

Washington State University

College of Education

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Will defend the dissertation

Date: April 23, 2021

Time: 10:30 A.M.

Location: Zoom by request

Faculty, students and the general public are encouraged to attend

**EXPLORING THE POSTSECONDARY TRANSITION EXPERIENCES OF
STUDENTS WHO ARE DEAF AND HARD OF HEARING AND ENROLLED AT
INSTITUTIONS OF HIGHER EDUCATION**

Chair: Marcus Poppen

To obtain successful postsecondary transition outcomes, students who are deaf and hard of hearing (DHH) need to be provided with adequate transition services that meet their unique needs. This study was conducted to explore the postsecondary transition experiences of students who are DHH at a higher education institution in the Kingdom of Saudi Arabia (KSA). This exploration covered these students' transition experiences in different time periods, including their previous experiences in high school, their current experiences in higher education, and their preparation to make the transition from higher education to work. To achieve the purpose of this study, data were collected by conducting semi-structured interviews with 17 students who are DHH and were enrolled in a higher education institution in the KSA. The participants were purposely selected to be in the third and fourth years of university, as they were expected to have a wide range of transition experiences. The collected data were analyzed using a thematic data analysis through the NVivo software. The results of this study reflected the postsecondary transition experiences of students who are DHH who were enrolled in different academic majors. Eight themes emerged from analyzing the collected data: (a) General Secondary School Experiences, (b) Secondary Transition Preparation Experiences, (c) Suggestions Regarding School Reform, (d) School-to-College Transition Experiences, (e) Experience at the University, (f) College-to-Work Transition Preparation, (g) Self-Determination, and (h)

Integration with the Hearing Community. The findings in these themes support what has been highlighted in the literature on the issues related to postsecondary transition for students who are DHH. Finally, implementation is discussed for future research and practices.