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**TRANSITION, MATTERING AND MARGINALITY:
DEAF STUDENTS IN A HEARING INSTITUTION**

by

Kaitlin Shaginaw

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
Master of Arts in Higher Education
at
Rowan University
August 27, 2018

Thesis Chair: Burton R. Sisco, Ed.D.

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Dedication

I dedicate this study to the deaf and hard of hearing community.

Acknowledgments

Thank you to my amazing significant other, Collin, for never letting me give up and feeding me when I did not leave the computer for long periods of time. Also, thank you to Dr. Burton Sisco. I do not know what I would have done with his guidance and mentoring throughout this entire research process.

Abstract

Kaitlin A. Shaginaw
TRANSITION, MATTERING AND MARGINALITY:
DEAF STUDENTS IN A HEARING INSTITUTION
2018-2019
Burton R. Sisco, Ed.D.
Master of Arts in Higher Education

The purpose of this study is to gather deaf student feedback and better understand if deaf students feel as though they matter to Rowan University. This study also provides an opportunity for deaf students to express their experiences transitioning from K-12 to a higher education institution. A total population of 24 were targeted in this study and they had the opportunity to complete the College Mattering Inventory (CMI), which showed their feelings of mattering verses marginality. A total of 83% of the population responded to this study. Following the completion of the survey, a total of three subject agreed to participate in individual interviews to better understand their transition to college, as well as the quality of their accommodations and services.

Overall, students who were registered as deaf or hearing impaired with the Academic Success Center at Rowan University showed positive feelings of mattering in their careers. Also, this study showed that deaf students are experiencing similar transitions into college as other students. There is, however, room to better improve the feelings of mattering to instructors and continue to better accommodations offered to the deaf student population at Rowan University.

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Chapter I

Introduction

Lovett & Lewandowski (2006) stated that there is a rapid increase of students who have disabilities on college campuses campus. In general, college students go through a transition period from secondary education to higher education. However, the quality of accommodations and the resources that were once at the disposal of students with a disability soon become scarce in higher education (Hadley, 2011). Within the population of students with disability is a group that are referred to as “deaf” or “hearing impaired.” More than 25,000 students that are enrolled in United States higher education programs have a hearing loss (Spradbrow & Power, 2000).

Statement of the Problem

Lang (2002) expressed that there are various services available for deaf students that can support their academic success. Deaf students who register with disability services can use services such as an interpreter, real-time captioning, note-taking, and more. However, the quality of accommodations and support services offered come with challenges relying on a third party (Lang, 2002). Also, if deaf students are not receiving the services and support they need at their institution, feelings of mattering, which is a sense of belonging and marginality, may be impacted leading to leaving college (Schlossberg, 1989).

Significance of the Study

Research is scarce with deaf students and their experiences with transition and mattering in a hearing institution. In this study, deaf students registered with disability services at Rowan University had the opportunity to voice their feelings and validate the

research questions that were posed through interviews. Schlossberg's transition theory exposed the four components: situation, self, support, and strategy (Barclay, 2017). Mattering and marginality assessed whether deaf students felt the elements of importance, attention, appreciation, and more were evident (Schlossberg, 1989). The conceptual framework enhanced in this study provided a better understanding of deaf students. This study is significant in providing feedback that is limited from the deaf student population in order to better service them with accommodations, academic, and campus needs.

Purpose of the Study

The purpose of this study was to better understand deaf students in hearing institutions. It is important to assess deaf students who are registered with disability services and their feelings regarding the quality of accommodations, mattering, and marginality. Also, capturing the feedback of deaf students regarding their transition from secondary education to higher education is important.

Assumptions and Limitations

This study was only conducted at one institution, Rowan University. Also, not all deaf students register with disability services on campus. Only the deaf students have registered were a part of this study. In total, there are only 18 students who are registered with a hearing impairment or as being deaf. The total population can also only be accessed initially through the Academic Success Center. They must remain confidential unless they agree to the interview process. There is also a possibility of researcher bias because I am hearing challenged.

Operational Definitions of Important Terms

1. Deaf Students: This encompasses all students who have some form of hearing loss from students functioning with hearing aids to students who have a profound hearing loss.
2. Marginality: A person who may not feel welcomed or like they fit in at Rowan University.
3. Mattering: Deaf students feel like they belong, are accepted, and are cared for at Rowan University.
4. Registered students: Students who have officially stated and arranged for accommodations and resources because of their disability.

Research Questions

The following three questions are examined in this study:

1. Do students registered as deaf or hard of hearing feel as though they mattering in the following areas: general college mattering, mattering vs. marginality, mattering to advisors, mattering to instructors, mattering to students and perceived value?
2. How do the means of the six subscales compare to the norm referenced study and the previous studies including the Honors Concentration, Rowan After Hours, Rowan Undergraduate students, and the norm?
3. Using Schlossberg's four "Ss" in the transition theory, what do selected students report about their transition to Rowan University?

Overview of the Study

Chapter II states the research that has been completed in order to better understand deaf culture, accommodation needs and challenges of students with hearing impairments, and the theories: Schlossberg's transition theory and Schlossberg's theory of mattering & marginality. Also, the research focuses primarily on deaf students in hearing institutions.

Chapter III is the methodology and descriptive information regarding the students registered as deaf at Rowan University, the College Mattering Inventory and Interview Protocol instrument. Also, there are details regarding the data collection processes, and how the data were analyzed.

Chapter IV reveals the findings of the data that was collected.

Chapter V sums up the results, discussion of the findings, conclusions, and recommendations for practice and further research.

Chapter II

Review of the Literature

Vignette One

Jane is anxiously waiting outside of her first college class for her interpreter to arrive. She looks around and sees that the halls are nearly empty and inside she sees her professor beginning to lecture. Jane decides to walk in and finds one empty seat in the back of the room. She can barely see the professor's lips move. She is not sure what everyone is saying and is fearful she will not hear her name when the professor takes role. There Jane sits in silence and wishing she was back in high school with one-on-one support. There Jane sits, deaf, in a hearing institution.

Vignette Two

Robert is getting ready to go to a campus movie night in hopes of mingling with new people and getting to see the newest Star Wars film. He sits down and the movie begins to play. Robert immediately realized something: he cannot hear the movie. He quickly realized there is no closed-captioning. Robert does not know whether to awkwardly get up and leave the movie in front of everyone or to silently sit through a two hour film. There Rob sits, deaf, in a hearing institution.

Both Jane and Robert are enrolled in a hearing institution and transitioning into their new educational environment. With these experiences, they are questioning the quality of their accommodations and resources. They also begin to wonder if they fit in or matter to anyone at their institution.

Introduction

In the past 20 years, students with disabilities have increased dramatically on college campuses (Lovett & Lewandowski, 2006). In secondary education, students with disabilities are offered programs, services, and support in order to succeed in an academic setting. As revealed in the vignettes, Jane and Robert were accustomed to accommodations and services until they began their higher education experience in a hearing institution. The services in academic settings are a result of the *Individuals with Disabilities Education Improvement Act* (IDEIA). After students with disabilities transition from high school to college, they quickly learn that the accommodations and resources that they once had are now limited or no longer available (Hadley, 2011).

