

CONGRESSIONAL BOARD MEMBERS

Mr. NATCHER. Thank you very much, Dr. Jordan. We are glad to have you back before us.

You mentioned the fact you now have three Members of Congress on your Board. You have Mr. Bonior, Mr. Gunderson; who is the third Member?

Dr. JORDAN. The third congressional member is Senator Inouye.

Mr. NATCHER. All three good Members of the Congress, all very much concerned about Gallaudet.

Dr. JORDAN. All three are very good members of the Board, sir.

ENROLLMENTS AND CAPACITY

Mr. NATCHER. I agree, you are fortunate to have them.

Dr. Jordan, 10 years ago, the enrollment of graduate and undergraduate students at Gallaudet was approximately 1,500. In 1991, I believe it is 2,404. There is concern that this expansion of more than 60 percent may have been too much in such a short period of time. How comfortable generally are you with the current size of the university enrollment?

Dr. JORDAN. The numbers are exactly right, 2,404 is the fall enrollment for the total university. That is a number that I believe I wouldn't like to exceed. An enrollment of 2,404 is about as big as we need to get.

When I said our mission was to provide an outstanding education to deaf university students, I repeat that. We are attracting the very, very best deaf students in the country.

At the same time, we are attracting some students whom I would classify as at risk. I believe that is a very important part of our mission, and I believe we should continue to do so.

There is only one Gallaudet in the world, and I think the opportunity for a student to pursue his education there is very important.

Mr. NATCHER. Dr. Jordan, as you know, the 1991 budget assumed an enrollment of 2,250 students. Why is enrollment higher than you budgeted for?

Dr. JORDAN. One thing that has changed in the last three years has been the number of students accepted who actually show up on campus. A large number of students who previously were accepted to come to Gallaudet also were accepted at other institutions, for example, at NTID, and would choose not to come to Gallaudet. The percentage of students accepted who actually enroll has increased in the last few years. I think that is in part due to the more positive image that Gallaudet now presents.

Mr. NATCHER. The 1985 strategic plan for Gallaudet set an enrollment target at 2,000 to 2,500 students through 1990. Does Gallaudet have an updated strategic plan which sets forth enrollment targets for the remainder of the 1990s?

STRATEGIC PLAN

Dr. JORDAN. We have a new 1990 Strategic Plan that establishes the goals and mission for Gallaudet University. I have given a copy to Mr. Stephens. I would like to see it inserted in the record, sir, if that is possible.

Related specifically to enrollment, we are just now completing an enrollment study for all levels, elementary, secondary, and university programs, and we anticipate that enrollments will be pretty steady over the next 10 years.

Mr. NATCHER. Now, if you will, Dr. Jordan, please in the record at this point a summary of your new strategic plan, if you would just place that in the record for us.

[The information follows:]

GALLAUDET'S 1990 STRATEGIC PLAN

Following are the pertinent excerpts from the University's new strategic plan related to goals and objectives for the next five years.

THE GALLAUDET MISSION



The mission of Gallaudet University is to serve as a comprehensive, multipurpose institution of higher education for deaf and hard of hearing citizens of the United States and of the world. In addition to its undergraduate and graduate academic programs, the University also offers national demonstration elementary and secondary educational programs. Located on two campuses in Washington, D.C., the University extends its activities to a worldwide audience through a network of regional centers, international agreements, and public service and advocacy efforts.

Gallaudet University is the only liberal arts university in the world designed exclusively for deaf and hard of hearing students. Communication among faculty,

staff, and students, whether in or out of the classroom, is through the use of both sign language and written and spoken English. As a result, students are able to participate fully in all aspects of campus life and thereby acquire the comprehensive education and experience that is the goal of a liberal arts education.

Gallaudet University is committed to providing instruction in the arts and sciences that are vital to the development of the intellect; to conducting research aimed at enhancing the lives of deaf and hard of hearing individuals; and to serving deaf and hard of hearing people, their families, their friends, and the professionals who work with them.

THE GALLAUDET SCOPE OF SERVICES

The basic Gallaudet University mission and the dedication of the administration, faculty, and staff to its achievement have not changed since the founding of the institution. However, in recent years the deaf and hard of hearing communities have vigorously sought opportunities to realize their full human potential. Concurrently, societal changes and technological advances have facilitated such empowerment. Gallaudet University has responded to these changing conditions by providing new and expanded educational opportunities and programs.

Gallaudet's mission as a unique educational institution is inextricably bound to the need for accessible and direct communication among students, faculty, and staff. The centrality of communication at Gallaudet permeates all of our programs and services. Each mission theme, therefore, must be read with the understanding that accessible communication is the right of the Gallaudet community and the people we serve. While the University historically has integrated sign language into its educational programs, it is only relatively recently that research has established American Sign Language as a discrete and formal language. As a result, the University is now actively exploring how best to integrate English and American Sign Language into all aspects of University life to meet the needs of the individuals we serve. The University is committed to becoming a working model of a bilingual, multicultural community where deaf, hard of hearing, and hearing people learn and work together without communication barriers.

