

Post-secondary Enrollment and Completion for Deaf and Hard of Hearing Students

ENROLLMENT

Survey on Students who are Deaf and Hard of Hearing (SDHH) in Postsecondary Education:

- 1989-1990: **17,040** SDHH enrolled in postsecondary education
- 1992-1993: On average, **9.8** deaf and hard of hearing students at each institution

National Postsecondary Student Aid Study (NPSAS):

- 1989-1990: **258,197** SDHH enrolled in 2-year and 4-year postsecondary education institutions
- 1995-1996:
 - 16%** of students with disabilities reported being deaf or hard of hearing;
 - 60%** of eighth graders who completed high school went on to enroll in postsecondary education

National Longitudinal Transition Study–2 (NLTS2):

- 2000-2010:
 - 75%** SDHH had ever enrolled in any type of postsecondary institution, compared to 68% in the general population (significantly higher than several other disability groups)
 - 52%** SDHH enrolled in 2-year or community colleges
 - 43%** SDHH enrolled in vocational, business, or tech schools
 - 34%** SDHH enrolled in 4-year colleges
- 1987-2005: Enrollment of SDHH in any type of postsecondary institution increased by **24-30%**

According to NLTS2, 53% DHH young adults had completed any type of postsecondary education and 37% completed degrees from 2- or 4-year institutions.

COMPLETION

Synthesis of several nationally representative data sets (1988-1994; 1990-1991; 1994-1995)

- 5%** of DHH graduated from college (in comparison to 13% of hearing population)
- 53%** of DHH had completed any type of postsecondary institution

NPSAS (1995-1996)

- 40%** of DHH young adults had attained their degree or certificate by 1994 (began postsecondary in 1989-1990)

NLTS2 (2000-2010)

- 53%** of DHH young adults had completed some type of postsecondary education, compared with 52% of other students with disabilities
- 37%** of DHH young adults completed degrees from 2- or 4-year institutions

**** DISCLAIMER: Some of the numbers included in this document varied significantly according to the source of data. These differences were related to how data was collected, who data was collected from, how deaf and hard of hearing was defined, and other factors. ****

References

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