One specific group of people within the population of students with disabilities are deaf students. Although the term “deaf” is used for students who have profound hearing loss, this terminology can be used for students who wear hearing aids and can function with them in educational settings (Lang, 2002). According to the National Center for Education Statistics (2009), the United States higher education programs have admitted more than 25,000 students with a hearing loss into their institutions. There are also varying opportunities with and without support in higher education in both the United States and other countries, such as Australia, Israel, and more (Spradbrow & Power, 2000).

This chapter describes the deaf population on college campuses who are predominantly hearing, the deaf culture beliefs and values, the transition that occurs from high school into higher education, and what mattering and marginality mean.

Deaf Culture

In the deaf world, culture is often referred to as a group of people who have shared beliefs, a common language, values, and a distinctive life. The language, American Sign Language (ASL) is the most significant link and bond between the deaf community (Holcomb, 2013). Holcomb (2013) stated that in 1816, a Deaf teacher from France introduced sign language to the United States. Also, during the 1800s the deaf community had accessibility to visual language in order to establish successful organizations and schools.

Throughout the years, the deaf culture has established a community that includes several unique and practical customs. Although some rituals may seem excessive, these met the needs of deaf people and aided in their success throughout the years. The Deaf community rely heavily on the support of people within their group and uses their learned skill to succeed in a hearing society (Holcomb, 2013).

Many Deaf people have identified traits or attributes that they see in the “hearing” world (Holcomb, 2013). Holcomb (2013) stated that according to Deaf people, the hearing community and the American culture are interchangeable when it comes to certain traits or characteristics. There are several American values that Deaf people describe as “hearing” and they have differing viewpoints. Deaf people see “independence” as a value where young Americans move out of their parents’ homes and senior citizens fight to keep their independence. Although Deaf people value their self-reliance and independence, they rely heavily on their community for survival (Holcomb, 2013).

“Personal choice” is another value that Deaf people view as an American value.

Although the Deaf community is protected under the *American Disabilities Act (ADA)* for any employment or educational opportunity, they are often limited due to communication barriers and lack of services in their educational and employment choices. Resources vary depending on the place of education or employment. Also, the Deaf community believes in having support and sharing similar interests with others in education and work, however that is difficult to do in a hearing world. Another American value that Deaf people see is “compartmentalizing.” Deaf individuals find it extremely difficult to separate their personal lives from their educational or work life. Deaf people find comfort in socializing with the same people which could be going to the same workplace, school, church, organization, and more (Holcomb, 2013).

Deaf Students in Higher Education

All over the world, there are several higher education programs that have enrolled deaf students. There are also institutions designed solely for the Deaf community such as Gallaudet University who in 2002 had a total of 1,900 undergraduate and graduate students. Also, in 2002 there were 1,100 deaf students enrolled at the Rochester Institute of Technology (Lang, 2002). Although resources and services has increased over the years for deaf students in the United States higher education program, the success and graduation rate was only one in every four deaf or hard-of-hearing students in 2002 (Lang, 2002).

There are various reasons as to why deaf students have difficulty completing their degree programs in the United States. Lang (2002) stated that although learning through support services and academic preparation are some of the main reasons for deaf students not succeeding, there are several other factors found throughout research, as well. Deaf

students can have difficulty with class lengths, taking on a full-time status each semester, determining their career path, and more. Also, deaf students can struggle to integrate into campus life because of the difficulties in socialization and academic settings (Lang, 2002).

Schlossberg's Transition Theory

Transitions, whether positive or negative, can be disruptive in a person's life and experiences. In Schlossberg's transition theory, an event, such as transitioning from high school to college, can take time to adjust and be challenging for students (Barclay, 2017). This challenge can be even more difficult for deaf students at a hearing institution. Schlossberg (2008) has designed a simplified process called taking stock that consists of four "Ss" that are achieved throughout the transition theory. The four domains are as follows: situation, support, self, and strategies (Barclay, 2017).

The first domain, situation, can be an anticipated event, unanticipated event, and a nonevent. An anticipated event is when students know that something is coming. For example, they know that they are moving away from home to start college. An unanticipated event is when something unexpected occurred. For example, there was a death in the family causing a delay into the student starting college. Lastly, there is a nonevent which is where the student has desires or hope to achieve a specific event (Barclay, 2017). The situation of a deaf student attending a hearing institution could cause a lot of unanticipated events when leaving their former IDEA services behind. rel

The second domain, support, is needed for a human being to get through transition (Barclay, 2017). Deaf students often rely on others to support them daily,

especially in the deaf culture. Emerging adults transitioning into college will begin to rely less on their family and more on their peers (Barclay, 2017).

The third domain, self, is important in the transition theory because students will begin to find purpose and meaning in their experiences. There is a self-awareness piece that is achieved in this domain relating to beliefs, abilities, and more (Barclay, 2017).

The fourth domain, strategies, is crucial to all students going through a transition. Students must gain a better understanding of how to cope with the changes that are occurring (Barclay, 2017). This is extremely important for deaf students because these strategies are what will aid them in their academic success. Overall, this theory is meant to assist students with navigating the transition into college (Barclay, 2017).

Relevant Transition Study

In 2015, Bonnani conducted a study on six freshmen that were registered with learning disabilities at Rowan University. The population, due to confidentiality reasons, was requested to participate through the database and the Academic Success Center in Bonnani's qualitative study. Of the emails sent, six agreed to participate in this study. Bonnani (2015) used an instrument from a dissertation. DeVillbiss (2014) created an interview protocol, which Bonnani later adapted to her study.

Throughout this study Bonnani (2015) discovered that freshmen students registered with learning disabilities on campus struggle with independence, role change, trigger, and more, which are elements of the component, "situation" in Schlossberg's transition theory (Schlossberg, 2008). Findings in the Bonnani's (2014) thesis also showed that accommodations such as private tutoring and extended testing time aided in a smoother transition from secondary education to higher education. Bonnani (2014)

stated that a “study should be conducted using a mix method approach with a survey, personal interview, and focus group component” (Bonanni, 2014, p.66).

Mattering and Marginality

Schlossberg (1989) expressed research and details pertaining to the theory of mattering and marginality. Mattering focuses heavily on the idea of importance. People want to feel that they are important, especially to other people (Schlossberg, 1989; Shaginaw, 2017). Mattering also reveals that people want to feel that others are relying on them (Rosenberg & McCullough, 1981; Shaginaw, 2017). There are a multitude of components that are revealed in mattering: appreciation, dependence, ego-extension, importance, and attention. All of these portions are a part of making students feel as though they matter at an institution; however the primary component that is easily obtainable is attention. If students are not given the attention they need, it jeopardizes their feeling of mattering (Rosenberg & McCullough, 1981; Schlossberg, 1989; Shaginaw, 2017).

