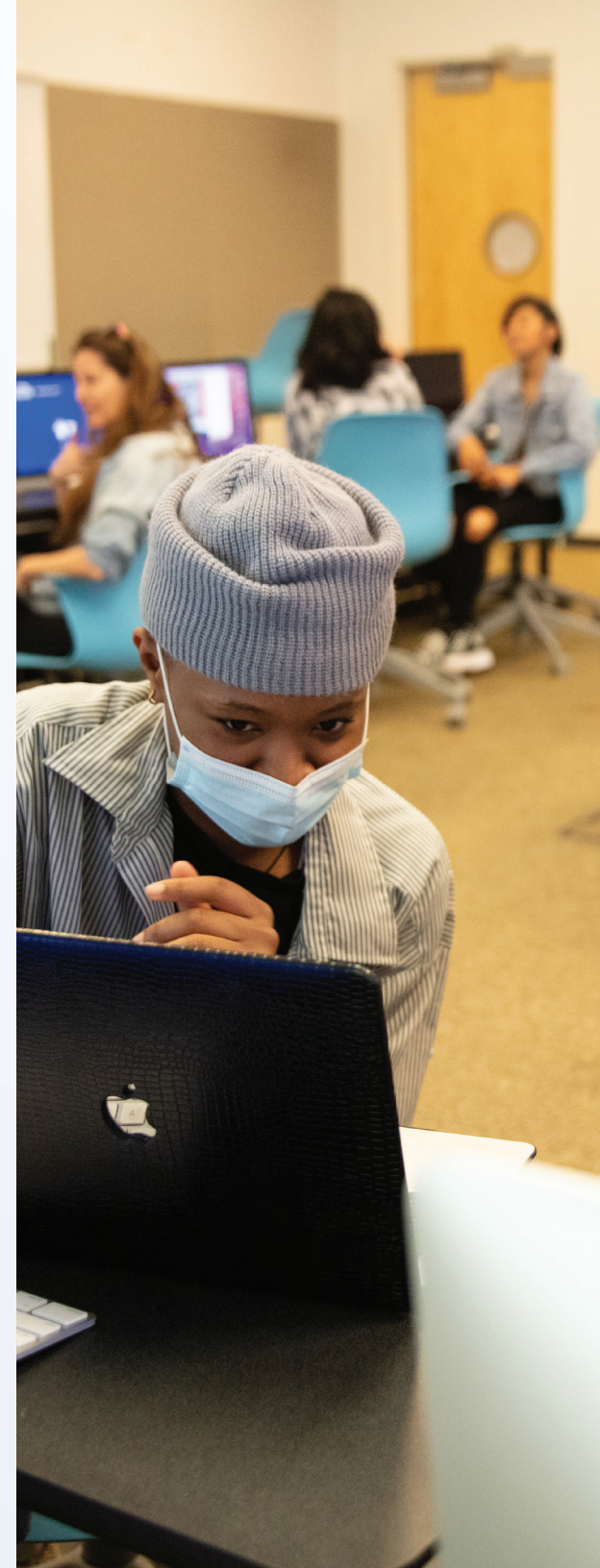
I. Enrollment (cont'd.)

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

	2017	2018	2019	2020	2021
Alabama	11	9	8	10	5
Alaska	1	1	2	4	2
Arizona	24	21	14	18	16
Arkansas	6	3	3	2	1
California	126	150	150	138	147
Colorado	12	16	15	13	14
Connecticut	10	4	7	8	6
Delaware	8	9	5	6	5
District of Columbia	36	26	38	28	36
Florida	60	63	54	39	40
Georgia	33	34	34	33	29
Guam	0	0	0	0	0
Hawaii	7	5	4	5	7
Idaho	3	0	3	1	2
Illinois	26	23	26	30	30
Indiana	26	28	31	30	28
Iowa	1	2	2	0	1
Kansas	8	10	8	5	7
Kentucky	13	17	14	9	9
Louisiana	12	10	8	7	7
Maine	2	2	0	1	1
Maryland	114	125	122	115	109
Massachusetts	23	21	19	21	21
Michigan	15	20	18	21	18
Minnesota	23	24	22	14	16
Mississippi	12	11	6	5	6
Missouri	15	8	8	6	7
Montana	3	3	3	2	2

	2017	2018	2019	2020	2021
Nebraska	6	5	6	5	3
Nevada	3	4	3	5	5
New Hampshire	4	2	2	2	2
New Jersey	31	34	30	27	29
New Mexico	7	7	8	4	7
New York	79	71	67	62	57
North Carolina	26	25	19	18	16
North Dakota	1	1	0	0	0
Ohio	25	27	32	27	24
Oklahoma	3	3	3	2	3
Oregon	6	5	5	8	5
Pennsylvania	22	32	31	27	26
Puerto Rico	0	0	0	0	0
Rhode Island	5	2	3	3	1
South Carolina	7	8	7	11	13
South Dakota	3	1	0	1	1
Tennessee	9	7	8	12	13
Texas	93	96	85	88	88
Utah	7	7	4	7	8
Vermont	1	1	1	0	1
Virginia	54	55	41	39	39
Virgin Islands	0	0	0	0	0
Washington	17	18	20	21	23
West Virginia	0	0	1	2	4
Wisconsin	11	10	9	6	5
Wyoming	1	0	0	0	0
Other ¹	1	0	1	2	0
Total	1,052	1,066	1,010	950	945

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



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

	2017	2018	2019	2020	2021
Alabama	2	1	3	2	7
Alaska	0	0	0	0	0
Arizona	6	7	6	3	2
Arkansas	0	0	0	2	3
California	40	31	40	50	48
Colorado	3	9	6	5	1
Connecticut	7	4	3	1	2
Delaware	0	2	3	1	2
District of Columbia	50	45	38	43	63
Florida	31	22	22	18	12
Georgia	7	7	8	8	7
Guam	0	0	0	0	0
Hawaii	2	0	0	2	2
Idaho	1	2	0	0	0
Illinois	6	12	6	7	9
Indiana	6	7	6	7	8
Iowa	2	2	2	0	1
Kansas	2	2	3	2	2
Kentucky	2	1	2	4	5
Louisiana	3	2	2	2	2
Maine	1	1	1	0	0
Maryland	55	51	51	51	54
Massachusetts	6	10	9	10	7
Michigan	7	8	5	7	4
Minnesota	3	6	5	6	4
Mississippi	0	2	2	1	1
Missouri	3	5	4	3	3
Montana	0	0	0	0	0

	2017	2018	2019	2020	2021
Nebraska	0	1	2	1	1
Nevada	5	5	2	2	2
New Hampshire	2	3	1	3	2
New Jersey	13	9	11	8	4
New Mexico	7	6	6	5	1
New York	31	23	30	31	28
North Carolina	10	9	10	13	6
North Dakota	0	0	0	0	1
Ohio	6	2	6	8	10
Oklahoma	1	0	1	2	5
Oregon	4	2	2	4	3
Pennsylvania	21	18	15	13	10
Puerto Rico	2	1	1	4	4
Rhode Island	0	1	1	1	0
South Carolina	4	4	3	5	4
South Dakota	0	0	0	0	1
Tennessee	2	3	4	3	4
Texas	20	21	17	18	13
Utah	0	2	3	2	4
Vermont	2	3	4	3	2
Virginia	26	26	27	29	30
Virgin Islands	0	0	0	0	0
Washington	11	6	5	6	5
West Virginia	0	0	1	1	0
Wisconsin	3	6	6	3	3
Wyoming	0	0	0	0	0
Other ¹	0	0	2	1	1
Total	415	390	387	401	393

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

COVID-19 safety practices are still encouraged at Gallaudet, with masks and tests widely available to the campus community.

I. Enrollment (cont'd.)

Fall 2021 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Belize	1	0	1
Botswana	2	0	2
Canada	12	1	13
China	1	2	3
Columbia	0	1	1
Denmark	2	0	2
Gabon	1	3	4
Ghana	0	1	1
India	1	0	1
Indonesia	0	1	1
Iran	1	2	3
Iraq	0	1	1
Japan	0	1	1
Kuwait	1	0	1
Mexico	2	1	3
Morocco	0	1	1
Nigeria	6	1	7
Oman	13	0	13
Philippines	1	1	2
Saudi Arabia	6	1	7
Spain	1	0	1
Turkey	1	1	2
Vietnam	1	0	1
Total	53	19	72

Fall International Undergraduate Degree-Seeking Enrollment by Country Trend

	2017	2018	2019	2020	2021
Belize	0	0	0	0	1
Botswana	2	2	2	2	2
Brazil	1	1	1	1	0
Cameroon	1	0	0	0	0
Canada	14	16	11	9	12
Cayman Islands	1	1	1	1	0
China	11	5	4	4	1
Denmark	0	1	1	0	2
Gabon	0	0	2	1	1
Hong Kong	1	1	0	0	0
India	0	1	1	1	1
Iran	0	0	0	0	1
Jordan	1	1	0	0	0
Kenya	0	0	0	1	0
Kuwait	1	1	1	1	1
Mexico	1	0	1	2	2
Mongolia	1	1	0	0	0
Nigeria	4	3	2	6	6
Oman	0	0	8	14	13
Pakistan	1	1	0	0	0
Philippines	0	1	1	1	1
Russian Federation	1	0	0	0	0
Saint Kitts and Nevis	1	1	1	1	0
Saudi Arabia	13	8	9	6	6
Spain	0	0	0	0	1
Sri Lanka	1	0	0	0	0
Taiwan	1	0	1	1	0
Turkey	0	0	1	1	1
United Arab Emirates	1	0	0	0	0
United Kingdom	1	1	0	0	0
Vietnam	0	0	0	1	1
Total	59	46	48	54	53

Fall International Graduate Student Degree-Seeking Enrollment by Country Trend

	2017	2018	2019	2020	2021
Canada	5	3	2	3	1
China	0	1	3	5	2
Columbia	0	0	1	1	1
Egypt	1	0	0	0	0
Ethiopia	1	1	0	0	0
France	1	0	0	0	0
Gabon	0	0	1	3	3
Ghana	0	0	0	0	1
Greece	0	1	0	1	0
Hong Kong	1	1	0	0	0
Iceland	1	0	0	0	0
India	1	1	0	0	0
Indonesia	0	0	0	0	1
Iran	1	2	1	2	2
Iraq	0	1	1	1	1
Italy	0	1	1	0	0
Japan	2	2	2	2	1
Malaysia	1	0	0	0	0
Mexico	1	0	0	0	1
Morocco	0	0	0	0	1
Nigeria	1	1	2	2	1
Pakistan	0	0	0	1	0
Panama	0	1	0	0	0
Philippines	1	1	1	1	1
Russian Federation	0	1	1	0	0
Saudi Arabia	2	2	2	0	1
Sri Lanka	0	1	1	0	0
Sweden	1	0	0	0	0
Turkey	0	0	0	0	1
Venezuela	1	0	0	0	0
Total	22	21	19	22	19

Cumulative U.S. University Enrollment Since 1864¹

Alabama	241	Nebraska	214
Alaska	34	Nevada	54
Arizona	339	New Hampshire	100
Arkansas	184	New Jersey	687
California	2,166	New Mexico	162
Colorado	302	New York	1,731
Connecticut	409	North Carolina	566
Delaware	99	North Dakota	113
District of Columbia	597	Ohio	775
Florida	864	Oklahoma	136
Georgia	442	Oregon	234
Guam	6	Pennsylvania	1,153
Hawaii	111	Puerto Rico	35
Idaho	94	Rhode Island	90
Illinois	1,086	South Carolina	222
Indiana	562	South Dakota	140
Iowa	320	Tennessee	255
Kansas	331	Texas	1,071
Kentucky	280	Utah	147
Louisiana	278	Vermont	66
Maine	116	Virgin Islands	6
Maryland	1,916	Virginia	1,081
Massachusetts	609	Washington	475
Michigan	498	West Virginia	163
Minnesota	651	Wisconsin	486
Mississippi	98	Wyoming	24
Missouri	427	Total	23,337
Montana	91		

¹Includes enrollment through Fall 2022.

I. Enrollment (cont'd.)

Cumulative International University Enrollment Since 1864¹

Argentina	4	Greece	5	Paraguay	2
Australia	19	Guatemala	3	Peru	3
Austria	2	Guyana	2	Philippines	24
Bahamas	4	Haiti	1	Poland	1
Bangladesh	1	Honduras	1	Portugal	1
Barbados	2	Hong Kong	4	Russian Federation	3
Belgium	13	Hungary	2	Rwanda	1
Benin	1	Iceland	4	Saint Kitts and Nevis	1
Bermuda	1	India	64	Samoa	1
Bolivia	1	Indonesia	4	Saudi Arabia	36
Botswana	12	Iran	4	Sierra Leone	2
Brazil	21	Iraq	1	Singapore	21
Bulgaria	1	Ireland	15	Slovakia	2
Burkina Faso	1	Israel	16	Slovenia	1
Cameroon	6	Italy	12	South Africa	19
Canada	885	Jamaica	6	Spain	10
Cayman Island	1	Japan	65	Sri Lanka	7
Chile	3	Jordan	5	Sweden	44
China	85	Kenya	11	Switzerland	5
Colombia	3	Republic of Korea	19	Taiwan	21
Costa Rica	6	Kuwait	3	Tanzania	1
Cote D'Ivoire	1	Lebanon	3	Thailand	10
Croatia	2	Liberia	1	Trinidad and Tobago	3
Cyprus	1	Malaysia	19	Turkey	2
Czech Republic	1	Mali	1	Uganda	4
Denmark	13	Mexico	13	United Arab Emirates	8
Egypt	1	Mongolia	3	United Kingdom	23
El Salvador	2	Morocco	1	Uzbekistan	1
Eritrea	1	Nepal	1	Venezuela	4
Ethiopia	6	Netherlands	14	Vietnam	3
Fiji	1	New Zealand	4	Yugoslavia	1
Finland	7	Nigeria	82	Zambia	2
France	10	Norway	15	Zimbabwe	1
Gabon	6	Oman	1	Total	1,841
Germany	17	Pakistan	6	Countries	105
Ghana	19	Panama	2		

¹Includes enrollment thorough Fall 2022.



Dr. Carolyn McCaskill, the founding director for Center for Black Deaf Studies, converses with international visiting researcher Dr. Eyasu Hailu Tamene, assistant professor of Ethiopian Sign Language and Deaf Studies at Addis Ababa University, Ethiopia, who was sponsored by an award from the Fulbright Commission.

Fall 2021 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

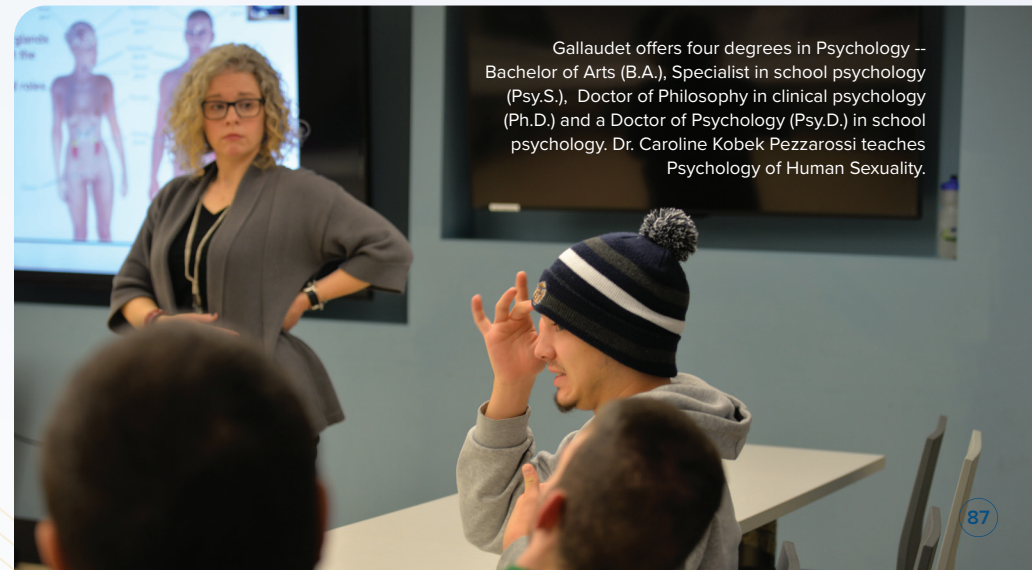
	Applied	Admitted	Enrolled
Race/Ethnicity			
International/Non-Resident Alien	72	11	7
American Indian/Alaska Native	4	4	3
Asian	30	23	14
Black/African American	117	53	35
Hispanic of any race	148	102	65
Native Hawaiian/Other Pacific Islander	3	2	2
Two or more	4	4	4
White	212	139	78
Race and ethnicity unknown	42	29	20
Gender			
Male	246	149	98
Female	386	218	130
Hearing Status			
Deaf/Hard of Hearing	478	325	206
Hearing	154	42	22
Application Type			
First-time Freshmen	402	251	152
Transfers	209	114	74
Second Degree	21	2	2
Total for each category	632	367	228

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

	2017	2018	2019	2020	2021
Applied	810	748	675	619	632
Admitted	482	416	403	375	367
Enrolled	346	302	263	231	228
Enrollment Yield	72%	73%	65%	62%	62%

Fall New Undergraduate Degree-Seeking Diversity Trend

	2017	2018	2019	2020	2021
Race/Ethnicity					
International/Non-Resident Alien	12	7	9	8	7
American Indian/Alaska Native	4	3	3	2	3
Asian	15	11	13	15	14
Black/African American	62	53	54	32	35
Hispanic of any race	22	70	55	51	65
Native Hawaiian/Other Pacific Islander	3	1	2	3	2
Two or more	17	2	8	6	4
White	170	141	104	107	78
Race and ethnicity unknown	41	14	15	7	20
Gender					
Male	139	142	116	99	98
Female	207	160	147	132	130
Hearing Status					
Deaf/Hard of Hearing	291	254	234	186	206
Hearing	55	48	29	45	22
Application Type					
First-time Freshmen	247	201	183	152	152
Transfers	94	100	74	79	74
Second Degree	5	1	6	0	2
Total for each category	346	302	263	231	228

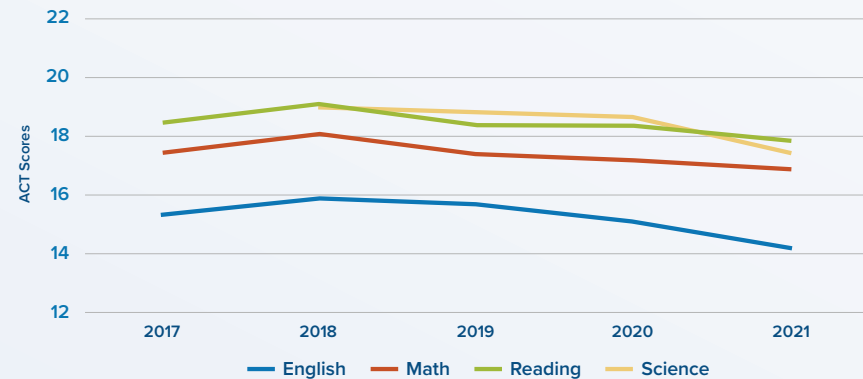


I. Enrollment (cont'd.)

Fall New Undergraduate Degree-Seeking Average ACT Trend

	2017	2018	2019	2020	2021
English	15.3	15.9	15.7	15	14.2
Mathematics	17.4	18.1	17.4	17.2	16.9
Reading	18.5	19.1	18.4	18.4	17.9
Science ¹		19	18.9	18.6	17.4

¹Gallaudet began tracking Science ACT scores in Fall 2018.



Fall New Degree-Seeking Hearing Undergraduate Trend

	2017	%	2018	%	2019	%	2020	%	2021	%
Total Degree-Seeking New Undergraduate Enrollment	346		302		263		231		228	
Hearing undergraduate (HUG)	33		35		25		25		15	
Online Degree Completion Program (ODCP) ¹	3		6		0		4		7	
Non-ODCP	33		29		25		21		8	
Bachelor of Arts in Interpretation (BAI) ²	19		13		4		20		7	
Total New Hearing Enrollment	55	16%	48	16%	29	11%	45	19%	22	10%
Total New HUG Enrollment³	33	10%	41	14%	25	10%	25	11%	15	7%

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

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

³The 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 2021 New-to-Program Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Certificates	28	17	12
ASL/Deaf Studies	18	8	3
ASL/English Bilingual Early Childhood Education	0	0	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	10	9	9
Deaf Students with Disabilities	0	0	0
Master's	356	199	130
Counseling	1	0	0
Clinical Mental Health Counseling	1	0	0
School Counseling	0	0	0
Deaf Studies	26	21	9
Education	53	22	13
Deaf Education Advanced Studies	21	11	4
Deaf Education Special Programs	0	0	0
Education - Teachers Preparation Program	32	11	9
Deaf Education	13	2	2
Early Childhood and Deaf Education	8	1	0
Elementary Education and Deaf Education	7	6	5
Secondary Education and Deaf Education	4	2	2
International Development	12	9	7
Interpretation and Translation	30	12	9
Interpreting Practice/Research	26	10	7
Interpreting Research	4	2	2
Linguistics	14	12	9
Public Administration	28	15	8
Sign Language Education	86	41	32
Social Work	32	29	17
Speech-Language Pathology	74	38	17
Specialists	8	7	6
Deaf Education	8	7	6
Doctorates	154	80	39
Audiology, Au.D.	67	40	12
Clinical Psychology	27	7	5
Critical Studies in the Education of Deaf Learners	21	9	7
Educational Neuroscience	7	2	2
Hearing, Speech, and Language Sciences	5	3	2
Linguistics	4	1	1
School Psychology, Psy.D.	21	18	10
Translation and Interpretation Studies	2	0	0
Total Program Enrollment¹	546	303	178
Headcount	500	288	173

¹Dual program enrollments are included.

Fall 2021 New-to-Graduate Career Degree-Seeking Diversity by Applied, Admitted, and Enrolled

	Applied ¹	Admitted ¹	Enrolled
Race/Ethnicity			
International/Non-Resident Alien	85	29	6
American Indian/Alaska Native	2	0	0
Asian	18	11	7
Black/African American	59	29	19
Hispanic of any race	45	28	18
Native Hawaiian/Other Pacific Islander	0	0	0
Two or more	5	3	2
White	269	165	95
Race and ethnicity unknown	21	10	7
Gender			
Male	130	63	41
Female	374	212	113
Hearing Status			
Deaf/Hard of Hearing	215	111	67
Hearing	249	147	76
Unknown	40	17	11
Total for each category	504	275	154

¹Applied Count and Admitted Count are not distinct counts.

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

	2017	2018	2019	2020	2021
Applied	516	502	467	483	504
Admitted	253	249	232	288	275
Enrolled	172	156	151	172	154
Enrollment Yield	68%	63%	65%	60%	56%

President Cordano leads the Homecoming 2022 procession with Bison cheerleaders alongside former Gallaudet University President Dr. Robert Davila.

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

	2017	2018	2019	2020	2021
Race/Ethnicity					
International/Non-Resident Alien	6	10	8	8	6
American Indian/Alaska Native	1	0	0	3	0
Asian	8	6	9	10	7
Black/African American	5	17	14	12	19
Hispanic of any race	27	18	14	24	18
Native Hawaiian/Other Pacific Islander	0	0	0	1	0
Two or more	7	8	8	11	2
White	100	92	82	93	95
Race and ethnicity unknown	18	5	16	10	7
Gender					
Male	51	42	30	35	41
Female	114	109	117	130	113
Unknown	7	5	4	7	0
Hearing Status					
Deaf/Hard of Hearing	91	88	81	102	67
Hearing	81	67	68	66	76
Unknown	0	1	2	4	11
Total for each category	172	156	151	172	154



II. Academic Enrollment Trends

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Major

	2017	2018	2019	2020	2021
Accounting	19	17	15	14	19
American Sign Language	10	10	10	8	6
Art and Media Design	21	30	39	34	22
Biology, B.A.	1	3	5	3	3
Biology, B.S.	15	15	15	20	21
Business Administration	38	42	30	26	21
Chemistry, B.A.	0	0	0	0	0
Chemistry, B.S.	5	7	5	8	4
Communication Studies	35	36	37	26	31
Deaf Studies	22	30	22	23	40
Deaf Studies	11	14	12	9	9
Deaf Studies – ODCP	11	16	10	14	31
Education	12	18	18	18	12
English	20	17	22	23	15
Government	30	25	26	18	12
History	10	12	14	19	19
Information Technology	16	27	35	31	29
International Studies	24	20	18	15	18
Interpretation	59	52	43	47	35
Mathematics, B.A.	5	4	6	10	12
Mathematics, B.S.	6	8	9	6	6
Philosophy	0	2	1	4	2
Physical Education and Recreation	37	39	34	49	48
Psychology	37	39	42	50	48
Psychology	37	37	39	46	37
Psychology - ODCP	0	2	3	4	11
Public Health	0	1	5	7	10
Risk Management and Insurance	10	17	16	16	18
Self-Directed Major	4	1	1	3	5
Social Work	47	54	52	53	54
Sociology	5	5	5	9	7
Spanish	7	7	5	8	7
Theatre Arts	8	9	6	5	4
Total Plan Enrollment¹	503	547	536	553	528

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

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Minor

	2017	2018	2019	2020	2021
Accounting	0	0	0	0	0
American Sign Language	0	5	1	3	2
Art	12	11	11	3	2
Athletic Coaching	13	14	12	22	20
Biology	1	3	5	4	4
Business Administration	1	3	3	4	3
Chemistry	2	4	1	4	4
Communication Studies	3	1	3	6	4
Dance	4	5	3	2	2
Deaf Studies	5	13	5	2	5
Education	2	4	5	6	12
English	3	8	8	8	5
Family and Child Studies	29	25	20	24	24
Government	2	1	4	3	3
History	2	1	0	0	0
Information Technology	3	2	1	4	3
Linguistics	18	15	9	3	4
Mathematics	2	0	2	4	3
Philosophy	0	0	0	0	0
Psychology	8	8	14	6	8
Public Health	0	3	3	5	3
Recreation and Sports Program	1	2	1	1	1
Risk Management and Insurance	1	2	2	2	0
Sociology	3	1	0	1	3
Spanish	8	8	9	6	3
Theatre Arts	3	2	4	3	3
Total Plan Enrollment¹	126	141	126	126	121

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



Professor Emilia Chukwuma, Director of the School of Civic Leadership, Business and Social Change, teaches a business course.

Fall Hearing Undergraduate (HUG) Enrollment Trend by Declared Major

	2017	2018	2019	2020	2021
American Sign Language	0	1	0	0	0
Art and Media Design	0	0	1	1	0
Biology, B.A.	0	0	1	1	0
Biology, B.S.	1	0	2	3	3
Business Administration	1	0	0	0	0
Chemistry, B.S.	0	0	1	1	0
Communication Studies	3	3	3	0	0
Deaf Studies	2	13	10	7	11
Deaf Studies	2	5	7	3	2
Deaf Studies–ODCP	0	8	3	4	9
Education	1	3	4	1	0
English	0	0	0	1	0
Government	2	0	1	1	0
History	0	0	1	2	1
Information Technology	0	0	1	1	1
International Studies	1	4	2	1	2
Interpretation	9	0	0	0	0
Mathematics	0	0	0	0	0
Philosophy	0	1	0	1	0
Physical Education and Recreation	2	0	0	0	0
Psychology	3	4	6	8	7
Psychology	3	3	5	6	3
Psychology–ODCP	0	1	1	2	4
Public Health	0	0	0	0	1
Self-Directed major	2	0	0	2	1
Social Work	1	1	2	2	1
Sociology	0	1	1	1	1
Spanish	1	1	0	1	1
Theatre Arts	0	0	0	0	1
Undeclared	55	47	40	35	36
Total Majors Declared¹	89	79	76	70	67
Total Headcount²	82	78	76	69	66

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

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

Class of 2022 graduates who earned their master's, education specialist, specialist in school psychology, and doctoral degrees gather in front of Chapel Hall prior to their Commencement ceremony.



II. Academic Enrollment Trends (cont'd.)

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

	2017	2018	2019	2020	2021
Certificates					
ASL/Deaf Studies	0	3	2	4	5
ASL/English Bilingual Early Childhood Education	0	0	0	1	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	8	3	7	2	11
Deaf Students with Disabilities	3	6	2	1	0
Certificates Total	11	12	11	8	16
Master's					
Counseling	19	27	16	6	3
Clinical Mental Health Counseling	10	15	9	4	2
School Counseling	9	12	7	2	1
Deaf Studies	5	3	17	22	21
Education	25	37	29	36	8
Deaf Education Advanced Studies	4	8	4	8	8
Deaf Education Special Programs	2	7	2	0	0
Education - Teachers Preparation Program	19	22	23	28	22
Deaf Education	1	6	9	11	6
Early Childhood and Deaf Education	7	5	5	5	1
Elementary Education and Deaf Education	9	9	7	10	12
Secondary Education and Deaf Education	2	2	2	2	3
International Development	16	19	17	17	17
Interpretation and Translation	25	24	23	26	25
Interpreting Practice/Research	24	22	22	26	22
Interpreting Research	1	2	1	0	3
Linguistics	16	19	17	19	22
Public Administration	50	37	29	32	20
Sign Language Education	39	30	36	59	46
Social Work	45	34	32	36	36
Speech-Language Pathology	31	32	29	25	32
Master's Total	272	264	246	278	252

	2017	2018	2019	2020	2021
Specialists					
Deaf Education	3	4	5	7	11
School Psychology	17	15	18	13	9
Specialists Total	20	19	23	20	20
Doctorates					
Audiology, Au.D.	43	37	44	46	40
Audiology, Ph.D.	1	1	0	0	0
Clinical Psychology	39	34	36	32	30
Critical Studies in the Education of Deaf Learners	10	9	8	5	10
Deaf Education	0	0	0	0	0
Educational Neuroscience	7	8	5	6	6
Hearing, Speech, and Language Sciences	5	6	10	8	10
Interpretation and Translation	28	24	22	22	19
Interpretation	28	24	22	19	16
Translation and Interpretation Studies	0	0	0	3	3
Linguistics	13	10	13	12	14
School Psychology, Psy.D.	0	0	0	0	10
Doctorates Total	146	129	138	131	139
Total Program Enrollment¹	449	418	418	437	427
Total Headcount	437	411	406	423	412

¹Dual program enrollments are included.

Our Art and Media Design programs are led by an internationally renowned faculty trained in disciplines spanning traditional art to digital media and the performing arts.

III. Persistence and Graduation Data

Undergraduate Degree-Seeking Fall 2021 to Fall 2022 Attrition/Persistence by Diversity

	Fall 2021	Graduated	Academically Dismissed	Withdrew	Returned Fall 2021 ¹
Race/Ethnicity					
International/Non-Resident Alien	53	8	1	2	42
American Indian/Alaska Native	10	2	1	4	3
Asian	51	8	1	5	37
Black/African American	161	30	9	16	106
Hispanic of any race	204	29	11	31	133
Native Hawaiian/Other Pacific Islander	11	2	0	2	7
Two or more	24	6	0	1	17
White	434	112	7	55	260
Race and ethnicity unknown	50	15	2	7	26
Gender					
Male	456	80	14	61	301
Female	542	132	18	62	330
Hearing Status					
Deaf/Hard of Hearing	900	187	32	108	573
Hearing	98	25	0	15	58
Hearing Undergraduate (HUG)	66	14	0	9	43
Non-HUG	32	11	0	6	15
Class					
Freshmen	281	0	24	53	204
Sophomores	180	0	4	24	152
Juniors	227	16	3	24	184
Seniors	304	194	1	22	87
Second Degree	6	2	0	0	4
Academic Load					
Full-time	911	170	32	107	602
Part-time	87	42	0	16	29
Total for each category	998	212	32	123	631

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

Graduate Degree-Seeking Fall 2021 to Fall 2022 Attrition/Persistence by Diversity

	Fall 2021 Enrollment	Graduated	Withdrew	Returned Fall 2022
Race/Ethnicity				
International/Non-Resident Alien	19	7	1	11
American Indian/Alaska Native	0	0	0	0
Asian	24	14	1	9
Black/African American	43	12	3	28
Hispanic of any race	51	21	6	24
Native Hawaiian/Other Pacific Islander	0	0	0	0
Two or more	17	9	4	4
White	234	78	22	134
Race and ethnicity unknown	24	9	2	13
Gender				
Male	102	34	8	60
Female	303	111	31	161
Unknown	7	5	0	2
Hearing Status				
Deaf/Hard of Hearing	181	75	20	86
Hearing	214	73	17	124
Unknown	17	2	2	13
Degree				
Certificates	10	4	2	4
Master's	246	105	24	117
Specialists	20	9	4	7
Doctorates	136	32	9	95
Academic Load				
Full-time	239	66	20	153
Part-time	173	84	19	70
Total for each category	412	150	39	223

III. Persistence and Graduation Data (cont'd.)

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

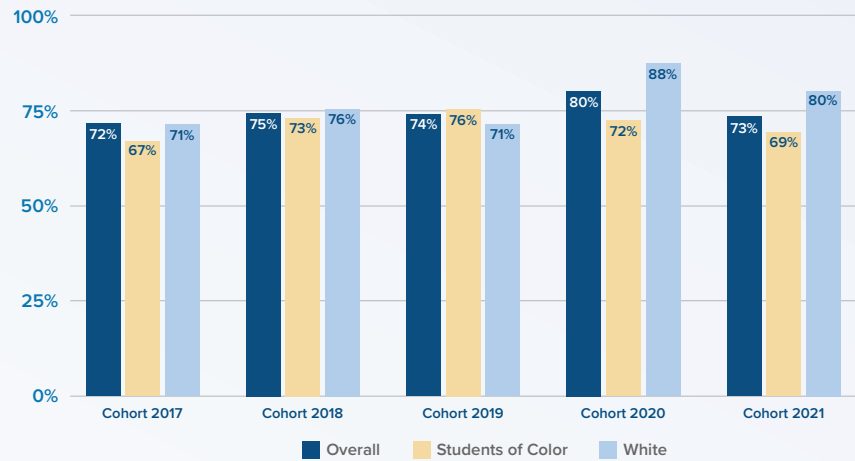
Group in the Cohort	Cohort 2017	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021
# in Cohort	247	201	183	151	151
Male	99	100	83	69	67
Female	148	101	100	82	84
Students of Color ¹	88	93	94	76	81
White	122	93	77	64	51
Deaf/Hard of Hearing	233	191	174	140	149
Hearing	14	10	9	11	2
Hearing Undergraduate (HUG)	13	9	9	6	2
Non-HUG	1	1	0	5	0
% Retained to Year 2	72%	75%	74%	80%	73%
Male	67%	75%	72%	80%	64%
Female	75%	74%	76%	80%	80%
Students of Color ¹	67%	73%	76%	72%	69%
White	71%	76%	71%	88%	80%
Deaf/Hard of Hearing	72%	73%	74%	79%	72%
Hearing	64%	100%	89%	91%	100%
Hearing Undergraduate (HUG)	62%	100%	89%	100%	100%
Non-HUG	100%	100%	N/A	80%	N/A
% Retained to Year 3	60%	57%	73%	67%	
Male	54%	57%	73%	71%	
Female	64%	56%	72%	63%	
Students of Color ¹	52%	52%	70%	63%	
White	65%	60%	73%	70%	
Deaf/Hard of Hearing	59%	57%	71%	65%	
Hearing	71%	60%	100%	91%	
Hearing Undergraduate (HUG)	69%	67%	100%	100%	
Non-HUG	100%	0%	N/A	80%	

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

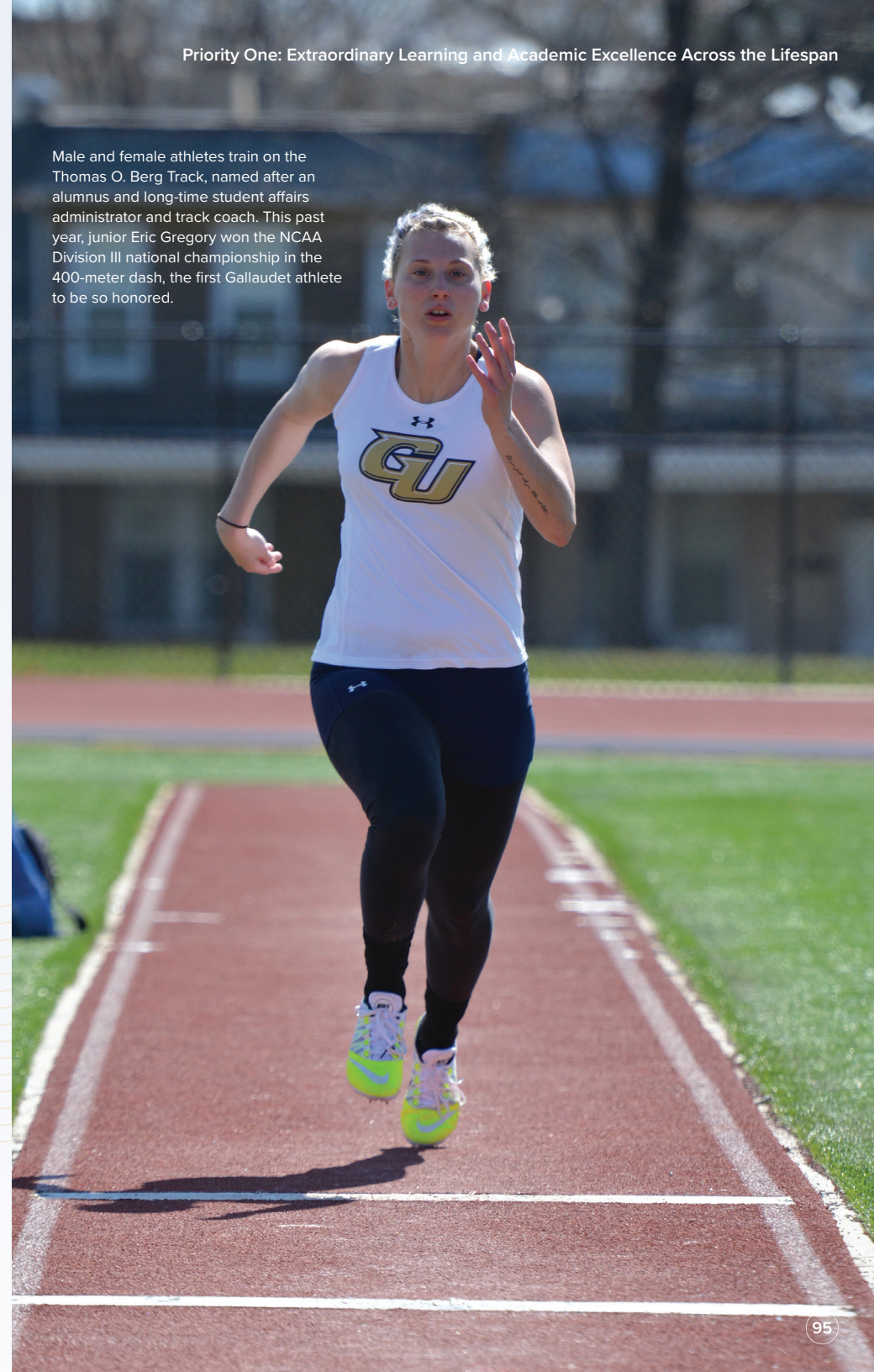
Group in the Cohort	Cohort 2017	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021
% Retained to Year 4	53%	54%	61%		
Male	46%	55%	61%		
Female	58%	52%	60%		
Students of Color ¹	45%	47%	59%		
White	60%	57%	61%		
Deaf/Hard of Hearing	54%	54%	60%		
Hearing	50%	50%	78%		
Hearing Undergraduate (HUG)	46%	56%	78%		
Non-HUG	100%	0%	N/A		
% Retained to Year 5	36%	35%			
Male	36%	43%			
Female	36%	27%			
Students of Color ¹	33%	35%			
White	40%	35%			
Deaf/Hard of Hearing	37%	36%			
Hearing	21%	20%			
Hearing Undergraduate (HUG)	23%	22%			
Non-HUG	0%	0%			
% Retained to Year 6	11%				
Male	12%				
Female	10%				
Students of Color ¹	13%				
White	10%				
Deaf/Hard of Hearing	11%				
Hearing	14%				
Hearing Undergraduate (HUG)	15%				
Non-HUG	0%				

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

	Cohort 2017	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021
Overall	72%	75%	74%	80%	73%
Students of Color	67%	73%	76%	72%	69%
White	71%	76%	71%	88%	80%



Male and female athletes train on the Thomas O. Berg Track, named after an alumnus and long-time student affairs administrator and track coach. This past year, junior Eric Gregory won the NCAA Division III national championship in the 400-meter dash, the first Gallaudet athlete to be so honored.