While the range of Gallaudet's programs and services is equivalent in scope to those of a modern land grant university, its commitment to educational excellence,

general education values, low student-faculty ratios, individualized attention to student needs, and full participation of students in all facets of University life enables Gallaudet to retain much of the atmosphere of a small liberal arts college. The primary programs and services of Gallaudet University are described below.

- ☛ *Undergraduate Programs.* The University is committed to providing the highest quality education for deaf and hard of hearing students. To ensure that undergraduates are prepared for rewarding lives and successful careers after leaving Gallaudet, the University offers an increasingly flexible schedule and comprehensive curriculum. The undergraduate program enrolls deaf students, students with less than profound hearing losses, older students who have experienced a hearing loss, and students with additional disabilities. The provision of full participation in all University programs is greatly enhanced by the absence of communication barriers which exist at other universities. As a result, the Gallaudet campus is truly a community in which students can participate fully and meaningfully.
- ☛ *Graduate Programs.* Gallaudet provides graduate programs of the highest quality to deaf, hard of hearing, and hearing students in areas related to the understanding of deafness and service to deaf people. In addition, cooperative agreements have been established with other universities for exchange study at the graduate level. The University provides flexibility in graduate level curriculum and scheduling in order to provide opportunities for deaf and hard of hearing adults seeking training for new careers.

— *Pre-College Programs.* The University provides national demonstration programs to infants and pre-school children, as well as to elementary and secondary school age children. These programs are comprehensive and of such quality as to influence the profession in positive ways toward preparing deaf and hard of hearing individuals for careers and for further education or training. The demonstration schools serve students with additional disabilities, including youth for whom college admission is not a reasonable expectation. The demonstration programs also provide useful services to educators of deaf and hard of hearing children in all types of settings.

— *Services.* Gallaudet offers a full range of outreach services and informational products to deaf and hard of hearing people, their families, and people who work with them. The purpose of all these services is to enable the people served to live productive, fulfilling lives. Available services and products include publications, credit and non-credit courses, lectures, technical assistance, exhibits, professional meetings, self-help programs, and other forms of training on a wide variety of topics. Clinical services provided include audiological, legal, and career assessment and counseling.

In order to assist a much greater number of deaf and hard of hearing adults

than it has served in the past, the University has expanded its primary constituency to include a larger number of minorities, individuals whose hearing loss is less than profound, and those whose hearing loss occurred during adulthood.

— *Research.* Through formally organized research programs, the University conducts basic and applied research in a variety of areas related to deafness and deaf people. Gallaudet University also conducts research in deafness-related areas through cooperative arrangements among campus units and with other organizations, and through advocacy of research conducted by other organizations. In addition, the University encourages individual faculty and students to conduct research in their areas of expertise and interest.

— *Advocacy.* The University is a leading advocate for the empowerment of deaf and hard of hearing people. This is achieved by working to eliminate barriers through self-help skills training; by enhancing and promulgating knowledge about the spectrum of communication options and technology related to communications; and by influencing policy makers and service providers throughout the country. In this capacity, the University acts as a major international resource for the creation and dissemination of knowledge about the people it serves.

MANAGEMENT OF GALLAUDET'S RESOURCES



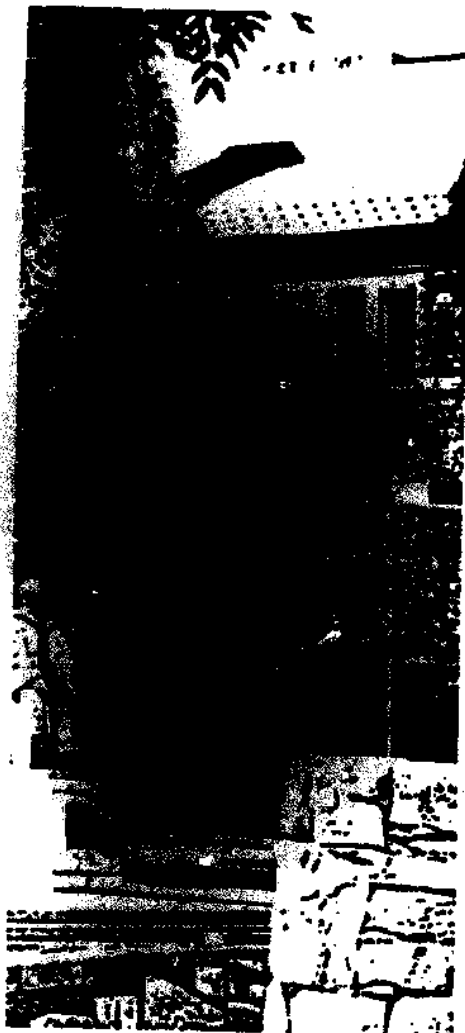
Gallaudet University manages its programs with great attention to efficiency and effectiveness. Nowhere is this concern more evident than in Gallaudet's management of its most important resource, the University's faculty and staff. The University actively encourages faculty and staff to participate in professional development programs designed to improve or expand their skills. In addition to fulfilling the job requirements that one would expect to find at any other college or university, Gallaudet personnel must be able to communicate effectively with deaf students and peers. Therefore, decisions on recruitment, promotion, and tenure are made, in part, on the basis of job-related sign communication skills. Gallaudet is committed to increasing the openness and regularity of communication at all levels and to the periodic assessment of affirmative action/EEO programs designed to enhance the hiring and advancement of deaf people, women, and minority group members.