Schlossberg’s (1989) research also shows that marginality focuses on that idea of “not fitting in.” The chances of isolation and stress double when students with disabilities transition from secondary education into higher education (Hadley, 2011; Shaginaw, 2017). Mattering and marginality are monumental in the success of students. Fortunately, marginality can be experienced in short windows of times. Students are impacted by experiences, which could leave them with temporary feelings, however catastrophic incidents may leave this feeling of not fitting in permanently (Schlossberg, 1989; Shaginaw, 2017).

Relevant Mattering Studies

Olsen (2015) conducted a study on mattering based off of the program at Rowan University, Rowan After Hours and the students who attended. In her thesis, Olsen (2015) had a population of 400 Rowan University students. She used the *College Mattering Inventory (CMI)* to capture feelings of mattering and marginality within her population. Olsen's (2015) findings showed that there was a positive attitude towards mattering in relation to the Rowan After Hours program (Olsen, 2015).

Cattell (2017) conducted a study at Rowan University with students enrolled in the Bantivoglio Honors Concentration by using the *CMI*. In her thesis, Cattell also focused on the feelings of mattering and marginality with students who were commuters in the honors program and students who were residents. Overall, commuter students had much higher feelings of marginality than the residential students in the honors program. Collectively, however in comparison to Tovar, Simon, and Lee's (2009) normative study, The Bantivoglio honors students had a higher sense of mattering (Cattell, 2017).

Support Services & Challenges

On college campuses, there are usually support services available to students who are registered with a disability. Many students with disabilities may choose not to register because they fear that they will be viewed differently than their peers and they will need to spend time arranging their accommodations and needs. When deaf students register on college campuses, support services provide them with the adequate resources that they need to succeed in the classroom and on campus. Deaf students rely heavily on their third party group, which in this case is support services, to communicate their needs and facilitate conversations between the professor and themselves (Lang, 2002).

There are several forms of services a deaf student can use to succeed in higher education. One service deaf students may have is an interpreter to assist them in learning their material in the classroom. A challenge deaf students may have with their interpreter is whether they are skilled in the subject they are relaying to them. If a deaf student has a highly skilled interpreter, the interpreter is more likely retain significant information and use the correct signs to relay the professor's lecture. If an interpreter has an understanding of content knowledge, the effectiveness will be beneficial for deaf students (Lang, 2002).

Another service that is offered is real-time captioning. There are several capabilities of a real-time captioning system. For example, in order to allow deaf students enough time to read and refer to notes, the real-time captioning is displayed for an ample amount of time. Another option is that the deaf student will receive a hard copy of the real-time captioning that was displayed throughout the class. This allows the deaf student time to access and study any items that they may have missed throughout the professor's lecture (Lang, 2002).

Another service that is available for deaf students is note taking. It is challenging for deaf students to take their own notes when they miss visual cues and any important items while they are looking down to write their notes. Although it is helpful to gather notes from a hearing individual, deaf students seem to have difficulty with problem solving and acquisition. Many deaf students prefer to use real-time captioning notes because it best embodies the message and lesson that the professor has relayed to the classroom (Lang, 2002). With support services, it is evident in the research that was

conducted that one size does not fit all when it comes to accommodations and needs of deaf students.

Summary of the Literature Review

In the United States, there are over 25,000 students with a hearing loss enrolled in institutions. Some institutions provide support and resources and others do not. Some support services offered for deaf students are interpreting, real-time captioning, note taking, and more. Many deaf people are also a part of the deaf culture where they are linked together mainly through American Sign Language (ASL) and the same values. Matterng and marginality and transition theories highly impact students; however there is limited research on deaf students relating to those developmental processes. Research is also scarce in deaf student feedback and their viewpoints on transition and learning. More research is needed to better understand what quality accommodations and services deaf students need to succeed in a hearing institution. Also, an assessment of matterng vs. marginality with this population is necessary to make improvements on college campuses.

Chapter III

Methodology

Context of Study

This study was conducted in the spring of 2018 semester at Rowan University. In 1923, Rowan University was founded in Glassboro, New Jersey. Rowan University is a medium-sized, public research university that has a population of nearly 13,000 undergraduate students and 2,000 graduate students. In 2012, Rowan University named Dr. Ali A. Houshmand their University President. The ethnic makeup is composed of the following: 70.8% white students, 9.3% latino students, 9% black students, and 10.6% of other ethnicities. Currently, the gender makeup is as follows: 52.2% males and 47.5% females.

The Academic Success Center has over 1,000 students registered with the office for accommodations, support services, and more. The Academic Success Center also houses several resources for students including: disability resources, veteran affairs, testing services, and tutoring services. This office has 6 full-time professional staff members, several graduate and undergraduate interns, and student workers. Currently the office has 24 students registered as deaf or hard of hearing. The accommodations provided for these students include interpreters, closed captioning, note-takers, extended test times, tutoring services, accommodation letters, housing accommodations, classroom accommodations, and more. Also, the student population at Rowan University has access to academic coaching, mentoring programs, educational workshops, and disability or veteran events, as well.

Population and Sampling

Rowan University's deaf students who are registered with disability services are the target population for this study. According to the Director of Academic Success, in 2017-2018, there are 1261 students registered at Rowan University with a disability. However, there are currently 24 students who are registered with a hearing loss. A total population study was conducted using mixed methods. The Director of Academic Success, John Woodruff, granted permission to sample this population of students (Appendix A).

Data Collection Instrument

The College Mattering Inventory (CMI) has been issued to a total population of students registered as deaf. Tover and Simon granted permission and access to the *CMI* (Appendix C). In order to view the *CMI*, you must request access or receive permission to use this instrument the authors must be contacted (Appendix B). The *CMI* questions have not been adapted or altered for this study and contains 26 Likert-scale items in questionnaire form. Tover, Simon, and Lee (2009) have analyzed this survey instrument and confirmed that this tool is reliable and valid. All surveys will be issued to the total population through the Academic Success Center, due to confidentiality of those registered.

After completion of the *College Mattering* Inventory, the subjects have to option to select if they would like to be interviewed. In this interview, an adapted version of DeVillbiss' (2014) protocol is used. The Interview Protocol contains 6 primary questions that inquire the about the deaf student's transition experiences from secondary education to higher education. This tool has been used in DeVillbiss' (2014) dissertation and

Bonnani's (2015) thesis at Rowan University. The Interview Protocol has been field tested to ensure all of the questions are coherent and understandable to collect all of the necessary data. The survey and the interview questions were submitted to the Institutional Review Board for approval.

Data Gathering Procedures

Before the data collection can commence, the Institutional Review Board (IRB) will be completed and approved (Appendix F). The College Mattering Inventory and letter of request to participants will be issued to the Director of the Academic Success Center, John Woodruff. Woodruff will release the letter and the *CMI* to all students of Rowan University who are registered with a hearing impairment or as deaf. A hardcopy of the College Mattering Inventory will be available to the students in the Academic Success Center and upon completion and submission the student will receive an incentive.