III. Persistence and Graduation Data (cont'd.)

Four-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	12%	99	17%	124	7%	99	10%	100	11%
Female	98	24%	79	25%	121	26%	148	22%	101	30%
Race/Ethnicity										
International/Non-Resident Alien	11	18%	12	17%	17	12%	7	43%	5	40%
Male	8	25%	8	25%	14	14%	2	0%	2	50%
Female	3	0%	4	0%	3	0%	5	60%	3	33%
American Indian/Alaska Native	0	N/A	3	0%	1	0%	4	0%	3	33%
Male	0	N/A	1	0%	1	0%	2	0%	1	0%
Female	0	N/A	2	0%	0	N/A	2	0%	2	50%
Asian	6	33%	3	67%	12	33%	9	33%	4	50%
Male	1	100%	1	0%	6	0%	2	50%	1	0%
Female	5	20%	2	100%	6	67%	7	29%	3	67%
Black/African American	35	20%	28	4%	47	2%	45	7%	40	5%
Male	18	11%	18	0%	31	3%	21	0%	21	0%
Female	17	29%	10	10%	16	0%	24	13%	19	11%
Hispanic of any race	29	7%	11	36%	15	7%	14	7%	44	18%
Male	12	8%	6	33%	7	0%	7	0%	19	11%
Female	17	6%	5	40%	8	13%	7	14%	25	24%
Native Hawaiian or Other Pacific Islander	1	100%	0	N/A	4	50%	2	0%	1	0%
Male	1	100%	0	N/A	1	0%	1	0%	0	N/A
Female	0	N/A	0	N/A	3	67%	1	0%	1	0%
Two or More	6	0%	15	33%	4	25%	14	21%	1	0%
Male	0	N/A	9	33%	1	0%	8	25%	0	N/A
Female	6	0%	6	33%	3	33%	6	17%	1	0%
White	93	22%	91	24%	124	21%	122	21%	93	24%
Male	43	7%	48	21%	52	10%	43	16%	50	14%
Female	50	34%	43	28%	72	29%	79	24%	43	35%
Unknown	0	N/A	15	7%	21	14%	30	13%	10	40%
Male	0	N/A	8	0%	11	9%	13	0%	6	17%
Female	0	N/A	7	14%	10	20%	17	24%	4	75%
Students of Color¹	77	16%	60	20%	83	11%	88	11%	93	14%
Male	32	16%	35	14%	47	2%	41	7%	42	5%
Female	45	16%	25	28%	36	22%	47	15%	51	22%
Hearing Status										
Deaf/Hard of Hearing	174	18%	172	20%	234	16%	233	17%	191	19%
Hearing	7	29%	6	33%	11	27%	14	29%	10	40%
Hearing Undergraduate(HUG)	6	33%	6	33%	8	13%	13	23%	9	44%
Non-HUG	1	0%	0	N/A	3	67%	1	100%	1	0%
Total Within the Cohort	181	19%	178	21%	245	16%	247	17%	201	20%

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

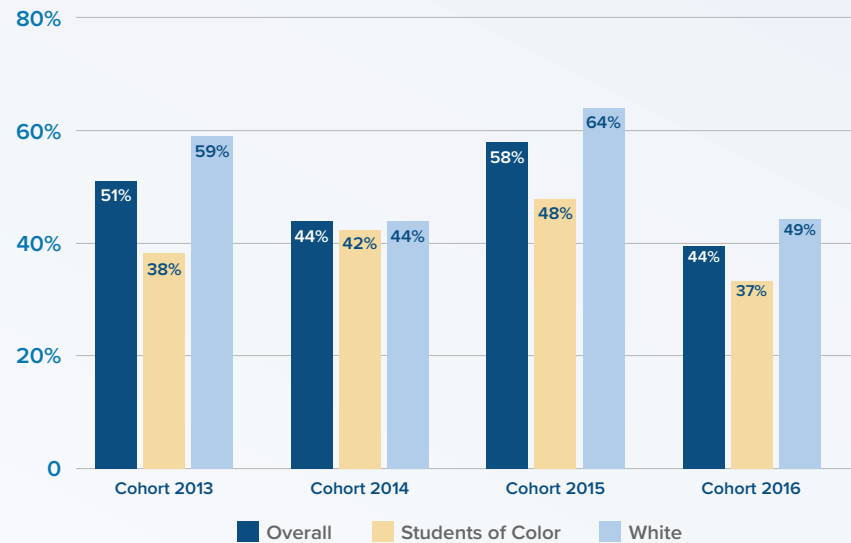
Six-Year Graduation Rate of Full-time, First-time Freshmen by Diversity

Group in the Cohort	Cohort 2011		Cohort 2012		Cohort 2013		Cohort 2014		Cohort 2015		Cohort 2016	
	#	%	#	%	#	%	#	%	#	%	#	%
Gender												
Male	114	44%	91	44%	86	49%	83	35%	99	55%	124	35%
Female	86	64%	121	50%	114	53%	98	51%	79	62%	121	53%
Race/Ethnicity												
International/Non-Resident Alien	6	67%	20	50%	10	60%	11	55%	12	58%	17	29%
Male	4	75%	11	55%	4	75%	8	50%	8	50%	14	29%
Female	2	50%	9	44%	6	50%	3	67%	4	75%	3	33%
American Indian/Alaska Native	0	N/A	0	N/A	1	0%	0	N/A	3	33%	1	100%
Male	0	N/A	0	N/A	0	N/A	0	N/A	1	0%	1	100%
Female	0	N/A	0	N/A	1	0%	0	N/A	2	50%	0	N/A
Asian	10	70%	6	50%	4	50%	6	50%	3	100%	12	50%
Male	5	60%	6	50%	2	50%	1	100%	1	100%	6	33%
Female	5	80%	0	N/A	2	50%	5	40%	2	100%	6	67%
Black/African American	33	42%	23	39%	26	35%	35	40%	28	29%	47	32%
Male	20	35%	10	30%	15	33%	18	33%	18	28%	31	29%
Female	13	54%	13	46%	11	36%	17	47%	10	30%	16	38%
Hispanic of any race	20	45%	30	47%	31	42%	29	41%	11	45%	15	40%
Male	13	46%	12	50%	9	11%	12	33%	6	50%	7	43%
Female	7	43%	18	44%	22	55%	17	47%	5	40%	8	38%
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	1	100%	1	100%	0	N/A	4	50%
Male	0	N/A	0	N/A	0	N/A	1	100%	0	N/A	1	0%
Female	0	N/A	0	N/A	1	100%	0	N/A	0	N/A	3	67%
Two or More	13	62%	10	20%	11	27%	6	33%	15	80%	4	25%
Male	6	67%	5	40%	3	33%	0	N/A	9	78%	1	0%
Female	7	57%	5	0%	8	25%	6	33%	6	83%	3	33%
White	115	54%	122	51%	116	59%	93	44%	91	64%	124	49%
Male	64	41%	46	43%	53	58%	43	30%	48	65%	52	37%
Female	51	71%	76	55%	63	59%	50	56%	43	63%	72	58%
Unknown	3	33%	0	N/A	0	N/A	0	N/A	15	60%	21	48%
Male	2	50%	0	N/A	0	N/A	0	N/A	8	38%	11	45%
Female	1	0%	0	N/A	0	N/A	0	N/A	7	86%	10	50%
Students of Color¹	76	50%	70	40%	74	38%	77	42%	60	48%	83	37%
Male	44	45%	34	41%	29	28%	32	38%	35	46%	47	32%
Female	32	56%	36	39%	45	44%	45	44%	25	52%	36	44%
Hearing Status												
Deaf/Hard of Hearing	195	53%	205	47%	196	51%	174	44%	172	59%	234	44%
Hearing	5	40%	7	57%	4	75%	7	43%	6	33%	11	36%
Hearing Undergraduate (HUG)	3	33%	3	100%	3	100%	6	50%	6	33%	8	25%
Non-HUG	2	50%	4	25%	1	0%	1	0%	0	N/A	3	67%
Total Within the Cohort	200	53%	212	47%	200	51%	181	44%	178	58%	245	44%

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

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

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



Six-Year Graduation Rate of All' New Undergraduate Students Cohort

Group in the Cohort	Cohort 2012		Cohort 2013		Cohort 2014		Cohort 2015		Cohort 2016	
	#	%	#	%	#	%	#	%	#	%
Gender										
Male	130	52%	119	52%	122	48%	140	54%	170	38%
Female	168	55%	167	60%	159	60%	136	69%	188	59%
Admit Type										
First-time Freshmen	213	47%	201	51%	182	43%	178	58%	245	44%
Transfer/Second Degree	85	71%	85	72%	99	75%	98	67%	113	60%
Hearing Status										
Deaf/Hard of Hearing	264	52%	254	56%	247	52%	232	60%	306	45%
Hearing	34	68%	32	66%	34	71%	44	66%	52	69%
Hearing Undergraduate (HUG)	17	53%	18	61%	25	72%	29	55%	30	63%
Non-HUG	17	82%	14	71%	9	67%	15	87%	22	77%
Total Within the Cohort	298	54%	286	57%	281	54%	276	61%	358	49%
Total Graduated	160		163		153		169		175	

*Includes part-time students, transfers, and second-degree seeking students.



III. Persistence and Graduation Data (cont'd.)

Undergraduate Degrees Awarded by Major Trend

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Accounting	8	5	8	2	10
American Sign Language	7	7	7	8	9
Art and Media Design	10	10	10	18	12
Biology, B.A.	1	3	2	2	3
Biology, B.S.	4	3	6	2	3
Business Administration	11	26	14	11	6
Chemistry, B.A.	0	0	0	0	0
Chemistry, B.S.	3	1	1	3	1
Communication Studies	19	18	17	18	17
Deaf Studies	14	19	15	15	20
Deaf Studies	7	11	10	10	8
Deaf Studies – ODCP	7	8	5	5	12
Education	6	7	6	4	4
English	5	3	6	10	4
Government	12	6	11	11	6
History	3	4	6	7	11
Information Technology	4	8	10	13	8
International Studies	10	6	9	4	7
Interpretation	21	19	22	13	15
Mathematics, B.A.	3	1	1	3	4
Mathematics, B.S.	3	2	4	3	0
Philosophy	0	1	0	2	0
Physical Education and Recreation	12	16	10	16	15
Psychology	14	15	12	20	25
Psychology	14	15	12	18	23
Psychology – ODCP	0	0	0	2	2
Public Health	0	0	3	1	6
Risk Management and Insurance	1	8	7	3	9
Self-directed Major	5	1	2	3	1
Social Work	14	18	21	10	24
Sociology	3	1	3	5	2
Spanish	4	4	2	1	3
Theatre Arts	4	3	1	3	3
Total Degrees Awarded	201	215	216	211	228
Distinct Headcount of Graduates	188	204	200	205	222

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2015-2016 (September 13, 2016), 2016-2017 (September 13, 2017), 2017-2018 (September 11, 2018), 2018-2019 (September 6, 2019), and 2019-2020 (September 15, 2020).

Degrees Awarded to Hearing Undergraduates (HUG) by Major Trend

	2017-2018 ¹	2018-2019 ²	2019-2020 ³	2020-2021 ⁴	2021-2022 ⁵
American Sign Language	0	1	0	0	0
Art and Media Design	0	0	0	1	0
Biology, B.A.	0	0	0	1	1
Communication Studies	2	1	3	0	0
Deaf Studies	1	5	9	4	7
Deaf Studies	1	4	8	3	3
Deaf Studies – ODCP ⁶	-	1	1	1	4
Education	1	1	2	1	0
English	0	0	0	1	0
Government	2	0	1	2	0
History	0	0	0	1	1
International Studies	1	1	2	0	0
Interpretation	5	5	0	0	0
Philosophy	0	1	0	1	0
Physical Education and Recreation	0	1	0	0	0
Psychology	1	2	0	3	2
Psychology	1	2	0	3	1
Psychology – ODCP ⁶	-	0	0	0	1
Self-directed Major	2	0	0	2	0
Social Work	1	0	1	0	1
Sociology	0	0	1	0	1
Spanish	1	2	0	0	0
Theatre Arts	0	0	0	0	1
Total Degrees Awarded	17	20	19	17	14
Distinct Headcount of Graduates	16	18	19	17	14

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

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

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

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

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

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

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

Graduate Degrees Awarded by Program Trend

	2017-18	2018-19	2019-20	2020-21	2021-22
Certificates					
ASL/Deaf Studies	1	0	1	0	3
Deaf/HOH Infants, Toddlers, and Families	6	1	5	1	4
Educating Deaf Students with Disabilities	1	3	0	0	0
Certificates Total	8	4	6	1	7
Master's					
Counseling: Mental Health	2	4	4	2	2
Counseling: School	2	2	5	1	1
Deaf Education: Advanced Studies	5	3	3	7	7
Deaf Education: Special Programs	1	2	2	0	0
Deaf Studies	4	0	1	4	8
Developmental Psychology	5	5	6	3	3
Education	3	6	10	8	4
Hearing, Speech, and Language: Non-clinical	8	14	10	14	9
International Development	3	6	6	4	6
Interpretation	9	9	7	9	6
Linguistics	4	9	7	6	10
Psychology	6	3	6	1	5
Public Administration	18	18	13	11	9
Sign Language Education	36	24	30	42	30
Social Work	26	17	15	16	12
Speech-Language Pathology	14	15	17	10	13
Master's Total	146	137	142	138	125

	2017-18	2018-19	2019-20	2020-21	2021-22
Specialists					
Deaf Education, Ed.S.	2	1	2	1	4
School Psychology, Psy.S.	6	4	5	4	5
Specialists Total	8	5	7	5	9
Doctorates					
Audiology, Au.D.	10	9	9	16	16
Audiology, Ph.D.	0	1	0	0	0
Educational Neuroscience	0	3	1	1	1
Critical Studies	1	1	2	2	0
Hearing, Speech, and Language Sciences	0	0	3	0	1
Interpretation	5	3	3	4	3
Linguistics	2	0	0	0	4
Clinical Psychology	10	3	7	4	7
Doctorates Total	28	20	25	27	32
Total Degrees Awarded	190	166	180	171	173
Headcount	188	165	177	169	169

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

Students conversing in Hall Memorial Building, the academic heart of Gallaudet's campus, home to DeafSpace designed classrooms, laboratories, and gathering spaces.



III. Persistence and Graduation Data (cont'd.)

Cumulative Listing of U.S. Alumni by State/Territory Since 1864¹

Alabama	109
Alaska	18
Arizona	193
Arkansas	90
California	1,268
Colorado	167
Connecticut	270
Delaware	54
District of Columbia	355
Florida	535
Georgia	244
Guam	3
Hawaii	61
Idaho	52
Illinois	614
Indiana	308
Iowa	145
Kansas	169
Kentucky	144
Louisiana	153
Maine	64
Maryland	1,208
Massachusetts	357
Michigan	297
Minnesota	363
Mississippi	40
Missouri	228
Montana	51

Nebraska	106
Nevada	32
New Hampshire	58
New Jersey	454
New Mexico	97
New York	1,144
North Carolina	327
North Dakota	61
Ohio	446
Oklahoma	62
Oregon	122
Pennsylvania	693
Puerto Rico	28
Rhode Island	59
South Carolina	99
South Dakota	71
Tennessee	118
Texas	609
Utah	68
Vermont	36
Virgin Islands	5
Virginia	662
Washington	237
West Virginia	81
Wisconsin	289
Wyoming	13
Total	13,537

¹Includes all those who graduated through Summer 2022

Cumulative Listing of International Alumni by Country since 1864

Argentina	4
Australia	10
Austria	2
Bahamas	2
Bangladesh	1
Barbados	1
Belgium	7
Benin	1
Botswana	9
Brazil	8
Bulgaria	1
Burkina Faso	1
Cameroon	3
Canada	523
Cayman Island	1
Chile	3
China	69
Colombia	3
Costa Rica	3
Cyprus	1
Czech Republic	1
Denmark	1
El Salvador	2
Ethiopia	5
Fiji	1
Finland	3
France	5
Gabon	3
Germany	6
Ghana	14
Greece	4
Guatemala	3

Guyana	1
Haiti	1
Honduras	1
Hong Kong	4
Hungary	1
Iceland	2
India	42
Indonesia	3
Iran	4
Ireland	6
Israel	11
Italy	3
Jamaica	5
Japan	35
Jordan	5
Kenya	8
Republic of Korea	14
Kuwait	2
Lebanon	2
Liberia	1
Malaysia	17
Mali	1
Mexico	10
Mongolia	2
Nepal	1
Netherlands	11
New Zealand	3
Nigeria	61
Norway	7
Pakistan	6
Panama	2
Paraguay	2

Peru	3
Philippines	17
Poland	1
Portugal	1
Russian Federation	3
Rwanda	1
Saint Kitts and Nevis	1
Saudi Arabia	18
Sierra Leone	2
Singapore	20
Slovakia	1
Slovenia	1
South Africa	17
Spain	8
Sri Lanka	7
Sweden	20
Switzerland	3
Taiwan	14
Tanzania	1
Thailand	5
Trinidad and Tobago	2
Turkey	1
Uganda	3
United Arab Emirates	3
United Kingdom	12
Uzbekistan	1
Venezuela	2
Vietnam	3
Zambia	1
Total	1,147
Countries	91

*Includes all those who graduated through Summer 2022

IV. Academic Programs

During Academic Year 2021-2022, the university returned to almost fully in-person teaching while maintaining robust gains in online teaching and programs.

During FY 2022, the Division of Academic Affairs implemented several initiatives. They include:

Academic Reimagining that began with the faculty and Academic Affairs several years ago continued to be implemented at a robust pace in 2021-2022.

- Academic Effectiveness and Productivity Review began in Summer 2022 with the goal of reviewing the efficiency of all academic programs.
- The Program Discontinuance Review Committee began its work in September 2022.
- The General Studies program continued to transition to a more multidisciplinary and cross-departmental General Education program.
- Three components make up the new core curriculum: Examine, Explore, Engage.
- Gallaudet's core curriculum provides learning opportunities that support the ability to be healthy, productive agents of positive change in all of our communities.
- The Graduate School
- Received Faculty Senate and Board of Trustees approval to establish a new Master of Science program in Accessible Human-Centered Computing. The first students entered this program in Fall 2022.
- The Master of Arts program in Mental Health Counseling reopened as an online program and admitted its first students in Summer 2022.

Several Academic Centers continued their work in FY 2022:

- The Center for Black Deaf Studies established a minor within the Deaf Studies Program, widening its reach and impact.
- The Center for Democracy in Deaf America continued to expand its activities, including sponsoring the debate team in a first-ever face-to-face intercollegiate debate at Morehouse College in Atlanta, Georgia.
- The Center for Teaching and Learning (CTL) began with a proposal developed in Spring 2021 with a partnership of various programs and services. It was determined that they could better serve faculty and teaching staff by creating a portal of teaching and learning resources and services. The CTL recently launched in Fall 2022 with new faculty orientation and Professional Development Week activities.
- The Center for Continuing and Online Education (CCOE) continued to expand in 2021- 2022, increasing its offerings, certified online instructors, and Online Degree Completion Program (ODCP) students.
- International Affairs (IA) continued to spearhead Global Learning for All initiatives with Education Abroad resuming with about 50 students. In addition, IA saw growth in international education opportunities, notably Virtual Exchange-Collaborative Online International Learning (VE-COIL).

Faculty

The University began the 2022-2023 academic year with 180 full-time, regular faculty members. Twenty-four faculty members retired in 2021-2022, and 13 new full-time, regular faculty members joined the following programs in the schools:

- Audiology
- Biology
- Counseling
- English Language Institute
- Infants, Toddlers, and Families
- Information Technology
- Mathematics
- Public Administration
- Physical Education and Recreation
- Social Work



The women's basketball team advanced to the United East women's basketball championship game in February 2022.

V. Institutional Student Learning Outcomes

In Academic Year 2021-2022, Gallaudet began implementation of its new Core Curriculum for General Education.

- Students who matriculated prior to Fall 2021 follow the previous curriculum: General Studies Requirements (GSR).
- Students who matriculated in Fall 2021 or after follow the new Core Curriculum.

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

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

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

The mission statement of the GSR curriculum stated that the program is designed to “provide a rigorous academic program that prepares students for successful learning in a complex world where traditional academic disciplines are interrelating, merging, and overlapping.” The program provided students with a high-quality sequence of coursework intended to prepare them for their chosen majors, for life-long learning, and for challenging careers. The General Studies Program began with Freshman Foundations (GSR 100-level courses), continued with Integrated Courses (interdisciplinary GSR 200-level courses), and concluded with a Capstone Course (GSR 300).

From Academic Year 2007-2008 through Academic 2020-2021, Gallaudet University had five Student Learning Outcomes (SLOs) that were established for all undergraduate students and that represented the knowledge, skills, and attitudes that students should acquire to successfully complete the requirements of the General Studies Program, the undergraduate majors, and the baccalaureate degree. The five SLOs were:

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

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

As GSR courses are now being phased out with implementation of the new curriculum, for GSR courses during FY 2022, Critical Thinking and the Language

and Communication SLO for American Sign Language (ASL) and written English were assessed in the entire range of GSR courses.

The Core Curriculum for General Education with eight SLOs:

During Academic Year 2020-2021, the General Studies program was renamed to General Education with a new Core Curriculum integrating learning through Examine, Explore and Engage components.

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

Imperatives

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

Priorities

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

The mission statement of the Core Curriculum states:

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

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

The program is structured around three components:

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

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

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

V. Institutional Student Learning Outcomes (cont'd.)

The five University SLOs were replaced with eight SLOs, approved by the faculty governance system during Spring 2021 for implementation starting in Fall 2021 as our new institutional SLOs. These new 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.



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

Assessment using these new eight SLOs began in new courses in Academic Year 2021-2022. The courses using them will continue to be rolled out over the next several years as the curriculum follows students who were incoming in the fall of 2021. Assessment data on classes under the new Core Curriculum will be presented in the FY 2023 report.

Language and Communication

GSR:

The **Language and Communication SLO** stated, "Students will use American Sign Language (ASL) and written English to communicate with diverse audiences, for a variety of purposes, and in a variety of settings."

Core Curriculum:

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

Assessment of this SLO

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

Assessment of ASL

GSR/Core Academic Year 2021-2022 ASL Public Presentation Data

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

GSR 100 and VEE 100 Course Level ASL Public Presentation Data

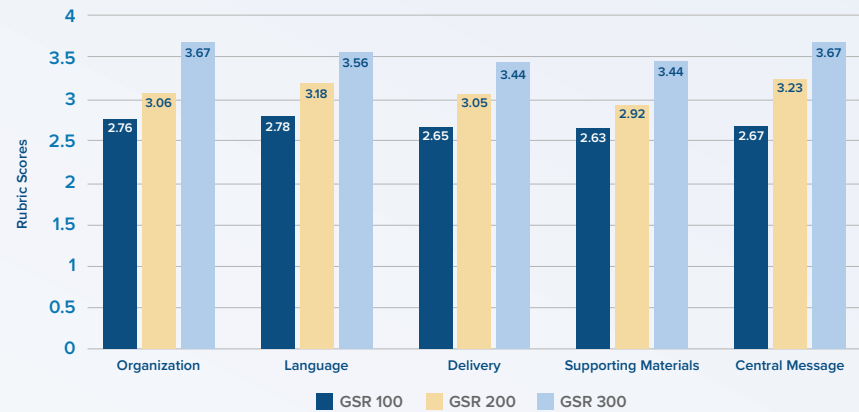
	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1s	23	8%	24	8%	29	10%	30	10%	26	9%
2s	79	27%	86	30%	94	33%	92	32%	92	32%
3s	131	45%	110	38%	116	40%	123	43%	120	42%
4s	56	19%	69	24%	50	17%	44	15%	50	17%
N	289	100%	289	100%	289	100%	289	100%	288	100%
Mean	2.76		2.78		2.65		2.63		2.67	

GSR 200 Course Level ASL Public Presentation Data

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1s	6	3%	10	5%	7	4%	8	4%	5	3%
2s	31	16%	21	12%	26	14%	43	23%	22	12%
3s	98	52%	78	43%	108	57%	96	51%	88	46%
4s	55	29%	73	40%	49	26%	43	23%	75	39%
N	190	100%	182	100%	190	100%	190	100%	190	100%
Mean	3.06		3.18		3.05		2.92		3.23	

GSR 300 Course Level ASL Public Presentation Data

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1s	0	0%	0	0%	0	0%	0	0%	0	0%
2s	0	0%	1	11%	1	11%	2	22%	1	11%
3s	3	33%	2	22%	3	33%	1	11%	1	11%
4s	6	67%	6	67%	5	56%	6	67%	7	78%
N	9	100%	9	100%	9	100%	9	100%	9	100%
Mean	3.67		3.56		3.44		3.44		3.67	

GSR Average ASL Public Presentation Rubric Scores

Assessment of Writing

GSR/CORE Academic Year 2021-2022 Written Communication Data

The following graph compares the average written communication scores for students at the three course levels of the General Studies Program, as well as the 100 level of the new Core Curriculum (VEE 101 and VEE 102) and indicates skill improvement as students progress from the Freshman Foundation courses (100 level) to the Capstone Course (300 level). Students in the GSR 100/VEE 100 level courses typically score in the 2s and 3s, while students at the 200 level average just above 3 and those at the 300 level average closer to 3.5.

GSR 100 / VEE 101 Course Level Written Communication Data

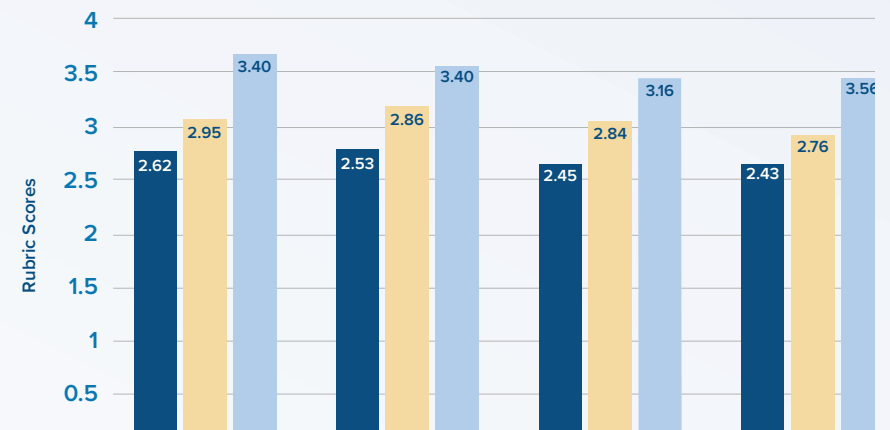
	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1s	28	10%	27	10%	35	13%	41	15%	34	12%
2s	92	33%	116	42%	116	42%	109	39%	97	35%
3s	117	42%	98	35%	96	34%	98	35%	112	40%
4s	42	15%	38	14%	32	11%	31	11%	35	13%
N	279	100%	279	100%	279	100%	279	100%	278	100%
Mean	2.62		2.53		2.45		2.43		2.53	

GSR 200 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1s	12	7%	14	8%	18	10%	20	11%	20	11%
2s	42	23%	48	27%	42	23%	48	27%	41	23%
3s	70	39%	68	38%	72	40%	69	38%	82	45%
4s	57	31%	51	28%	49	27%	44	24%	39	21%
N	181	100%	181	100%	181	100%	181	100%	182	100%
Mean	2.95		2.86		2.84		2.76		2.77	

GSR 300 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1s	2	8%	2	8%	2	8%	2	8%	2	8%
2s	2	8%	2	8%	3	12%	2	8%	1	4%
3s	5	20%	5	20%	9	36%	1	4%	2	8%
4s	16	64%	16	64%	11	44%	20	80%	20	80%
N	25	100%	25	100%	25	100%	25	100%	25	100%
Mean	3.40		3.40		3.16		3.56		3.60	

GSR Average Written Communication Rubric Scores

V. Institutional Student Learning Outcomes (cont'd.)

Critical Thinking

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

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

This SLO was assessed for all VEE 101 and all of the GSR courses using the AACU Critical Thinking Value Rubric.

Assessment of Critical Thinking

GSR/CORE Academic Year 2021-2022 Critical Thinking Data

For critical thinking, students in the GSR 100/VEE 100 level courses averaged around 2.5, while those at the GSR 200 level averaged around 3 and those at the GSR 300 level averaged around 3.5. This shows continued improvement in critical thinking as students progressed through the curriculum.

GSR 100 and VEE 100 Course Level Critical Thinking Data

	Explanation of Issues	%	Evidence	%	Influence of Context and Assumptions	%	Student's Position	%	Conclusions and Related Outcomes	%
1s	30	11%	40	14%	43	15%	42	15%	40	14%
2s	96	34%	95	34%	100	36%	84	30%	104	38%
3s	111	40%	105	38%	100	36%	113	41%	94	34%
4s	42	15%	38	14%	36	13%	39	14%	39	14%
N	279	100%	278	100%	279	100%	278	100%	277	100%
Mean	2.59		2.51		2.46		2.54		2.48	

GSR 200 Course Level Critical Thinking Data

	Explanation of Issues	%	Evidence	%	Influence of Context and Assumptions	%	Student's Position	%	Conclusions and Related Outcomes	%
1s	11	6%	16	9%	13	7%	12	6%	13	7%
2s	29	16%	41	22%	44	24%	35	19%	33	18%
3s	77	42%	83	45%	93	50%	68	37%	75	41%
4s	68	37%	45	24%	35	19%	70	38%	64	35%
N	185	100%	185	100%	185	100%	185	100%	185	100%
Mean	3.09		2.85		2.81		3.06		3.03	

GSR 300 Course Level Critical Thinking Data

	Explanation of Issues	%	Evidence	%	Influence of Context and Assumptions	%	Student's Position	%	Conclusions and Related Outcomes	%
1s	0	0%	0	0%	0	0%	0	0%	0	0%
2s	1	11%	2	22%	1	11%	0	0%	1	11%
3s	2	22%	2	22%	3	33%	3	33%	2	22%
4s	6	67%	5	56%	5	56%	6	67%	6	67%
N	9	100%	9	100%	9	100%	9	100%	9	100%
Mean	3.56		3.33		3.44		3.67		3.56	

Identity and Culture

As we are transitioning from the GSR curriculum to the new Core Curriculum, Identity and Culture was not measured in General Education classes during FY 2022.

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

Starting in Fall 2021, and therefore applicable to the new Core Curriculum, the current related SLO is:

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

Under GSR, this SLO was previously assessed for GSR 200-level courses using the AACU Intercultural Knowledge and Competence Value Rubric.

This rubric will continue to be used as students begin to take courses under the Identities and Cultures Area of Inquiry for the Core Curriculum. Data from that assessment will be included in the FY 2023 report.

Knowledge and Inquiry

As we are transitioning from the GSR curriculum to the new Core Curriculum, Knowledge and Inquiry was not measured in General Education classes during FY 2022.

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

Starting in Fall 2021, and therefore applicable to the new Core Curriculum, the current related SLOs are:

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

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

Under GSR, this SLO was assessed for GSR 200-level courses using the AACU Inquiry and Analysis Value Rubric.

This rubric will continue to be used as students begin to take courses under the Science and Technologies Area of Inquiry for the Core Curriculum. Data from that assessment will be included in the FY 2023 report.

Ethics and Social Responsibility

As we are transitioning from the GSR curriculum to the new Core Curriculum, Ethics and Social Responsibility was not measured in General Education classes during FY 2022.

Under the GSR curriculum, the Ethics and Social Responsibility SLO stated, “Students will make reasoned ethical judgments, showing awareness of multiple value systems, and taking responsibility for the consequences of their actions. They will apply these judgments, using collaboration and leadership skills, to promote social justice in their local, national, and global communities.”

Starting in Fall 2021, and therefore applicable to the new Core Curriculum, the current related SLOs are:

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

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

Under GSR, this SLO was assessed for GSR 200-level courses using the AACU Ethical Reasoning Value Rubric and GSR 300-level courses using the AACU Civic Engagement Value Rubric.

These rubrics will continue to be used as students begin to take courses under the Ethics and Civics Area of Inquiry for the Core Curriculum. Data from that assessment will be included in the FY 2023 report.



The proud undergraduate Class of 2022 gathers in front of Chapel Hall prior to their Commencement ceremony, where they received words of wisdom from keynote speaker Tim Cook, CEO of Apple.

VI. Support Programs and Strategies

The University promotes and encourages student learning and development in all activities throughout the campus that support students' persistence to graduation and help prepare them for careers or graduate education. Academic Affairs, Student Affairs, and the Division of Equity, Diversity, and Inclusive Excellence contribute to this priority by providing a variety of frontline programs and services for learning outside of the classroom. These programs and services 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. A positive and stimulating campus inspires students to engage in learning and to connect with the university and deaf communities. It is an important contributor to student persistence. The following section provides brief descriptions of the significant impact these programs have on persistence and graduation rates.

