

# How Ready Are Postsecondary Institutions for Deaf Students?

**RS**  
Research  
Summarized

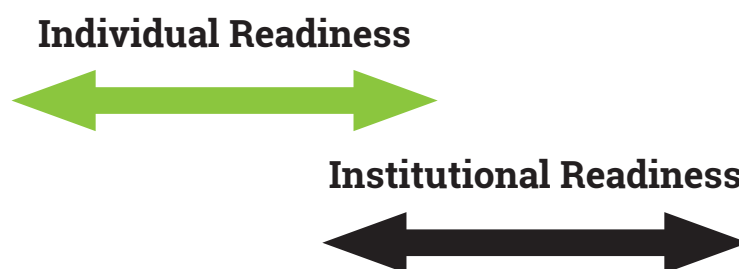
Summary of Cawthon et al., "How Ready are Institutions for Students who are Deaf or Hard of Hearing?"<sup>1</sup>

## Why was this work done?

- Previous research has focused on postsecondary institutions' capacities to accommodate deaf students and the academic preparation of deaf students as separate, noninteracting factors.
- Postsecondary enrollment rates for deaf individuals have grown significantly in the past two decades, yet only 25–30% of these deaf individuals complete their postsecondary training.
- Legislation mandates institutions to provide effective accommodations, but several factors appear to impede full and effective implementation of this requirement.

## What did researchers find?

This analysis proposed the following model of postsecondary "readiness":



## What do these results mean?

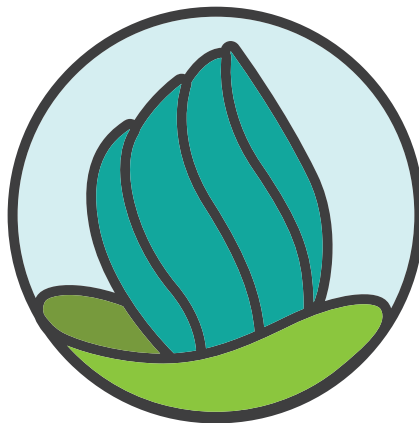
"Successful college readiness is dependent on both the student and the institution. Individuals must be ready, and the institution needs to have the capacity to accommodate these students."

- Postsecondary institutions vary in their ability to accommodate deaf students which may be dictated by several factors. Deaf students also vary in their academic and social preparation prior to their transition to postsecondary study.
- An institution's climate of support, as reflected in its receptiveness to providing accommodations, is often noted in community discourse and dialogue.
- Institutions can examine the extent to which current technology can improve access for deaf students in a variety of educational contexts and learning activities.

<sup>1</sup>Cawthon, S. W., Schoffstall, S. J., & Garberoglio, C. L. (2014) How ready are institutions for students who are deaf or hard of hearing? *Education Policy Analysis Archives*, 22(13). Retrieved from <http://epaa.asu.edu/ojs/article/view/1277/1211>



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