As the *CMI* is issued to the total population and completed, those who have indicated that they are interested in participating in an interview will be contacted directly to set up a time. Prior to beginning the interview, the participants will sign a confidentiality waiver and agree to record the interview session. If any special accommodations are required to help a deaf student succeed in an interview, i.e. interpreter, private room, etc. then the Academic Success Center has agreed to assist in the arrangement prior to the interview session. After the interview is complete, another incentive will be issued, as a token of appreciation for the participant's time and willingness to assist in this study.

Data Analysis

The data collected from the College Mattering Inventory will be analyzed through the Statistical Package for Social Sciences (SPSS) to create concise frequency tables.

Also, all interview recordings will be transcribed and coded to find common elements and themes from all participants. Some of the information will be converted into graphs and charts to visually show themes and results.

Chapter IV

Findings

Profile of the Survey Sample

This study consisted of a total of 24 students who were registered as deaf or hard of hearing within the Academic Success Center in the 2017-2018 academic year. This population was issued a survey to complete anonymously through the Academic Success Center. Following the completion of the survey, subjects had the option to participate in an interview.

All subjects were issued a paper survey to complete and those who volunteered to participate in the interviews were hosted in a private setting within the Academic Success Center. A total of 20 out of the 24 students completed the survey, which results in an 83% response rate. Also, 3 out of the 24 students volunteered to participate and complete an interview.

The demographic information is displayed in Table 4.1 and includes information regarding the population's age, gender, ethnic background, current class status, and grade point average (GPA).

Table 4.1

Demographics of Survey Sample (N=20)

<i>Variables</i>		<i>f</i>	<i>%</i>
Age	18	3	15
	19	4	20
	20	2	10
	21	2	10
	22	6	30
	23+	3	15
Gender	Female	9	45
	Male	11	55
Ethnic Background	Black/African American	3	15
	Hispanic/Latino/a	2	10
	White/Caucasian	15	75
Current Class Status	Freshman	5	25
	Sophomore	3	15
	Junior	7	35
	Senior	3	15
	Graduate level	2	10
Current GPA	4.0-3.8 (A)	8	40
	3.7-3.4 (A-)	4	20
	3.3-3.1 (B+)	5	25
	3.0-2.8 (B)	3	15

Research question 1. Do students registered as deaf or hard of hearing feel as though they mattering in the following areas: general college mattering, mattering vs. marginality, mattering to advisors, mattering to instructors, mattering to students and perceived value?

Table 4.2 presents the subjects' responses to General College Mattering. Items are arranged from the highest scoring median to the lowest scoring median. This subscale focuses on the subjects' feelings of mattering towards Rowan University as a whole. Both statements "people on campus are generally supportive of my needs" and "other student are happy for me when I do well in exams or projects" had 80% of subjects responding with "Moderately" or "Very Much." A total of 15% of the subjects responded "Not at All" to "people on campus seem happy about my accomplishments." 30% of the subjects responded "Not at All" or "Slightly" to "there are people at college who are genuinely interested in me as a person." Overall, five out of the six questions had 50% or higher of subjects respond positively with "Moderately" or "Very Much."

Table 4.2

General College Mattering (N=20)

(1=Not at All, 2=Slightly, 3=Somewhat, 4=Moderately, 5=Very Much)

Statement	Not at All		Slightly		Somewhat		Moderately		Very Much	
	f	%	f	%	f	%	f	%	f	%
People on campus are generally supportive of my individual needs <i>M=4.25, SD=.910</i>	0	0	1	5	3	15	6	30	10	50

Table 4.2 (continued)

Statement	Not at All		Slightly		Somewhat		Moderately		Very Much	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
People on campus seem happy about my accomplishments <i>M</i> =4.00, <i>SD</i> =1.026	3	15	4	20	3	15	4	20	6	30
Other students are happy for me when I do well in exams or projects <i>M</i> =3.85, <i>SD</i> =.671	0	0	1	5	3	15	14	70	2	10
Some people on campus are disappointed in me when I do not accomplish all I should <i>M</i> =3.50, <i>SD</i> =.761	0	0	2	10	7	35	10	50	1	5
There are people on campus who are sad for me when I fail in something I set out to do <i>M</i> =3.30, <i>SD</i> =1.490	3	15	4	20	3	15	4	20	6	30
There are people at the college who are genuinely interested in me as a person <i>M</i> =3.30, <i>SD</i> =1.081	1	5	5	25	6	30	3	15	5	25

Table 4.3 focuses on the respondent's mattering, which is the sense of belonging and marginality, which is the sense of not belonging. This portion had inverse scoring, which means the positive "Very Much" is equivalent to the negative "Not at All." The subjects who responded with "Moderately" or "Very Much" in this section would feel marginalized. The items are arranged from most to least positive using mean scores. The subjects who responded with "Not at All" and "Slightly" feel as though they matter. Overall, five of the six questions had over 50% of the subjects responding with "Not at All" and "Slightly" meaning that more than half feel as though they matter. However, 30% responded "Moderately" or more marginalized to the statement "sometimes I feel alone at college." A total of 45% of subjects responded "Somewhat" to "sometimes I feel that no one at college notices me."

Table 4.3

Mattering Vs. Marginality (N=20)

(1=Not at All, 2=Slightly, 3=Somewhat, 4=Moderately, 5=Very Much)

Statement	Not at All		Slightly		Somewhat		Moderately		Very Much	
	f	%	f	%	f	%	f	%	f	%
Sometimes I feel that I am not interesting to anyone at the college <i>M=1.75, SD=.786</i>	9	45	7	35	4	20	0	0	0	0
I often feel isolated when involved in student activities (eg., clubs, events) <i>M=1.95, SD=1.050</i>	10	50	2	10	7	35	1	5	0	0

Table 4.3 (continued)

Statement	Not at All		Slightly		Somewhat		Moderately		Very Much	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Sometimes I get so wrapped up in my personal problems that I isolate myself from others at college <i>M</i> =2.00, <i>SD</i> =1.170	10	50	3	15	4	20	3	15	0	0
I often feel socially inadequate at school <i>M</i> =2.30, <i>SD</i> =1.081	6	30	5	25	6	30	3	15	0	0
Sometimes I feel that no one college notices me <i>M</i> =2.30, <i>SD</i> =1.218	8	40	1	5	9	45	1	5	1	5
Sometimes I feel alone at college <i>M</i> =2.55, <i>SD</i> =1.191	5	25	5	25	4	20	6	30	0	0

*items reverse scored

Table 4.4 describes if the subjects feel as though they matter to their advisors. Items are arranged from most to least positive using mean scores. A total of 55% responded “Moderately” and “Very Much” to “my counselor is generally receptive to what I have to say.” A total of 50% of subjects also responded “Moderately” and “Very Much” to “if I stopped attending college, my counselor(s) would be disappointed.” A total of 45% of subject responded “Not at All” and “Slightly” to “I believe my counselor(s) would miss me if I suddenly stopped attending college.”