Academic Advising

Academic/career advisors work with students in collaboration with academic departments and student support offices to enhance student academic performance. The office provides academic and career advising primarily for students who have not yet declared their major. Advisors meet with students several times per semester in 1:1 meetings as well as in their first-year seminar classes to cover relevant academic and career topics. In individual meetings, students will meet with their academic/career advisor to discuss their goals, review their four-year plans, and set up their course registration "shopping cart" in order to ensure they have selected appropriate courses for course registration. In addition, transfer students meet with their academic/career advisors to review their course transfers and understand remaining course requirements. Other services to students include, but are not limited to, assistance with course registration, individual and group advising, career advising, and guidance in selecting an academic major and/or minor during their years at Gallaudet.

During Academic Year 2021-2022, we started the year with a full team of Academic/Career Advisors and Student Success Coaches. Student Success coaches continued to partner with the Academic/Career Advisors to support students in their shared caseloads. Returning to campus from the pandemic, advisors and coaches were able to give the students options of both virtual and in-person meetings, allowing students the flexibility to choose their preferred meeting approach. Both Academic/Career Advisors and Student Success Coaches continued to utilize Navigate, a student success and retention management system. Academic/Career Advisors and Coaches continued to collaboratively monitor student success in Navigate for success challenges; when students were identified as potentially struggling, the advisor and/or coach initiated outreach to work with the student and, if necessary, developed an intervention plan to help the student get back on track to support their academic success.

During Academic Year 2021-2022, Academic/Career Advisors provided advising services to 560 distinct students with a total of 3,161 scheduled appointments. Students were able to select their preferred appointment type, either in person or virtually. Of these appointments, 65% were provided virtually and 35% were provided in person.

Office for Students with Disabilities

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

Beginning on August 18, 2021, OSWD implemented a hybrid operating schedule, in which professional staff who work locally staffed the office on-site for three days each with overlapping schedules, and two days each with remote work, while two staff continued working remotely, striking a balance between keeping students and staff relatively safe from coronavirus exposure while providing on-site support for students resident on campus. OSWD reverted to fully on-site operations exactly one year later.

OSWD highlights for the year include:

- The hiring of a new Accessibility Specialist, Edwin Martinez Jr., a deafblind individual with strong credentials. Soon afterward, the Office of the Chief Operating Officer hired Jennifer Tuell into a newly-created Accessibility Resources Coordinator role. OSWD and Ms. Tuell are working together on universal design and deafblind issues.
- The launch of a new website.
- For New Student Orientation (NSO) before the 2022-2023 academic year began, OSWD 1) invited new OSWD students to arrive two days earlier than other new students if they felt they could benefit from additional, unstructured time on campus for familiarization, or to talk with OSWD staff, and 2) presented during the general New Student Orientation to all interested students, to inform the general population about what OSWD does, how it works, how people obtain disability accommodations, and whether some students who did not know previously about OSWD might benefit.
- Created a new, automated system to prepare and distribute Student Accommodation Letters (SALs) to more than 200 students receiving support from OSWD.



The James Lee Sorenson Language and Communication Center, built in 2008 with principles of DeafSpace, a concept developed at Gallaudet.

Student Success

For the second year in a row, the Office of Student Success administered the Ruffalo Noel Levitz College Student Inventory (CSI) to better understand first-year students’ strengths and challenges. Aggregate data from this survey informed us that students requested assistance in the following areas:

Ruffalo Noel Levitz College Student Inventory (CSI) data

By Percent of Students Requesting Assistance	Mean Priority Scores	% of Students Requesting Assistance
Discuss the qualification for careers	6.96	80%
Get help in selecting an academic program	7.17	79%
Get help in meeting new friends	6.99	75%
Get help with exam skills	6.92	75%
Get help in selecting a career	6.88	74%
Get information about clubs and social organizations	6.86	72%
Get help with study skills	6.92	72%
Discuss job market for college graduates	6.67	71%
Get help in obtaining a scholarship	6.8	70%
Get information about student activities	6.7	70%

Responses to the survey were remarkably similar to the Fall 2020 responses. For Fall 2021, *Get help in obtaining a scholarship* and *Get information about student activities* moved into the top ten areas for which students are requesting assistance and *Get help with writing skills* and *Discuss advantages/disadvantages of careers* moved out of the top ten areas. Of note, four of the top ten areas for which students are seeking assistance are related to selecting an academic program and seeking information about careers and the job market.

VI. Support Programs and Strategies (cont'd.)

At the end of the Fall 2021 term, students completed a second follow-up survey, the Mid-Year Student Assessment (MYSA). Data from this assessment noted an increase in student confidence in the following key areas:

In **Academic Motivation**, the following increases were noted:

Academic Motivation	%
Math and Science Confidence	
CSI Early Fall	37.0%
MYSA End of Fall	48.9%
Study Habits	
CSI Early Fall	39.9%
MYSA End of Fall	43.83%
Verbal and Writing Confidence	
CSI Early Fall	41.6%
MYSA End of Fall	48.1%

In **General Coping**, the following improvements were noted:

General Coping	%
Capacity for Tolerance	
CSI Early Fall	35.9%
MYSA End of Fall	47.5%
Career Plans	
CSI Early Fall	40.3%
MYSA End of Fall	42.6%
Family Support	
CSI Early Fall	43.2%
MYSA End of Fall	47.5%
Financial Security	
CSI Early Fall	43.9%
MYSA End of Fall	52.4%

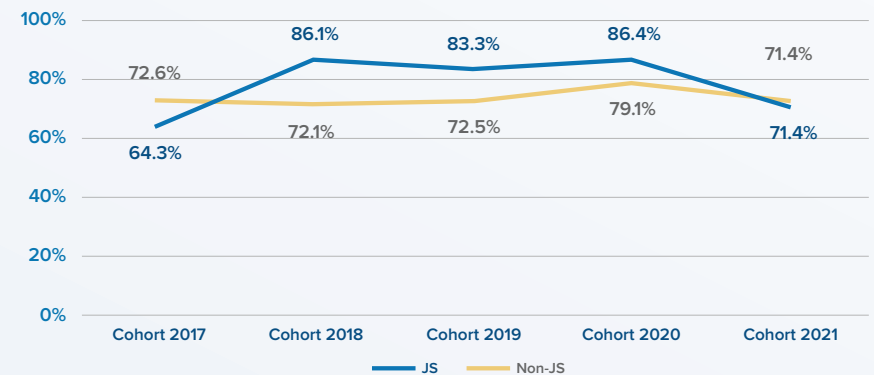
In assessing **student satisfaction**, the top five areas of student satisfaction (Score of 5,6,7 on scale of 1-7):

Student Satisfaction	Campus Mean; %
Safety and Security on Campus	5.20; 71%
Level of interaction with other students	5.21; 70%
Sense of belonging to this college community	5.11; 68%
Interaction with faculty in class	5.13; 65%
Interaction with advisor	5.01; 63%

Students also shared their goals, with 89% indicating they are seeking a four-year college degree or higher and 82% indicating that they plan to complete their degree at Gallaudet University.

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, receiving intensive sign language training and instruction in ASL, Deaf culture, and Gallaudet history and traditions. The ASL department staff and faculty worked closely with the JumpStart staff to provide a holistic ASL curriculum and co-curriculum online for the students. New this year, the JumpStart ASL program partnered with the Center for Bilingual Learning to revamp the program delivery model, focusing more on an immersive active learning experience. A total of 35 students completed the Summer 2022 JumpStart ASL program. Historically, first-time, full-time freshmen who participate in the JumpStart program are retained at a higher rate than those who do not participate in the JumpStart program. The graph below shows the five-year trend of fall-to-fall retention comparing first-time, full-time students who participated in JumpStart to the larger cohort of first-time, full-time students.



New Student Orientation

New Student Orientation (NSO) is a transition program for incoming undergraduate students that seeks to provide them with the information and resources they need to successfully begin their academic journeys. NSO provides opportunities for students to settle into their residence halls, to connect with their classmates and make new friends, and to meet academic advisors, faculty, and administrators. For Fall 2022, New Student Orientation welcomed 218 new students to Gallaudet.

Student Success Coaching

Four Student Success coaches provided services to 280 distinct students during Academic Year 2021-2022, with a total of 1,401 scheduled appointments. Students were able to select their preferred appointment type, either in person or virtually. Of these appointments, students selected in person appointments 59% of the time and virtual appointments 41% of the time. Coaches followed a goal-setting framework, partnering with the student to identify goals the student wished to accomplish. Once goals were identified, coaches worked with the student to develop an action plan and regular meeting schedule for check-ins throughout the semester. Students could opt in to coaching at any time. Coaches also partnered with Academic Advisors to identify students who could benefit from additional support, such as students at risk or on academic probation. In such cases, the coach would initiate outreach to invite students for coaching.

Peer Mentor Program

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

Peer Mentor highlights for the year include:

- Six (6) undergraduate students and one senior peer leader were hired for the 2022 JumpStart: ASL program.
- 14 Peer Mentors were hired to support students in VEE 101: First Year Seminar for Fall 2022.

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 for academic success.

The Tutorial Center continues to maximize the 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 from a list of all tutors who are available. The Tutorial Center seamlessly integrated existing information into the new MyGU platform.

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 the 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, which had been limited due to scarce tutor resources.

In October 2021, the Tutorial Center expanded its tutoring services to graduate courses. In January 2022, the Tutorial Center moved to the Office of Student Success and a permanent Program Support Specialist was hired to provide support in coordinating tutoring services to the faculty program coordinators in each of the schools.

For Academic Year 2021-2022, the Tutorial Center had a total of 4,885 appointments.

Tutoring Appointment Statistics, Academic Year 2021-2022

	Numerical	Percent
Total Appointments	4,885	100.0%
Met virtually	4,437	90.8%
Met in person	448	9.2%
Programs		
ASL Center (UG/G)	623	12.8%
English Center	1,028	21.0%
Math Center	616	12.6%
Other Programs (not ASL, English, or Math)	2,618	53.6%

Student Affairs

The Division of Student Affairs recognizes that most of the students' hours are spent outside of the classroom. Student Affairs units' mission is to provide an array of high-quality and comprehensive programs and services to foster students' learning opportunities, academic growth, and personal growth. This mission supports the division's commitment to ensuring that our students have a positive experience, feel engaged, feel that they belong, and experience a strong sense of community.

To ensure that program and services aligns with our mission, staff in Student Affairs units have a strong understanding of student development theory. This provides units with invaluable insights about our current students and how to best support and retain them as they navigate college, academically and socially, and as deaf and hard of hearing students.

Student Affairs is proud to share our departments and units' significant impact, accomplishments and highlights, which create a positive and vibrant campus that is inclusive and supportive of our students.

VI. Support Programs and Strategies (cont'd.)

Athletics and Intramurals Programs

The Athletics Department is committed to promoting academic and athletic success for all student-athletes. As an integral part of the student athletes' overall educational experience, the Athletic Department encourages personal development and an opportunity to compete in sports at the highest level possible. The Athletics Department embraces an image and identity that fosters a sense of pride in the competitiveness, ethics, and integrity of Gallaudet University athletics.

As the only place in the world of its kind, Gallaudet University brings together diverse deaf and hard of hearing student-athletes from around the globe to learn academically in a bilingual environment, to compete in a supportive environment, and to foster a sense of community. As members of the Gallaudet community, the Athletics Department strives to create an environment that is respectful and celebrates equity, diversity, and inclusion. Gallaudet Athletics prohibits discrimination based on race, sex, religion, national origin, sexual orientation, gender identity, and gender expression.

This past year, Gallaudet varsity and club athletics returned to its first year of in-person competition since March of 2020. Fall sports returned to competition after a 600-plus-day hiatus. In an effort to return to play but also protect the safety of fans and supporters, Gallaudet Athletics introduced an e-ticketing system for the first time.

Student-athletes' morale flourished with their return to playing sports. Along with the return to competition, Gallaudet University President Roberta J. Cordano was elevated to chair of the United East Conference Presidents' Council.

Intramural programs provide students who are not on an intercollegiate team the opportunity to participate in sports, giving them the benefits of team membership and fostering connections to the Gallaudet community. Intramural programs expanded this past year to include the campus Game Room as additional recreational activities for students on campus to enjoy.

Athletics and Intramural Programs highlights for the year include:

- Forty-two confirmed student-athletes, coaches, managers, and interns who were on an active roster during the 2021-2022 school year met their degree requirements and graduated; 16 (38.1%) graduated with honors (summa cum laude, magna cum laude, or cum laude). All 14 varsity sports and cheerleading had at least one graduate.
- Twenty-nine junior-level student-athletes were inducted into the Chi Alpha Sigma National College Athlete Honors Society.
- Gallaudet placed 46 student-athletes on the United East Athletic Conference 2021-2022 Scholar-Athlete list.

- Numerous individual student-athletes were recognized with conference and national awards, including nine student-athletes selected for their respective sport's Conference Sportsmanship Teams. GU student-athletes were selected for conference, district, and national recognition for awards including Athlete of the Week and first team selections 64 times during the 2021-2022 school year.
- Gallaudet student-athlete Eric Gregory became Gallaudet University's first-ever NCAA Division III national champion, taking first place in the 400-meter dash during the NCAA Division III track and field championships in May 2022. He also took third place in the 200-meter dash. In addition to setting national records, Gregory also set a world deaf record. Gregory was named NCAA Division III Track Athlete of the Year, and was featured in Sports Illustrated's Faces in the Crowd.
- Gallaudet's volleyball team was conference champions for the first time since 2016.
- Gallaudet's women's basketball team was conference regular season champion, seeded first and hosted the conference championship tournament. They took home second place in an exhilarating game that went into overtime.
- The Athletics Department hosted an annual awards ceremony, renamed as the GSPY. Over 100 student-athletes were honored, including Emelia Beldon as female Student-Athlete of the Year for the second time and Timel Benton as male Student-Athlete of the Year. The new Bison Award and Hall of Honor, recognizing student-athletes selected by their peers, debuted during the awards ceremony.
- Seventy-nine current and former Gallaudet student athletes, coaches, and staff participated on various United States of America Deaf teams competing in the Summer Deaflympics in Caxias do Sul, Brazil in May 2022.
- Gallaudet scored the highest point total in school history in the Learfield Director's Cup standings, with 56 of its points coming from Eric Gregory's track exploits and 25 points from the volleyball team.
- Over the summer break, the Thomas O. Berg Track was resurfaced in school colors, and a new steeplechase pit was installed. This addition allows Gallaudet to host more home meets and conference championship track meets.

- The 2021-2022 school year also included the hiring of four new full-time Athletic staff members. Warren Keller was named Athletic Director in December of 2021. Over the summer of 2022, Justin Arrigo was named Head Coach for the new up-and-coming club E-Sports program, Brian Bennett was hired as the Varsity Men's and Women's Swimming and Diving Head Coach, and Javad Shaw was hired as the Varsity Men's Soccer Head Coach.
- Over the summer, Athletics supported youth sports by running a variety of deaf athletic camps all over the country and in Italy.
- Gallaudet Athletics Sports Information Director Sam Atkinson completed his one-year term as President of the College Sports Information Directors of America (CoSISA), a 3,200+-member national organization of sports public relations, media relations, and communications/information professionals at all levels of collegiate athletics.
- Atkinson was also appointed as a member of the NCAA Division III Women's Volleyball Committee in November of 2021.
- The Office of the Sports Information Director produced a wide variety of athletic stories, including the Title IX 50th anniversary, and Division III Week student-spotlight stories. In addition, the office covered 36 spotlight features on our student-athletes, alumni, and staff sharing their values and experience for heritage months including Women's Herstory Month, Latin-American Heritage Month, Black History Month, Juneteenth, and Pride Month.
- Several Gallaudet Coaches celebrated significant achievements including women's basketball head coach Stephanie Stevens being selected as Conference Coach of the Year and Volleyball Head Coach Lynn Ray Boren celebrating his 350th career win.
- Women's basketball coach Stephanie Stevens was one of six nominees for the 2022 NCAA Division III LGBTQ Athletics Administrator/Coach/Staff of the Year Award.
- Women's basketball player Emelia Beldon was selected as the United East nominee for the 2022 NCAA Woman of the Year award. The award recognizes female student-athletes who have exhausted their eligibility and distinguished themselves in their community, in athletics and in academics throughout their college careers. Beldon was selected in the top 151 of 577 nominees.
- In the early fall of 2022, the Gallaudet Football team hosted a reunion and celebrated the 50th anniversary of the 1971 "Dirty 30" Football team with a weekend full of festivities.
- Gallaudet Football named Charles Williams, a former Gallaudet University Board of Trustees member and activist for the Black Deaf community, as honorary team captain for a game in September 2022, where he shared a post-game speech with the team.
- Gallaudet Athletics was featured on several nationally-broadcast televised events with athletes being featured in an NCAA March Madness Commercial and Eric Gregory's championship races being featured on ESPN's SportsCenter and many local news broadcasts.
- Intramural Programs (IM) had a staff of 14 people, including 13 student paraprofessionals. A total of 1,426 students, staff, and alumni participated in Intramural Program-hosted league and open gym events throughout the school year. During the fall semester, there were nine different league teams offered and in the spring semester there were five, with kickball having the highest number of participants (115).
- Gallaudet Cheerleading consists of two seasons, in the fall and winter, with 20 athletes participating. They provided cheer support and performed the National Anthem for football, volleyball, and basketball games, and provided additional spirit and support at other non-athletic campus events as well.



Gallaudet placed a record 12 players of its football team on the Eastern Collegiate Football Conference All-Academic List.

VI. Support Programs and Strategies (cont'd.)

Counseling and Psychological Services

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

Counseling and Psychological Services highlights for the year include:

- Three hundred eleven (311) students were served.
- A total of 1,896 individual counseling appointments were provided.
- CAPS staff offered a total of 317 crisis appointments. These appointments were primarily virtual, and many were COVID-related. While this number may seem high, it should be noted that significantly more crisis appointments were provided the previous year when Gallaudet was entirely online.
- A total of 136 psychological assessment appointments were provided. Nineteen students completed a full psychological assessment.
- Sixty percent (60%) of students receiving services identified themselves as deaf (1 percent further identified themselves as DeafBlind), 26 percent as hard of hearing, and 18 percent as hearing.
- Racial identities reported by CAPS clients included: Asian 8.5%; Black/ African American 19%; Caucasian 50%; Latina/o/x/Hispanic 21%; mixed race 10.3%; Native American 4.5%.
- Ninety-two percent (92%) of students receiving services reported that the problems that brought them to CAPS were improved.
- Fifty-two percent (52%) of students received services because of problems in school. Of those students, 75 percent reported that CAPS services helped them stay in school, and 75 percent reported that services helped them do better in class.
- Ninety-eight percent (98%) rated CAPS services as being good or outstanding.
- Eighty-eight percent (88%) would recommend CAPS to other students.
- As Gallaudet reopened, CAPS worked with other campus departments to host a candlelight vigil for those who lost loved ones to COVID.
- At the beginning of the fall semester, CAPS offered walk-in hours for three weeks for students who experienced emotional reactions to returning to campus after COVID. A vlog was sent to students with information about adjusting to the return to campus.
- CAPS provided support to family members and the Gallaudet community following the death of a freshman student. Several virtual groups were provided.
- CAPS collaborated with the Athletics Department during the fall semester, hosting a suicide prevention theme during football and soccer games. T-shirts with the statement "Mental Health Matters" were distributed, along with information on suicide prevention and supporting friends.

- In November 2021, CAPS virtually co-hosted the International Survivors of Suicide Loss Day with a movie and discussion about suicide. The event was open to all faculty, staff, students, and community members.
- Staff and faculty participated in the fifth annual Out of the Darkness Campus Walk, a collaborative effort coordinated by CAPS and the American Foundation for Suicide Prevention (AFSP) to raise funds for, and awareness of, suicide prevention.
- With Health and Wellness, CAPS provided four Suicide Prevention Workshops (Question, Persuade, Refer – QPR) to students and employees. One workshop was provided to a Deaf advocacy agency in California.
- CAPS participated in National Depression Screening Day in October and hosted National Alcohol Screening Day in April.
- CAPS provided a therapy group on grief and loss for Gallaudet students during the spring semester.
- During the summer months, CAPS provided 18 training and presentations to over 300 individuals from various campus groups including new students, paraprofessionals, staff, faculty, and parents. Topics included CAPS services, stress management, assessment of suicidality, "Letting Go" for parents, maintaining boundaries, mindfulness, wellbeing, etc.
- CAPS staff provided training for new Residence Life staff on assessing suicidality.
- CAPS also hosted booths at the two festivals, BisonVille and Bison Fest, for new and returning
- In collaboration with Residence Life, CAPS provided weekly training and group process for the peer advisors.
- CAPS provided clinical training for 11 interns from Gallaudet's Counseling, Psychology, and Social Work programs, as well as for a psychiatric resident from the George Washington University School of Medicine.
- CAPS staff taught two courses in the psychology program.
- Two CAPS staff members presented at the ADARA conference on dual roles in counseling with deaf individuals.
- The CAPS Director co-presented virtually to a group of audiologists and speech and language therapists in Brazil on "Bilingual Education in the United States with Deaf Children."
- Professionals at ADARA this past spring agreed to set up a bimonthly meeting to share updates and information about substance issues/ treatment in deaf and hard of hearing community. One CAPS staff member represents Gallaudet in the group.
- CAPS provided consultation to the Alcoholics Anonymous (AA) Area 29 Accessibility Committee (DMV area) by sharing awareness and tips on how to provide access for the deaf and hard of hearing community in AA meetings. CAPS will continue to be a resource for this group as they work to maximize accessibility.

Office of Residence Life and Housing

Residence Life and Housing manages the University's residence halls and apartments. It also provides intentional, engaging programming to enhance the living-learning experience for residential students, contributing to their sense of belonging.

- We continued to provide customer service and operations in the residence halls by our front desk staff and paraprofessional staff on a 24/7 basis to support students.
- We continued our COVID-19 protocols for isolation and quarantine cases using spaces stocked with refrigerators, microwaves, and videophones, in Ballard North residence hall with a collaborative support system and staffing with the Contact Tracing Team and Residence Life and Housing. Preventive measures were also collaborated among Residence Life and Housing, Contact Tracing Team, Health and Wellness Programs, and Student Accountability and Restorative Practices.
- Hired and onboarded four new Coordinators of Residence Education (CREs) and a new Director of Residence Life and Housing.
- Residence Life and Housing professional and paraprofessional staff participated in multiple restorative justice opportunities since June 2022, then implemented the principles and practices into our approaches and strategies for community development and programming.

Student Center Programs and Services

Student Center Programs and Services (SCPS) is committed to providing a student-centered, co-curricular environment designed to foster experiential learning to augment the academic experience. The departments of SCPS, including Health and Wellness Programs, Student Accountability and Restorative Practices, and the Office of Campus Ministries, implement and support student-centered programs and services aimed at enhancing the student experience and preparing students to become engaged global citizens and leaders.

Student Engagement and Leadership

Student Engagement and Leadership (SEL) – formerly Campus Activities – adopted its new name in 2020, broadening its scope to place emphasis and focus on engaging students and growing tomorrow's deaf leaders.

SEL serves as a one-stop information and resource center, providing support for student leaders in event planning and management, fostering and supporting the continued growth of clubs and organizations, and leadership training and opportunities, all of which create, elevate, and support a high-quality student experience for students of Gallaudet. SEL also screens, selects, and hires 12+ student paraprofessionals to host events, training, and workshops. Those programs include organization officer training, team building, creative event planning and promotion, and problem-solving.

SEL confirms event logistics such as room and space reservations and set-ups for the I. King Jordan Student Academic Center (JSAC), Ely Patio, and Andrew J. Foster Auditorium. Additionally, SEL offers print materials for purchase: flyers, banners, lamination, and more.

Student Engagement and Leadership welcomed its new Director, Michelle Gerson-Wagner, at the start of the 2022 spring semester; highlights below will reflect the start of her term as Director January 2022.

- SEL led a two-week long quarantine event upon the university's return to campus for the spring semester; the event included ten different giveaways and two contests, engaging a significant portion of the student body during a difficult time where human contact and face-to-face interactions were limited.
- SEL hosted approximately 10 trainings and workshops for clubs and organizations, including, but not limited to, new officers training, anti-hazing training, leadership, team-building, and event planning,
- SEL hosted monthly movie nights, featuring recent blockbusters and free popcorn.
- SEL hosted a club and organization Olympics in the spring; the Olympics featured six activities spanning an entire day, with 13 clubs and organizations that included 100+ student participants and 30+ volunteers.
- SEL coordinated a week of activities during Commencement that included restaurant and establishment discounts on nearby H Street, a tee-shirt giveaway, and cap decorating. SEL also coordinated with other departments in hosting a brunch and a BBQ.
- SEL hosted five community service events, ranging from spending quality time with local Deaf senior citizens, to cleaning up polluted areas near Gallaudet, to periodic product donation drives.
- SEL hosted a week of welcome upon students' return to campus for the 2022-2023 academic year that included a "breakfast hop", personalized M&Ms, and inspirational stickers.
- SEL, along with Health and Wellness programs, hosted a blood drive that doubled the number of last semester's blood donations
- Establishment of Blue Hole, a club to boost fan attendance and participation at Gallaudet University sporting events
- Investment and commitment to the growth and maintenance of Campus Events Group (CEG), with the goal of cross-department collaboration, smart fiscal planning, and shared resources

SEL prides itself on programming that ensures students enjoy, to the fullest, their time at college. Creative programming and recruitment to our events allow students to meet new people, expand their horizons and perspectives, grow as leaders, and try new things – both on and off campus.

VI. Support Programs and Strategies (cont'd.)

Health and Wellness Programs

Health and Wellness Programs promote the enhanced well-being of Gallaudet University students by empowering them to make informed health and lifestyle choices.

- Health and Wellness Programs continued to offer programming in 2021-2022 with a total of 442 programs/sessions, 595 hours, and 2,626 students. As the first year fully back from our “COVID leave,” we saw some changes. As a comparison, in the pre-COVID year of 2018-2019, we provided a total of 161 programs/sessions, 304.5 hours and 2,576 students. In all areas of programming, the number of hours and students served increased.
- One notable increase was the increase of one-on-one sessions. During 2018-2019, we conducted 74 individual sessions. In 2021-2022, we provided 330 one-on-one sessions. This is a 346% increase in this service. This can be attributed to the increase in COVID one-on-one sessions, student support meetings, and food pantry meetings along with the continued alcohol and other drug sessions that Health and Wellness Programs provides.
- Health and Wellness Programs continued to provide food pantry services, the Student Health Ambassador (SHA) program peers helping to maintain COVID safety standards, along with COVID prevention messages, and the Peer Health Advocates program.
- Health and Wellness Programs team members were happy to return to in-person attendance at the NASPA General Assembly, a national conference of peer educators in Pittsburgh where we presented two workshops: one on our Get Moving event and another on the COVID Student Health Ambassador program.

Office of Student Accountability and Restorative Practices

The Office of Student Accountability and Restorative Practices (SARP) promotes a safe 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. Through the student accountability process, SARP works with students to gain greater insight into their choices and behaviors in order to provide a safe environment for the campus community, one that supports the university’s commitment to living, well-being, and belonging. SARP offers a spectrum of conflict resolution pathways that are educationally focused, student-driven, and restorative in nature, which are adaptable to meet the needs of individuals experiencing conflict.

- SARP successfully supported the university and Student Affairs with the transition back to in-person learning for our students. Early in the Fall semester of the 2021-2022 academic year, SARP worked closely with an external consulting group hired by Gallaudet, the Sester Group, on enforcement and COVID procedures for students. From our end, SARP mapped out three categories of COVID violations and noncompliance procedures, and created an infographic to share with the campus community.

- SARP added two new staff members to the team in August/September 2021 – Student Accountability Coordinator and Student Accountability Manager. As a team of four, including the Coordinator of Sexual Misconduct Prevention and Case Management, SARP managed 2,312 incident reports from July 1, 2021 to June 30, 2022. There was a significant increase in reports received as all residence conduct reports are now under the auspices of SARP effective Fall 2021. The increase is also attributed to the additional oversight of COVID violations (54% of all reports).
- In the Fall of 2021, SARP created a new consent video that was shared through several Gallaudet social media channels. The video was a hit with students and was also well-received by the outside community, especially among Deaf schools and Deaf organizations serving survivors of power-based personal violence.
- SARP and Health and Wellness Programs are partners with 12 other universities in a campaign to advance equity and prevent campus sexual assault. This endeavor uses the book *Citizens: Sex, Power, and Assault on Campus* by Columbia University professor Dr. Jennifer Hirsch and Princeton University professor Shamus Khan. This is part of a larger project known as Sexual Assault Prevention And Community Equity (SPACE). The SPACE toolkit provides universities with a new approach to sexual violence prevention, grounded in a broad commitment to equity. Diverse stakeholders, from students to senior administrators, will work collaboratively toward implementation.
- In collaboration with the Division of Equity, Diversity and Inclusive Excellence) and the Office of the Ombuds, SARP planned a successful three-day restorative justice training program for many Student Affairs staff.

Office of Campus Ministries

Spiritual development is an important part of students’ engagement in the campus community and is a contributor to overall student development. Gallaudet supports a group of volunteer religious workers who are appointed by their jurisdictional supervisors to serve and minister on campus. As recognized religious workers of the Office of Campus Ministries (OCM), campus ministers provide regular religious services for students and the community.

- The Office of Campus Ministries participated in meetings and community feedback sessions with Campus Design and Facilities and other campus stakeholders in the renovation of the Chapel space (now called the Spirituality Space) which officially opened to the community in December 2021. The Spirituality Space is a peaceful space that reflects our religious diversity and inclusivity, and is accessible to non-religious students who also have an opportunity to gather and reflect.

VII. Office of International Affairs

Overview

The Office of International Affairs (OIA) in Gallaudet's Division of Academic Affairs strives to fulfill the University's objective to create a "Global Gallaudet" that positively impacts the quality of life for the full spectrum of Deaf identities worldwide. 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 engagement with IZN has 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. (See *Internationalization* section below for further details):

Above all, OIA's work aligns with The Gallaudet Promise to create a more sustainable and vibrant life experience for deaf, hard of hearing, and deafblind people, and all of humanity.

Promoting awareness of Gallaudet's global presence, both to the campus community and external audiences, has been a longstanding hallmark of OIA. The office occupies Building 103 on the Gallaudet University campus, and is led by Dr. Charles Reilly, executive director and senior international officer. It comprises three programs: Education Abroad and International Fellowships, International Relations, and International Student and Scholar Services, plus a Core Services team that coordinates global projects and provides writing and editing, bilingualizes material in sign language and English, and disseminates these materials to a variety of audiences.

Due to its concentration on internationalization (IZN), OIA has become the university's primary source for queries related to the subject. In the interest of developing clear communication and facilitation with global organizations that express interest in Gallaudet, all contacts are referred immediately to OIA at global@gallaudet.edu. OIA is also the campus office responsible for immigration and visa matters for current and newly-accepted international students, including English Language Institute (ELI) students. Visiting international student, scholar, and researcher services are handled by OIA, which also serves as "...the point of contact for international partners and strategic visitors."

OIA works closely with the Office of the President and the Office of the Provost, as well as other campus offices with international interests, and is actively expanding its "Global Knowledge Base" on nations and deaf communities of interest. OIA hosts campus dialogues on issues of global importance, and identifies ways to incorporate international dimensions and cultural sensitivity into all campus planning, operations, and activities.

The American Council on Education has called Gallaudet "the heartbeat of the global deaf community, and a beacon for members of the community seeking higher education opportunities and an inclusive environment committed to their success." Meeting the challenges that arose from the COVID-19 pandemic, the university proved its ability to safely and prudently return to working in person.

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 grand global challenges facing the people across the spectrum of deaf identities.

As OIA reflects on Fiscal Year 2022, it is heartening to mention a few notable victories:

- Substantial progress in elevating international perspectives across the university's administration and operations.
- Strong coordination with the Office of Career Success and OIA on retention and quality of experience of international students.
- Huge growth in international education opportunities, such as study abroad and Virtual Exchange-Collaborative Online International Learning (VE-COIL). Students are winning fellowships regularly.
- Gallaudet in Nigeria-Africa (GAIN) is providing invaluable lessons in how to provide culturally affirming technical assistance, and making a major contribution to strengthen life opportunities in Africa.
- Gallaudet's agreements and contracts now include its values, and we strive to include local representative Deaf organizations as full partners. Accordingly, Memorandums of Understanding and implementation plans are in place with the World Federation of the Deaf, Oslo Metropolitan University (Norway), the Nigerian National Association of the Deaf, Wesley University (Nigeria), Siena Art Institute (Italy), and De La Salle-College of St. Benilde (Philippines).

FY 2022 gave OIA the opportunity to make further progress on creative alternatives to bring an enhanced emphasis on global initiatives to the campus and worldwide community of learners. The combined expertise shared by professional staff in OIA's subunits resulted in a number of achievements to realize the University's vision of a Global Gallaudet.

Internationalization

Gallaudet University is world-renowned for its outreach and advocacy that empowers deaf people through education, training, and communication in their native sign language. To achieve this goal, Gallaudet completed the second phase of the American Council on Education's (ACE) Internationalization Laboratory (IZN) to implement goals that the University set for itself during the first phase of this ambitious global undertaking from 2017 to 2019 that will lead to a stronger integration of international dimensions in every aspect of its operations.

ACE glowingly referred to the strategic plan Gallaudet developed in Phase I of the IZN lab as a "stellar" directive to achieve the integration of international learning opportunities, activities, and development possibilities within the curriculum, faculty policies, administrative structure, global collaborations, and student opportunities.

VII. Office of International Affairs (cont'd.)

Moving forward, IZN has narrowed its focus to four areas:

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

The following summarizes the progress Gallaudet has made in implementing recommendations in the IZN plan under three grand themes:

Inculcate Global Learning for All

The IZN study revealed a crucial need for Gallaudet to move global learning to the forefront of academics.

This is being accomplished by creating international opportunities for faculty to broaden their knowledge and advance global learning in the classroom, and internationalizing the general studies with thematic clusters interwoven in the curriculum and program/ majors. As a result, VE-COIL courses have taken place between Gallaudet and colleges and universities in Norway, Japan, Italy, and The Philippines. With faculty training underway, it is likely that more nations will be added soon.

Advance International Students and Scholars as individuals who enrich our campus, and advocate for their equitable participation

In light of the tremendous potential that international students present to build Gallaudet’s enrollment numbers, OIA has developed an strategic international recruiting proposal, advanced goals that help ensure international students’ equitable participation in all aspects of campus life, and showcased how international students, scholars, and personnel contribute to Gallaudet’s success.

Favor multifaceted and sustainable global relationships

In the interest of developing clear communication with global organizations that contact Gallaudet expressing interest in exploring the possibility of forming partnerships, seeking learning or research opportunities for scholars, or seeking the University’s expertise, OIA takes the lead in deciding if a proposed initiative fits with the University’s mission and resources, if it is sustainable, and it holds potential benefit to Gallaudet’s Internationalization goals. GOAL is a prime example of the importance of reviewing potential partnerships to ensure a good fit with the University’s goals and mission, and a program that is, indeed, a “transformative collaboration.” GOAL closely scrutinizes potential partnerships to determine their likelihood in bolstering strategic recruiting, study abroad opportunities, research exchanges, and other ways that benefit the University and enhance its Internationalization objectives. While forming new partnerships is important to Gallaudet’s interests, the University continues to be mindful of its prior commitments and ensure there are adequate resources for implementation and post agreement management.

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 number of students applying for fellowships, engaging in advising appointments, and participating in study abroad programs has steadily increased during the past six years.

A variety of EA initiatives support GLA as the nucleus of a Global Gallaudet by enriching students’ Gallaudet Experience in the following ways:

- 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.

This year, a record number of 10 students won Benjamin A. Gilman International Scholarships. Gilman is a program of the U.S. Department of State that provides funding for Pell grant students to participate in education abroad. Since Gallaudet’s first Gilman winner in fall 2018, 26 Gallaudet students have received between \$1,000 and \$5,000 each to offset their participation costs.



Sean (Aaron) Dixon was one of 10 American students awarded the prestigious Nobel Week Dialogue Scholarship. He participated in an intercultural learning course in the fall of 2021. The program's trip to Sweden was delayed due to COVID, but will take place in the fall of 2022. Aaron fulfilled his dreams of studying abroad by participating in the spring 2022 semester in Argentina through the American Institute for Foreign Study.

Sean (Aaron) Dixon, Gallaudet recipient of the Nobel Week Dialogue Scholarship

In FY 2022, two International Development Master of Arts program students completed practicums (India, Thailand), two Master's in Social Work program students completed internships (Canada, Brazil), three students participated in the Siena Deaf Studies program, Siena, Italy, and student Nthabeleng Macdonald, an aspiring physician, participated in a two-week program with Doctors in Italy.



When international travel resumed in FY 2022, 14 Gallaudet students took part in the sixth iteration of Gallaudet's Spanish Sign Language (LSE) Study Abroad Program in Madrid, Spain (pictured above during a side trip to the city of Toledo), led and sponsored by the World Languages and Cultures Program and EA. The four-week, immersion program, designed for Deaf University students, with a focus on learning the Sign Language of Spain through intensive training by expert Deaf teachers, an LSE theater workshop taught by experienced Deaf actors from the Madrid-based Deaf Theater Company "El Grito," ("The Scream") and cultural immersion and interaction with the local Deaf community.