The financial resources of the University also require careful stewardship. Financial resources must be directed at the programs that most closely relate to the Gallaudet mission. Historically, the federal appropriation has been the single largest source of operating funds. Gallaudet will continue to strengthen its relationship with the federal sector and, at the same time, actively pursue increased support from sources other than the U.S. government. Among these efforts is a program to increase the endowment of the University. Gallaudet will also continue to improve ties with business and industry in ways beneficial to the academic, public service, and research goals of the University.

MISSION THEMES

Academic Program Quality and Outcomes

- ☛ Provide academic programs of the highest possible quality.
- ☛ Endeavor to prepare all graduates of academic programs for rewarding lives, successful careers, and further educational opportunities.



Academic Program Constituencies

- ☛ Provide academic programs to a broad range of deaf and hard of hearing students and the professionals who work with deaf people.
- ☛ Offer a range of services appropriate to the needs of Gallaudet's multifaceted constituency.

Pre-College Programs

- ☛ Provide effective pre-college education and demonstration programs to students, professionals, and families of deaf children.

Public Service Programs

- ☛ Provide a broadened range of public services to deaf people, their families, and people who work with them.

Advocacy

- ☛ Continue to be a leading national and international advocate for improvement in the lives of deaf people.

Research and Technology

- ☛ Maintain research programs designed to promote the equalization of opportunities for all deaf people and support research in areas related to deafness as well as other fields of inquiry.
- ☛ Extend the network of people involved in and benefiting from Gallaudet research.
- ☛ Make effective use of technology as a tool in instruction, research, scholarship, service, and administration.
- ☛ Serve as a national and international source of information, research, professional training, and instructional development on the subject of technology for deaf and hard of hearing people.

STANDARDIZED ACHIEVEMENT TESTS

Mr. NATCHER. Do Gallaudet students take standardized tests such as the S.A.T. exams as part of the admissions process, Dr. Jordan?

Dr. JORDAN. Gallaudet students take an S.A.T., but not the Scholastic Aptitude Test. I will try to explain the difference.

The S.A.T. that Gallaudet students take is the Stanford Achievement Test. They take the S.A.T.-H.I., "H.I." meaning hearing-impaired. It is a form of achievement test normed on deaf students. The Scholastic Aptitude Test has a very heavy language emphasis which doesn't assess the ability of our students at Gallaudet. Therefore, they do take a standardized test, but not the same one taken for most universities around the country.

Mr. NATCHER. What was the average test score for your entering freshman class this year, and how does this compare to five, 10 years ago, just generally speaking?

Dr. JORDAN. Not including our Preparatory Program students, the average reading score grade level for the entering freshman is about 11th grade as measured on the SAT-HI. Compared to other deaf students, the average math score is post-high school for entering freshmen. That is pretty much the same as it was five years ago.

The reason for that is we are basically attracting the very best students in the deaf population so there is no room for improvement. We attract students at or about the 90th percentile in the deaf population.

RETENTION RATE

Mr. NATCHER. Last year, Dr. Jordan, as you know, you explained to the committee that the percentage of students who complete their undergraduate degree is only about 40 percent and you considered retention to be one of your most difficult challenges. Is this an indication that the University should be admitting a smaller number of better-qualified students? What would it indicate?

Dr. JORDAN. That is a very complex question, sir, and I will try to answer it as best as I can.

It doesn't indicate to me that we should be admitting a smaller number of students, because as I said earlier, I think it is very important we continue to admit what we call at-risk students.

The retention rate is low. It concerns me. It will concern me next year. It will always be a very big challenge to me, and we are working hard to improve retention. However, we need to recognize that a large number of the students who come to Gallaudet are very English language-deficient.

When we admit students, we admit them either as freshmen or as preparatory students. A little bit less than half the students admitted are admitted to the preparatory class. They are also the ones I would call or identify as at-risk.

Most of the freshmen, I believe, will persist and graduate. Many of those admitted as preps will not. I think a very important role for us is to maintain that kind of a program and that kind of an opportunity.