Table 4.4

*Mattering to Advisor (N=20)**(1=Not at All, 2=Slightly, 3=Somewhat, 4=Moderately, 5=Very Much)*

Statement	Not at All		Slightly		Somewhat		Moderately		Very Much	
	f	%	f	%	f	%	f	%	f	%
My counselor is generally receptive to what I have to say <i>M=3.55, SD=.826</i>	0	0	2	10	7	35	9	45	2	10
If I had a personal problem, I believe that counselors would be willing to discuss it with me <i>M=3.45, SD=1.050</i>	0	0	4	20	7	35	5	25	4	20
If I stopped attending college, my counselor(s) would be disappointed <i>M=3.30, SD=1.418</i>	3	15	3	15	4	20	5	25	5	25
I believe that my counselor(s) would miss me if I suddenly stopped attending college <i>M=2.95, SD=1.538</i>	5	25	4	20	2	10	5	25	4	20

Table 4.5 relates to the subjects and their feelings of mattering to their instructors.

Overall, the responses were positive. A total of 80% responded “Not at All” and

“Slightly” to “I sometimes feel my instructor(s) want me to hurry up and finish speaking.

70% of subjects responded “Not at All” and “Slightly” to “I often feel my instructor(s)

care more about other things than me as a student.” “Sometimes my instructors simply do not listen to what I have to say” was split evenly in responses with 45% feeling negatively, 45% feeling positively and 10% in the middle with “Somewhat.”

Table 4.5

Mattering to Instructors (N=20)

(1=Not at All, 2=Slightly, 3=Somewhat, 4=Moderately, and 5=Very Much)

Statement	Not at All		Slightly		Somewhat		Moderately		Very Much	
	f	%	f	%	f	%	f	%	f	%
I often feel my instructor(s) care more about other things than me as a student <i>M=2.40, SD=2.40</i>	3	15	11	55	1	5	5	25	0	0
My instructors sometimes ignore my comments or questions <i>M=2.10, SD=.912</i>	5	25	10	50	3	15	2	10	0	0
Sometimes my instructors simply do not listen to what I have to say <i>M=1.75, SD=1.118</i>	5	25	4	20	2	10	5	25	4	20
I sometimes feel my instructor(s) want me to hurry up and finish speaking <i>M=1.45, SD=.826</i>	15	75	1	5	4	20	0	0	0	0

Table 4.6 displays rather positive results regarding the subjects and the statements of if they matter to students at Rowan University. All three questions had 70% or more responding “Moderately” and “Very Much” regarding their value, support, and contributions they provide to their peers. A total of 15% did, however, respond “Slightly” to the statement “when in groups, other students tend to rely on my contributions.”

Table 4.6

Mattering to Students (N=20)

(1=Not at All, 2=Slightly, 3=Somewhat, 4=Moderately, 5=Very Much)

Statement	Not at All		Slightly		Somewhat		Moderately		Very Much	
	f	%	f	%	f	%	f	%	f	%
When in groups, other students tend to rely on my contributions <i>M=4.25, SD=1.070</i>	0	0	3	15	0	0	6	30	11	55
Other students rely on me for support <i>M=4.05, SD=.826</i>	0	0	0	0	6	30	7	35	7	35
Some students are dependent on my guidance or assistance to help them succeed <i>M=3.95, SD=.686</i>	0	0	0	0	5	25	11	55	4	20

Table 4.7 is the final subscale, perceived value, displays the data of the subjects and if they feel they contribute and have value at Rowan University. The results of these three questions were overwhelmingly positive. A total of 95% of subjects responded

“Moderately” and “Very Much” to “there are people at the college that sincerely appreciate my involvement as a student.” None of the subjects responded “Not at All” and “Slightly” in this subscale. A total of 15% or less responded “Somewhat” in all three questions.

Table 4.7

Perceived Value (N=20)

(1=Not at All, 2=Slightly, 3=Somewhat, 4=Moderately, 5=Very Much)

Statement	Not at All		Slightly		Somewhat		Moderately		Very Much	
	f	%	f	%	f	%	f	%	f	%
There are people at the college that sincerely appreciate my involvement as a student <i>M=4.55, SD=.605</i>	0	0	0	0	1	5	7	35	12	60
It is comforting to know that my contributions are valued by my instructors <i>M=4.25, SD=.639</i>	0	0	0	0	2	10	11	55	7	35
Knowing that other people at the college care for me motivates me to do better <i>M=3.90, SD=.447</i>	0	0	0	0	3	15	16	80	1	5

Research question 2. How do the means of the six subscales compare to the norm referenced study and the previous studies including the Honors Concentration, Rowan After Hours, Rowan Undergraduate students, and the norm?

Table 4.8 reports both deaf students and the honors concentration are consistent in general college mattering with deaf students mean at 3.70 and honors concentration at 3.71. Deaf students, however, are significantly lower in the mean (1.92) for mattering to instructors compared to honors concentration (2.17) and Rowan After Hours (2.23). In relation to mattering to students, the deaf students mean is .45 higher than the honors concentration and .85 higher than Rowan After Hours. Overall, it is reported deaf students feel as though they matter more to students and in their perception of value than the other two studies presented. Four of the six subscales are consistent in the mean for all three populations.

Table 4.8

Descriptive Statistics for Six Subscales for Honors and Rowan After Hours

	Deaf Students (N=20)		Honors Concentration (N=240)		Rowan After Hours (N=400)	
	M	SD	M	SD	M	SD
Perception of Value	4.23	0.5637	4.14	.9301	3.81	1.05
Mattering to Students	4.08	0.8607	3.63	.6715	3.23	1.10
General College Mattering	3.70	0.989	3.71	.8281	3.38	1.05
Mattering to Advisors	3.31	1.208	3.58	.9385	3.05	1.28
Mattering vs. Marginality	2.14	1.083	2.49	1.075	2.41	1.28
Mattering to Instructors	1.92	1.314	2.17	.9882	2.23	1.19

Table 4.9 reports deaf students “perception of value” mean (4.23) is higher than both undergraduate students (3.79) and the normative sample (3.70). Also, deaf students mean of “mattering to students” (4.08) is substantially higher than the mean of the normative sample (2.97). Overall, deaf students noted higher means in all subsets in comparison to undergraduate students and the normative sample.