Thanks to an expansive global mission inspired by President Cordano, and enhanced support for those who aspire to an education abroad, Gallaudet's opportunities for funded cross-cultural learning experiences is growing, both to help members of the University community compete for fellowships and to host scholars from other nations. Beginning in 1958 when Elizabeth Van Luven, a professor of education at Gallaudet, won a Fulbright Scholar grant to Pakistan's Training College for Teachers of the Deaf, the University has built a strong track record in students.



During FY 2022, 10 Gilman Scholarships were awarded to Gallaudet students. In addition, Doris Alcantara and Jarvis Grindstaff (pictured above), who, in 2019, became the first Gallaudet student Fulbright winners since 2010-2011, attended the Fulbright Prize for International Understanding ceremony in April 2022 in Washington, D.C., where Bono, the lead singer of U2, was honored for his commitment to seek justice by fighting to end extreme poverty, tackle global health crises, and spur economic development in the poorest parts of the planet. Alcantara, who is from the Dominican Republic, started her master's degree studies at Harvard University this fall. Grindstaff is a student success specialist for OIA's International Student and Scholar Services.

EA had the opportunity to expand its virtual exchange opportunities such as VE-COIL in FY 2022, which were instituted the prior year as an alternative means of learning abroad when students faced travel restrictions outside the U.S. due to the pandemic. VE-COIL is a viable option for students to engage in an intercultural learning experience from Gallaudet's campus— or anywhere in the U.S.—with other parts of the world. At Gallaudet, global learning activities are spearheaded by EA, with support from the Office of Continuing and Online Education.

VII. Office of International Affairs (cont'd.)

International Student and Scholar Services (ISSS)

The International Student and Scholar Services (ISSS) program of OIA 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 86 international students (12 non-developing countries and 10 developing countries) during FY 2022. The top five countries these students represented were Canada, Saudi Arabia, Oman, China (non-developing countries), and Nigeria (developing country).

ISSS hosted online town hall activities for these students and scholars, and more specifically, for international students of color to keep them informed of the University's plans and procedures during the coronavirus pandemic, and to answer their questions. Additionally, ISSS and the Division of Equity, Diversity, and Inclusive Excellence hosted virtual panel discussions for members of the campus community to discuss their challenges, successes, experiences, and aspirations.

To stay up-to-date on immigration laws, which were particularly fluid during the coronavirus pandemic, ISSS staff engage in frequent professional training. For example, during FY 2022, B. Mutisya Nzyuko, Immigration Compliance Coordinator, and Jarvis Grindstaff, International Student Success Coordinator, were accepted as trainees in the 2022 Class of NAFSA's Academy for International Education. According to its website, NAFSA: Association of International Educators, is the world's largest and most diverse nonprofit association dedicated to international education and exchange, working to advance policies and practices that ensure a more interconnected, peaceful world today and for generations to come. Nzyuko and Grindstaff's participation in the NAFSA Academy represents another positive step in FY 2022 toward the University's goal of achieving equity among international students and scholars, elevating the awareness of the ways they enrich our campus, and enhancing global learning.

International Special Students (ISS)

International Special Students (ISS) 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 now 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. In FY 2022, Gallaudet had four ISS participants—two each from China and Japan.

International Visiting Scholars (IVS)

International Visiting Scholars (IVS) accommodates a limited number of professors, researchers, and other scholars who wish to engage in cross-cultural exchange at Gallaudet. Visiting researchers are sponsored by a variety of organizations, including the U.S. Department of State's Fulbright Scholars program. The Fulbright program aims to increase mutual understanding between the people of the U.S. and other countries through the exchange of knowledge and skills.

During FY 2022, Gallaudet welcomed Dr. Ingo Barth, from Saxony-Anhalt, Germany, making use of the University's resources to further his research project, "Collaboration on Developing a STEM Sign Language Lexicon," as well as teach and collaborate with faculty for the spring 2022 semester. Dr. Barth, who is a third generation deaf person, co-founded a forum in 2015 for deaf German (and later European) researchers in Science, Technology, Engineering, and Mathematics, and has gained a reputation as a respected leader among deaf STEM researchers. Barth currently has a grant for Sign2MINT from the Max Planck Society, a leading German organization in natural and life sciences, and humanities research that, according to its website, has produced 22 Nobel laureates since its founding in 1948.



Dr. Ingo Barth



Dr. Eyasu Hailu Tamene

While expanding on his research findings at Gallaudet, Dr. Caroline Solomon, director of and professor in the School of Science, Technology, Accessibility, Mathematics, and Public Health, is serving as Barth's faculty advisor. Besides conducting research, Barth taught Quantum Biology, and gave a campus-wide presentation via Zoom that was covered by the German news magazine, GEO. Solomon said that a roundtable discussion on STEM signs used around the world led by Barth and Dr. Alicia Wooten, assistant professor of biology at Gallaudet, proved to be so popular that a followup roundtable was scheduled. Solomon added that the topic has gained such notability that an international STEM

sign lexicon conference may be held at Gallaudet in Spring 2023. Barth's stay is sponsored by a Fulbright Scholar-in-Residence grant won for Gallaudet by Solomon and Dr. Charles Reilly, senior international officer and executive director of the Office of International Affairs.

In January, Gallaudet hosted a reception for Dr. Eyasu Hailu Tamene, assistant professor of Ethiopian Sign Language and Deaf Studies at Addis Ababa University, Ethiopia. Tamene's contributions to Gallaudet's global academic awareness in the study of sign languages was made possible through IVS.

Gallaudet also welcomed Alison LePeut, from Belgium, who collaborated with the School of Language, Education, and Culture on her research study, "Gesture and Sign Beyond Borders" at Gallaudet University, from August 2021 to January 2022, with linguistics professor Emily Shaw as her faculty advisor. Additionally, during the spring semester, Gallaudet welcomed Dulce Rubio Saura from Spain, who collaborated with Gallaudet's Office of Campus Design and Facilities on her research on interior design.

International Scholarships

Support for international students to attend Gallaudet is provided by individuals and organizations from the U.S. and other nations. Gallaudet works with donors to seek ways for more people outside the U.S. to study at the university, thereby enriching their lives and the cultural diversity of the campus community. The generosity of the Nippon Foundation of Tokyo, Japan, continues to produce benefits for individuals from developing nations through the Sasakawa International Scholarship (SIS) Fund and the World Deaf Leadership (WDL) endowed scholarship. The Nippon Foundation is the world's foremost educational benefactor for deaf and hard of hearing people. Its mission is to create a society without barriers to an individual's ability to achieve a fulfilling, productive life.

The WDL scholarship, which is administered at Gallaudet by OIA, makes it possible for deaf and hard of hearing leaders from developing nations to attend Gallaudet University, with the provision that they return home after graduation and work towards improving the lives of deaf people in their home countries through education, advocacy, and partnering with influential leaders and organizations. Since WDL was founded in 2003, 20 scholarships have been awarded to students pursuing a Gallaudet education. The scholarship covers students' full tuition, room and board, and a stipend for personal expenses.

New WDL scholars Phieter Angdika, of Jakarta, Indonesia, and Kwadwo Addo, of Mampong-Akuapem, Ghana, were selected from a field of 425 applicants, and began their studies at Gallaudet in the fall of 2021.

Angdika, who is employed by University of Indonesia's Indonesian Sign Language Research Center, enrolled in Gallaudet's Master of Arts in Sign Language Education program. Addo, an Information and Communication Technology

instructor at Mampong Senior High School for the Deaf in Ghana, enrolled in the Master of Public Administration program. Angdika's career goal is to teach sign language and interpreting in Indonesia, and to develop curricula for the country's sign language education and interpreting programs. Addo aspires to be an expert consultant in disability organizations such as the Ghana Federation of the Disability and Ghana National Association of Deaf, and disperse with the commonly held misconception that only hearing people in Ghana can hold important leadership roles in the country.

In FY 2022, seven Gallaudet students benefited from SIS funding, which provides financial assistance to qualified, deserving, deaf international students who are enrolled in at least their second year of a degree-granting program at Gallaudet to help ensure they have the financial means to complete their degree, graduating. In addition to SIS scholarships, Gallaudet University offers a few other smaller grants to international students, which facilitate retention and enable international students to obtain education at Gallaudet each year.

International Relations

Gallaudet continued its partnership with Gallaudet's Social Work program and the Japan College of Social Work by collaborating with online learning initiatives. The intent is to expand this relationship to two-way exchanges, including Gallaudet students going to Japan. Finally, the Japanese ASL Signers Society (JASS), a non-profit organization certified by the Tokyo Department of Justice, is regarded as a good fit with Gallaudet's American Sign Language (ASL) and Deaf Studies programs because of its dedication to introducing ASL and deaf culture to Japanese students. It may also be an avenue for sending more deaf Japanese students to Gallaudet.

A key highlight of the University's partnership activity in FY 2022 was continued progress by the GAIN project, mentioned above.



Two students signing "Bison" as they celebrate the beginning of the new academic year at BisonFest, an on-campus fair with booths, games, and activities on the Gallaudet Mall.

VII. Office of International Affairs (cont'd.)

International Strategic Visitors

The University regularly receives visitors from around the world. Visitors range from international leaders in higher education and special education looking to learn from Gallaudet's expertise in improving opportunities for the deaf and hard of hearing population, to individuals and small groups visiting the U.S. who are familiar with Gallaudet's world-renowned reputation and want a tour of campus while visiting Washington, D.C. A subset of international visitors is regarded as representing a strategic opportunity to advance Gallaudet's student recruiting, academic exchanges, and institutional partnerships.

Gallaudet was honored by two visits by Ethiopian dignitaries in FY 2022: Her Excellency Dr. Eregogie Tesfaye, Minister of the Ethiopian Ministry of Women and Social Affairs, expressed interest in collaborating with Gallaudet to provide training and capacity building skills, exchanging experiences on deaf-related issues, and receiving useful information on how to obtain assistance from government institutions; and His Excellency Fitsum Arega, Ambassador of Ethiopia to the U.S., and Mr. Achamyeleh Mulat Hailu, Counselor for Diaspora Affairs for the Ethiopian Embassy, attended a campus reception to recognize visiting scholar Dr. Eyasu Hailu Tamene, assistant professor of Ethiopian Sign Language and Deaf Studies at Addis Ababa University, Ethiopia. The reception also gave the Ethiopian diplomats an opportunity to learn about Gallaudet's history in educating their country's deaf students.

The following strategic visitors were also hosted by OIA in FY 2022:

- Officials from the Embassy of the Sultanate of Oman, Dr. Zaid Zabanoot, Cultural Attaché to U.S. and Canada, and May Abdo, Senior Academic Advisor, were hosted by OIA in November 2021 to discuss the investment of the Sultanate of Oman in sending its first cohort of students to Gallaudet and ensuring their academic and personal success. Omani officials returned to Gallaudet for a follow-up visit in September 2022.
- Dr. Allan Goodman and Ms. Sarah Ilchman, CEO/Co-President of the Institute of International Education, visited campus in April and possibilities within IIE where Gallaudet might build relationships.
- Brett Casey, the deaf Chief Executive Officer of Deaf Services Queensland, a nonprofit organization that works with the community to enhance services and programs that benefit Deaf and hard of hearing adults and children across Australia, visited Gallaudet in November to learn from Gallaudet about the education of deaf people.

International Development Master of Arts Degree Program

The International Development Master of Arts degree program (IDMA) prepares students to design, implement, monitor, evaluate, and advocate for social change activities at local, national, and international levels in collaboration with deaf, deafblind, and hard of hearing people, and those with disabilities. Students in the IDMA program obtain practical experience examining legal and social policy frameworks, political and economic conditions, sociocultural and language-centered values and rights, and other features of contemporary life that contribute to or impede social participation and social justice.

FY 2022 saw significant IDMA program graduate student and alumni achievements, programmatic development, and cross-institutional domestic and international partnering to advance scholarly and capacity-building initiatives on deaf community development, particularly related to deaf disaster risk reduction.

Graduate student accolades: Emma DeCaro was selected for the United Nations Association of the National Capital Area's highly competitive Graduate Fellows Program (January to April 2022); Kristina Marie Balao Miranda for Graduate Commencement speaker (May 2022); and Sydney Johnson as the 2022 Guyer Fellow for Disability and Inclusion, a sponsored internship position with Save the Children. In addition, 12 students conducted field placements during the fiscal year.

Alumni accolades: Josh Josa (G-'15; Inclusive Education Specialist at USAID) was awarded the Samuel J. Heyman Service to America Medal People's Choice Award in July 2022. Steph Niaupari (G-'19), co-founder of Plantita Power, an organization dedicated to food sovereignty and to "building a movement of food and body liberation to reach community healing of QTBIPOC [Queer, Trans, Black, Indigenous People of Color] people," was featured in a March 2022 documentary produced by George Washington University student Jennifer Vilcarino for the Planet Forward-ComcastNBCUniversal Sustainable Storytelling Fellowship, titled "Plantita Power: Microgreens in the District."

With respect to programmatic development, the IDMA led the development of a new interdisciplinary graduate certificate track and undergraduate minor in Global Leadership in Deaf-Centered Disability Inclusive Disaster Risk Reduction and Emergency Planning (DEP), and having received University approval in spring 2022, opened inaugural coursework in June 2023. The IDMA also worked with Gallaudet University's Education program to create an interdisciplinary partnership to enable students enrolled in the Ph.D. program for Critical Studies in the Education of Deaf Learners to pursue a concentration in International Education by taking IDMA coursework as part of their core program. In addition to these activities, in the Fall 2022 semester, as mentioned earlier in this chapter, the IDMA is partnering with the Japanese College of Social Work to offer a VE-COIL experience through Gallaudet's Office of International Affairs. The course theme is "Oppression and Liberation" for which students will engage in multimodal and multicultural examinations of ideologies of deaf and signing communities. VE-COIL activities are co-taught by Dr. Audrey Cooper, IDMA associate professor and program director, (in conjunction with IDP-772 Micropolitics of Development) and Ai Minakawa (Gallaudet University Research Associate; JCSW faculty).

With respect to cross-institutional domestic and international partnering to advance initiatives on deaf community development and disaster risk reduction, the IDMA engaged in seven key activities in spring and summer 2022: five scholarly/professional presentations, one publication in two languages, and one partnering development and related event:

Partnering development and events: In Spring 2022, the IDMA initiated a partnership with the Federal Emergency Management Association-Region III and the District of Columbia Homeland Security and Emergency Management Agency (DC HSEMA) to promote new cross-institutional initiatives on inclusive emergency management. Partnering activities will contribute to the new graduate certificate in Disability-inclusive Disaster Risk Reduction and Emergency Planning (DEP) and to FEMA and DC HSEMA's disability integration and coordination activities. In connection to partnering discussions, on June 7, 2022, DEP faculty and Gallaudet University administration participated in a FEMA-Region III media event and news conference at the Region III Regional Response Coordination Center in Philadelphia, Pennsylvania, that focused on the beginning of the 2022 Atlantic hurricane season. Related to broader deaf development partnering activities, on September 14, 2022, the United Nations Office of Human Resources, Diversity and Outreach Section hosted the IDMA program at United Nations headquarters in New York City for activities in celebration of the International Day of Sign Languages (September 23), including a tour of the U.N. building and a presentation on international development careers with the U.N.

Presentations: IDMA faculty member Maegan Shanks presented at the U.N. Global Disability Summit in February 2022, invited by the Global Alliance for Disaster Resource Acceleration (GADRA), in a panel titled "Accelerating

Humanitarian Relief Directly to Disability-led Organizations During and After Disasters." Dr. Audrey Cooper co-developed and/or co-presented for three conferences—the American Deafness and Rehabilitation Association conference in March 2022, presentation titled "Emergency Preparedness for Deaf and Disability Community Members: An Interdisciplinary, Classroom-Based Collaboration," led by Dr. Hayley Stokar (Gallaudet University, Social Work) and Dr. Dianna Bryant (University of Central Missouri), with Dr. Kota Takayama (Gallaudet University, Social Work); Pacific Rim Disability and Diversity Conference in March 2022, hosted by the University of Hawai'i at Mānoa, presentation titled "Deaf Community and DiDRR: Supporting a Twin-Track Approach," co-presented with Leyla Craig (University of Sydney), Dr. Kota Takayama (Gallaudet University, Social Work), and Herbert Klein (deaf mental health consultant); an invited presentation at FHI360's Gender Plus Summit in June 2022, with Nguyễn Trần Thủy Tiên (Executive Director, Psycho-Education and Applied Research Center for the Deaf, Vietnam), presentation titled "Women and Girls Power through Partnering in Việt Nam: Deaf-Led Disaster Action." In addition, FHI360 invited Maegan Shanks to moderate a panel, "Intersectional Approach to Disability and Gender Inclusive Education Program Partnerships," at their annual Gender Plus Summit in June 2022.

Publications: On August 10, 2022, Nguyễn Trần Thủy Tiên, Audrey Cooper, and Leyla Craig published an entry in the London School of Economics/Southeast Asia Centre's blog platform examining critical issues in Southeast Asia. English version: Deaf Community and DiDRR Network in Viet Nam Call for Action: Ensuring that No One is Left Behind Vietnamese version: Cộng đồng người điếc và Mạng lưới Giảm thiểu rủi ro thiên tai cho người khuyết tật (DiDRR) tại Việt Nam kêu gọi hành động: Đảm bảo không một ai bị bỏ lại phía sau. On September 15, 2022 USAID's Education in Crisis and Conflict Network also circulated the blog essays on their ECCN LinkedIn Member Group.



Students deep in discussion in class, maximizing the bilingual advantage at Gallaudet.

VIII. Center for Continuing and Online Education

The Center for Continuing and Online Education (CCOE) provides courses, programs, and services to address the needs and interests of diverse internal and external constituencies in order to provide learning across the lifespan, and to 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, blended (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 its network of Gallaudet University Regional Centers.

CCOE manages a diverse portfolio with its Instructional Designer Services, online and blended course and program development, the Online Degree Completion Program (ODCP), and Professional Studies and Training (PST).

Instructional Designer Services

CCOE continued to provide Instructional Designer Services with an Instructional Designer Manager and four instructional designers. They worked with ten academic programs to build 31 online and hybrid courses during Academic Year 2021-2022. They oversaw the Online Teaching Certificate and provided strategies and training for implementing online and hybrid courses that are most conducive to the students Gallaudet serves. They also fully developed the PST 93, Deaf Centered National Caregiver Certification course, including ASL translations, interviews of deaf caregivers and family members, and developing demonstration videos, adding transcripts, creating quizzes and a final examination in Blackboard Ultra, Gallaudet's learning management system.

Gallaudet University Online Teaching Certification

Faculty and adjuncts are to be fully certified prior to teaching online and hybrid courses and CCOE coordinates this certification process. Since its implementation in 2014, 223 faculty and adjuncts have successfully undergone a rigorous training program, which includes Applying the Quality Matters Rubric, and have been certified to teach online.

While training for the Online Teaching Certificate continued throughout the year, the requirement for faculty and adjuncts to have their Online Teaching Certificate (OTC) was reinstated August 30, 2021. Academic Year 2020-2021 had the highest number of faculty certified to teach online courses and had its first group to update their certification. Since then, the number of faculty obtaining their certification has dropped; however, now incoming new faculty and adjuncts are referred to take the Online Teaching Certificate training.

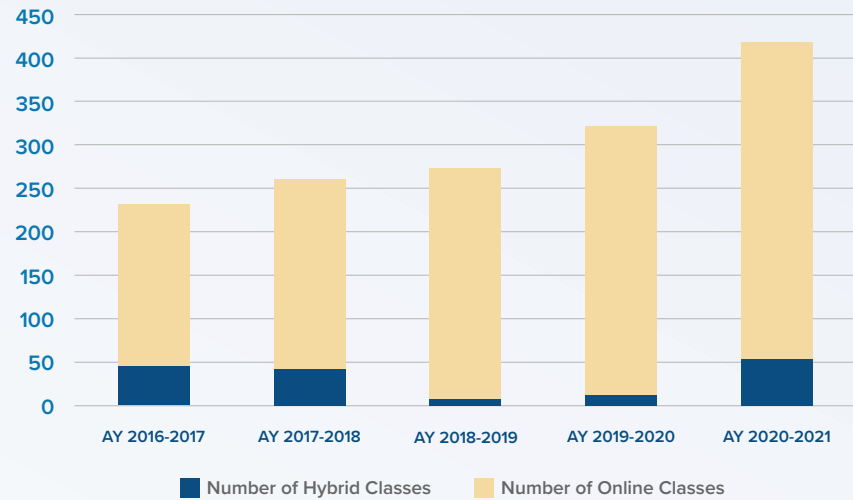
	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022
Number of faculty and adjuncts who earned their OTC	29	10	19	34	18
Total certified online faculty	142	152	171	205	223
Number of certified faculty updating their training	0	0	0	8	0
Number of faculty and adjuncts currently taking training	-	-	-	-	27

Online, Blended, and Remote Course and Program Development: The Pandemic Shift

Gallaudet University offers a wide selection of online and hybrid courses and programs for undergraduate, graduate, and professional studies credit. These “anytime, anywhere” learning opportunities allow students to engage in learning from a distance, doing so at the time and place of their choosing. The number of online and hybrid classes offered at Gallaudet has risen steadily over recent years. Since the COVID-19 pandemic led to the University's decision to make all of its courses remote, there has been a shift toward greater support for online and blended course development.

CCOE emerged as a leader in the institution-wide response to the pandemic, and continues to lead and support Gallaudet endeavors to build more online, hybrid, and flexible learning opportunities for its students and provide training to faculty and students to improve their teaching and learning experience. As shown in the figures below, there was a 31% increase in online course offerings between Academic Year 2019-2020 and Academic Year 2020-2021. The increase has continued steadily upward, gaining another 11% in online and hybrid offerings between Academic 2020-2021 and Academic Year 2021-2022.

Online and Hybrid Classes by Academic Year (AY)



Full-Time Faculty and Adjuncts Who Taught Online and Hybrid Courses

	AY 2017 - 2018			AY 2018 - 2019			AY 2019 - 2020			AY 2020 - 2021			AY 2021 - 2022		
	FA17	SP18	SU18	FA18	SP19	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA20	SP21	SU21
Full-Time Faculty	32	27	18	27	29	13	18	27	42	34	30	41	41	49	28
Adjunct Faculty	26	38	15	17	19	9	20	26	28	38	35	35	44	49	29
Total distinct count	58	65	33	44	48	22	38	53	70	72	65	76	85	98	57

Online Degree Completion Program

ODCP is an online undergraduate degree attainment avenue for degree-completion students who have accumulated 60 hours of college credits, are unable to finish their degree program on campus full-time, and seek a study program in deaf studies or psychology. ODCP prepares its graduates to be bilingual, critical thinkers who are knowledgeable about their field of study and mindful of their ethical and social responsibilities, while mastering the technological skills necessary to succeed in a rapidly changing world. Students can earn college credits through coursework offered in a variety of settings. Those include online courses offered by the University and taught by its faculty, as well as online courses from the Online Consortium of Independent Colleges and Universities (OCICU), of which Gallaudet is a participating institution. The ODCP supports The Gallaudet Promise by providing diverse off-campus students with learning across the lifespan regardless of the student's location, access to cutting-edge academic excellence via Gallaudet faculty, and opportunities for increased career success through the completion of a college degree.

ODCP Students by Degree Program

	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022
Deaf Studies	12	18	12	16	33
Psychology	0	2	3	8	12
Total	12	20	15	24	45

ODCP Graduates by Degree

	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021	AY 2021-2022
Deaf Studies	7	8	5	5	12
Psychology	0	0	0	2	2
Total	7	8	5	7	14

VIII. Center for Continuing and Online Education (cont'd.)

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 students enrolled in PST classes from FY 2018 through FY 2022.

A majority of PST course enrollments were in ASL courses. Some continuing studies operations were housed in another unit, ASL Connect. In October 2020, ASL Connect moved under the Office of the Chief Bilingual Officer (CBO). Beginning in FY 2021, Professional Studies ASL courses are reported under the CBO. In the meantime, CCOE continued to invest its resources in online, blended, and remote learning opportunities, notably its partnership with the American Caregiver Association to launch PST 93, Deaf-Centered National Caregiver Certification.

PST Annual Headcount Enrollment Trend

	FY 2018 ¹	FY 2019 ¹	FY 2020 ¹	FY 2021 ²	FY 2022 ²
Students enrolled only in PST/PSG courses	715	931	819	225	130
Undergraduate/Graduate students also enrolled in PST/PSG courses	68	67	70	20	40

PST Enrollment Counts per Class by Student Type

	FY 2018 ¹	FY 2019 ¹	FY 2020 ¹	FY 2021 ²	FY 2022 ²
Students enrolled only in PST courses	977	1,276	1,118	291	204
Graduate students enrolled in PST courses	67	68	79	25	46
Undergraduate students enrolled in PST courses	17	25	19	8	9
TOTAL	1,061	1,369	1,216	324	259
Faculty/Staff	70	63	46	7	2
Online	654	922	1,081	299	217
Extension	-	-	-	17	-

¹ Does not include consortium student enrollment.

² Does not include consortium student enrollment or ASLC student enrollment

PST Fall Census Enrollment Trend¹

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Students	138	219	199	306	270

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

Non-Credit Program Offerings

During Academic Year 2021-2022, CCOE received several requests for short-term and long-term customized courses and/or webinars. Several partnerships were established with plans to implement projects beginning in late July 2021 and running into Academic Year 2022-2023.

- Extraordinary Learning/Career Success: CCOE collaborated with CNA Insurance to provide a series of three webinars (100 participants) with the goal of creating allyship with the Deaf community and increased awareness and sensitivity to the needs of Deaf employees. The instructor, Dane Officer, incorporated content that included Introduction to Deaf Culture; the Deaf Experience; and Building an Inclusive Workplace. Webinars were scheduled for late July, August and September 2022, with the final webinar occurring during Deaf Awareness Week.
- Increasing Signing Ecosystems: CCOE collaborated with Universidad Politécnica de Santa Rosa Jáuregui (UPSRJ) to support the academic and intercultural development of 13 Deaf UPSRJ students through the creation of a six-week online synchronous and asynchronous course in American Sign Language which met twice per week during the months of September and October, 2022 (Academic Year 2021-2022 and Academic Year 2022-2023). Armando Castro Osnaya, fluent in both LSM and ASL, created this course in collaboration with Salvador Garcia from the CCOE Instructional Design team. In addition, support materials for this course (videos with overview of signs covered in the course, using LSM to bridge to new vocabulary in ASL) was created for UPSRJ's and Gallaudet's ongoing use. This project supported an increased signing ecosystem for Mexican Deaf students, and potentially enables Mexican Deaf university students to access the Gallaudet community and learning opportunities and was funded by a grant from Meridian International Center/Meridian Center for Global Leadership.
- Academic Excellence Across the Lifespan/Increasing Signing Ecosystems: CCOE collaborated with the Santa Clara County (California) Office on Education (SCCOE) to provide professional development and support to approximately 40 participants, including teachers, administrators, paraprofessionals and other associated staff), as SCCOE transitions from a Signing Exact English (SEE) program to a bilingual-bimodal instructional model. The presenters (Dr. Julie Rems-Smario and Dr. Tom Humphries) provided background information on research and evidence-based practices for a bilingual approach, as well as assistance and support as the school district begins to shift educational practices. This project was implemented via a customized course, including in-person three full-day intensive workshops on August 1, August 2, and August 3, 2022, plus two facilitated 45-minute online synchronous meetings per month, from September 2022 to May 2023 (Academic Year 2021-2022 and Academic Year 2022-2023).

IX. English Language Institute

Gallaudet's English Language Institute (ELI) is a non-federally funded English as a Second Language (ESL) program for deaf students. It is the only ESL program serving deaf students to have been accredited by the Commission on English Language Accreditation (CEA). The English Language Institute is under the School of Language, Education, and Culture (SLEC). In 2022, ELI underwent some changes internally which included the team's status transition from teaching staff to faculty members.

English Language Institute Enrollment Trend

Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
45	43	32	28	38	27	18	14	16	13



Gallaudet's students come from all walks of life, and are supported at Gallaudet with a wide array of student programs and services.

X. Youth Programs

Gallaudet's Youth Programs Office serves deaf and hard of hearing students from elementary through high school. The offered programs promote academic excellence, provide learning opportunities, and encourage social interaction among deaf and hard of hearing students. This is achieved through the Academic Bowl, the Battle of the Books, the National Literary Competition, and Summer Youth Camps.

National Academic Bowl

FY 2022 marked the 26th 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 2022, the Model Secondary School for the Deaf won the national championship.

During FY 2022, we held three virtual regional Academic Bowl competitions and one in-person National Academic Bowl competition. During the 2022 competition year, 57 high school teams participated, with a total of 220 students and 105 coaches. Of the 91 seniors participating in the competitions, 28 (30.8%) enrolled at Gallaudet in the fall of 2022.

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

	FY 2019	FY 2020	FY 2021	FY 2022
Schools/Programs	77	76	57*	57*
Teachers/Staff	150	148	103	105
Students	299	289	218	220

*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 2022, virtual regional competitions were hosted entirely by the Youth Programs unit.

FY 2022 Regional Academic Bowl Host Institutions

Region	Host Institution
West	Virtual competition (hosted by Youth Programs)
Central	Virtual competition (hosted by Youth Programs)
East	Virtual competition (hosted by Youth Programs)

X. Youth Programs (cont'd.)

FY 2022 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	West	Central	East
Schools/Programs	18	19	20
Teachers/Staff	30	38	37
Students	67	71	82

Battle of the Books

During FY 2022, Gallaudet’s Battle of the Books entered its tenth 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 2022, we hosted 13 teams across three divisions at the National Battle of the Books event on campus. Wisconsin School for the Deaf 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 2021-2022 competition, 61 teams from 34 schools or programs participated with a total of 244 students and 55 chaperones. Out of a total of 210 eligible seniors who competed in the Battle of the Books in the past for at least one year, 45 enrolled at Gallaudet, for an enrollment rate of 21.4%.

Participation in Battle of the Books Trend

	FY 2019	FY 2020	FY 2021	FY 2022
Schools/Programs	54	45	34*	34*
Teachers/Staff	88	72	62	55
Students	386	356	254	244

*Reduced numbers due to the COVID-19 pandemic.

National Literary Competition

During FY 2022, Gallaudet held its sixth annual National Literary Competition (NLC), open to all deaf and hard of hearing students in grades 2-12 across the nation. There are two categories in the competition: ASL and Writing. The purpose of the ASL competition is to further the development of academic ASL, promote creativity and originality in the use of ASL, and to foster a sense of pride in ASL among students. The purpose of the Writing competition is to allow students to showcase their ability to express themselves in written English, and to instill pride and ownership in their work. Out of the 98 seniors who participated in the NLC at least once in the past, 28 (28.6%) enrolled at Gallaudet this fall.

Participation in the National Literary Competition Trend

	FY 2019	FY 2020	FY 2021	FY 2022
Students	569	780	250*	373

*Reduced numbers due to the COVID-19 pandemic.

Summer Youth Camps

During FY 2022, we hosted two sessions of our Summer Youth Camps, offering two camps per session: Got Skills? and Deaf Youth Pride during the first, and then Immerse into ASL and GenCyber during the second. The Got Skills? camp was a program for deaf and hard of hearing middle school students in which they participated in a variety of enrichment activities. The Deaf Youth Pride camp was a program designed for deaf and hard of hearing LGBTQIA+ high school students and provided them with the opportunity to learn new skills to become an advocate for themselves and others in the community. The Immerse into ASL camp was a program in which deaf, hard of hearing, and hearing high school students learned ASL and immersed themselves in deaf culture. The GenCyber camp was a program in which deaf and hard of hearing high school students learned about cybersecurity and potential careers relating to cybersecurity. Out of the 67 seniors who have participated in at least one SYC session since FY 2019, 17 (25.4%) enrolled at Gallaudet this fall.

Total Participation in Summer Youth Camps Trend (Webinars for 2020 and 2021)

	FY 2019	FY 2020	FY 2021	FY 2022
Number of Campers	102	34*	24*	70

*Reduced numbers due to the COVID-19 pandemic.

FY 2022 Participation in Summer Youth Camps

Camp	Participants
Immerse Into ASL	20
Deaf Youth Pride	8
Got Skills?	28
GenCyber	14

Gallaudet University established its National Academic Bowl in 1997 with the goals of promoting fostering academic excellence and achievement among deaf and hard of hearing students across the country. It is one of the most popular youth programs offered by Gallaudet.





Gallaudet offers several summer youth camps each year designed to enrich deaf and hard of hearing students' learning experiences in topics ranging from software programming to sports to ASL immersion.



Theatre Arts students learning specialized skills backstage, while receiving a high-quality and accessible theatre education that is fused with an exceptional liberal arts curriculum to prepare them for any career they choose after graduation.

Priority Two: Knowledge Creation and Discovery

Furthering Gallaudet's creative edge through the creation and dissemination of research and new knowledge by, about, and for deaf people and visual languages to benefit humanity, foster knowledge sharing, and advance interdisciplinary and translational science and scholarship.

I. Gallaudet Research Priorities

Research at Gallaudet is strongly tied to its ten-year vision, The Gallaudet Promise, with Knowledge Creation and Discovery as one of its three main priorities.

Gallaudet adopted a set of university-wide research priorities in FY 2018 following an internal and external review. They continue to guide Gallaudet's unique and long-standing responsibility and commitment to encourage research that addresses the diversity of the deaf and hard of hearing population on campus, across the United States, and around the world. These priorities provide a foundation for the research efforts of the University and the Clerc Center that will ultimately benefit these populations and beyond.

The Education of the Deaf Act (EDA) requires the University to establish its research priorities through input from constituent groups, consumers, and heads of federal agencies. Gallaudet faculty, staff, and students are offered the opportunity to provide their input by working together to identify areas that they feel are most essential to the University's mission to educate and empower deaf and hard of hearing people.

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 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 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 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 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 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.

At Gallaudet University, we are at the leading edge of research and discovery about, by, and for Deaf people and visual languages.



II. Research and Scholarly Activities by Research Center

University-Designated Research Centers

This section outlines the research awards and associated products of Gallaudet University's six dedicated research centers:

- Center for Artificial Intelligence, Accessibility and Sign Language (AIASL)
- Center for Deaf Health Equity (CDHE)
- Deaf and Hard of Hearing Child Resilience Center (DHHCRC)
- Drs. John S. and Betty J. Schuchman Deaf Documentary Center (SDDC)
- Technology Access Program (TAP)
- Center on Visual Language and Visual Learning (VL2)

Center for Artificial Intelligence, Accessibility, and Sign Language

Raja Kushalnagar, Ph.D., Scientific Director

AIASL builds on the theoretical foundations and guidelines for applying Artificial Intelligence services for Accessible Technology and Sign Language applications.

FY22 Research Projects

BPC-AE: AccessComputing Fourth Extension

PI: Raja Kushalnagar

University of Washington (NSF)

10/01/2021-9/30/2024

\$109,974

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

PI: Raja Kushalnagar

National Science Foundation: 2131524

10/01/2021-9/30/2023

\$350,000

National Science Foundation: 2131524 Supplement

10/1/2021-9/30/2023

\$28,080

REU Supplement for Wearable Sound Sensing and Feedback Techniques for Persons who are Deaf or Hard of Hearing

PI: Raja Kushalnagar

National Science Foundation

08/01/2018-7/31/2022

\$16,000

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

PI: Raja Kushalnagar

National Security Agency: H98230-21-1-0136

6/27/2022-6/26/2024

\$135,756

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

PI: Raja Kushalnagar

National Security Agency: H98230-22-1-0147

6/27/2022-6/26/2024

\$146,860

REU Site: Accessible Information and Communications Technologies

PI: Raja Kushalnagar

National Science Foundation: 2150429

3/01/2022-2/28/2025

\$405,000

National Science Foundation: 2150429 Supplement

3/1/2022-2/28/2022

\$45,360

FY 2022 Research Products

Amin, A. al, Glasser, A., Kushalnagar, R., Vogler, C., & Huenerfauth, M. (2021). *Preferences of Deaf or Hard of Hearing Users for Live-TV Caption Appearance*. https://doi.org/10.1007/978-3-030-78095-1_15

Amin, A. al, Mendis, J., Kushalnagar, R., Vogler, C., Lee, S., & Huenerfauth, M. (2022). *Deaf and Hard of Hearing Viewers' Preference for Speaker Identifier Type in Live TV Programming* (pp. 200–211). https://doi.org/10.1007/978-3-031-05028-2_13

Angel, S., Tate, A., Vogler, C., & Kushalnagar, R. (2022). *Teleconference Sign Language Detection*. *Journal on Technology and Persons with Disabilities*, 10(1), 115–124.

Bragg, D., Caselli, N., Hochgesang, J. A., Huenerfauth, M., Katz-Hernandez, L., Koller, O., Kushalnagar, R., Vogler, C., & Ladner, R. E. (2021). The FATE Landscape of Sign Language AI Datasets. *ACM Transactions on Accessible Computing*, 14(2). <https://doi.org/10.1145/3436996>

Herold, B., Waller, J., & Kushalnagar, R. (2022). Applying the Stereotype Content Model to assess disability bias in popular pre-trained NLP models underlying AI-based assistive technologies. *Ninth Workshop on Speech and Language Processing for Assistive Technologies (SLPAT-2022)*, 58–65.

<https://doi.org/10.18653/v1/2022.slpac-1.8>

Kushalnagar, R. (2021). Accessible Mobile Banking in India. In M. A. Stein & J. L. Lazar (Eds.), *Accessible Technology and the Developing World* (1st ed., Vol. 1, pp. 341–356). Oxford University Press.

<https://doi.org/10.1093/oso/9780198846413.001.0001>

Ladner, R. E., Stefik, A., Ko, A. J., Blaser, B., Branham, S., & Kushalnagar, R. (2022). Disability in Computer Science Education. *Proceedings of the 53rd ACM Technical Symposium on Computer Science Education V. 2*, 1193–1193.

<https://doi.org/10.1145/3478432.3499171>

McDonnell, E. J., Liu, P., Goodman, S. M., Kushalnagar, R., Froehlich, J. E., & Findlater, L. (2021). *Social, Environmental, and Technical: Factors at Play in the Current Use and Future Design of Small-Group Captioning*.

<https://doi.org/10.1145/3479578>

Wells, T., Christofels, D., Vogler, C., & Kushalnagar, R. (2022). Comparing the accuracy of ACE and WER caption metrics when applied to live television captioning. *International Conference on Computers Helping People with Special Needs*, 522–528.

Mendis, J., Oncy-Avila, R., Vogler, C., & Kushalnagar, R. (2022). Caption UI/UX-Display Emotive and Paralinguistic Information in Captions. *Journal on Technology and Persons with Disabilities*, 1(1), 125–134.

Olson, M., Sit, I., Williams, N., Vogler, C., & Kushalnagar, R. (2022). Caption UI/UX-Display Emotive and Paralinguistic Information in Captions. *CSUN accessibility conference*.

Center for Deaf Health Equity

Poorna Kushalnagar, Ph.D., Scientific Director

CDHE conducts population health, patient-reported outcomes, and clinical trial studies among individuals who are deaf, deafblind, or hard of hearing.

FY 2022 Research Projects

CONSENT-ASL Toolkit for Deaf and Hard of Hearing People

PI: Poorna Kushalnagar

National Institutes of Health: 1G08LM013797

9/01/2021-8/31/2024

\$420,248

PROMIS-Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research

PI: Poorna Kushalnagar

National Institutes of Health: 5R01DC014463

9/01/2015-8/31/2023

\$2,517,616

Using technology-enhanced approaches to advance cancer health equity among diverse deaf, deafblind, and hard of hearing populations

PI: Poorna Kushalnagar

National Institutes of Health: 1U01OD033240-01

9/23/2021-8/31/2023

\$4,422,938

NIH Diversity Supplement to Support a Black Deaf PostBac Research Fellow: Emmanuel Perrodin-Njoku

9/1/2022-8/31/2023

\$111,240

NIH Diversity Supplement to Support a Black Deaf Undergraduate Research Assistant: Nthabeleng MacDonald

9/01/2022-8/31/2023

\$27,648

FY22 Research Publications

Kushalnagar, P., Ammons, D., Engelman, A., Hanumantha, S., & Wilson, J. (accepted). “Left Behind and Ignored”: Increasing awareness and accessibility of resources for Alzheimer’s Disease and Related Dementias in the Deaf Community. *Public Health Reports*. DOI: 10.1177/00333549221110298



Doctorate graduates celebrating after Commencement 2022.

II. Research and Scholarly Activities by Research Center (cont'd.)

Donald, A., Rao, S. R., Jacobs, K., MacDonald, N., & Kushalnagar, P. (2022). Unmet Dental Needs Among Mid-to-Older Deaf and Hard of Hearing Women in the U.S. *Frontiers in Oral Health*.

<https://doi.org/10.3389/froh.2022.866537>

Litchman, M. L., Moreland, C., Fagerlin, A., & Kushalnagar, P. (2022). Limited Diabetes Education and Resources in American Sign Language. *Diabetes spectrum: a publication of the American Diabetes Association*,

<https://doi.org/10.2337/ds21-0091>

Perrodin-Njoku, E., Corbett, C., Moges-Riedel, R., Simms, L., & Kushalnagar, P. (2022). Health disparities among Black deaf and hard of hearing Americans as compared to Black hearing Americans: A descriptive cross-sectional study. *Medicine*.

<https://doi.org/10.1097/MD.0000000000028464>

Moreland, C. J., Paludneviciene, R., Park, J. H., McKee, M., & Kushalnagar, P. (2021). Deaf adults at higher risk for severe illness: COVID-19 information preference and perceived health consequences. *Patient Education and Counseling*.

<https://doi.org/10.1016/j.pec.2021.03.020>

Didero, M., Cabral, A., Polonijo, A., Kushalnagar, P., & Brown, B., (2022). Challenges of Being Deaf and Aging With HIV: Focus Group Findings From Palm Springs, California, *Journal of the Association of Nurses in AIDS Care*. doi: 10.1097/JNC.0000000000000317

Kushalnagar, P., Chow, C. C., & Bax, A. (2021). Self-infection with speech aerosol may contribute to COVID-19 severity. *Journal of Internal Medicine*.

<https://doi.org/10.1111/joim.13370>

Valdez, R. S., Rogers, C. C., Claypool, H., Trieschmann, L., Frye, O., Wellbeloved-Stone, C., & Kushalnagar, P. (2021). Ensuring full participation of people with disabilities in an era of telehealth. *Journal of the American Medical Informatics Association: JAMIA*.

<https://doi.org/10.1093/jamia/ocaa297>

Price, A., Damaraju, A., Kushalnagar, P., Brunoe, S., Srivastava, U., Debidda, M., & Chu, L. (2021). Coproduction, Coeducation, and Patient Involvement: Everyone Included Framework for Medical Education Across Age Groups and Cultures. *Journal of Medical Internet for Research: Medical Education*.

<https://doi.org/10.2196/31846>

Jacobs, K., Minakawa, A., Rao, S. R., & Kushalnagar, P. (2021). A Mixed Methods Study of Hysterectomy in a U.S. Sample of Deaf Women Who Use American Sign Language. *Women's Health Reports*.

<https://doi.org/10.1089/whr.2021.0081>

Perrodin-Njoku, E., Corbett, C., Moges-Riedel, R., Simms, L., & Kushalnagar, P. (2022). Health disparities among Black deaf and hard of hearing Americans as compared to Black hearing Americans: A descriptive cross-sectional study. *Medicine*.

<https://doi.org/10.1097/MD.0000000000028464>

Deaf and Hard of Hearing Child Resilience Center

Lori Day, Ph.D., Director

DHHCRC addresses gaps in the delivery of mental health services to deaf and hard of hearing children by creating and adapting accessible tools to assess trauma symptoms and behavior, adapting evidence-based trauma treatments, and providing training and ongoing consultation for mental health professionals.

FY22 Research Projects

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

PI: Lori Day

Substance Abuse and Mental Health Services Administration: 5H79SM085059
9/30/2021-9/29/2026

\$2,903,350

FY22 Research Products

Day, L.A., & Penney, V. (2022, March). *New Directions in Trauma Informed Mental Health Treatments for Deaf and Hard of Hearing Children*. Presentation for the 2022 ADARA Conference: Soaring to New Heights, Albuquerque, NM.

Hall, W. C. (2022, February). *Language Deprivation: Then and Now*. Keynote Presentation for the 2022 Mississippi Early Hearing Detection and Intervention Virtual Conference: Connecting through Culture, Diversity and Competency. Virtual Conference.

Hall, W. C. (2022, May). *Language Deprivation: Old concept, new words*. Invited visual lecture given at the American Society for Deaf Children.

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.

FY 2022 Research Projects

Deaf NYC: Signs of Change

PI: Brian Greenwald

National Endowment for the Humanities: ZH-252962-17
5/1/2016-9/30/2022
\$100,000

Sensing Space

PI: Brian Greenwald

Sorenson Communications
12/1/2021-11/30/2023
\$9,000

Deaf Printers Project

PI: Brian Greenwald

Individual donors and Sorenson Communications
9/30/2021-8/31/2023
\$18,300

Mapping the Exclusion of Deaf People from State Sterilization Laws

PI: Brian Greenwald

Gallaudet University
10/01/2019-8/15/2022
\$34,956

FY 2022 Research Products

Brian H. Greenwald and William T. Ennis, "The Eugenic Attack on American Deaf People: Discourse on Deaf Marriage and Fecundity at the National Deaf-Mute College" Ed. Breda Carty. *Colonialism in Deaf History: Proceedings of the 10th Deaf History International Conference*. Winter 2022.

Brian H. Greenwald, "Two Centuries of Deaf Education and Deaf Agency in the United States" in *Bilingualism in Deaf Children*. Eds. Charlotte Enns, et al. New York: Routledge, 2021, pps 3-16.

Technology Access Program

Christian Vogler, Ph.D., Scientific Director

TAP conducts research and development related to communication technologies and services, with the goal of making accessible communication technologies pervasive and functionally equivalent.

FY 2022 Research Projects

Rehabilitation Engineering Research Center on Technology for People who are Deaf or Hard of Hearing

PI: Christian Vogler

Administration for Community Living (ACL)-National Institute on Disability, Independent Living, and Rehabilitation Research NIDILRR: 90RE5020-04-00
9/30/2019-9/29/2024
\$4,625,000

Rehabilitation Engineering Research Center on Technology for People who are Deaf or Hard of Hearing

PI: Christian Vogler

Rehabilitation Engineering Research Centers: Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing
4/01/2015-9/30/2022
\$4,725,000

TRS Community of Expertise Research and Development

PI: Christian Vogler

MITRE (Centers for Medicare and Medicaid Services): 127355
7/01/2019-6/30/2024
\$1,750,000

Twenty-First Century Captioning Technology, Metrics and Usability

PI: Christian Vogler

Administration for Community Living (ACL)-National Institute on Disability, Independent Living, and Rehabilitation Research NIDILRR
9/30/2018-9/30/2023
\$2,374,999

Exposing the Borders of Academia: Sign Language as a Medium of Knowledge, Production, Preservation, and Dissemination

PI: Patrick Boudreaux

National Endowment of Humanities: HAA-258756
1/01/2018-6/30/2022
\$323,479

II. Research and Scholarly Activities by Research Center (cont'd.)

FY 2022 Research Products

Amin, A. al, Glasser, A., Kushalnagar, R., Vogler, C., & Huenerfauth, M. (2021). *Preferences of Deaf or Hard of Hearing Users for Live-TV Caption Appearance*. https://doi.org/10.1007/978-3-030-78095-1_15

Amin, A. al, Mendis, J., Kushalnagar, R., Vogler, C., Lee, S., & Huenerfauth, M. (2022). *Deaf and Hard of Hearing Viewers' Preference for Speaker Identifier Type in Live TV Programming* (pp. 200–211). https://doi.org/10.1007/978-3-031-05028-2_13

Angel, S., Tate, A., Vogler, C., & Kushalnagar, R. (2022). Teleconference Sign Language Detection. *Journal on Technology and Persons with Disabilities*, 10(1), 115–124.

Bragg, D., Caselli, N., Hochgesang, J. A., Huenerfauth, M., Katz-Hernandez, L., Koller, O., Kushalnagar, R., Vogler, C., & Ladner, R. E. (2021). The FATE Landscape of Sign Language AI Datasets. *ACM Transactions on Accessible Computing*, 14(2). <https://doi.org/10.1145/3436996>

Wells, T., Christofeels, D., Vogler, C., & Kushalnagar, R. (2022). Comparing the accuracy of ACE and WER caption metrics when applied to live television captioning. *International Conference on Computers Helping People with Special Needs*, 522-528

Olson, M., Sit, I., Williams, N., Vogler, C., & Kushalnagar, R. (2022). Caption user interface accessibility in WebRTC. *International Conference on Computers Helping People with Special Needs*, 536-541

Olson, M., Sit, I., Williams, N., Vogler, C., & Kushalnagar, R. (2022). Caption UI/UX-Display Emotive and Paralinguistic Information in Captions. *CSUN accessibility conference*.

Kozma-Spytek, L. & Vogler, C., (2021). Factors Affecting the Accessibility of Voice Telephony for People with Hearing Loss: Audio Encoding, Network Impairments, Video and Environmental Noise. *ACM Transactions on Accessible Computing (TACCESS)* 14 (4), 1-35

Center on Visual Language and Visual Learning

Laura-Ann Petitto, Ph.D., Scientific Director

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.

FY 2022 Research Projects

Impact of Language Experience on Early Numerical Cognition

PI: Ilaria Berteletti

National Science Foundation: 2225319

7/21/2019-6/30/2022

\$1,025,958

Deaf-led Inclusive Design for Musical Thinking Exhibition

PI: Melissa Malzkuhn

Smithsonian American Art Museum

3/07/2022-5/31/2023

\$20,000

New Dimensions of ASL Learning: Implementing and Testing Signing Avatars & Immersive Learning (SAIL 2)

PI: Lorna Quandt

National Science Foundation: 2118742

10/1/2021-9/30/2024

\$879,699

National Science Foundation: 2118742 Supplement

10/1/2021-9/30/2024

\$29,700

NSF INCLUDES Planning Grant: Cultivating Research and Equity in Sign-related Technology

PI: Lorna Quandt

National Science Foundation: 2012924

6/01/2020-9/30/2022

\$102,599

Motion Perception and ASL Fluency

PI: Lorna Quandt

Gallaudet Seed Fund

10/1/2021-9/30/2022

\$3,000

Listening Effort and Developmental Plasticity in Children with Hearing Aids and Cochlear Implants.

PI: Bradley White

Gallaudet Seed Fund
10/1/2020-9/30/2023
\$105,000

FY22 Research Products

Berteletti, I., Kimbley, S.E., Sullivan, S. J., Quandt, L. C., & Miyakoshi, M. (2022). Different Language Modalities Yet Similar Cognitive Processes in Arithmetic Fact Retrieval. *Brain Science*.

<https://doi.org/10.3390/brainsci12020145>

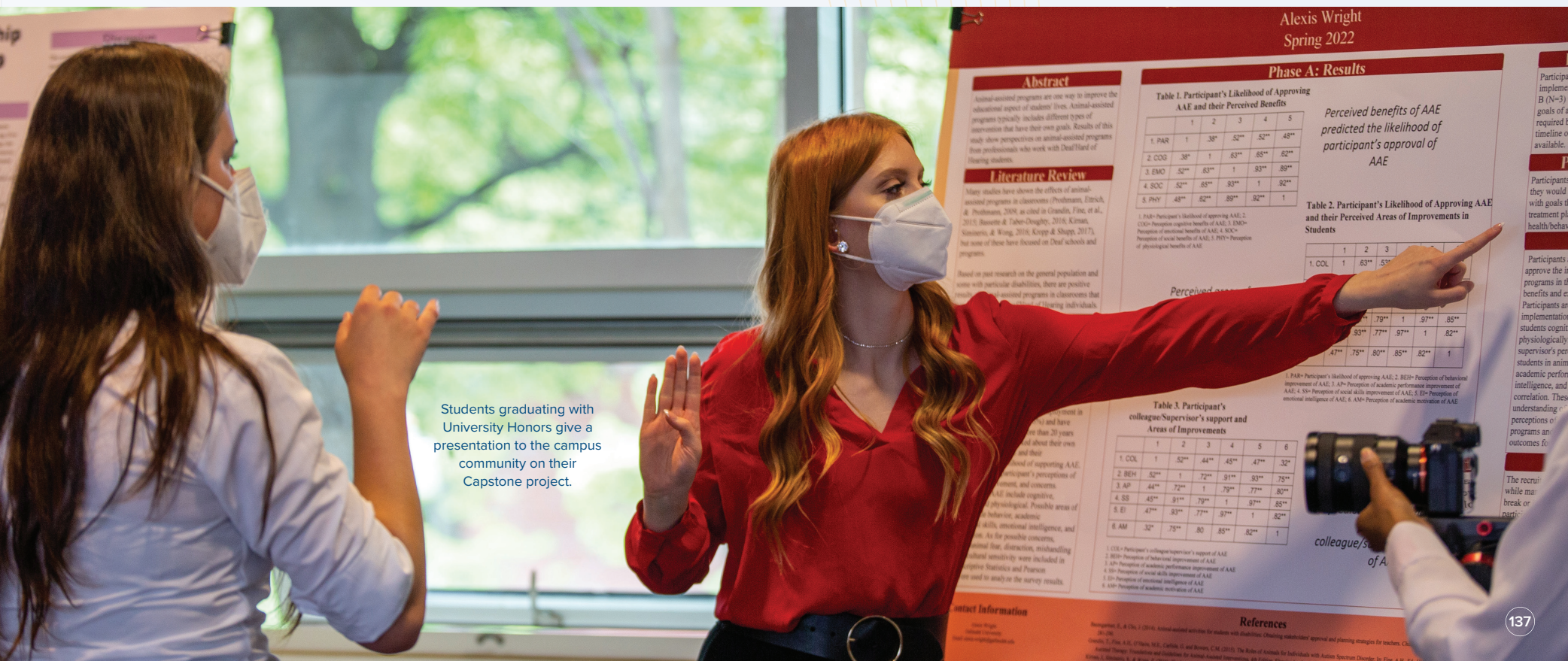
Inan, M., Zhong, Y., Sabit, H., Quandt, L. C., & Alikhani, M. (2022). Modeling intensification for signed language generation: A computational approach. In *Findings of the Association for Computational Linguistics: ACL 2022*, 2897-2911. 10.18653/v1/2022.findings-acl.228

Quandt, L. C., Lamberton, J., Leannah, C., Willis, A., & Malzkuhn, M. (2022). Signing avatars in a new dimension: Challenges and opportunities in virtual reality. In *Proceedings of the 7th International Workshop on Sign Language Translation and Avatar Technology (SLTAT)*, 85-89.

Quandt, L. C., Willis, A., Schwenk, M., Weeks, K., & Ferster, R. (2022). Attitudes Toward Signing Avatars Vary Depending on Hearing Status, Age of Signed Language Acquisition, and Avatar Type. *Frontiers in Psychology*, 13, 730917. <https://doi.org/10.3389/fpsyg.2022.730917>

White, B. E., & Langdon, C. (2021). The cortical organization of listening effort: New insight from functional near-infrared spectroscopy. *NeuroImage*. <https://doi.org/10.1016/j.neuroimage.2021.118324>

Gallaudet University serves as a global center of research, development, and



III. Office of Research: Narrative of Accomplishments

outreach leading to advancement in knowledge and practice for deaf and hard of hearing people and all humanity. Faculty and students vigorously pursued a wide range of research interests related to their academic disciplines. The establishment of a dedicated Office of Research was largely responsible for a significant increase in extramural funding from FY 2020 to FY 2022.

Dr. Poorna Kushalnagar, Special Assistant to the Provost for Research and the institution's Chief Research Officer, leads the University's Office of Research within the Division of Academic Affairs. 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 covered in greater detail in the following section. It works to support and cultivate research excellence across the university and among its six research centers, each of which is covered in greater detail in this narrative.

In addition to the University's research priorities and research centers, the Office of Research oversees pre-award and post-award activities, compliance, research integrity and human subjects protection, intellectual property (IP) protection and transfer, and research initiatives such as an internal grants program. The Office of Research also coordinates programs and hosts events geared towards building capacity and cultivating a broader culture of research.

Gallaudet continued its emphasis on training the next generation of researchers by encouraging experienced faculty and staff researchers to mentor newer faculty and undergraduate and graduate students. Faculty and students closely collaborated on research initiatives such as a competitive renewal of the National Science Foundation's Research Experiences for Undergraduates (NSF-REU) in accessible technology and a new NSF S-STEM award that supports the retention and graduation of high-achieving, low-income deaf and hard of hearing students. These interdisciplinary and cross-sectional research collaborations enrich the intellectual inquiry process with a greater diversity of perspectives and experiences.

Research at Gallaudet in FY22 signaled a strong commitment to building upon the corpus of knowledge the university has built over the past 158 years and its reputation as a catalyst for scholarly inquiry and enlightenment. This innovative work strongly aligns with the Gallaudet Promise.

IV. FY 2022 Projects Supported by External Grants

Over the past fiscal year, faculty at Gallaudet were awarded \$4,935,371 to be involved in a range of innovative research endeavors. Dr. Gaurav Arora received a \$1.3 million award from the National Science Foundation to work to increase the number of deaf and hard of hearing STEM majors through intensive activities, such as mentoring, tutoring, preparation for graduate programs, presentations at conferences, and supporting an ASL-accessible environment. Similarly, Gallaudet students are funded through the NSF in a partnership with the University of Maryland to participate in mentored experiences in which they learn and apply a broad range of scientific skills and knowledge to marine science. Dr. Campbell McDermid addresses a nation-wide interpreting need through Department of Education funding as he partners to develop training modules for working interpreters in skills and ethics for medical interpreting.

Through a \$2.6 million National Institutes of Health grant, Dr. Deanna Gagne will work to measure the efficacy of Pro-Tactile language in supporting deafblind children's development. Under the NSF, Dr. Gagne is also working on a project to develop a partnership between language researchers and Planet Word, a new Washington, D.C. museum devoted to language, to engage museum visitors in scientific research and outreach.

Dean of the Faculty Khadijat Rashid, in collaboration with the Gallaudet Innovation and Entrepreneurship Institute (GIEI) received funding from the National Disability Institute to support and mentor Gallaudet students and alumni in entrepreneurship skills to bolster the ecosystem of underserved and underrepresented entrepreneurs and small business owners with disabilities and intersectional identities in the greater DC area. Through the NSF and in partnership with Rochester Institute of Technology, Dr. William Ennis' research will culminate in a Gallaudet Faculty Salary Plan to ensure hiring, promotion and merit increases for faculty are equitable and appropriate for the Washington D.C. area. Also building on Gallaudet's internal capacity, a Fulbright award allowed Becca Aburakia-Einhorn, Manager of Education Abroad and International Fellowships, to travel to Japan and return with enhanced ability to serve and encourage international students and prospective study-abroad students.

Listed below are projects supported by external awards during FY 2022. Total award amounts shown are contingent on availability of funds and satisfactory project progress.

**Entries with an asterisk denote Research Centers designation; products can be found in the corresponding section.*

U.S. Department of State Study Abroad Capacity-Building Grant**PI: Becca Aburakia-Einhorn**

Education Abroad and International Fellowships

Department of State: CBSA18-GALLAUDET01

7/01/2019-6/30/2022

\$34,514

Affiliated products:

Invited Speaker, World Learning IDEAS Program webinar: IDEAS Resources for Supporting Underrepresented Students, April 2022 (Virtual)

Forum on Education Abroad 2022 (Chicago, IL): "Community Connection: Restarting Education Abroad with Key Resources for Disability Inclusion"

Overcoming Barriers and Opening Doors to STEM Success for Deaf Undergraduates**PI: Gaurav Arora**

School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP)

National Science Foundation: 2130275

1/15/2022-12/31/2027

\$1,357,125

Impact of Language Experience on Early Numerical Cognition***PI: Ilaria Berteletti**

Visual Language and Visual Learning

National Science Foundation: 2225319

7/21/2019-6/30/2022

\$1,025,958

Exposing the Borders of Academia: Sign Language as a Medium of Knowledge, Production, Preservation, and Dissemination***PI: Patrick Boudreault**

Technology Access Program

National Endowment of the Humanities: HAA-258756

1/01/2018-6/30/2022

\$323,479

Returning Citizen Peer Mentoring for Incarceration Reduction Amendment Act Participants**PI: Elizabeth Bowman**

School of Civic Leadership, Business, and Social Change

Changing Perceptions (District of Columbia Office of Victim Services and Justice Grants): FY 2021-JG-4011

10/01/2022-9/30/2023

\$1,349

Langston University Rehabilitation Research and Training Center (LU-RRTC) on Research and Capacity Building for Minority Entities**PI: Jeremy Brunson**

Division of Equity, Diversity, and Inclusive Excellence

National Institute on Disability, Independent Living, and Rehabilitation Research, (NIDILRR)/ Administration for Community Living: LU-520133-5

9/1/2022-8/31/2027

\$125,000

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

ASL STEM**PI: Kenneth De Haan**

School of Language, Education and Culture

University of Pittsburgh (NSF): n/a

4/21/2021-6/01/2022

\$20,000

Supporting and Providing Access for Deaf Students in Signed Language Research**PI: Julie Hochgesang**

School of Language, Education, and Culture

University of Texas (NSF): 2143969

7/15/2022-6/30/2023

\$0

IV. FY 2022 Projects Supported by External Grants (cont'd.)

Let's Talk Money: Building Community Understanding of the Institutional Compensation System

PI: Caroline Solomon

School of Science, Technology, Accessibility, Mathematics, and Public Health
Rochester Institute of Technology (NSF): 2121930
10/01/2021-9/30/2022
\$80,404

Collaborative Research: Advancing Language Research and Outreach in a Language Museum

PI: Deanna Gagne

School of Language, Education, and Culture
National Science Foundation: 2116811
9/01/2021-2/28/2025
\$73,236

Affiliated product:

Vaughn, C., Gagne, D. Plummer, P., Huang, Y.T., Cohen, J., Edwards, J., Newman, R., Phillips, C., & Wagner, L. (2021). Language science research and engagement at a language museum. Poster presented at the Advancing Informal STEM Learning (AISL) awardee meeting. Online.

Evaluating the rehabilitative potential of tactile number expressions for multisensory vision and hearing loss using wearable haptics

PI: Deanna Gagne

School of Language, Education, and Culture
National Institutes of Health:1R01EY033761
8/01/2022-7/31/2027
\$2,632,698

Validated Learning Objectives for Introductory Biology: A Resource for Improving Course Design, Faculty Practice, and Student Outcomes

PI: Cara Gormally

School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP)
University of Washington (NSF): UWSC12119
10/01/2020-9/30/2023
\$70,268

Affiliated product:

Gormally C., S. Freeman, K. Hennessey, M. Csikari, P. Brickman, R. Orr, A. Heil, & A. Clemmons. Validated Learning Objectives for Introductory Biology: A Resource for Improving Course Design, Faculty Practice, and Student Outcomes. National Science Foundation (NSF) IUSE Summit for PIs, Washington, D.C., June 2022. Graphic Narrative class. Washington, D.C., June 2022

NSF INCLUDES Alliance: The Alliance of Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM)

PI: Tugba Kucukkal

School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP)
Ohio State University (NSF): SPC #1000006143 / GR125912
8/21/2022-7/31/2026
\$108,662

Designing Plk1 Inhibitors Through Multiscale Computational and Experimental Methods

PI: Tugba Kucukkal

School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP)
National Institutes of Health
9/20/2022-8/31/2024
\$368,671

CONSENT-ASL Toolkit for Deaf and Hard of Hearing People*

PI: Poorna Kushalnagar

Center for Deaf Health Equity
National Institutes of Health: 1G08LM013797
9/01/2021-8/31/2024
\$420,248

PROMIS-Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research*

PI: Poorna Kushalnagar

Center for Deaf Health Equity
National Institutes of Health: 5R01DC014463
9/01/2015-8/31/2023
\$2,517,616

Using technology-enhanced approaches to advance cancer health equity among diverse deaf, deafblind, and hard of hearing populations*

PI: Poorna Kushalnagar

Center for Deaf Health Equity
National Institutes of Health: 1U01OD033240-01
09/23/2021-08/31/2023
\$4,422,938
Diversity Supplement: 3U01OD033240-01S1
9/1/2022-8/31/2023
\$111,240
Diversity Supplement: 3U01OD033240-01S2
9/01/2022-8/31/2023
\$27,648

BPC-AE: AccessComputing Fourth Extension*

PI: Raja Kushalnagar

Artificial Intelligence-Accessibility and ASL Center
University of Washington (NSF)
10/01/21-9/30/24
\$82,259

REU Supplement for Wearable Sound Sensing and Feedback Techniques for Persons Who are Deaf or Hard of Hearing*

PI: Raja Kushalnagar

Artificial Intelligence-Accessibility and ASL Center
National Science Foundation: 1763219
8/01/2018-7/31/2022
\$100,000

Supplement: 1763219
8/01/2018-7/31/2022
\$16,000

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

PI: Raja Kushalnagar

Artificial Intelligence-Accessibility and ASL Center
National Science Foundation: 2131524
10/01/2021-9/30/2023
\$350,000
Supplement: 2131524
10/1/2021-9/30/2023
\$28,080

REU Site: Accessible Information and Communications Technologies*

PI: Raja Kushalnagar

Artificial Intelligence-Accessibility and ASL Center
National Science Foundation: 2150429
3/01/2022-2/28/2025
\$405,000
Supplement: 2150429
3/1/2022-2/28/2025
\$45,360

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

PI: Raja Kushalnagar

National Security Agency: H98230-21-1-0136
Artificial Intelligence-Accessibility and ASL Center
9/16/2021-12/21/2023
\$135,756

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

PI: Raja Kushalnagar

National Security Agency: H98230-22-1-0147
Artificial Intelligence-Accessibility and ASL Center
6/27/2022-6/26/2024
\$146,860

Collaborative Research: Function and Form in the 'what' Family of Signs in American Sign Language

PI: Ryan Lepic

School of Language, Education, and Culture
National Science Foundation: 2141363
10/1/2022 to 3/31/2026
\$149,999

Proposal to the D.C. Space Grant Consortium, FY 2021-2022

PI: Daniel Lundberg

School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP)
National Aeronautics Space Administration: 80NSSC20M0092
6/01/2021-5/31/2022
\$77,391

IV. FY 2022 Projects Supported by External Grants (cont'd.)

Deaf-led Inclusive Design for Musical Thinking Exhibition*

PI: Melissa Malzkuhn

Visual Language and Visual Learning
Smithsonian American Art Museum
3/07/2022-5/31/2023
\$20,000

Louise B. Miller Memorial Black Deaf Sculptures

PI: Carolyn McCaskill

Center for Black Deaf Studies
National Endowment for the Arts: 1888982-41-22
1/1/2022-12/31/2024
\$25,000

Training of BIPOC Interpreters

PI: Campbell McDermid

School of Language, Education, and Culture
Idaho State Univ (US Department of Education): n/a
10/01/2021-9/30/2026
\$519,987

Gallaudet in Nigeria-Africa (GAIN) Strengthening Deaf Education, Empowerment & Employment (Deaf-E³)

PI: Amanda Mueller

Gallaudet in Nigeria-Africa (GAIN)
US Agency for International Development (USAID): 72062021CA00003
10/1/2020-9/30/2023
\$2,050,000
Supplement: 72062021CA00003
10/1/2020-9/30/2023
\$15,000

Family ASL: Bimodal Bilingual Acquisition of Deaf Children of Hearing Parents

PI: Deborah Chen-Pichler

School of Language, Education, and Culture
University of Connecticut (NIH): 365789
8/10/2017-7/31/2024
\$463,210

Affiliated products:

Articles in Refereed Journals or Proceedings

- Chen Pichler, D. (In press). Challenging the oral-only narrative: Enhancing early signed input for deaf children with hearing parents. Special Issue "Sign Language, Deaf Culture, and Bilingual Education," *Croatian Review of Rehabilitation Research*.
- Lillo-Martin, D., Gagne, D., & Chen Pichler, D. (In press). Lessons to be learned from bimodal bilingualism. Special Issue "Sign Language, Deaf Culture, and Bilingual Education," *Croatian Review of Rehabilitation Research*.
- Gu, S., Chen Pichler, D., Kozak, L. V., & Lillo-Martin, D. (2022). Phonological development in ASL-signing children: insights from pseudosign repetition tasks. *Frontiers in Psychology*, 5037. [https://doi.org/10.3389/fpsyg.2022.921047]
- Lillo-Martin, D., Gale, E., & Chen Pichler, D. (2021). Family ASL: An Early Start to Equitable Education for Deaf Children. *Topics in Early Childhood Special Education*. [DOI: 02711214211031307]

Book Chapters and Conference Proceedings

- Lillo-Martin, D., Gu, S., Kozak, L. V., & Chen Pichler, D. (Submitted). The Phonology of Bimodal Bilinguals. In M. Amengual (Ed.) *Handbook of Bilingual Phonetics and Phonology*, Cambridge University Press.
- Chen Pichler, D. (2021). Constructing a profile of successful L2 signer hearing parents of deaf children. In Ritsuko Kikusawa & Fumiya Sano (eds.) *Minpaku Sign Language Studies 2 (Senri Ethnological Studies)*.

Conference Presentations and Posters

- Kraus, K., Gu, S., Lillo-Martin, D. & Chen Pichler, D. (2022) M2L2 Accent: ASL Phonological Development in M2L2 Learners. Presentation, Theoretical Issues in Sign Language Research (TISLR) 14; Osaka, Japan, 26-30 September.
- Chen Pichler, D., Gale, E. and Lillo-Martin, D. (2022). Sign language for deaf and hard of hearing children: Pervasive biases that are often overlooked. Presentation, Family-Centered Early Intervention Congress (FCEI). Bad Ischl, Austria.
- Lillo-Martin, D., Chen Pichler, D. & Gale, E. (2022). Understanding Diverse Contexts for Bimodal Bilingual Development: L1 vs. L2 Learning. Presentation, Family-Centered Early Intervention Congress (FCEI). Bad Ischl, Austria.
- Kraus, K., Chumley, T., Conte, M. C., Dale-Hench, M., Newman, T & Chen Pichler, D. (2022). Character vs. observer: Revisiting viewpoint in M2L2 signer narratives. Poster; International Conference on Sign Language Acquisition (ICSLA). Online.

Invited Presentations

- (2022) Language acquisition by deaf and hard of hearing children. Knoxville Center of the Deaf, Knoxville, TN. 10 September, 2022.

New Dimensions of ASL Learning: Implementing and Testing Signing Avatars & Immersive Learning (SAIL 2)*

PI: Lorna Quandt

Visual Language and Visual Learning
National Science Foundation: 2118742
10/1/2021-9/30/2024
\$879,699

Supplement: 2118742
10/1/2021-9/30/2024
\$29,700

NSF INCLUDES Planning Grant: Cultivating Research and Equity in Sign-related Technology

PI: Lorna Quandt

Visual Language and Visual Learning
National Science Foundation: 2012924
6/01/2020-9/30/2022
\$99,999
Supplement: 2012924
6/1/2020-9/30/2022
\$2,600

SBA Navigation Program

PI: Khadijat Rashid

Dean of the Faculty
National Disability Institute: n/a
2/21/2022-11/29/2022
\$75,000

Pilot in fostering Japan-USA students' global learning and exchange (JCSW-Gallaudet)

PI: Charles Reilly

Office of International Affairs
Japan College of Social Work
5/01/2020-5/06/2022
\$138,500

Revitalizing Deaf Studies, Theorizing the Contemporary

PI: Octavian Robinson

School of the Arts and Humanities
National Endowment for Humanities: AA-284517-22
9/1/2022-8/31/2025
\$146,547

Center for Integrated Quantum Materials

PI: Paul Sabila

School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP)
Harvard University (NSF): DMR-1231319
10/01/2017-9/30/2022
\$262,807

Hosting of a MUSIC FOR YOUR EYES Performance and Community Workshop by Sena y Verbo (Mexico)

PI: Ethan Sinnott

School of Arts and Humanities
Mid-Atlantic Arts Foundation/NEA: 33674
9/11/2021-1/31/2023
\$3,300

REU Site: Undergraduate Research Experiences in Estuarine Processes

PI: Caroline Solomon

School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP)
University of Maryland/NSF: SA75281870-K
4/01/2022-3/31/2023
\$14,835

Twenty-First Century Captioning Technology, Metrics and Usability*

PI: Christian Vogler

Technology Access Program
Department of Health and Human Services Administration for Community Living (ACL)-National Institute on Disability, Independent Living, and Rehabilitation Research NIDILRR: 90DPCP0002-05-00
9/30/2018-9/30/2023
\$2,374,999

TRS Community of Expertise Research and Development*

PI: Christian Vogler

Technology Access Program
MITRE (Centers for Medicare and Medicaid Services): 127355
7/01/2019-6/30/2024
\$1,750,000

IV. FY 2022 Projects Supported by External Grants (cont'd.)

Rehabilitation Engineering Research Centers: 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: 90RE5020-04-00
09/30/2019-9/29/2024

\$4,875,936

Rehabilitation Engineering Research Center on Technology for People who are Deaf or Hard of Hearing*

PI: Christian Vogler

Technology Access Program

Department of Health and Human Services Administration for Community Living (ACL)-National Institute on Disability, Independent Living, and Rehabilitation Research NIDILRR: 90REGE0013-04-00
9/30/2019-9/29/2024

\$4,625,000

Research on Emerging Technologies for Teaching and Learning

PI: Qi Wang

School of Civic Leadership, Business, and Social Change

National Science Foundation: 2118824

9/15/2021-8/31/2024

\$133,918

Supporting Teachers of Students with Disabilities in Tunisia

PI: Christina Yuknis

School of Language, Education, and Culture

U.S. Department of State: STS80019GR0088

9/30/2019 to 12/31/2022

\$10,000

Our graduate programs prepare students to work with deaf, hard of hearing, deafblind, and hearing people in a number of professional disciplines. All programs emphasize multicultural competency.