Table 4.9

Descriptive Statistics for Six Subscales for Undergraduates and Normative Sample

	Deaf Students (<i>N</i> =20)		Rowan University Undergraduate Study (<i>N</i> =386)		Normative Sample Statement (<i>N</i> =1,755)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Perception of Value	4.23	0.5637	3.79	1.11	3.70	1.14
Mattering to Students	4.08	0.8607	3.33	1.07	2.97	1.13
General College Matting	3.70	0.989	3.32	1.16	2.98	1.15
Mattering to Advisors	3.31	1.208	2.90	1.28	2.96	1.28
Mattering to Instructors	1.92	1.314	2.03	1.08	1.87	1.00

Profile of the Interview Sample

This portion of the study consisted of a total of 3 students who were registered as deaf or hard of hearing within the Academic Success Center in the 2017-2018 academic year. This population willingly volunteered to participate in individual interviews. All subjects consented to interviews and they were conducted in a private setting within the Academic Center.

The demographic information is displayed Table 4.10 and includes information regarding the population's age, gender, ethnic background, and current class status.

Table 4.10

Demographics of Interview Sample (N=3)

<i>Variables</i>		<i>f</i>	<i>%</i>
Age	21	2	67
	23+	1	33
Gender	Female	3	100
Ethnic Background	Black/African American	2	67
	White/Caucasian	1	33
Current Class Status	Junior	1	33.3
	Senior	1	33.3
	Graduate level	1	33.3

Research question 3. Using Schlossberg's four "Ss" in the transition theory, what do selected students report about their transition to Rowan University?

Three subjects volunteered for interviews regarding their transition. Several themes were identified throughout the interviews that aligned with Schlossberg's (2008) four domains: situation, support, self, and strategies. The questions asked during the interview process each related to a specific domain in Schlossberg's Transition Theory.

Situation. All three subjects expressed words or feelings such as fear, worry, dramatic and major change. Moving to college is an anticipated event that can be disruptive to a person’s experiences. These feelings align with the “situation” domain.

Subject A shared:

I have been in the same school system my entire life. My high school knew. Everyone knew about my hearing impairment. I think my parents had to turn in one form and that was it. When I got to college, they needed a lot of documentation to prove that. Getting all of that was a struggle.

Subject B shared a similar story:

I was worried, for sure. I’ve always had someone to go to. My speech therapist or IEP counselor... Rely on her to make the communication between me, my teachers, and my parents. I knew, or assumed, that I would not be getting that support in college, as everyone is told, you’re in college, you’re on your own now.

Subject C shared “that was a major change in my life” and “college was a dramatic change.”

Support. All three subjects expressed the need for support or other “people” to assist them. “speak up” and “communicate” were expressed throughout each interview.

Subject B stated:

A little trick I’ve come up with myself, and this goes out for all students really. I always befriend a student in every class, whether it is someone I knew from somewhere else, or someone that sits next to me. Often times I

find friendships that way, or just simple a person that I can talk to about the class. As for deaf or hard of hearing students, it is good to have that student because they will usually always repeat something for you, or clarify something for you. It is just something nice people do and it'd never fail you.

Subject A also said that is best to “communicate with the professors... don't be ashamed to talk about your impairment.”

Self. The three subjects each expressed elements relating to awareness and independence throughout their transition experience. Subject C stated that “that enabled me to be considered independent.”

Subject B expressed:

I became more independent and self-aware for myself. I also did not expect to but I also become more assertive for myself. Often times more than not, I would just dismiss something if I could not hear what my teacher said, or if I did not understand something clearly, because I knew my teachers in high school would just say it again later, or repeat it to me individually. But once I started college, I realized that I couldn't get by, by doing that anymore.

Strategies. The three subjects stated that they express feedback and if they need additional help. Subject A said to “go to the center for disabilities because professors will not understand without the accommodation letter.” Subject A also expressed, “the office

is awesome and reach out in a way departments might not.” Also, Subject B shared “I feel that Rowan has been there when I needed them to, to provide me that accommodation letter at the beginning of every semester... I also like knowing that they are there if I need them, and will help me when I need it.”

Subject C stated some other strategies to work with their accommodations. They stated the following:

Rowan provides interpreters, but I find myself constantly opening discussions with the agency whom Rowan signed a contract with. The agency itself has way more rock roads than I’d like, but I am helping smooth them out by giving constant feedback about whatever poor quality interpreters they may have assigned to me...I personally fear that Rowan, due to a lack of understanding about Deaf/Hard of Hearing community and ASL itself, they assume that the skill of an interpreter is binary, you “know ASL” or “you don’t.” There are many small kinks that need to be ironed out, and I feel that as my time extends at Rowan, I will have a better perspective of how to they can be solved.

Most feedback was genuinely positive throughout the interviews, however each subject has faced challenges throughout their transition from secondary education to higher education.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

In the United State higher education programs, over 25,000 students have been identified as having a hearing loss. Halley (2011) states the accommodations and resources will now seem scarce and limited to students when they step foot on a college campus. There is also a rapid increase of disabilities appearing on college campuses today (Lovett & Lewandowski, 2006).

Many campuses offer services; however, the quality of support services and accommodations may not be exceptional when institutions are relying on third party vendors to meet the needs of students registered with the office of disability services (Lang, 2002). According to Schlossberg (1989), the feelings of mattering to students may be hindered if services are not readily available to them.

Research and deaf student feedback is scarce in relation to their feelings of mattering and transition experiences. This study focuses on students who are registered as deaf or hearing impaired in the Academic Success Center at Rowan University. Also, this study allowed students the opportunity to share critical feedback in relation to Schlossberg's Mattering and Marginality theory and Schlossberg's Transition Theory.

This study focused on 24 students who were registered as deaf or hearing impaired out of the 1261 students registered Rowan University's Academic Success Center. A total population study was completed using mixed methods. First, the participants were issued the College Mattering Inventory (CMI). Permission to view this

document must be submitted to the authors Tovar and Simon (Appendix B). Upon the completion of the survey, three subjects volunteered to participate in individual interviews. Questions were adapted from DeVillbiss' (2014) protocol which was used in her dissertation.

All data from the CMI was analyzed through SPSS (Statistical Package for the Social Sciences) so that the feelings of mattering and marginality could be easily identified. All of the individual interviews were transcribed and coded to discover common themes and elements from the subjects.

Discussion of the Findings

Research question 1. Do students registered as deaf or hard of hearing feel as though they mattering in the following areas: general college mattering, mattering vs. marginality, mattering to advisors, mattering to instructors, mattering to students and perceived value?

The purpose of this research question was to assess the subjects and their feelings of mattering in a hearing institution. The subsets were pre-determined and organized thoroughly by Tovar and Simon's College Mattering Inventory (CMI).

General college mattering. A total of 80% of this population do feel that people on campus are generally supportive of their individual needs. No subject selected "not at all" in relation to mattering to the people on campus. Schlossberg (1989) stated that when someone feels they do "not fit in", they usually feel marginalized. However, these findings show some conflicting feelings of mattering verses marginality. A total of 30% of the population answered in another response that they feel as though people are generally not interested in them as a person. There are various components revealed in

matterings such as appreciation, dependence, ego-extension, importance and attention (Rosenberg & McCullough, 1981; Schlossberg, 1989). In one statement, there were strong feelings of importance and attention. However, in another statement, the appreciation and importance are lacking for a small portion.

Mattering vs. marginality. Throughout this portion, more than 50% revealed that they feel as though they matter. For five out of the six responses, most of this population does not feel marginalized in relation to their social life and challenges at college. However, one statement revealed that 10% of the population felt marginalized and that no one at college noticed them. Also, 45% of the population feels neutral in response to that statement. Marginality can last for short periods of time, depending on the situation. If something tragic or catastrophic occurs, the person may feel permanently marginalized (Schlossberg, 1989). With such a low response rate, this marginalized feeling could be temporary.

Mattering to advisors. A total of 50% of the population do feel that their counselor would be disappointed if they stopped attending college. A total of 45% of the population responded more negatively in response to their counselors missing them when they leave, whereas the other half responded more positively. The components of appreciation and importance are reported with mixed feelings in this specific subset. There are no strong responses on any statement in relation to the advisors.

Mattering to instructors. Most responses in this subset are favorable and display feelings of mattering. One statement in particular, “sometimes my instructors simply do not listen to what I have to say” has a total of 45% responding negatively. This

population may have had a negative experience that impacted them and their response at this time causing them to feel marginalized (Schlossberg, 1989).

Mattering to students. Most of the population feels strongly that they matter to other students on Rowan University's campus. A total of 95% of the population responded positively to the statement, "there are people at the college that sincerely appreciate my involvement as a student." Only 15% of the population responded somewhat negatively to one of the three statements, however, with the overwhelmingly positive responses that is negligible.

Perceived value. This subset had the highest positive responses from the deaf student population. A total of 95% of the population genuinely felt that people appreciated their involvement as a student. Also, no deaf students responded negatively. Also, 85% of the population stated that they feel motivated when people at college care about them. The components of appreciation, importance, and attention play a vital role in the positive responses in this subset.

Research question 2. How do the means of the six subscales compare to the norm referenced study and the previous studies including the Honors Concentration, Rowan After Hours, Rowan Undergraduate students, and the norm?

Honors and Rowan After Hours. In most subscales, deaf students have shown higher medians than then both the Honors and Rowan After Hours populations. However, deaf students were significantly lower (1.92) in mattering to instructors than Honors (2.17) and Rowan After Hours (2.23) populations. This is not the first time some of the population has expressed feeling more marginalized around instructors than feeling

like they matter to them. The CMI responses to that subset did show that 45% of the population did not feel as though instructors listened to what they had to say. All three studies, however, have shown lower and less than favorable responses regarding the subsets, “mattering vs. marginality” and “mattering to the instructors.”

Undergraduates and normative sample. Overall, deaf student population means were substantially higher than the undergraduate and normative populations. Mattering to students, specifically, was at a mean of 4.08 and the undergraduates were at 3.33 and the normative sample were at 2.97. In both the CMI and interviews, the deaf student population shows evidence of mattering to the students at Rowan University. Mattering to instructors for deaf students (1.92) was lower than the Rowan undergraduate students (2.03), however they were higher than normative sample (1.87). In comparison to the other medians, the feelings of mattering do fall significantly lower than the other subsets.

Research question 3. Using Schlossberg’s four “Ss” in the transition theory, what do selected students report about their transition to Rowan University?

Situation. The questions for this section reported that they were worried and fearful during their transition into college. Barclay (2017) discussed that the situation can be an anticipated event, unanticipated event, and a nonevent. Transitioning into higher education is an anticipated event and can naturally cause the feelings that the subjects expressed in their individual interviews. Also, the overall worry can be enhanced when a deaf student is leaving behind their IDEA services.

Support. All three subjects expressed how important it is for them to have support or people to assist them. Barclay (2017) stated that students rely even more on their peers

and they will rely less on their families after the transition to college. Students, in general, need someone to help them get through the day (Barclay, 2017). This could be a reason why the deaf student population responded so positively to their peers.

Self. Students need to start finding their purpose and meaning in their lives.

Abilities and beliefs begin to develop when the student is in college (Barclay, 2017). All subjects expressed that they became more aware and independent during their transition experience. This is important for all students to develop. Overall, the students expressed that they each began to recognize themselves as independents.

Strategies. This domain specifically relates to how students cope with challenges and changes (Barclay, 2017). All three subjects expressed that if they need assistance or have any questions, they are not afraid to use their available resources at the Academic Success Center. One subject also expressed the challenges of using a third party vendor and described how they do not always provide quality services and accommodations. They are not afraid to provide feedback and expressed that they are fearful that Rowan University's Academic Success Center may have a lack of understanding of the deaf community. They are, however, reacting positively and finding ways to cope in these situations.

Conclusions

The findings in this study revealed that students registered as deaf and hearing impaired show relatively positive signs of mattering in four of the six subsets: general college mattering, mattering vs. marginality, mattering to students, and perceived value. However, there were no strong feelings of mattering towards instructors and advisors. Overall, the feelings of mattering towards instructors were significantly low.

The findings in the interview feedback also revealed that deaf students were experiencing the same transition experience as other Rowan University students. One subject, however, did express their concern of their interpreter accommodations and their fear of the Academic Success Center's knowledge of the deaf community. Overall, all subjects expressed how they do need support and people to help them succeed in their college career.

Recommendations for Further Practice

Based on the findings and conclusions of this study, further practice is needed in the following:

1. The Academic Success Center needs to participate in more awareness programs and trainings to enhance their knowledge of students who are deaf or hard of hearing.
2. The institution needs to continue efforts and resources to welcome and accommodate deaf students including, but not limited to, interpreters, closed captioning, note takers, and more.
3. Faculty/Staff need to acknowledge and assist students who are registered as deaf or hearing impaired. They need to provide more opportunities to aid deaf students in their academic success.
4. More programming and social opportunities need to be provided to maintain the positive feelings of mattering that deaf students have towards other Rowan students.

Recommendations for Further Research

Based on the findings and conclusions of this study, further research is needed in the following:

1. More research needs to be done with a larger population of students registered as deaf or hearing impaired at other higher education institutions to compare to this study.
2. More research is needed to better understand accommodations and services needed to assist deaf students in their college career.
3. The Rowan Community needs to do more research to become more knowledgeable about the deaf population and how to best serve them in a hearing institution.

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Appendix A

Academic Success Center Consent

 **Permission to Conduct Study**
Woodruff, John
Sent: Tuesday, December 5, 2017 at 4:38 PM
To: Shaginaw, Kaitlin Ann

Dear Kaitlin,

May this email confirm that I am granting permission for your survey of students with hearing impairments registered with Disability Resources at Rowan University as part of your thesis.

I fully support your thesis topic: "Transition, Mattering and Marginality: Deaf Students in a Hearing Institution" and believe this study is very important and look forward to your results at the completion of your program.

Don't hesitate to contact if you need additional information.