V. Gallaudet Seed Fund Program

The Chief Research Officer and Interim Provost are continuing a program to invigorate the University's research enterprise through targeted investment of seed research funds in high priority areas. The purpose of this program is to provide research groups with funds that would permit submission of competitive research proposals.

The seed funding grant program is closely tied to the five institutional areas that the Office of Research team has developed in consultation with the University community, and which the President endorsed: (1) education, (2) diversity, (3) accessibility, (4) deaf experience and (5) language and cognition. The seed funding program includes Priority Research Grants and Small Research Grants.

Perpetuating Gallaudet's legacy as a highly respected global center of research with a unique role in serving deaf and hard of hearing people is of paramount importance. Cultivating future generations of researchers is a responsibility of seasoned faculty researchers who serve as mentors to and collaborators with students on research studies. Research by students benefits the institution as well; gaining the insights of younger deaf and hard of hearing people is essential to many topics that support Gallaudet's mission. Young minds frequently approach long-standing problems in new ways and lend fresh perspectives that may otherwise be overlooked.

From serving as assistants for faculty investigators to carrying out their own studies, students are major contributors to the vitality of campus research scholarship. Across the University, there is a growing number of student researchers working on their own studies or assisting other researchers, from those in the physical sciences to social sciences to deafness-related disciplines. In FY 2022, there were 23 Gallaudet Seed Fund awards; of these awards, 16 were led by student researchers. This number included both new awards and extensions from the previous fiscal year.

FY 2022 Projects Supported by Gallaudet Seed Funding Program

Deaf Nigerian Learners

Faculty PI: Simon Guteng

10/1/2021-9/30/2023

\$56,056

A Motivated Look at Indicating Verbs in ASL

Faculty PI: Julie Hochgesang

10/1/2019-9/30/2022

\$97,000

Affiliated products:

Hochgesang, J. A. (2022, January). Documenting signed language use while considering our spaces as a Deaf* linguist. The 96th Annual Meeting of the Linguistic Society of America (LSA 2022.) Hybrid-Virtual/Washington, DC: Linguistic Society of America.

Hochgesang, J. A. (2021, November). Documenting the signed language use of the American Sign Language communities as a Deaf linguist. Towards a better linguistics environment (TABLE) Presentation Series. Berkeley University, Linguistics Department, Hybrid Zoom: Berkeley University

Hochgesang, J.A., Lepic, R., Shaw, E. (2022): W(h)ither the ASL corpus?: Considering trends in signed corpus development. figshare. Preprint. <https://doi.org/10.6084/m9.figshare.20394285.v1>

Hochgesang, J.A., Lepic, R., Dudis, P., Shaw, E., & Villanueva, M. (2022). "Motivated Look at Indicating Verbs in ASL (MoLo)." Presented at the Theoretical Issues in Sign Language Research 14, Osaka, Japan, September 27. <https://doi.org/10.17605/OSF.IO/VJP6W>

Mapping the Exclusion of Deaf People from State Sterilization Laws

Faculty PI: Brian Greenwald

10/1/2019-9/30/2022

\$34,956

Affiliated products:

Analysis and Case Studies from CSD-Berkeley, 1930-1947" (Zoom presentation, Gallaudet University), April 2021.

Brian H. Greenwald & Erin Timperlake, "Intersections of Deaf Education and Eugenics in California, 1925-1947" (Gallaudet University), April 2022.

Brian H. Greenwald & Erin Timperlake, "Intersections of Deaf Education and Eugenics in California, 1930-1947" American Psychological Association, Minneapolis, Minnesota, August 2022

Brian H. Greenwald, "Deafness, Disability, and the State" at The Hidden Legacies of Helen Keller Symposium at the Filson Historical Center, Louisville, Kentucky, September 2022.

Listening Effort and Developmental Plasticity in Children with Hearing Aids and Cochlear Implants

Staff PI: Bradley White

10/1/2020-9/30/2023

\$105,000

V. Gallaudet Seed Fund Program (cont'd.)

Affiliated Products:

White, B. E., & Langdon, C. (2021, October). The cortical organization of listening effort: New insight from functional near-infrared spectroscopy. *NeuroImage*, 240, 118324. White, B. E. (2021, October). fNIRS “illuminates” cortical organization for listening effort vs. ease [Original Artwork]. *NeuroImage*, 238, research article featured on front cover.

White, B. E., *Palagano, J., Padilla, C., & Petitto, L. A. (2022, April). *Evidence that sign-speech bilingualism supports optimal learning in deaf children*. Poster, Cognitive Neuroscience Society, San Francisco, CA.

White, B. E., *Gallagher, G., & Petitto, L. A. (2021, October). *New pilot findings: School readiness and developmental neuroplasticity in children with hearing aids and cochlear implants*. Presentation, Midwest Conference on Cochlear Implants and Mid-Atlantic Symposium on Hearing.

White, B. E. (2022, June). *Neuroplasticity in deafness: New insight from fNIRS and more*. Early Career Investigator Presentation, International Society for Functional Near-Infrared Spectroscopy.

White, B. E. (2022, May). *Neuroplasticity in deafness: Hearing aids, cochlear implants, and sign language*. Presentation, Department of Psychological and Brain Sciences, Johns Hopkins University, Baltimore, MD.

The Lived Experience of Deaf Sex Trafficking Survivors: A Phenomenological Study

Faculty PI: Miriam Bowman

10/1/2021-9/30/2022

\$560

Motion Perception and ASL Fluency

Faculty PI: Lorna Quandt

10/1/2021-9/30/2022

\$3,000

Reading Accuracy, Speed, and Mental Effort in the Presence of Different Competing Stimuli

Faculty PI: Larry Medwetsky

10/1/2021-9/30/2022

\$600

Engaging the Rwandan Deaf Community: Sociolinguistics and Education

Student PI: Lillian Berggoetz

Faculty Advisor: Deanna Gagne

10/1/2021-9/30/2022

\$200

Measuring Intimate Partner Violence in the Deaf, Hard of Hearing, and DeafBlind Communities: Developing American Sign Language Translations of the Revised Conflict Tactics Scale (CTS2) and the Revised Scale of Economic Abuse (SEA2)

Student PI: Emily Bramande

Faculty Advisor: Lawrence Pick

10/1/2021-9/30/2022

\$2,480

The Rehabilitative Experiences of Deaf Individuals Post-Stroke

Student PI: Erin Curran

Faculty Advisor: Kristen Maul

10/1/2021-9/30/2022

\$280

Intuitions of Native Japanese Sign Language (JSL) Signers on Mouthing Words with Multiple Pronunciations

Student PI: Martin Dale-Hench

Faculty Advisor: Deborah Chen-Pichler

10/1/2021-9/30/2022

\$1,320

Deaf and Hard of Hearing Students' Skills and Needs for Academic Success

Student PI: Caryn Heskey

Faculty Advisor: Karen Garrido-Nag

10/1/2020-9/15/2022

\$1,150

A Translation of the Childhood Trauma Questionnaire-Short Form to American Sign Language

Student PI: Tara Holcomb

Faculty Advisor: Lawrence Pick

10/1/2020-9/15/2022

\$1,400

Analyzing Novice Interpreters' Target Language Production Accuracy from Monologue Source Language

Student PI: Savannah Lynch

Faculty Advisor: Campbell McDermid

10/1/2021-9/30/2022

\$250

Parental Disclosure of Adverse Childhood Experiences in Deaf and Hard-of-hearing Children

Student PI: Sheila Maynard

Faculty Advisor: Lori Day

10/1/2020-9/15/2022

\$240

Perspectives and Needs of Caregivers of Deaf Multilingual Learners (DMLs) in Early Intervention

Student PI: Tinette Thuy Phan

Faculty Advisor: James McCann

10/1/2021-9/30/2022

\$120

Feasibility of Dynamic Visual Acuity Test As Virtual Vestibular Screener

Student PI: Emily Parks

Faculty Advisor: Chizuko Tamaki

10/1/2021-9/30/2022

\$1,282.50

Affiliated product:

Mack B, Parks E, Nusbickel E, Sparks S, & Tamaki C. (2022). *Feasibility of Dynamic Visual Acuity Test as Virtual Vestibular Screener*. Poster. AAA 2022.

ASL Teachers' Perspectives on ASL Instruction in Deaf Education

Student PI: Wanda Riddle

Faculty Advisor: Julie Mitchiner

10/1/2021-9/30/2022

\$500

Mental Health Literacy and Black Men: A Critical Exploration of Intersecting Black Male Perspectives

Student PI: Rynne Rosier

Faculty Advisor: Carolyn Corbett

10/1/2020-9/15/2022

\$320

Exploring the Adequacy of Sexual Health Education in the Deaf Community

Student PI: Holly Salem

Faculty Advisor: Lori Day

10/1/2021-9/30/2022

\$370

A Brief Cognitive Screening Tool for the Deaf Population: A Pilot Study

Student PI: Erin Timperlake

Faculty Advisor: Lawrence Pick

10/1/2020-9/15/2022

\$600

Sexual and Gender-Based Violence in European Asylum Reception Facilities: Disclosure Experiences

Student PI: Morgane Vincent

Faculty Advisor: Lawrence Pick

10/1/2021-9/30/2022

\$560

The Role of Mirror Mechanism in the Perception of Signing Avatars

Student PI: Athena Willis

Faculty Advisor: Lorna Quandt

10/1/2021-9/30/2022

\$2,400

Affiliated products:

Willis, A. S. & Quandt, L. C. (2022). *How does the age of sign language acquisition affect the social perception of signing avatars?* Presented at the annual meeting of the Cognitive Neuroscience Society.

Willis, A. S. & Quandt, L. C. (2022). *The role of the mirror mechanism in the perception of signing avatars' movements*. Presented at the 2022 annual meeting of the Society for Neurobiology of Language.

VI. Center for Black Deaf Studies

The Center for Black Deaf Studies supports teaching, learning, and research in Black Deaf Studies and other disciplines that benefit from a more comprehensive coverage of the Black deaf experience, such as history, literature, psychology, sociology, and religion. Its aim is to preserve the history of the Black deaf community, as well as Black deaf education, culture, and language. It will pay particular attention to the Black Deaf experience at Gallaudet and the Laurent Clerc National Deaf Education Center, including the historic segregation of Black and White deaf students at Kendall School and the parent-driven push for integration.

The Center's advisory board provides guidance and consultation to the Center's director on programs, policies, and procedures. The advisory board had a face-to-face retreat for the first time since meeting remotely in 2020. The retreat was held July 8-9, 2022 at the Center.

CBDS activities and accomplishments during FY 2022 included the following:

- The Black ASL Team won a prestigious award from the Linguistic Society of America (LSA) for their work and the Signing Black in America Documentary. Dr. McCaskill and the Black ASL Team presented the Signing Black in America Documentary at the University of North Texas.
- Dr. Eyasu Hailu Tamene from Addis Ababa University in Ethiopia was a Fulbright Scholar with CBDS during Academic Year 2021-2022. CBDS has agreed to collaborate with the African Sign Language Resource Center at Addis Ababa University, which Dr. Tamene leads.
- CBDS hosted His Excellency Fitsum Arega, Ambassador of Ethiopia to the United States, and Mr. Achamyeleh Mulat Hailu, Counselor for Diaspora Affairs for the Ethiopian Embassy, at a January 20, 2022 campus reception to recognize Dr. Eyasu Hailu Tamene, assistant professor of Ethiopian Sign Language and Deaf Studies at Addis Ababa University, Ethiopia, for his work at Gallaudet as an International Visiting Scholar.
- CBDS was featured in the *USA Today* "Black Progress" special edition in February 2022 with a story about Gallaudet faculty, staff, and students.
- Dr. McCaskill was the keynote speaker for the 11th Annual African American Disability Conference in Arizona.
- Dr. McCaskill was an invited panelist for the California State University, Northridge Black Signers Club commemoration of Black History Month titled, "Language as Expression of Culture."
- CBDS and the Center for Democracy in Deaf America (CDDA) collaborated for a Social Justice Event during the Social Justice Debates national championship in late March 2022 at Morehouse College in Atlanta, Georgia.

- The District of Columbia Commission on the Arts and Humanities discussed CBDS functions as a community resource center and recommended that it be used to elevate the Black Deaf experience on a global level and celebrate the contributions made by Black Deaf people.
- A Black Deaf Studies (BDS) minor was approved by the University Faculty Senate in late Spring 2022. The program began in Fall 2022.

Awards

- CBDS received a \$3 million grant from Sorenson Communications for general purpose use.
- CBDS received a \$25,000 grant from the National Endowment for the Arts for the sculptures of Black Deaf people that will be installed in the Louise B. Miller Memorial Pathways and Gardens: A Legacy to Black Deaf Children.
- Dr. McCaskill, President Cordano, and Center Associate Director Evon Black met with Congresswoman Eleanor Holmes Norton to discuss fundraising for CBDS and the Louise B. Miller Memorial Pathways and Gardens: A Legacy to Black Deaf Children.

CBDS tours

- The Center has had many visitors during the past year. Noteworthy guests included Captain Andrea Hall, a Georgia firefighter and child of deaf adults who signed the National Anthem in American Sign Language at U.S. President Joseph Biden's inauguration in January 2021; the chief executive officer of WorkDay, Gallaudet's new administrative services platform; the Sorenson Communications leadership team; Apple Chief Executive Officer Tim Cook; and U.S. Congressman Mark Takano (D-California).

Collaborations

- CBDS associate director Evon Black accompanied the Gallaudet University Debate Team to the annual Social Justice Debates in late March 2022 at Morehouse College in Atlanta, Georgia.
- CBDS collaborated with the District of Columbia Area Black Deaf Advocates (DCABDA) for a "meet and greet" event with Zachary Parker, District of Columbia Councilmember for Ward 5.
- Juneteenth: The Black Deaf Experience Celebrating Freedom Expo was held at Gallaudet University, sponsored in collaboration with DCABDA, Purple, Sorenson, the Office of Alumni Relations, and the Division of Equity, Diversity, and Inclusive Excellence.

Presentations

- Dr. McCaskill presented at the University of Texas at Dallas Multicultural Center, where she joined that school's Black Lives Matter Planning Committee to discuss Black American Sign Language and deafness in the Black Community. Dr. McCaskill shared the history of Black ASL, her experiences, and how to better support those who are Deaf or hard of hearing in the Black Community.
- Dr. McCaskill presented for the Gallaudet/Coca-Cola Event-Q&A's. "Intersectionality in Action: Black Deaf Culture".
- Dr. McCaskill, Evon Black, and Lindsay Dunn visited the segregated Madison School Fifth Reunion at Arkansas School for the Deaf in Little Rock, Arkansas.

Academic Support Collaboration

- The Academic Learning Lab for Student Training, Achievement, and Readiness (ALLSTAR) is a tutoring and mentoring program for BIPOC students and those identified with need. ALLSTAR is directed by Dr. Matreece Watson of the English program in the School of Arts and Humanities. It provides a safe learning space, English tutoring, and financial support for Black Deaf students. ALLSTAR served 38 students during Academic Year 2021-2022.

The Center for Black Deaf Studies hosted His Excellency Fitsum Arega, Ambassador of Ethiopia to the United States, and Mr. Achamyelch Mulat Hailu, Counselor for Diaspora Affairs for the Ethiopian Embassy, at a January 2022 campus reception to recognize Dr. Eyasu Hailu Tamene for his work at Gallaudet as an International Visiting Scholar.



Priority Three: Signing Ecosystems and Career Success

The Signing Ecosystem encompasses the global community connected through visual and tactile signed languages, including the Deaf Ecosystem and its allies, united through:

- existing and emerging sign languages and dialects,
- rich cultural backgrounds and origins, and
- conscious empowerment of each other.

As an ecosystem, the Gallaudet community works together to advance the socioeconomic, ethical, and political betterment of diverse deaf, deafblind, deaf-disabled, and late-deafened people across the world and foster the talent pipeline. Central to these efforts is the preparation of students to seize career furthering opportunities in an ever-evolving, 21st century global society.



Forty percent of Gallaudet University's bachelor's degree alumni go on to pursue additional education.

I. Office for Career Success

The Office for Career Success (OCS), formerly known as the Office for Career Education and Professional Development and before that the Career Center, aims to promote and strengthen Gallaudet's career ecosystem, involving students, faculty, and employers with a particular focus on diversity, inclusion, equity, and accessibility. Career education and professional development activities targeting career readiness continue to be delivered through a transformative and caring lens.

This past year saw the hire of Dr. Julie Tibbitt as the inaugural director for the newly transformed Office for Career Success, and the appointment of an interim Dean of Academic and Career Success, Dr. Roberto Sanchez. Additional staff were hired to join the team of Career Educators and Employee Relations Coordinators. As part of the onboarding process, the newly-formed team underwent multiple professional learning sessions, including workshops provided by the Career Leadership Collective (CLC) and all-day staff retreats. The team quickly established three major priorities for the upcoming year:

1. rebranding the office's image and delivery of services;
2. building and strengthening the career ecosystem across academic and non-academic programs including students, faculty, staff, alumni and employers; and
3. elevating data standards and practices.

Community collaboration and visibility also remains a high priority for OCS. Staff participated in various and ongoing events with the District of Columbia Consortium of Universities Employer Relations Group, the District of Columbia Consortium of Universities Employer Relations Government Group, and the Eastern Association of Colleges and Universities (EACE), as well as the Deaf Employment Summit (in partnership with the National Association for the Deaf, the National Technical Institute for the Deaf at Rochester Institute of Technology, and Communication Service for the Deaf). During the summer of 2022, the OCS team traveled to the National Association of Colleges and Employers (NACE) conference in Portland, Oregon. OCS representatives also went to the Disability:IN conference in Dallas, Texas.

There are two major divisions within the Office for Career Success: Career Education and Employer Relations. This past year, job functions were updated to increase cross-collaboration. Career Educators and Employer Relations Coordinators carry out similar functions (liaising, coordinating, and educating); the principal difference lies with whom they interact directly. The Career Educators are on the front lines for all of Gallaudet's students and alumni, and work directly with the university's five schools and their academic programs. Individual advising sessions with students focus on assistance with internship opportunities and related career advice. Classroom visits involve joint faculty-student engagement and dialogue regarding career choices and dilemmas common to the course's specific content. Career Educators also plan and coordinate co-curricular activities in partnership with the General Education program and the Office of Student Success. The Employer Relations Coordinators connect directly with employers seeking student interns, alumni, and employees.

During the spring semester of the 2021-2022 academic year, the Career Educators joined forces in developing the VEE 101 and VEE 102 curriculum and accompanying co-curricular events for first-year students. Each event had an average attendance of 50-70 students. Coffee chats were hosted across the five schools; these interactive and intimate sessions allowed students to learn more about the faculty and studies within each of the schools. Other events addressed common topics of high relevance to the career sphere: interview attire and demeanor, resume preparation, and workplace accessibility.

The Employee Relations Coordinators liaise directly with employers from the private, public and non-profit sectors. They provide advice on preparing the workplace for Gallaudet students as deaf and hard of hearing employees. They also plan and promote networking events where employers are able to interact directly with students and faculty. The Workforce Recruitment Program (WRP), a government initiative promoting recruitments and referrals for students seeking employment with private and public employers, continued to see moderate participation from Gallaudet students. In the past year, 52 applications went through, and 36 interviews were held.

These networking events vary in type and content. This past year, over 20 recruiting informational sessions were hosted by private corporations and federal agencies on campus. Some of the informational sessions had specific themes, such as "Rock Your Profile" by LinkedIn. Other examples of on-campus networking events include classroom visits or virtual sessions. A series of three mini-career fairs were held; the first two fairs were held in person and on campus, with the third being virtual.

The first employer visit in the new 2022-2023 academic year was very successful. Members of the United States Secret Service with Chief Gwendolyn Sykes (CFO) and EES Executive, Chief Loucious Hires III, EEO Specialist Ying Chen (a 2001 Gallaudet alumnus) took a tour of the campus. President Cordano shared remarks on optimizing Deaf Gain across the workforce. During the team's visit to the Bison Shop, Chief Skyes met a student who shared that he was majoring in both Information Technology and Risk Management and Insurance. They exchanged contact information via LinkedIn.



I. Office for Career Success (cont'd.)

Additional Accomplishments Supporting the Signing Ecosystem and Career Success Priority

As part of OCS's ongoing priority to digitally transform career education and expand its digital library, four modules were conceptually developed and written. They include narratives regarding best practices reinforced by scenarios as acted out by Gallaudet students, alumni and employers. At the time of this writing, production has started. These video modules, along with supplemental learning materials, will be made available for VEE courses as well as to the public. They are fully aligned with NACE's Career Readiness Competencies. The first module, focusing on what makes that perfect Bison ("elevator") pitch, was developed in partnership with the Gallaudet Innovation and Entrepreneurship Institute (GIEI).

In September 2022, three Career Champion working groups were launched to support OCS's long-range vision toward elevating the career ecosystem.

The first Career Champion working group, "Faculty and Student Success", consists of representatives from OCS, General Education, Student Success, the Schools, Student Multicultural Engagement, and Institutional Research and Effectiveness. It focuses on faculty and career success, with the first short-term goal focusing on publishing a four-year Academic and Career Pathway plan which presents holistic career milestones in full alignment with GU's Student Learning Outcomes.

The second Career Champion working group, "Experiential Career Success", has representatives from OCS, General Education, International Affairs, and undergraduate and graduate program coordinators. This working group strives for a comprehensive, stand-alone internship matrix aligned with the four-year Academic and Career Pathway plan. This lists all of the university's standards, practices and processes in regards to students' experimental experiences. An accompanying white paper describes campus-wide universal practices for all programs to start upholding in conjunction with OCS.

The third Career Champion working group, "External Engagement Success", consists of representatives from Alumni Relations, Institutional Advancement, and Institutional Research and Effectiveness. It focuses on a career data plan focusing on Gallaudet alumni. This data plan identifies involved tools, processes, units and parameters in a manner intended to be transparent and accessible to all Gallaudet University constituents.

Success Stories

The four students profiled below all benefitted from OCS services.

Joshua Josa, G-'15

Joshua Josa, an alumnus of the Master of Arts in International Development program, visited Gallaudet University as part of a public service roadshow planned by the Federal Workforce Programs section within the Partnership for Public Service. Mr. Josa was honored at the partnership's annual Samuel J. Heyman Service to America medals ceremony.

Andrew Wisniewski, '22

While at Gallaudet, Andrew Wisniewski achieved strong academic standing in the Accounting program. He was actively involved in leadership activities, including serving as a Youth Programs Ambassador and as president of the Class of 2022 and the Student Body Government. He completed several successful accounting internships, including Cushman & Wakefield in Chicago. He received lucrative job offers from Ernst & Young and PricewaterhouseCoopers, and accepted a full-time job as an internal auditor at Ernst & Young.

Long Nguyen, '22

By chance, the CEO of a New York-based nonprofit organization ran into Long Nguyen, a Gallaudet University student from Vietnam. The CEO was one of the interviewers recruiting a number of applicants for summer internships and full-time employment positions. She was impressed with Long, so she invited him to immediately interview on the same day she was conducting her interviews. He was caught totally off-guard; he was not at all prepared nor dressed for an interview, but he went in and did his best. As a result, the Mill Neck Family of Organizations offered him a full-time position as a graphic designer and donor database specialist, befitting his interests and skills obtained through the Art program at Gallaudet.

Ernesto Rodriguez, '21

As a business major in his junior year at Gallaudet, Ernesto Rodriguez attended a Career Fair event outside Gallaudet. He wanted to build connections and network with employers for potential opportunities. Through the fair, he met a Department of Defense recruiter and exchanged contact information, which led him to land an internship with the government agency. His supervisor was so pleased with his performance that she wanted him to continue working throughout his senior year, and eventually converted his position from an internship to a full-time position as a Budget Analyst with the same agency.

II. Alumni Survey Information

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2019-August 2020 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-four percent (54%) of bachelor's degree alumni who responded to the survey stated that they worked either full-time or part-time.
- Seventy-three percent (73%) of graduate degree alumni worked either full-time or part-time.
- Forty percent (40%) of bachelor's degree alumni were pursuing additional education.
- Twenty-six percent (26%) of graduate degree alumni were pursuing additional education.

Employment Fields

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

- Forty (40%) – education, training, and library occupations.
- Seventeen (17%) – health care practitioners and technical occupations.
- Fourteen (14%) – community and social services occupations.

Seventy-one percent (71%) of Gallaudet University alumni are working in the three fields listed above.

Internship Participation

- Ninety-four (94%) of all responding alumni participated in an internship while at Gallaudet—ninety-seven (97%) of bachelor's level alumni and ninety-one (91%) of graduate degree alumni.

Hearing Undergraduate Outcomes

- Seventy-four (74%) of the hearing undergraduates who responded to the survey stated that they were employed.
- Twenty-six (26%) of the hearing undergraduates who responded to the survey stated they were pursuing additional education.

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

	Undergraduate (N=29)	Graduate (N=29)	TOTAL (N=58) 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						
Arts, Design, Entertainment, Sports, and Media						
Business and Financial	7%		3%	0%		0%
Community and Social Services	17%	10%	14%	80%	100%	88%
Computer and Mathematical	3%		2%	100%		100%
Education, Training, and Library	31%	48%	40%	100%	57%	74%
Food Preparation and Service-related	3%		2%	0%		0%
Healthcare Practitioners and Technical		24%	12%		29%	29%
Healthcare Support	10%	7%	9%	67%	100%	80%
Installation, Maintenance, and Repair	3%		2%	100%		100%
Legal						
Life, Physical, and Social Science						
Management	7%	3%	5%	50%	0%	33%
Military						
Office and Administrative Support	7%	3%	5%	100%	100%	100%
Personal Care and Service	3%	3%	3%	100%	100%	100%
Protective Care	3%		2%	100%		100%
Sales and Related	3%		2%	0%		0%
Transportation and Material Moving						
Total				76%	59%	67%

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

²Percent of total for each row who provide service to deaf or hard of hearing people by occupational group.

III. ASL Connect

ASL Connect continues to flourish in direct support of Gallaudet University's bilingual mission. During the past year, ASL Connect was restructured into one unit, and its mission and vision were more clearly articulated.

Restructuring: The Family Resource unit moved to the Heritage Sign Languages Center (HSLC) and the Education and Business units were combined into one unit. This restructuring provides second language learners with a more clear understanding of ASL Connect and its mission and vision.

Mission: ASL Connect aims to equip individuals to be lifelong ASL learners through an equity-centered, immersive virtual learning environment from Deaf professionals with multicultural backgrounds, to transform the world for greater human CONNECTIONs.

Vision: ASL Connect welcomes people from diverse communities to CONNECT the richness of American Sign Language and Deaf culture with the aspiration that they will be agents of change for equity and respect for the Deaf community.

ASL Connect redesigned its class structure to maximize enrollment and minimize instructional cost. The number of course offerings was reduced, and there is no longer an enrollment cap for ASL classes. Contemporaneously, ASL Connect reduced its instructional staff to seven instructors and five teaching assistants/ASL mentors (formerly "ASL Pals") to manage costs.

ASL Connect continues to provide for-credit ASL instruction. Course offerings include ASL Levels I to VI, Classifiers, Fingerspelling, and Introduction to Deaf Studies. New advanced ASL courses are under development, including Structure of ASL and Study of ASL Literature. These courses will be designated for the ASL Certificate program launching in Fall 2023 to maintain student retention and to serve as a pipeline to other university offerings, such as the Bachelor of Arts in Interpretation degree program.

ASL Connect offers a one-of-a-kind virtual ASL immersion experience known as Virtual Immersion, Best Experience (VIBE). VIBE is in high demand for ASL Connect students, with an average of 100 students signed up per session.

A total of 874 students took online courses during FY 2022. While ASL Connect's Summer Residency Program 2022 has not reopened on-site, its 255 students continued their ASL courses online. ASL Connect also entered its fourth year of providing ASL I and II courses for Georgetown University students who enroll through the Consortium of Universities of the Washington Metropolitan Area.

ASL Connect's total revenue for FY 2022 was \$904,227.

ASL Connect: For-Credit Classes and Enrollment

Classes	FY 2020				FY 2021				FY 2022			
	Fall 2019	Spring 2020	Summer 2020	Total	Fall 2020	Spring 2021	Summer 2021	Total	Fall 2021	Spring 2022	Summer 2022	Total
On-Site	11	11	0	22	2	2	0	4	fully online			
Online	19	19	28	66	36	27	24	87	25	24	20	69
Total Classes	30	30	28	88	38	29	24	91	25	24	20	69
Enrollment												
On-Site	98	71	0	169	13	18	0	31	fully online			
Online	232	202	379	813	424	372	321	1,117	324	295	255	874
Total Enrollment	330	273	379	982	437	390	321	1,148	324	295	255	874

ASL Connect also provides Intercultural Communication (ICC) presentations and ASL virtual workshops for businesses, government agencies, schools, and organizations, including the University of Kyiv, Dig Deep, the U.S. Soccer Foundation, and Source America. Through the first six months of FY 2022, ICC/ASL workshop revenue was \$22,050.

ASL Connect is developing a plan to support the increased demand for ICC presentation and ASL workshops for businesses, government agencies, schools, and organizations for intercultural engagement practices with their deaf employees, colleagues, patients, and clients.

ASL Connect's social media presence grew during FY 2022. Ever since the Bilingual Experience and Innovation (BEI) unit began to manage ASL Connect's social media networks, the cumulative number of subscribers across popular platforms increased from 71,390 to 126,400 in this year alone. Facebook followers steadily increased to 37,500, Twitter fans expanded to 2,540, YouTube now has over 10,300 subscribers, and Instagram devotees doubled three years (from 2018 to 2021) to 76,300 followers with over one million shares. Giphy continues to grow its attraction from 14 million to 23 million views.

According to Gallaudet's Google Analytics for the year 2022, there are 195,500 users. The total number of visits to the ASL Connect site, including both new and repeat visits, is 258,700.

IV. Recent Resource Efficiency Steps

Operational Transformation

The Human Resource Transformation, which started in FY 2021, specifically during Winter 2020, laid the foundation which allowed us to move forward with our bold ambition to invest in our people, culture, processes, and technology to make it easier, faster, and safer to invest more time and energy on achieving The Gallaudet Promise. This process is known as Operational Transformation.

Operational Transformation is a multi-year strategic initiative aimed at three pillars:

- The Gallaudet Experience – We have tremendous opportunity to improve the Gallaudet and Clerc Center experience.
- Service Delivery – Gallaudet sits in a unique position to transform to meet the demands of tomorrow.
- Technology – Leveraging technology to increase capacity so our organization can focus on what matters most: our people and our community.

Thus, our mission is to create an exceptional work experience for faculty, staff, and teachers, make it more efficient to get Human Resources (HR) and Finance work done, and work towards achieving the Gallaudet Promise by embedding multilingualism, equity, and belonging in our ways of working. Our transformation will occur across the Clerc Center and Gallaudet as a collective effort, and we will seek input from all our employees to shape the transformation vision. This will allow us to:

- Amplify our commitment to The Gallaudet Promise
- Emphasize inclusive behaviors and bilingualism
- Continue digitization in HR and Finance processes allowing them to play a more strategic role
- Fuel energy, excitement, and momentum for Gallaudet's future

Roll-out of Our HR Transformation Design

A full redesign of our career framework, which incorporates career levels, compensation philosophy and titling strategy was completed in FY 2021 and rolled out during FY 2022. This new redesigned career framework will provide our employees with new opportunities to grow and succeed in their careers. We have also implemented some new hiring processes to incorporate new ways to attract and retain diverse, world-class talent. Further, we have also revamped the onboarding process for all new hires to emphasize the Gallaudet and Clerc Center's mission, history, values, and culture, and its commitment to bilingualism, equity, and belonging. This work will continue well into FY 2023, with the rollout of the competency matrix and improved performance management capabilities.

Technology Implementation: Workday and ServiceNow

Phase 1 – Workday

We have successfully completed Phase 1, with Go-Live of Workday Core (Finance and Human Capital Management) on September 26, 2022, with more than 900 unique logins on Day 1.

Workday Finance (FIN) is a unified solution for a wide range of Finance functionalities. The flexible financial data model will drive streamlining and simplification of business processes. Sub-areas within Workday Finance include:

1. Financial Accounting
2. Banking and Settlement
3. Supplier Accounts
4. Expenses
5. Procurement
6. Grants Management
7. Financial Budgets
8. Business Assets
9. Endowments
10. Financial Planning

Human Capital Management (HCM) helps manage the entire hire-to-retain lifecycle for faculty and staff members across the University and Clerc Center. Sub-modules within Workday HCM include:

1. Core HR Processes
2. Compensation
3. Academics
4. Benefits
5. Absence Management
6. Payroll
7. Time Tracking
8. Recruiting
9. Talent Optimization
10. Learning

Phase 1 – ServiceNow

We are leveraging Gallaudet's use of ServiceNow by expanding its capabilities to additional departments. The expanded functionality for Facilities and Custodial (Field Services Management) went live in Summer 2022, and ServiceNow HRSD to support automation and standardization for HR tasks (Case and Knowledge Management, Employee Service Center and Performance Analytics) went live in parallel with Workday Core (Finance and Human Capital Management). Long-term, ServiceNow will serve as a single point of contact for all Gallaudet questions and requests, and serve as an enabler to support the new Gallaudet operating model for a new shared services organization.

IV. Recent Resource Efficiency Steps (cont'd.)

Phase 2 – Workday

We have successfully kicked off the implementation of Workday Student, which is expected to be a 24-month journey, with final deployment slated for Fall 2024.

Workday Student (STU) unites the entire university under a single configurable, easy-to-use application that works seamlessly with Workday Human Capital Management and Workday Finance. Functionalities supported by Workday Student include:

1. Student Recruiting
2. Admissions
3. Academic Foundation
4. Curriculum Management
5. Student Records
6. Academic Advising
7. Financial Aid
8. Student Financials

Consideration

We have considered different segments of our campus community when planning for this transformation, including students, faculty, staff, and Clerc Center teachers. These considerations included:

- Change management and communication
- Leadership and stakeholder engagement
- Required training and support
- Change to work processes due to new capabilities
- Resource impact during and post-implementation

V. The Gallaudet University 2022 Campus Plan

The Gallaudet University 2022 Campus Plan lays out an ambitious series of projects that aim to transform the current campus in support of the Gallaudet strategic plan, also known as The Gallaudet Promise. The ten-year plan includes several major renovations and constructions. The Campus Plan has three phases, including renovation, new construction, and infrastructure improvements. The first phase occurred in 2012-2015, the second phase in 2015-2018, and the final phase is 2018-2022. As of this writing, the campus plan projects had entered their final phase.

The completed interior renovation projects include academic, residential, and campus enrichment buildings. Outdoor site improvements seek to focus on accessibility and modernization. In the residential categories, these projects include Ballard, Fay, and Denison Houses, and for Clerc Center, they included the new Model Secondary School for the Deaf (MSSD) student residential hall. For Academics, the completed projects included Hall Memorial Building (HMB) third and fourth floors (School of Science, Technology, Accessibility, Mathematics, and Public Health) improvements. Campus enrichment projects included the Edward Miner Gallaudet (EMG) Memorial Building Maguire Welcome Center, the Field House changing rooms, I. King Jordan Student Academic Center (JSAC) interior improvements (game room, MarketPlace, Rathskellar, student kitchen, inclusive restrooms, and Multicultural Student Programs (MSP) and Students of Color Safe Spaces (SCSS), Ballard House, and Kendall Hall. The MSP and SCSS are two programs that foster inclusivity and maintain an environment based on equity, cultural humility, liberation and justice.

The 2022 Campus Plan is an official legal document and has not changed substantially since its approval by the District of Columbia government in 2013. In October 2021, Gallaudet submitted a Campus Plan Modification application to the District's Zoning Commission to extend the term of the current Plan to 2027, allowing for the University to develop its plans post-COVID-19. The Zoning Commission approved this application in August 2022.

See the next page for a map of the 2022 Campus Plan.

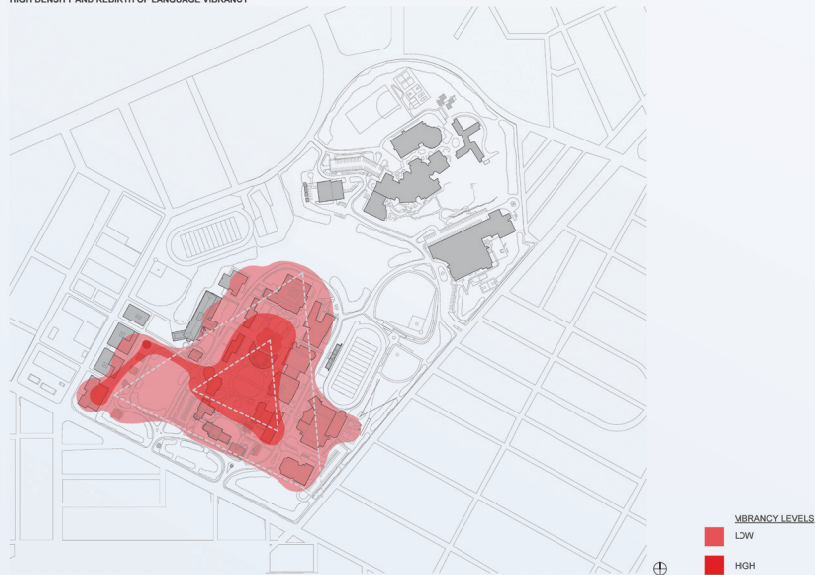


V. The Gallaudet University 2022 Campus Plan (cont'd.)

The Campus Plan extension is ultimately focused on the whole student experience as the utmost priority, including lifelong learning and ASL vibrancy. The areas of most impact include, but are not limited to, the library, the residence halls, and dining spaces. These three areas were identified as key “hot spots” on campus, bringing students, faculty, and staff together in these high-density areas where language vibrancy would be prevalent. To illustrate these critical areas, and the triangulation of these high-density locations fostering language vibrancy, a diagram is included below.

During the past year work included a comprehensive study of how best to transform the Merrill Learning Center into a space that supports learning, research, and the university’s bilingual mission. The focus will be on creating an environment that embraces ASL vibrancy and the diversity of the university community.

KENDALL GREEN OF THE FUTURE
HIGH DENSITY AND REBIRTH OF LANGUAGE VIBRANCY



Louise B. Miller Pathway and Gardens: A Legacy to Black Deaf Children

The first project of Gallaudet’s “front porch” will be the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children (formerly the Kendall Division II Memorial). Planning and development, led in collaboration with the Center for Black Deaf Studies, continued in FY 2022. Actively engaging members of the Black Deaf and Gallaudet communities, key activities included furthering the design and feel of the memorial, sharing its history and impact, and designing and implementing a formal naming process for the memorial.

The memorial space will consist of a series of paths, plantings, conceptual outdoor rooms, and a water feature that, taken as a whole, reimagine the footprint of the original Kendall School Division II. It will be located between the Kellogg Conference Hotel and Peikoff Alumni House. See the diagram below for the conceptual site plan.

The Louise B. Miller Pathways and Garden will feature a rambling pathway, The Freedom Path, that will lead visitors from Gallaudet’s Sixth Street entrance as part of an introduction to the campus. The ramble is an intentional design, representing the indirectness of the route to freedom. It will include signage and markers explaining the chronology and history of Kendall School Division II and those who played a role in its formation and its legacy. Gathering spaces will be available along the pathway, following the advice of stakeholders, who identified such gathering spaces as important to Black Deaf communities.

This Memorial honors the steadfast efforts of Louise B. Miller, a group of other parents, and their children, who sued the District of Columbia Board of Education in 1952. Their victory led to the first group of 23 Black Deaf students being educated on the University’s campus, creating the Kendall School Division II for the Deaf from 1952 to 1953. The memorial highlights the groundbreaking legal victory accomplished in advance of, and is now believed to have set the precedent for, the landmark *Brown v. Board of Education* case.

The mission of the Louise B. Miller Pathways and Gardens is to create a Black Deaf-centric space, addressing several of the drivers of inequality that remain persistent in our world today. It will educate, protect, and invest in vital public goods. It will generate opportunities for learning, dialogue, and truth-telling for students, the Gallaudet community, neighbors, and visitors.



Creativity Way and Sixth Street Planning

The Creativity Way location is planned for the east side of the Sixth Street development, where Gallaudet formerly housed its Transportation Department and maintenance facilities. The Creativity Way initiative is spearheaded by the Creativity Way Steering Committee, which consists of Gallaudet administrators, faculty, and staff. Creativity Way will provide flexible space to facilitate discovery and entrepreneurial partnerships, bolstering Gallaudet's creative edge while building a new proverbial "front porch" to the University along Sixth Street. The Steering Committee has developed high-level programmatic and architectural concepts for the project, which was submitted in a Campus Plan Amendment Application to the Zoning Commission which was approved by the Office of Planning (OP) in January 2022. The order issuance became final and effective in August 2022.

The Campus Plan Amendment has established Creativity Way Alleyway as an off-site open space amenity for the PUD. Simultaneously, it seeks to create an approximately 20,000-square-foot pedestrian street and gathering place between the Sixth Street development and Gallaudet's Faculty Row, and establishes the Southwest corner (Parcel One) as an interim surface parking facility. These improvements include the creation of a park-like promenade along the western edge of the campus to serve as an informal gathering and activity space, providing a new gateway and connection between the campus and an increasingly vibrant commercial corridor to the west of the campus. Additionally, the amendment will allow for the installation of the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children, as described on the previous page.

The Campus Plan Amendment extends the endpoint of the existing Campus Plan from 2022 to 2027, allowing the University to focus on its operations amid the COVID-19 pandemic. This extension also allows Gallaudet to set design and planning efforts for a post-pandemic environment.

VI. Employee Demographics

The first four tables of 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

	M	F	Deaf/Hard of Hearing	Hearing	White	TUG	Total Each Category
Administrators	34	63	74	23	69	28	97
Faculty	74	108	102	80	115	67	182
Clerc Center Teachers	26	54	68	12	52	28	80
Professional Staff	141	203	258	86	225	119	344
Support Staff	115	115	112	118	77	153	230
Total	390	543	614	319	538	395	933

Deaf and Hard of Hearing Individuals in the Workforce by Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2022	76	56	85	75	49	66

Members of Traditionally Underrepresented Groups in the Workforce by Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2022	29	37	35	35	67	42

Staff Hire Demographics by Grade

Grade	# Pos.	# Ap	TUG Hired	White Hired	Male Hired	Female Hired	Hearing or Unknown Hired	Deaf/Hard of Hearing Hired
Union	28	132	27	1	23	5	26	2
1-3	5	95	2	3	3	2	0	5
4	0	0	0	0	0	0	0	0
5	1	5	1	0	0	1	0	1
6	9	70	5	4	2	7	0	9
7	12	96	10	2	3	9	3	9
8	13	127	7	6	8	5	2	11
9	4	44	2	2	2	2	0	4
10	1	4	1	0	0	1	0	1
11-15	2	12	1	1	0	2	0	2
Total positions	75	565	56	19	41	34	31	44

VII. Development and Alumni Relations

Institutional Advancement (IA) closed the fiscal year reporting \$7.9 million in new gifts and pledges. The University also collected nearly \$3.5 million in cash received from philanthropic donations, including collecting on previous years' pledges. Our largest gift for FY 22 was Sorenson Communications' \$3 million commitment to an endowment for the Center for Black Deaf Studies as part of the Necessity of Now campaign. IA returned to in-person work which allowed us to return to meeting with donors face to face and hosting on campus visitors. In total, IA hosted over 25 campus tours for prospective donors, engaged in well over 100 face-to-face donor meetings and hosted two private donor events.

The Office of Alumni Relations has been just as busy, hosting eight different virtual/hybrid events, including Charter Day, Jack Gannon's Celebration of Life, Alumni Trivia, Women's Health and Financial Health webinars, and so on for a collective total of over 5,000 participants/views for these events. Two highlights for our Alumni Relations team were hosting two post-COVID in-person events for our alumni. The first was at the Texas School for the Deaf with the Austin Chapter of the Gallaudet University Alumni Association (GUAA) in March, and the second was a Gallaudet Happy Hour at the National Association of the Deaf biennial conference in July in Orlando, Florida. Collectively, these two events drew more than 500 event attendees. In October 2022, Alumni Relations hosted the first in-person Homecoming since 2019.

Gallaudet's proud alumni continued their strong support of the University through donations, and GUAA chapter functions, helping to achieve a 9.3% alumni participation rate.

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 2022	\$7,927,234.00	\$1,854,859.84	\$1,236,000.00	\$4,836,374.00	\$3,484,816.00
FY 2021	\$4,040,971.00	\$1,553,909.65	\$1,710,000.00	\$785,000.00	\$5,934,908.00
FY 2020	\$11,921,267.40	\$8,059,858.58	\$1,335,278.72	\$2,526,132.00	\$13,265,363.00

FY 2022 Individual Gifts or Pledge Payments of \$10,000 and More

- Ms. Jane D. Bolduc
- Ms. Mary S. Baremore and Ms. Roberta J. Cordano
- Mr. Alexander and Mrs. Marie Chough
- Mrs. Nancy R. Chough
- Mr. Clark A. and Mrs. Rosalee B. Connor
- Matthew DeGraw
- Mr. Robert M. and Mrs. Susan L. Engelke
- Anonymous (2)
- Dr. Richard A. and Mrs. Shelley K. Greenwald
- Dr. Ernest E. and Mrs. Mencie Y. Hairston
- Capt. Joni L. Henderson and Ms. Patricia A. Underbrink
- Dr. Ricardo Hernandez and Ms. Lizabeth Katz
- Mr. Thomas P. and Mrs. Susan D. Kearney
- Mr. Peter H. Kimball and Ms. Anne Bennett
- Ms. Claire LeBlanc

- Mr. Andrew H. Lowe and Ms. Shelby X. Jia
- Mr. James Maguire, Sr.
- Ms. Donna Mahoney
- Dr. Margery S. Miller
- Miss Jacqueline A. Muller
- Mr. Jarrod Musano
- Mr. Louis J. and Mrs. Doris F. Schwarz
- Mr. Stephen and Mrs. Ann Van Scott
- Janet K. Werner
- Dr. Robert and Mrs. Miriam Zadek

FY 2022 Corporate and Foundation Gifts or Pledge Payments of \$10,000 and More

- Dollar General Literacy Foundation
- Edelman
- Gallaudet University Alumni Association
- Greater Washington Partnership
- Johnson Scholarship Foundation
- Kantor Foundation, Inc.
- The Maguire Foundation
- The New Jersey Road Runners Youth Foundation
- The Charlotte W. Newcombe Foundation
- Sorenson Communications, Inc.
- The Goldman Sachs Foundation
- Frank K. Spain Foundation, Inc.
- The Spencer Foundation
- Hattie M. Strong Foundation

FY 2022 Bequest Gifts or Pledge Payments of \$10,000 and More

- Estate of Miss Mary L. Fenker
- Estate of Ms. Toni H. Parlman
- Estate of Ms. Goldie Trbojevich

FY 2022 Abraham Lincoln Legacy Society New Members with Planned Gift

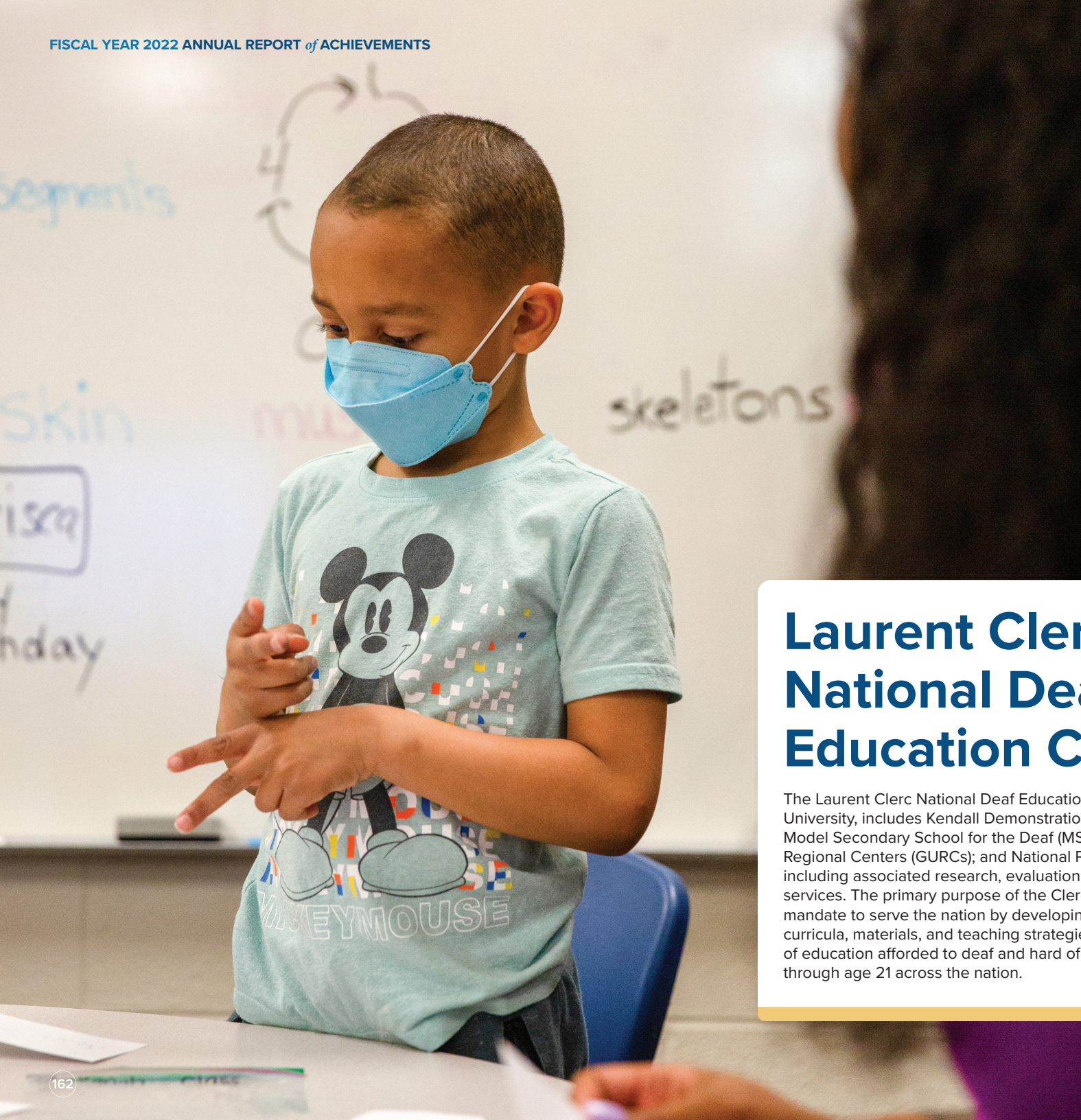
- Ms. Jane D. Bolduc
- Mrs. Joyce Peterson

FY 2022 New Members of the Abraham Lincoln Legacy Society for Endowment

- Mr. Alexander and Mrs. Marie Chough
- Mrs. Nancy R. Chough
- Dr. Marie Coppola
- Dr. Ricardo Hernandez and Ms. Lizabeth Katz
- Mr. Andrew H. Lowe and Ms. Shelby X. Jia
- Dr. Margery S. Miller
- Mr. David Peacock and Ms. Mary P. Werner



At Homecoming 2022, a total of 14 class reunions took place, with the youngest class being the Class of 2017 and the oldest the Class of 1957. The Class of 1996 celebrated their 25-year class reunion one year late due to COVID.



Kendall Demonstration Elementary School is dedicated to educating, empowering, and serving the diverse population of deaf and hard of hearing students in Washington, D.C., Maryland, and the Virginia area.

Laurent Clerc National Deaf Education Center

The Laurent Clerc National Deaf Education Center, a division of Gallaudet University, includes Kendall Demonstration Elementary School (KDES); the Model Secondary School for the Deaf (MSSD); the Gallaudet University Regional Centers (GURCs); and National Programs and Outreach services, including associated research, evaluation, training, and dissemination services. The primary purpose of the Clerc Center is to fulfill its federal mandate to serve the nation by developing and disseminating innovative curricula, materials, and teaching strategies in order to improve the quality of education afforded to deaf and hard of hearing students from birth through age 21 across the nation.

I. Overview of the Clerc Center

While providing an exemplary education to the students attending KDES and MSSD, the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. These partnerships are the cornerstone of activities designed to have national impact. The goal is the provision of quality educational opportunities to all students, with emphasis on students who are lower-achieving academically, who come from families that 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: Extraordinary Learning and Academic Excellence Across the Lifespan.

Serving the Nation: FY 2022 Highlights

During FY 2022, the Clerc Center's National Programs and Outreach team continued its innovative work to meet the needs of professionals and families nationwide through both virtual and in-person professional development activities to schools, programs, and/or professionals working with families of deaf and hard of hearing children. Some highlights include:

- **Regional Early Acquisition of Language (REAL):** The REAL team at the Clerc Center conducted two state visits – South Carolina and Tennessee – to meet with state Early Hearing Detection and Intervention (EHDI) coordinators and key lead early intervention programs and agencies to confirm and learn more about EHDI procedures based on research and information-gathering activities. Training and technical assistance were provided to REAL project staff at the Alabama Institute for Deaf and Blind as part of the capacity-building phase of the REAL work. The Clerc Center also provided vision building and train-the-trainer sessions for the staff of the Southeast REAL Project. Initial discussions were held with professionals in Washington to begin designing the first regional expansion.
- **Public Input:** The work to assess public input continued during FY 2022. Themes were developed for all seven barrier codes; public input findings about EHDI were shared virtually at the 2022 EHDI annual conference. Two draft infographics were completed, and a pilot review process was established to collect feedback focused on equity and visual accessibility. Priority areas for the new Clerc Center Strategic Plan were finalized during

Through its 160+ year history, the KDES mission has remained the same: To provide an academically rich education to deaf and hard of hearing students.

FY 2022. They include: Knowledge Development – Early Intervention, Knowledge Development – K12, and Reach. These priorities are aligned with Priority #1 of the Gallaudet Promise—Extraordinary Learning and Academic Excellence Across the Lifespan. Information about activities for each priority area is provided in Section IV.

- **Training and Workshops:** The Clerc Center provided over 47 presentations and workshops, supporting over 1,470 individuals, not including those who were supported by its other online training, meeting in groups, and webcasts. Examples of our most frequently requested training include:
 - Fingerspelling Our Way to Reading
 - LGBTQIA 101
 - Encouraging Your Child's Language to Thrive: Four Practices

Twenty-three (23) training and workshop evaluations were completed. A new evaluation review system, pilot-tested during FY 2021, was implemented to manage FY 2022 evaluation requests and metrics developed to monitor and report data about evaluation requests.

- **Families of Color Advocacy Study:** The first phase of qualitative data analysis for the Families of Color Advocacy Study was completed.



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.

¹Education of the Deaf Act of 1986, (2015). Pub. L. 99-371, 100 Stat. 781.

Primary Responsibilities of the Clerc Center

The EDA mandates activities specific to the Clerc Center. It authorizes the Board of Trustees of Gallaudet University to maintain and operate the Clerc Center to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing throughout the nation (Education of the Deaf Act of 1986, 2015).¹ The EDA requires the Clerc Center’s elementary and secondary programs to serve students with a broad spectrum of needs, including students who are lower achieving academically, who come from families that speak a language other than English in the home, who have secondary disabilities, who are members of diverse racial or ethnic groups, or who are from rural areas.

The EDA states that the elementary and secondary programs must include:

- KDES, to provide day facilities for elementary education for individuals who are deaf or hard of hearing in order to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for high school and other secondary study. (See Section VII.)
- MSSD, to provide day and residential facilities for secondary education for individuals who are deaf or hard of hearing in order to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for college, other postsecondary opportunities, or the workplace. (See Section VII.)

The EDA also mandates the Clerc Center to:

- Provide technical assistance and outreach throughout the nation to meet the training and information needs of parents of infants and children who are deaf or hard of hearing. (See Section VI.)

- Provide technical assistance and training to personnel for use in teaching students who are deaf or hard of hearing in various educational environments and students who are deaf or hard of hearing with a broad spectrum of needs (See Section VI.)

To the extent possible, the Clerc Center must provide the services required in an equitable manner based on the national distribution of students who are deaf or hard of hearing in educational environments, including regular classes; resource rooms; separate classes; separate, public, or private nonresidential schools; separate, public, or private residential schools; and homebound or hospital environments. (See Section VI.)

In 2008, the EDA added language requiring the University, for the purposes of KDES and MSSD, to:

- Select challenging academic content standards, challenging student academic achievement standards, and academic assessments of a state—adopted and implemented as appropriate—pursuant to the applicable provisions of the Elementary and Secondary Education Act of 1965 and approved by the Secretary; and implement such standards and assessments for such programs by no later than the beginning of the 2009-2010 academic year.
- Annually determine whether such programs at the Clerc Center are making adequate yearly progress
- Publicly report the results of the academic assessments, except where such reporting would not yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress (See Section VII.)

Additionally, the EDA mandates Gallaudet, through the Clerc Center, to establish and disseminate priorities for research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs. (See Section III.)

Reporting Requirements for the EDA

The Board of Trustees of Gallaudet University ... shall prepare and submit an annual report to the Secretary and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate no later than 100 days after the end of each fiscal year, which shall include the following:

- The number of students who enrolled during the preceding academic year and whether these were first-time enrollments, as well as the number of students who graduated, who found employment, and who left without completing a program of study (i.e., elementary, secondary), all reported under each of the University's programs (See Sections VIII and IX.)

For the preceding academic year, and to the extent possible, the following data on students (at all educational levels) and employees who are deaf or hard of hearing and from minority backgrounds should include:

- The number of students enrolled full time and part time (See Sections VII, VIII, and IX.)
- The number of these students who completed or graduated from each of the educational programs (See Sections VII and IX.)
- The disposition of these students on the date that is one year after the date of graduation or completion of programs at ... the University and its elementary and secondary schools in comparison to students from non-minority backgrounds (See Section IX.)
- The number of students needing and receiving support services (e.g., tutoring or counseling) at all educational levels (See Sections VIII and IX.)
- Strategies used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who are deaf or hard of hearing (e.g., parent groups and training classes in the development of Individualized Education Programs), as well as the number of parents who have been served as a result of these activities (See Section VII.)

Note: This annual report satisfies these requirements.

III. Public Input

Through the EDA, the Clerc Center is required by the United States Congress to "establish and disseminate priorities for their national mission with respect to deafness-related research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs. The priorities for the University shall include activities conducted as part of the University's elementary and secondary education programs under section 104" (2015)¹. In 2009, the Clerc Center redesigned its system to collect input from a broad range of stakeholder groups. Supported by the U.S. Department of Education, the new system included input mechanisms and processes that ensure the Clerc Center has a broad perspective based on a range of experiences. The input collected is used to inform the selection of national service priorities for the Clerc Center Strategic Plans (CCSPs).

¹Education 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
				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						

III. Public Input (cont'd.)

Determination of Critical Needs through Public Input (FY 2017-2019)

This stage is essential to identifying needs that the public thinks are critical for the Clerc Center to address in the education of deaf and hard of hearing students from birth through high school. The public input survey asked respondents this question, which was from the first public input cycle: “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?” The survey also asked respondents to select from a list of areas of need what they considered to be most critical to address and to write comments about those needs. The survey was available in four languages: American Sign Language (ASL), English, Spanish, and Chinese.

The public input survey was taken by 1,438 people. Of the total number of respondents, 846 identified themselves as professionals only; 289 identified themselves as parents (including caregivers) only; and 165 identified as both parents (including caregivers) and professionals. Seventy-nine respondents were neither parents nor professionals, and 59 respondents did not provide their role information. Detailed demographic information is available in Gallaudet’s Annual Report of Achievements for FY 2017-FY 2020.

Quantitative Results

The public input survey included the question, “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential? Please select specific topics that you think are most critical.” Fourteen barriers and an Others category were provided for survey respondents from which to select:

1. Collaboration
2. Curriculum, instruction, and assessment
3. Early hearing detection and intervention
4. Expectations
5. Family involvement and support
6. Lack of understanding
7. Language and communication
8. Literacy
9. Policy and legislation
10. Qualified direct service personnel
11. Resources
12. Social concerns
13. Students with disabilities
14. Technology
15. Other

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 CCSP 2025. Identified barriers based on quantitative data are reported for 1,438 survey respondents. Results are as follows:

Barriers Reported by Respondents¹ (N=1,438)

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%

¹Respondents frequently selected multiple barriers; this is based on frequency, not ranking, of barriers.

Qualitative Results

Slightly more than 1,000 respondents wrote comments about the 14 barriers, as well as comments related to the selection of “Other.” From the list of 14 barriers with coded comments, eight 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. Based on discussions and data review, the following barrier codes were selected for focused data analysis:

1. Early hearing detection and intervention
2. Family involvement and support
3. Lack of understanding
4. Language and communication
5. Literacy
6. Resources
7. Students with disabilities
8. Other

Focused data analyses for the seven barrier codes led to the development of themes for each of the selected barrier codes below.

Barrier Codes	Themes
1. Early hearing detection and intervention	<ol style="list-style-type: none"> a. Impact of early hearing detection and intervention b. Failure to identify early c. Respondents' language beliefs d. Loss to follow-up e. Need for parent/family education f. Educational resources for parents/families g. Access to qualified professionals h. Policy, legislation, funding
2. Family involvement and support	<ol style="list-style-type: none"> a. Families: Children's foundation b. Family resources c. Supports for families d. Learning about their children e. Learning/using language f. Connecting with their children g. Supporting their children's education h. Connecting with community and Deaf culture
3. Lack of understanding	<ol style="list-style-type: none"> a. Importance of early hearing detection and intervention b. Importance of family involvement c. Seeking/accessing resources d. Understanding of deafness e. Misconceptions about deaf and hard of hearing individuals f. Importance of language g. Understanding of hearing assistive technology h. Understanding deaf and hard of hearing children's needs

4. Language and communication	<ol style="list-style-type: none"> a. Family communication needs b. Maximizing language access c. Impact of communication/language challenges d. Language as foundation e. Language intervention f. Language choices g. Language-socioemotional connections h. Legislation and policy
5. Literacy	<ol style="list-style-type: none"> a. Early hearing detection and intervention impacting literacy b. First language and literacy beliefs c. Early language acquisition d. Language access challenges e. Parental involvement and support needs f. Assessment, curriculum, and instructional challenges g. Professional knowledge and mindset issues h. Collaboration needs
6. Resources	<ol style="list-style-type: none"> a. Resources needed for specific groups b. Families c. Professionals d. Students with disabilities e. Types of resources f. Early intervention g. Funding h. Language i. Technology j. Resource improvement needs k. Unbiased information l. Resource equity m. Effective legislation/mandates n. Qualified professionals o. Well-designed resources p. Time constraints
7. Students with disabilities	<ol style="list-style-type: none"> a. Appropriate support needed b. Professional expertise c. Family supports d. Language/communication needs e. Resources/placement allocation challenges f. Unique challenges

III. Public Input (cont'd.)

Analysis of comments coded to Other revealed a set of comments explicitly referring to groups who have been historically identified as members of underserved and/or underrepresented groups (e.g. families who speak a language other than English, diverse racial and ethnic groups, families of low socioeconomic status, and families from rural settings). These comments provided some insights into the needs and challenges of these groups and were included as key topics for other barrier codes.

Information Dissemination Activities

Preparations for dissemination of quantitative results continued in FY 2022. Public input findings about early hearing detection and intervention were presented virtually at the 2022 EHDI Annual Conference. A draft of two infographics were completed; one focused on respondents' demographics and the other on barriers selected by respondents. A review process to collect feedback addressing visual accessibility and equity was set up to ensure results were presented in an accessible, inclusive, and equitable format.

IV. Clerc Center Strategic Plan (New)

The new Clerc Center Strategic Plan (CCSP) will focus on the Clerc Center's national service and demonstration school activities beginning in 2022, with an end date to be determined once the plan is fully drafted. The national service portion of the plan supports professionals and families of students (birth through high school) who are deaf or hard of hearing in accordance with the EDA, the Clerc Center's guiding federal legislation.

Findings based on early analyses of public input data were shared internally with key Clerc Center leaders for review and discussion in FY 2019 and FY 2020. This internal review of findings, along with a review of priorities established by the Gallaudet Promise and the schools' priorities, led to the early identification of three key priorities—Knowledge Development, Early Intervention, 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. Knowledge Development—Early Intervention
2. Knowledge Development—K-12
3. Reach

Knowledge Development—Early Intervention

The Clerc Center supports the preparation and training of early hearing detection and intervention (EHDI) professionals through development and dissemination of resources, training, and evidence-based information related to early accessible language for deaf and hard of hearing babies from birth to 3. These resources and training are intended to prepare these professionals to support parents' and caregivers' learning about the importance of early hearing detection and providing early accessible language for deaf and hard of hearing babies after identification of their hearing levels.

Early Intervention-Regional Early Acquisition of Language (REAL)

Three Clerc Center staff members were hired to support the REAL project work: 1) a project manager for National Programs and Outreach—Early Intervention, 2) a research assistant to collect information about each state's EHDI system and key contacts, and 3) a contractor to assist with information collection, documentation, and notetaking support during state site visits. These new team members were also involved with the creation of a network of EHDI professionals who self-identify as B/black and B/brown in the Southeast region. This work was intended



Our graduate programs prepare students to work with deaf, hard of hearing, deafblind, and hearing people in a number of professional disciplines. All programs emphasize multicultural competency.

to incorporate knowledge and input from these professionals to guide the identification and development of resources, training, and practices relevant to their work and culturally relevant to families with whom they work.

The Clerc Center and the Alabama Institute for Deaf and Blind engaged in various project activities for the Southeast region that are detailed below.

REAL Training

Twelve REAL training sessions focused on early language acquisition have been offered to EHDI professionals and parents/caregivers of deaf and hard of hearing children from birth to 3.

Training Topic	Location	Format
Unplugged: Making REAL Connections for Deaf and Hard of Hearing Children and Their Families (State participants: AL, FL, GA, LA, KY, SC, and TN)	AL	Hybrid
Connecting the Dots: Building Language into Daily Life with Deaf and Hard of Hearing Infants (State participants: AL, FL, GA, LA, SC, and TN)	AL	In person
SKI-HI Deaf Mentor Training	TN	Virtual
SKI-HI Snapshots Training	TN	Virtual
15 Principles for Reading to Deaf Children	FL	In person
Setting Language in Motion	FL	In person
SKI-HI Deaf Mentor Training	AL	In person
SKI-HI Snapshots Training	AL/GA	In person
SKI-HI Deaf Mentor Training	TN	In person
SKI-HI Snapshots Training	TN	In person
SKI-HI Deaf Mentor Training	GA	In person
SKI-HI Snapshots Training	GA	In person
SKI-HI Deaf Mentor Training	GA	In person

Presentations

Ten presentations about the Southeast REAL Project have been given at the following conferences or for specific programs and organizations:

1. Early Intervention/Preschool Conference (2 presentations - Urgency of Early Language Acquisition and Strategies to Support Language Acquisition), October 18 (virtual)
2. Mississippi EHDI Conference (2 presentations - Urgency of Early Language Acquisition and Strategies to Support Language Acquisition), February 25 (virtual)
3. South Carolina School for the Deaf and the Blind (including outreach programs)
4. Deaf. Blind. Limitless. Conference, March 2022
5. EHDI Annual Virtual Conference 2022, March 2022 (virtual)
6. Development of Bilingual Storybook Videos, Apps, and Related Materials

Development of Bilingual Storybook Videos, Apps, and Related Materials

The Clerc Center contracted with Eyeth Studios to lead the development of ASL-English bilingual stories designed for deaf and hard of hearing children from birth to 3 and their families. Stories are currently in the video production stage of development. Diverse deaf and hard of hearing story signers and consultants from the nine Southeast states were involved with production to ensure the storybooks, illustrations, and related materials reflect the diversity of young deaf and hard of hearing children and their families in this region.

FY 2022 Knowledge Development workshops	
REAL Train-the-Trainer Sessions	<p>The Clerc Center early intervention team provided train-the-trainer sessions to the Southeast REAL professionals (real time, virtual, and in person):</p> <ul style="list-style-type: none"> • REAL Vision • Logic Models • EHDI 101 • Technical Assistance and Training • Early Language Acquisition • Shared Reading Project/15 Principles • Setting Language in Motion • Racism and Audism in Early Intervention • Work Appreciation Languages
Shared Reading Project/ 15 Principles	One training in person with 15 professionals participating
Setting Language in Motion	One training in person with 15 professionals participating
Encouraging Your Child's Language to Thrive: Four Practices	Three training sessions (real time, virtual, and in person) with a total of 12 professionals and 32 parents/caregivers participating

IV. Clerc Center Strategic Plan (New) (cont'd.)

Knowledge Development–K-12

The Clerc Center provides information, resources, and workshops to meet information and knowledge development needs of families of children who are deaf or hard of hearing in K-12 settings.

There are approximately 76,000 deaf and hard of hearing students in the United States, and 87 percent are placed in general education settings across the country. Due to the low incidence of being deaf or hard of hearing, some school districts, schools, and teachers may not have the knowledge, expertise, or training to provide the best education to the deaf and/or hard of hearing students in their classrooms. The technical assistance offered through the Clerc Center continues to be essential in providing information and resources to these education professionals and families of deaf and hard of hearing children from birth through high school.

During FY 2022, the Clerc Center strategically allocated resources to reach professionals who work with those students as well as the families raising them. The Clerc Center provided over 47 presentations and workshops, supporting over 1,470 individuals, not including those who were supported by its other online training, meeting in groups, and webcasts. The Clerc Center continues to find ways to provide training and technical assistance to the broad range of stakeholders of educators and families.

During FY 2022, most training sessions for K-12 teachers and professionals were on the following topics: Fingerspelling Our Way to Reading, Bilingual Education, and LGBTQIA 101.

FY 2022 Knowledge Development Resources and Workshops	
Fingerspelling Our Way to Reading (FOWTR)	<p>15 trainings:</p> <ul style="list-style-type: none">• 13 in real-time, virtual• Two in person <p>10 organizations hosted (154 ppl)</p> <p>Clerc Center hosted 5 times (104 ppl)</p> <p>A total of 258 professionals received this training.</p>
Bilingual Education	<p>There were several informal requests and two formal requests. Due to limited staffing resources, we will start providing the Bilingual Education training during the 2022-2023 school year.</p> <p>For this year, we provided four training sessions at the Lexington School for the Deaf. A total of 240 professionals received training.</p>
LGBTQIA 101	<p>Two programs requested this training. A total of 181 professionals received this training virtually.</p>

Parent Advocacy App

The collaboration efforts among four programs—the Clerc Center, the American Society for Deaf Children, the National Association of the Deaf, and Hands & Voices—led to the development of the Parent Advocacy app. In FY 2022, there were 3,100 active usages on Apple devices and 226 on Android devices. At present, there have been over 42,600 views of the home page of the Parent Advocacy app, with over 5,300 actual downloads.

School Partnerships for Transformation Initiative

The Clerc Center has launched a new targeted initiative to provide support and resources to programs and schools that have requested a more comprehensive approach to transforming their program/school. This initiative involves four stages: review, recommend, train, and exchange. The review stage involves an onsite visit focusing on assessment of eight areas: administration, building/ services, classroom environment, instruction/assessments, curriculum, technology, language use, and family involvement. After the review, the Clerc Center recommends a professional development plan for the school and, in collaboration with the school, identifies metrics to guide monitoring of progress. In the train stage, the Clerc Center will develop and provide the identified professional development over the course of the academic year. As a result of the partnership, the Clerc Center will give credit to the partnering school for any resources developed as part of the collaboration and used in future partnerships for transformation. This exchange will highlight the many successful aspects of schools and programs serving deaf and hard of hearing children and work toward improving achievement for all students.

Currently, the Clerc Center has partnered with three programs/schools as part of this initiative: Newark (New Jersey) Board of Education; the Alabama School for the Deaf; and the Michigan School for the Deaf.

Reach

The Clerc Center recognizes the importance of reach to not only meet the needs of individuals, schools, and programs with whom they have established relationships but also to create new, meaningful relationships with other individuals and schools who 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.

Reach - National Learning and Engagement Portal

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. During FY 2022, the Clerc Center and Gallaudet focused on improving the functionality and establishing

workflows of the national learning and engagement portal to enhance online learning and engagement of families, professionals, and other stakeholders interested in the education of deaf and hard of hearing children from birth through 21. Demonstrations of the portal were viewed by the Gallaudet University Board of Trustees and the attendees of the 2022 Education and Advocacy Virtual Summit–Deaf Education. This significant investment will enhance the Clerc Center’s current and future efforts to reach out to and provide opportunities for professionals and families across the United States to increase their knowledge, strengthen their skills and practice, and engage with one another with the common goal to provide deaf and hard of hearing children with the best possible foundation for language, development, academic excellence, and well-being.

Reach - Information Distribution and Outreach Activities

The Clerc Center also provides technical assistance, as mandated in the EDA, through distribution of web-based and video-based products and publications, direct outreach by exhibiting and presenting at relevant conferences, and professional development sessions both online and in person. To effectively broaden its effort, the Clerc Center collaborates with agencies and organizations serving professionals and families.

Distribution of Publications and Resources

During FY 2022, resources and publications were shared through virtual and in-person conferences and exhibits as well as through downloads from the website, email distributions, social media, and sales.

The Clerc Center thoroughly audited subscribers’ records in the process of migrating the subscribers’ information to the new learning and engagement portal, ensuring there were no duplicates or invalid mailing and email addresses. After removing invalid records from the system, there are approximately 17,000 subscribers representing key stakeholder groups: parents/family members, educators, itinerant teachers, related service providers, outreach and early interventionists, and administrators. The Clerc Center will continue to expand on its outreach efforts to reach identified audiences as a part of its next strategic plan.

Conferences and Exhibits

Clerc Center representatives participated through presentations; panel discussions; and virtual booths at state, regional, and national conferences. Events included: the Council for Exceptional Children, Division for Early Childhood; the Early Hearing Detection and Intervention Annual Meeting; the Council for Administrators in Special Education; the National Deaf Education Conference; the 2022 Education & Advocacy Virtual Summit–Deaf Education; the American Speech-Language-Hearing Association national conference; the Deaf. Blind. Limitless. Conference; and the Alabama Early Intervention and Preschool Conference.

FY 2022 Outreach Activities	
American Speech-Language-Hearing Association (hybrid)	<p>The Clerc Center provided a real-time virtual panel with three professionals responding to questions about Spoken English in Bilingual Education Programs with 40 participants</p> <p>At the in-person conference, there was a Clerc Center booth that received 150 visitors</p>
National Deaf Education Conference (in person)	<p>Presentation on 15 Principles/Language and Cultural Factors; over 50 attendees</p> <p>The Clerc Center booth was visited by more than 150 people</p>
Council for Exceptional Children Conference (virtual)	<p>Online booth: 456 people. Many participants viewed the Clerc Center website, signed up to subscribe, or sent email requesting more information</p>
2022 Education & Advocacy Summit–Deaf Education (real-time virtual)	<p>Four presentations were offered, along with a Q&A; 154 people registered</p> <p>Topics included: Federal Issues and Advocacy, Clerc Center: Creating Connections Promotion, An Administrative View: How to Support Equity at Schools, and Clerc Center Resources for K-12 and General Education Settings</p>
Deaf. Blind. Limitless. Conference (in person)	<p>Four presentations were offered (2 on Bilingual Education) (2 on an Overview of the 15 Principles/Language and Cultural Factors); 130 attendees</p>
Alabama EI/Preschool Conference	<p>Real-time virtual presentation with 30 attendees on Urgency of Language Acquisition</p>
CEASD (Conference of Educational Administrators of Schools and Programs for the Deaf) Online Conference	<p>Virtual, real-time presentation; 35 attendees</p> <p>Identifying Key Components of State EHDI Systems: Improving Opportunities for Deaf and Hard of Hearing Children’s Early Language Acquisition</p>

IV. Clerc Center Strategic Plan (New) (cont'd.)

Webcasts as a Tool for Online Learning

In FY 2022, the Clerc Center continued to offer e-Learning opportunities in the form of webcasts for professionals and educators in general education settings.

Once a webcast is produced, it becomes a static resource that can be repurposed for various training and presentations and made available for group or individual viewings.

Implications

In FY 2022, there was a net gain of at least 16,263 new views of Clerc Center webcasts and videos on YouTube, bringing the lifetime total to at least 117,870 views. The number of viewers, as listed above, implies that the Clerc Center's archived webcasts continue to be relevant and utilized by stakeholders. It shows that people are still relying on Clerc Center resources as their one-stop center for information.

Views of Clerc Center Webcast Videos by Fiscal Year

	FY 2022 YouTube (as of 8/12/22)	FY 2021 YouTube (as of 9/1/21)	FY 2020 YouTube (as of 9/15/20)	FY 2019 YouTube (as of 9/12/19)	Net Gain in FY 2020	FY 2018 CRM*	FY 2018 Ning
Families panel after Focusing on Early Accessible Language event	320	267	207	127	80	N/A	N/A
Professionals panel after Focusing on Early Accessible Language event	230	186	143	93	50	N/A	N/A
Focusing on Early Accessible Language (Nussbaum/Abrams)	4,531	3,565	2,238	1,348	890	503	184 new
Optimizing Outcomes for Deaf and Hard of Hearing Students (Naeem/Santini)	2,043	1,793	1,480	1,104	376	147	N/A
K-12 ASL Content Standards (42 videos)	19,305	18,109	15,486	12,429	3,057	N/A	N/A
Educational Interpreting (Schick)	17,257	13,783	10,730	7,545	3,185	1,267	1,118
Language Learning Through the Eye and Ear (Chen Pichler)	4,932/2,433	4,328/2,050	3,730/1,693	2,547/1,077	1,183/616	N/A	N/A
Dispelling Myths of Language Acquisition (Cordano/Stern)	4,099	3,704	3,307	2,547	760	N/A	N/A
Cochlear Implant Guidelines for Educational Planning (Kinsella-Meier/Schatz)	8,506	6,559	5,218	3,878	1,340	N/A	N/A
Maximizing Language Acquisition (Simms et al)	29,519	23,957	20,448	16,165	4,283	N/A	N/A
What the Eyes Reveal About the Brain (Petitto)	18,564	17,315	16,157	14,525	1,632	N/A	N/A
Visual Split-Attention (Mather)	3,704	*Information not available	3,324	2,519	805	N/A	N/A
Early Intervention (Benedict)	2,421	2,667	2,098	1,808	290	N/A	N/A
Totals**	117,870	101,607	86,259	15,348	709	546	1,302

*CRM is an acronym for "customer relationship management," the system the Clerc Center uses to manage subscription data.

**Some data is not available. This may impact the totals shown above.

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).¹

The Clerc Center also established an Evaluation Agenda for the first time due, in part, to increased expectations for evidence of impact of the Clerc Center's work, and, in part, to the need to prioritize evaluations of its training and technical assistance activities to meet information and knowledge needs of families of deaf and hard of hearing children across the nation and the professionals who work with them. The new Evaluation Agenda will be discussed following the Research Agenda section.

1 - Education of the Deaf Act of 1986, (2015). Pub. L. 99-371, 100 Stat. 781

Research Agenda (New)

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 new 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, 2019²), 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.

2 - 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:

1. Current projects that fit the priority research topics identified in this Research Agenda and other immediate, important projects that can be conducted with currently available resources

V. Research Plan, Priorities, and Projects (cont'd.)

- 2. Future research studies under consideration that will require additional resources, including grant funding or collaborative agreements, to plan and implement

Project Types Defined

Subsequent to the following sections, which summarize projects and activities in the three areas of focus, is a data table that includes the names of the projects, each project's type and funding, and an estimated number of Clerc Center staff who were involved with the project. Both internal and external funding sources are reported.

Projects at the Clerc Center include:

- **Internal**—Projects conducted solely by Clerc Center personnel
- **Internal and collaborative**—Projects that originated with and were funded by the Clerc Center and involve researchers outside of the institution
- **External**—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 2022—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.

The COVID-19 pandemic continued to have a significant impact on research activities involving the Clerc Center's two demonstration schools. Research activities were suspended until January 2022 to allow both KDES and MSSD to establish safety and health protocols for in-person instruction. As a result, opportunities to support research activities did not become available in January 2022; however, there were no external research studies involving the Clerc Center during FY 2022. The Families of Color Advocacy Study, led internally by researchers from the Monitoring, Evaluation, and Research team, was the only study supported by the Clerc Center. Thus, the following summary focuses only on this study.

Summary of FY 2022 Research Projects and Activities

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 2022, the FOCA Study research team began the second phase of data analysis—a deeper level of analysis to identify themes drawing from the 10 code categories previously developed. An external review process was developed and implemented during FY 2022 to intentionally include BIPOC reviewers for several rounds of critical review and feedback of themes and narratives. This was established to ensure credibility and rigor of analysis and interpretation of data describing experiences shared by families of color.

This review process resulted in themes identified for 10 major code categories and the development of theme narratives for seven of 10 code categories, highlighting the interconnectivity of influences on families' efforts to support their deaf and hard of hearing children. Narratives developed for the seven code categories include:

1. Experiences of Families with Resources
2. Strategies Families Use
3. Family Journey
4. Barriers
5. Early Childhood to High School Education System:
6. Individualized Education Program
7. School Quality
8. School Personnel
9. Language and Communication Experiences
10. Perceptions of Deaf People and Culture

FY 2022 Research Projects Summary Information

Project Title	Funding Source	Type of Project	Internal Fiscal Year Allocation FY 2020	Estimated Number of Clerc Center Staff Involved
Families of Color Advocacy Study	Internal	Internal	\$31,680	3 staff

Evaluation Agenda (New)

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 from birth through high school and to offer technical assistance to states and schools to support training for professionals who work with deaf and hard of hearing infants, children, and students. The intent of these state-level and national initiatives is to improve outcomes for these children through change efforts focused on parents and professionals. These initiatives reflect the new CCSP Knowledge Development priorities in early intervention and K-12 deaf education.

The Evaluation Agenda focuses its priorities in three areas:

1. Regional Early Acquisition of Language (REAL)
2. Knowledge Development–K-12
3. Equity

1. REAL

The Southeast REAL Project is a federally funded regional partnership that Gallaudet established with the Alabama Institute for Deaf and Blind focused on identifying strategies that positively impact early language acquisition for children from birth to age 3 who are deaf or hard of hearing. The project is designed to provide information, resources, training, and technical assistance to parents/caregivers and early hearing detection and intervention professionals in using these strategies. This evaluation priority is aligned with the Clerc Center's first strategic plan priority: Knowledge Development–Early Intervention.

Project logic models, outlining program components, intended audiences, and expected outcomes, were developed and shared with the Southeast REAL Project team during two professional development workshops in January and April 2022. These logic models were used by project leaders to guide information sharing and reporting of REAL activities, strategically identify key groups for training designed to meet their specific training needs, and guide evaluations of REAL training.

2. Knowledge Development–K12

One of the Clerc Center Strategic Plan priorities includes Knowledge Development–K12, intended to support the learning and knowledge needs of parents/caregivers of deaf and hard of hearing children (kindergarten to high school) and their families as well as the professionals who work with them. Training sessions are also intended to enhance parenting skills and strengthen their professional practice with deaf and hard of hearing children and students. Training provided for K-12 educators and professionals during FY 2022 included Fingerspelling Our Way to Reading, Bilingual Education, and LGBTQIA 101. (See *Knowledge Development–K-12 section*.)

3. Equity

Equity, diversity, and inclusion is central to the Clerc Center's work in its two schools 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, and outcomes³
2. Equity in evaluation processes—focusing on review and examination of evaluation practices to ensure equitable evaluation designs, processes, and reporting practices⁴

3 - National Academies of Sciences, Engineering, and Medicine. (2019). *Monitoring educational equity*. Washington, DC: The National Academies Press.

4 - 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.

Evaluation and Research Activities

In accordance with the EDA, the Clerc Center leads the development, evaluation, and dissemination of innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments by educators and families of deaf and hard of hearing students throughout the nation. Evaluation staff members provided evaluation support for the Clerc Center's National Programs and Outreach team and the Southeast REAL Project team.

A dashboard for managing and tracking requests for evaluation support was finalized and implemented during FY 2022. Metrics indicated that during FY 2022, 23 training evaluations were completed. Of the 23 training evaluations, 6 were for training related to early intervention and 17 were for K-12 education.

Research staff members revised the content of the Clerc Center's research website for improved readability, navigation, and accessibility. As part of this work, a new web-based system was developed for external researchers to submit a request for their research study to be reviewed for approval and, upon approval, to submit information required for review by Gallaudet's Institutional Review Board.

In FY 2022, five research and evaluation staff members and one research assistant 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 2022 were \$408,973 in payroll and \$35,094 in non-payroll expenses.





Our child-centered,
play-based classrooms
immerse each child into an
ASL/English environment
to develop their minds
and skills through
various sensory-based
experiences.

VI. Gallaudet University Regional Centers

Through partnerships with 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 engaged in transformative planning, for which they provided input about the unique needs of their region and the resources available from that region to support the efforts of deaf education across the country. This engagement was crucial to the redefinition and transformation of outreach priorities for the GURCs in collaboration with the Clerc Center. This process of engagement included vision setting in advance of preliminary work for the Clerc Center's next strategic plan.

Each region had significant administrative changes in FY 2022. Two regions experienced changes in presidents, one region experienced a change in dean, and one region experienced a change in provost, including new direct supervisors for the GURCs. The GURC-Midwest not only had administrative changes but also would soon be replacing the director position. Transformative work included reaffirmation of the GURC partnership with host institutions and its outreach work in the regions.

Seeking to provide improved programming to better address the specific needs of families and professionals throughout the states and regions, the GURCs engaged in professional development focused on transformational change through a multicultural lens. This focus of effort on gaining understanding of autism; linguistic racism; societal pressures; mental health; social-emotional learning; leadership skills; the importance of involving deaf and hard of hearing professionals in early intervention programs; the lack of access to information and language; language development and planning; and laws regarding education, language policy, and access was in response to the systemic impact of these issues across the nation.

FY 2022 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 birth to 5 remains a high priority for Gallaudet and the Clerc Center. To support continuous language learning and transition across the nation, the GURCs provided 1:1 consultation and guidance to states interested in establishing a Shared Reading program, offered professional development opportunities, and shared resources from Gallaudet and the Clerc Center.

Connecticut established a new Shared Reading program in the fall of 2021, which was modeled after GURC-East's Shared Reading Saturday program in Massachusetts. The first event was held at Yale University in New Haven, and the second event at the American School for the Deaf in West Hartford in the spring of 2022.

The Mill Neck Manor School for the Deaf in New York set up a new Shared Reading program in June 2022, with events for families planned for the 2022-2023 school year. The program coordinator attended one of GURC-East's Shared Reading Saturday events in 2016, which was instrumental in her efforts to establish the program in New York.

The groundwork for a new Shared Reading Saturday program in Rhode Island has been laid, with the first event tentatively scheduled for the fall of 2022. This represents a resurgence of interest in the Shared Reading program and its important role in fostering literacy skills in deaf and hard of hearing children.

Regional Early Acquisition of Language (REAL) Project

The GURC directors engaged in learning about the REAL Project and its objectives and scope of work in anticipation of the planned expansion of the project to other regions. This will further support the early invention work of the GURCs in their regions. As GURC directors connected with other programs, agencies,

and schools in their regions, they shared information about the REAL Project to build strong internal structures and connections to further support the project. The directors from the Southeast REAL Project and the GURC-South met weekly to discuss regional needs and identify strengths and weaknesses within the program, school, or agency and create recommendations. The GURC-South provided training and workshops for some of the REAL Project events on topics such as language assessment, making connections with deaf and hard of hearing children, and self-advocacy.

K-12

ASL-English Literacy

The GURCs received multiple requests for books written and/or illustrated by deaf and hard of hearing people. However, there was no consolidated list of such titles available. Different organizations and professionals maintained their own lists. Therefore, the GURC-East supported the Clerc Center's efforts to consolidate these lists so information about such books could be easily shared with families, teachers of the deaf, early intervention providers, and other professionals across the country.

One film production company, Sally is Sarah Productions, Inc., based in Chicago, partnered with the GURC-East in the development and screening of its first ASL storybook video titled *Calvin Can't Fly*, featuring Crom Saunders and Liz Tannebaum. The goal of the production was to promote literacy in deaf and hard of hearing children through ASL, English, and Spanish. Shortly thereafter, multiple screenings of the *Calvin Can't Fly* ASL storybook video were screened at libraries, organizations serving deaf and hard of hearing individuals, and schools for the deaf across the country.

Financial Literacy

The GURCs also addressed financial literacy by creating partnerships, curriculum, and corpus. Materials were developed for children and their families, with the goal of promoting financial literacy in both classroom and home settings.

In support of providing more resources, the partnership of the Washington Center for Deaf and Hard of Hearing Youth, the GURC-West, the Clerc Center, and Junior Achievement (JA) USA concluded a project begun in FY 2021—curriculum and corpus development for videos on financial literacy with a focus on K-5. In this project, the JA curriculum was refocused for the educational needs of deaf and hard of hearing children by providing the same access to language growth for the families and professionals in the elementary, middle, and high schools. These videos were posted on the Washington State Open Educational Resources (OER Commons) available to professionals and families across the country.

Social-Emotional Learning

Social-emotional learning has long been recognized as an important factor in the successful development of the whole child. When that learning is not fully supported, student learning in all other avenues can be adversely delayed, starting with language acquisition. A fully engaged thinking person needs this crucial development of social-emotional learning. Families needed opportunities to see the models and engage in discussions on those topics to be able to engage in practical learning.

To that end, the GURCs provided opportunities for active family learning addressing these topics. Over the course of many years of involvement with the families in Montana, the GURC-West transformed workshops for families into a live-practice model of guided opportunities to engage in hands-on activities with children. Families were encouraged to engage in activities that supported active play and language development. Family involvement included opportunities outside of structured classrooms and learning. Modeling and practicing three types of play—the active, manipulative, and creative—provided opportunities to teach toddlers and young children about patience, teamwork, increasing language/communication skills, social-emotional skills, and analytical thinking skills. Activities were based on objects commonly found in the home to support a broad range of families.

This past year, families and professionals participated in a series of workshops developed and offered by the GURC-South that focused on understanding their deaf and hard of hearing children beyond their hearing loss and language skills. There are five critical child development domains (cognitive, emotional, language, social, and physical) that are crucial to the healthy development of children. Families and professionals learned different strategies for how to effectively support a child's well-being while integrating those domains and fostering the child's language development and early language acquisition. These strategies included ensuring a language-rich environment for the child at all times, both at home and at school; being able to share love with each other as a family and to better understand each other as a valued member of the family; and learning how to best advocate for the deaf or hard of hearing child and create opportunities for the child to develop self-advocacy skills.

Reach

Part of the GURCs' mission was to cultivate partnerships and collaborations with various organizations, schools, agencies, and other stakeholders. This allowed for information sharing with a wider reach that resulted in new connections and opportunities. Information received from those connections, along with information shared from Gallaudet, VL2, the Center for Continuing Education, the Office of the Chief Bilingual Officer, and the Clerc Center, were disseminated.

As the COVID-19 pandemic evolved, the GURCs engaged in more in-person conferences and workshops. This allowed for more personal relationships and

VI. Gallaudet University Regional Centers (cont'd.)

connections to be made regarding deaf education. This further affirmed the important role that the GURCs play in engaging local, state, and regional services and programs in the exchange of information, the development of partnerships, the identification of needs, the sharing of resources, and training development and provision.

In great part because of the COVID-19 pandemic, the GURCs have seen that learning opportunities for families, communities, and professionals must be developed with multiple service delivery options. To this end, they have connected with new partners for content development and redevelopment, learned how asynchronous and synchronous learning takes place, and developed and implemented new curriculum strategies. The GURCs also continued to convert existing and new in-person training and presentations for use in virtual environments. This has become a multi-year project.

Transition

In support of diversity and equity obtaining student success, post-secondary transition planning, and academic vitality in deaf education, the GURCs continued to work on the development of college and career readiness training to support the efforts of deaf education at all age levels with learning opportunities for families, professionals, and, ultimately, students.

Gallaudet and the GURCs' host institutions continued to work on enhancing and streamlining transfer student opportunities. Though a complex issue, all partners were determined to provide transfer students opportunities to complete degree requirements, in a broad range of fields, in a timely manner.

Both KDES and MSSD incorporate technology and digital learning into their curricular offerings, thus creating a truly bilingual and strongly visucentric environment.



VII. Demonstration Elementary and Secondary Schools

Both Kendall Demonstration Elementary School and the Model Secondary School for the Deaf were accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and the Middle States Association (MSA) in March 2018. The accreditation is valid through December 1, 2025. As part of the accreditation process, a mid-cycle report must be submitted. A report of progress toward school goals was submitted in January 2022, and it received an acceptable rating. The schools will begin the self-study process again in 2023.

As part of our accreditation self-study, the community identified three goal areas: ASL/English language arts, mathematics, and school climate.

Excellence By Design Accreditation Protocol

ASL/English Language Arts

- Continued ongoing focus on integrating the Maryland-adopted Common Core State Standards (CCSS) for English/Language Arts (ELA) and Mathematics and the Next Generation Science Standards for science that serve as the foundation for curriculum and instruction through implementing newly developed curricular units aligned with these standards for all classes from grades K-12.
- Reviewed our current K-5 and 6-8 English curriculum and selected a new curriculum for K-8 aligned with Maryland curriculum and assessment.
- Expanded the use of data to include Northern Signs, which is an additional ASL assessment. Also, the schools worked with the Monitoring, Evaluation, and Research team to develop in-house surveys to collect more data in order to best support students receiving these services.
- Continued development of a Project-Based Learning curriculum for students with significant delays who need a more hands-on approach to learning standards-based content.
- Provided support for teacher instructional planning through a variety of job-embedded professional learning opportunities (e.g., weekly meetings; PLCs; mini-workshops; individual consultation from instructional support personnel, including master teachers, coordinators of instructional support/differentiation and inclusion) and allocated planning time on professional development days and other times throughout the year.

Students experience hands-on learning that is academically rigorous, IEP-driven, and aligned with the Common Core State Standards. They learn how to ask questions, find answers, and work with others to share new knowledge.

Mathematics

- Established a STEAM team to review all curriculum, identify professional development opportunities, determine manipulatives needed for each grade band, and provide training for online math instructional tools.
- Continued ongoing focus on integration of the STEAM philosophy into the Clerc Center, including additional courses such as STEAM 101, Robotics, 3D Printing, and 3D Pen art and design.
- Implemented MAP Skills and IXL to allow students opportunities to use technology in order to better prepare them for the Maryland Comprehensive Assessment Program (MCAP) and Measure of Academic Progress (MAP) Assessments.



VII. Demonstration Elementary and Secondary Schools (cont'd.)

School Climate

- Connected all teachers to professional learning opportunities through organizations such as Teaching for Change and to meet our equity plan goals.
- Added three positions to support families and community members: one family education manager and two family educators. The team developed a series of workshops for families:
 - Healthy Relation™SHIPS™
 - Anti-Racism Parenting
 - Life After High School
 - Math at Home
 - Reading at Home—How the Brain Works
- Developed and supported teachers' skills in the areas of implementing equity and social justice in instruction by connecting instructional teams to local professional development options from organizations like Teaching for Change.
- Established a school-wide network of social justice representatives, including Student Life, both schools, and affinity groups such as the Black Professionals of the Clerc Center.
- Second-year implementation of our Black History and Literature course, while finalizing a course on LGBTQ+ history to be implemented in the coming year.
- Refined our Technology Steering Committee for the Clerc Center, including key personnel representing all Clerc Center divisions.
- Planned events led by the Multicultural Planning Committee, which is primarily a volunteer committee with representation across the Clerc Center, that included:
 - Dr. Octavian Robinson of the Gallaudet University Deaf Studies program presenting for Disability Heritage Month
 - Specialized performance of the play -ISM by Visionaries of the Creative Arts
 - Monthly showings of films chosen to stimulate educational discussions
 - Presentations and activities from Off the Grid Missions that led to a student-driven fundraiser to support their work
 - Panel of LGBTQIA2S+ students from the Clerc Center
 - Panel of Clerc Center teachers for Women's History Month
 - Read-alouds for KDES students with age-appropriate books

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 math 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 MCAP for ELA and math, the MISA, the MISA-Alt and HSA in science, and the Multi-State Alternate Assessment (MSAA) 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 (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. MCAP measures writing at every grade because it is key to showing readiness for the next academic work and, in high school, readiness for college and 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 in the 2016-2017 school year for grades 5 and 8, replacing the former Maryland School Assessment (MSA) in science. The high school MISA began as a field test in the 2017-2018 school year, replacing the Biology HSA.

The MISA is aligned to the Maryland Next Generation Science Standards (NGSS). The NGSS integrates three dimensions necessary to understand science. The dimensions are the Science and Engineering Practices, the Crosscutting Concepts, and the Disciplinary Core Ideas. To assess the three dimensions of the NGSS, a set of interrelated items is required. There are no items on the MISA that are not part of an item set.

The MISA uses the item set as the building block of the assessment. Specific items may focus on two of the dimensions, but together in a set, all three dimensions are covered, and inferences can be made about a student's three-dimensional learning.

Each item set on the MISA has a stimulus that focuses on a specific real-world context or phenomenon. The stimulus may include technical passages to read, a video, charts/diagrams, or a simulation with which the student interacts.

Alternate Maryland Integrated Science Assessment (Alt-MISA)

The Alt-MISA, also known as Dynamic Learning Maps (DLM), is designed for students with the most significant cognitive disabilities for whom the general education science assessment (MISA) is not appropriate, even with accommodations. The Alt-MISA is based on alternate achievement standards that have been derived from and are aligned with the NGSS. Students who take the Alt-MISA assessments are instructed and assessed on Essential Elements (EEs). EEs are grade level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. Each science EE has three linkage levels that specify where a student is in relationship to the grade-level target. The target linkage level is the highest, while the other two linkage levels (initial and precursor) are lower in complexity, depth, and breadth.

The Alt-MISA is an online, stage adaptive assessment comprising nine “testlets” for each grade level assessed. Each testlet is completed in one setting and consists of an engagement activity and three to five test items. Each testlet covers one EE.

Each engagement activity is designed to motivate students, provide a context, and activate prior knowledge. All test items are in a multiple-choice format.

These assessments were designed to measure the full range of the CCSS, the NGSS, and the full continuum of student abilities, including the performance of high- and low-performing students. The PARCC assessments tested writing skills at every grade level and critical thinking and problem-solving skills in an in-depth manner. The assessments feature a mix of items—short answer, longer open-response questions, richer multiple-choice items, and technology-enhanced items—to better reflect the full range of content and skills found in the CCSS.

The assessments are all delivered online in a computer-based format. This allows for additional technology enhancements in both the content presented and in student response modes. The Clerc Center invested a significant amount of time and resources in planning, preparing teachers and staff, ensuring technological support, and administering these five assessments.

Report Cards

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 2020-2021 school year on its website.

Please note that accountability requirements were waived for the 2020-2021 school year due to the impact of the COVID-19 pandemic on the ability of schools to administer assessments. As a result, these assessments were administered in the fall of 2021. Development of report cards for the 2021-2022 school year is in progress at the time of the publication of this report.

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

The Clerc Center's results for the 2020-2021 school year are available online at clerccenter.gallaudet.edu/assessments/. Development of report cards for the 2021-2022 school year is in progress at the time of publication of this report.

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, 2021, 86 students were enrolled at KDES. Eight eighth grade students completed the KDES program in June 2022.

AY 2021-2022 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, 2021	86	25	9	2	11	8	7	7	10	7
First-time enrollments	10	8	1	0	0	0	0	1	0	0
Completed program	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8
Left before completing program	6	2	0	0	2	1	0	0	1	0

¹Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.

Student Characteristics

Hearing Levels of KDES Students

Fifty-seven percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2021-2022, the number of KDES students with cochlear implants was 18, or 21 percent of the school population. Twelve of those students were still using their implants.

KDES Students by Hearing Level and Instructional Grouping

Hearing Level	All Students ¹	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
Normal ² (<27dB)	1	1%	0	0%	1	3%	0	0%
Mild (27-40 dB)	2	3%	1	5%	0	0%	1	5%
Moderate (41-55 dB)	9	12%	3	14%	4	12%	2	9%
Moderately severe (56-70 dB)	6	8%	4	19%	1	3%	1	5%
Severe (71-90 dB)	15	20%	5	24%	6	18%	4	18%
Profound (91 dB & above)	44	57%	8	38%	22	65%	14	64%
All levels	77	100%	21	100%	34	100%	22	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

¹Test data available for 9 students.

²One student had unilateral hearing loss.



Each child in early childhood education, babies and toddlers included, participates in a variety of sensory-based experiences in a bilingual environment.

Traditionally Underserved Racial/Ethnic Groups

Sixty-five percent of KDES students were members of traditionally underserved racial/ethnic groups.

KDES Students by Race/Ethnicity and Instructional Grouping

Racial/Ethnic Group	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
White	30	35%	10	40%	11	30%	9	37%
Traditionally underserved racial/ethnic groups	56	65%	15	60%	26	70%	15	63%
Black/African American	24	28%	4	16%	13	35%	7	29%
Hispanic of any race	17	20%	7	28%	6	16%	4	17%
Asian	8	9%	1	4%	4	11%	3	13%
Two or more or other racial/ethnic groups	7	8%	3	12%	3	8%	1	4%
All groups	86	100%	25	100%	37	100%	24	100%

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Twenty-one percent of KDES students were identified as having additional physical or cognitive disabilities.

KDES Students with Disabilities by Instructional Grouping

Disability Status	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
No disabilities	68	79%	23	92%	29	78%	16	67%
Deaf students with 1 or more additional disabilities ¹	18	21%	2	8%	8	22%	8	33%
All conditions	86	100%	25	100%	37	100%	24	100%

Note: Percentages may not sum to 100 percent due to rounding.

¹Specific disabilities are not listed due to the small number of students in some groups.

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=86)	% of All	ECE (N=25)	% of ECE	Elem. (N=37)	% of Elem.	Middle (N=24)	% of Middle
No support services	18	21%	8	32%	3	8%	7	29%
1 or more support services	68	79%	17	68%	34	92%	17	71%

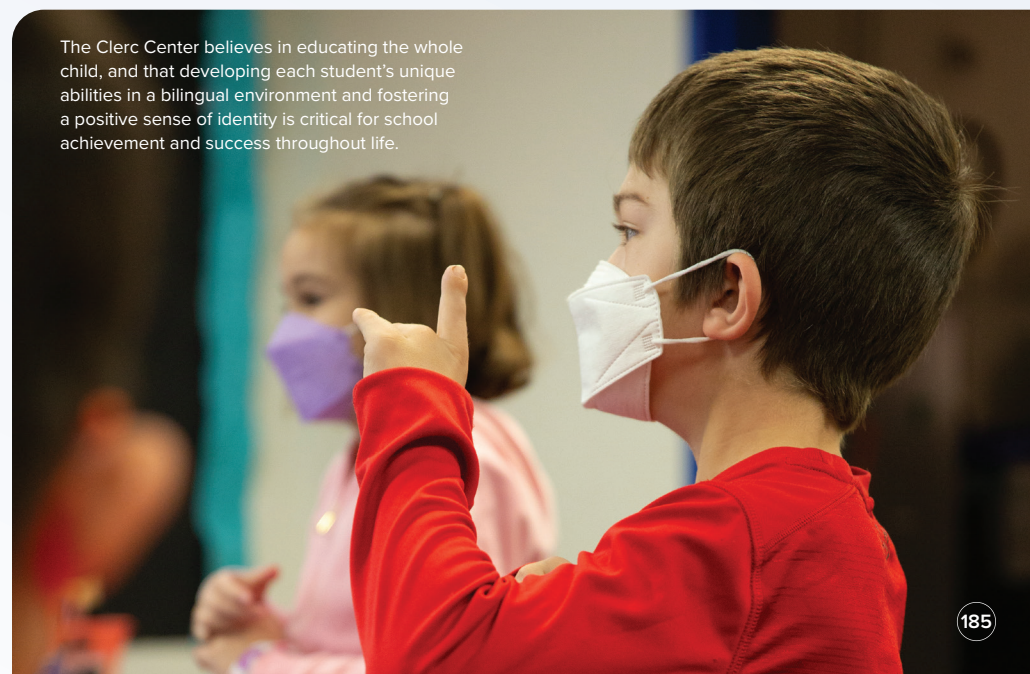
Note: Percentages may not sum to 100 percent due to rounding.

KDES Students Receiving Support Services by Race/Ethnicity

Support Services	All Students (N=86)	% of All	White (N=30)	% of White	Traditionally Underserved ¹ (N=56)	% of Traditionally Underserved
No support services	18	21%	11	37%	7	13%
1 or more support services	68	79%	19	63%	49	87%

Note: Percentages may not sum to 100 percent due to rounding.

The Clerc Center believes in educating the whole child, and that developing each student's unique abilities in a bilingual environment and fostering a positive sense of identity is critical for school achievement and success throughout life.



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, 2021, 101 students were enrolled at MSSD. Thirty-three seniors graduated in June 2022.

AY 2021-2022 MSSD Enrollment

Enrollment	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2021	101	19	14	36	32
First-time enrollments	11	5	2	4	0
Left before completing program	5	3	0	2	0
Completed program	33	N/A	N/A	N/A	33

Student Characteristics

Hearing Levels of MSSD Students

Eighty percent of MSSD students had hearing losses measured at the severe or profound levels. In 2021-2022, 19 MSSD students—19 percent of the school population—had cochlear implants. Sixteen 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)	1	1%	0	0%	0	0%	0	0%	1	1%
Mild (27-40 dB)	4	4%	1	5%	2	14%	1	3%	0	0%
Moderate (41-55 dB)	7	7%	2	11%	1	7%	3	8%	1	3%
Moderately severe (56-70 dB)	8	8%	1	5%	1	7%	5	14%	1	3%
Severe (71-90 dB)	22	22%	2	11%	3	21%	5	14%	12	38%
Profound (91 dB & above)	59	58%	13	68%	7	50%	22	61%	17	53%
All levels	101	100%	19	100%	14	100%	36	100%	32	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

¹One student had unilateral hearing loss.

Traditionally Underserved Racial/Ethnic Groups

Forty-five 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	56	55%	13	68%	7	50%	18	50%	18	56%
Traditionally underserved racial/ethnic groups	45	45%	6	32%	7	50%	18	50%	14	44%
Black/African American	25	25%	3	16%	4	27%	11	31%	7	22%
Hispanic of any race	8	8%	1	5%	1	7%	3	8%	3	9%
2 or more and other racial/ethnic groups	12	12%	2	11%	2	14%	4	11%	4	13%
All groups	101	100%	19	100%	14	100%	36	100%	32	100%

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Forty-two 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	59	58%	7	37%	9	64%	19	53%	24	75%
Deaf students with ¹ or more additional disabilities ¹	42	42%	12	63%	5	36%	17	47%	8	25%
All conditions	101	100%	19	100%	14	100%	36	100%	32	100%

Note: Percentages may not sum to 100 percent due to rounding.

¹Specific disabilities are not listed due to the small number of students in some groups

Support Services

Forty-seven percent of all MSSD students received one or more support services. At MSSD, 69 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 30 percent of white students.

MSSD Students Receiving Support Services by Grade

Support Services	All Students (N=101)	% All	Grade 9 (N=19)	% 9	Grade 10 (N=14)	% 10	Grade 11 (N=36)	% 11	Grade 12 (N=32)	% 12
No support services	53	53%	10	53%	8	57%	16	44%	19	59%
1 or more support services	48	47%	9	47%	6	43%	20	56%	13	41%

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=45)	%	Black/African American (N=25)	%	Hispanic of Any Race (N=8)	%	Two or More & Other (N=12)	%
No support services	14	31%	6	24%	3	38%	5	42%
1 or more support services	31	69%	19	76%	5	62%	7	58%

Note: Percentages may not sum to 100 percent due to rounding.

MSSD Students Receiving Support Services by Race/Ethnicity

Support Services	All (N=101)	% All	White (N=56)	% White	Traditionally Underserved (N=45)	% Underserved
No support services	53	53%	39	70%	14	31%
1 or more support services	48	47%	17	30%	31	69%

Note: Percentages may not sum to 100 percent due to rounding.

MSSD's residence hall lobby, with its DeafSpace design elements addressing the five major touchpoints between deaf experiences and the built environment (i.e. space and proximity, sensory reach, mobility and proximity, light and color, acoustics), is the perfect setting in which to do homework and to socialize.

Disposition of 2021 MSSD Graduates

A one-year follow-up was conducted for the 37 students who graduated from MSSD in 2021. Twenty-five graduates responded to the survey, for a response rate of 68 percent.

Fifty-four percent of graduates were enrolled in a postsecondary program. Eight percent were working, and five percent were neither enrolled in a postsecondary program nor working.

MSSD 2021 Graduates' One-Year Outcomes by Race/Ethnicity

Outcomes	All Graduates	% All	White	% White	All Traditionally Underserved	% Underserved
Entered college or university	20	54%	7	70%	13	48%
Working	3	8%	0	0%	3	11%
Neither working nor enrolled in a postsecondary program	2	5%	0	0%	2	7%
Unknown	12	32%	3	30%	9	33%
All outcomes	37	100%		100%		100%

Note: Percentages may not sum to 100 percent due to rounding.





School spirit is high at both
KDES and MSSD.



This page: In addition to its two schools, the Laurent Clerc National Deaf Education Center has a mission to support the education of deaf and hard of hearing students by serving professionals and families across the country.

Back cover: The Laurent Clerc National Deaf Education Center offers exemplary academic programs to the diverse population of deaf and hard of hearing students across the nation by providing early intervention services, sign language classes, and uniquely designed resources for deaf and hard of hearing communities.



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