John Woodruff
Director



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Academic Success Center and Disability Resources
Rowan University | 201 Mullica Hill Rd., Savitz Hall - Suite 304
Glassboro, NJ 08028
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<https://sites.rowan.edu/disabilityresources/>

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From: Shaginaw, Kaitlin Ann
Sent: Tuesday, December 05, 2017 10:21 AM
To: Woodruff, John <Woodruff@rowan.edu>
Subject: Permission to Conduct Study
Importance: High

Hello John,

As you are aware, I am a graduate student in the Higher Education and Administration MA program. I am reaching out to you to formally request written permission to conduct a study for my thesis "Transition, Mattering and Marginality: Deaf Students in a Hearing Institution" with students who are registered with hearing impairments at Rowan University. My hope is to conduct a total population study using both qualitative and quantitative methods. Please let me know, at your convenience, if you grant permission for me to conduct this study with the Academic Success Center's support.

I greatly appreciate your assistance and your consideration.

Best,

Kaitlin Shaginaw
Program Assistant, Event Management



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201 Mullica Hill Road | Chamberlain Student Center, Room 110 | Glassboro, NJ 08028
P: 856-256-4607 | www.rowan.edu/studentcenter

"Make it Happen..."

Appendix B

CMI Instrument Access and Permission

College Mattering Inventory (Tovar, Simon & Lee, 2009)

A request to access the CMI instrument may be sent to Dr. Tovar at tovar_esau@smc.edu
and Dr. Simon at merril.simon.csun.edu.

Appendix C

Permission to use the *College Mattering Inventory*

Re: Permission for CMI Instrument

Shaginaw, Kaitlin Ann
Sent: Tuesday, December 12, 2017 at 4:47 PM
To: TOVAR_ESAU

Thank you for your approval and permission.

Kaitlin Shaginaw
Program Assistant, Chamberlain Student Center
Rowan University
201 Mullica Hill Road,
Glassboro, NJ 08028
856-256-4607 - Phone

From: TOVAR_ESAU <TOVAR_ESAU@smc.edu>
Sent: Tuesday, December 12, 2017 2:55 PM
To: Shaginaw, Kaitlin Ann; Merrill Simon
Subject: RE: Permission for CMI Instrument

Hi Kaitlin. You have our permission to use the CMI as described on your proposal form. Attached you will find an Excel spreadsheet containing the items and instructions for scoring.

Esau

Esau Tovar, Ph.D.
Dean, Enrollment Services
Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405
Office: 310-434-4012 Fax: 310-434-8019
tovar_esau@smc.edu

From: Shaginaw, Kaitlin Ann [<mailto:shaginaw@rowan.edu>]
Sent: Tuesday, December 12, 2017 10:58 AM
To: Merrill Simon <merril.simon@csun.edu>
Cc: TOVAR_ESAU <TOVAR_ESAU@smc.edu>
Subject: Re: Permission for CMI Instrument

Hello,

I have attached the form again with the "thesis" portion "x" off. Please let me know if there is anything else that you need.

Best,

Kaitlin Shaginaw
Program Assistant, Event Management



Permission for CMI Instrument

Shaginaw, Kaitlin Ann
Sent: Tuesday, December 5, 2017 at 9:43 AM
To: merril.simon@csun.edu; tovar_esau@smc.edu

This message is high priority.

Hello Dr. Simon and Dr. Tovar,

I am reaching out to you from Rowan University in Glassboro, New Jersey. I am currently a graduate student in the Higher Education and Administration MA program. I am requesting access to a copy of your *CMI* instrument and permission to use this tool as it would be extremely helpful and beneficial for me to use in my thesis "Transition, Mattering and Marginality: Deaf Students in a Hearing Institution." I am also hoping that you will grant permission for me to reproduce this instrument. If you could please, at your convenience, inform me if you will allow me to use your survey instrument I would greatly appreciate it.

Thank you for your time and consideration.

Best,

Kaitlin Shaginaw
Program Assistant, Event Management



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Appendix D

Permission to use Interview Protocol Instrument

Re: Permission for Qualitative Instrument

Samantha DeVilbiss

Sent: Tuesday, December 5, 2017 at 1:46 PM

To: Shaginaw, Kaitlin Ann

Hi Kaitlin,

I would be happy to allow you to utilize my interview protocol in this way. Please let me know if there is anything else you need from me. I hope your thesis goes smoothly.

~Samantha DeVilbiss

On Tuesday, December 5, 2017, 9:48:21 AM EST, Shaginaw, Kaitlin Ann <shaginaw@rowan.edu> wrote:

Hello Samantha DeVilbiss,

My name is Kaitlin and I am a graduate student at Rowan University in Glassboro, New Jersey. After reviewing your dissertation, I found that your interview protocol would be extremely helpful and beneficial for me to potentially use in my thesis "Transition, Mattering and Marginality: Deaf Students in a Hearing Institution." I am reaching out to you to request permission to use and reproduce your interview protocol as my qualitative instrument. I am also requesting permission to include the original instrument in my appendix and to modify this instrument, if needed, for my study. If granted permission, I would provide credit and documentation to you within my thesis. If you could please, at your convenience, inform me if you will allow me to use your survey instrument I would greatly appreciate it.

Thank you for your time and consideration.

Best,

Kaitlin Shaginaw

Program Assistant, Event Management



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Appendix E

Adapted Interview Protocol

Interview Protocol

Pseudonym: _____

Date and time of interview: _____

Location of interview: _____

Establish rapport: Ask participant how they are. Perhaps ask what they have going on this week, etc. For second interview refer back to things already discussed. Share information as appropriate.

Project overview: I want to thank you for taking the time to be interviewed today. As you know, I am studying the transition experience from high school to college for students who are hearing impaired or deaf. I am interested in your thoughts, feelings, and experiences – your own perspective; so please feel free to discuss anything that comes to mind related to your transition. As the interview progresses, if at any point you need me to clarify something, you have a question, or you'd like to stop the interview, please let me know. There are no right or wrong answers to the interview questions. Just a reminder, what we discuss today will be audio recorded and later transcribed. Are you ready to begin?

First Question: What was the transition like from high school to college?

Possible follow-up questions as necessary may include:

- What are the differences between accommodations in high school and college?
- What kind of support do you feel Rowan has provided so far?
- Talk about the services that are provided?
- What recommendations would you have for students who are deaf or hard of hearing?

Final question: Have you shared all that is significant with reference to your transition from high school to college?

Conclusion: Thank you again for taking the time to interview today. Please accept this \$5 Wawa Gift Card as a token of my appreciation.

Appendix F

Electronic Institutional Review Board Approval

Rowan University eIRB: Study Approved

eIRB@rowan.edu

Sent: Wednesday, April 18, 2018 at 3:15 PM

To: Shaginaw, Kaitlin Ann



** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office **

DHHS Federal Wide Assurance Identifier: FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date:

eIRB Notice of Approval

STUDY PROFILE

Study ID: [Pro2018002290](#)

Title: Transition, Mattering and Marginality:
Deaf Students in a Hearing Institution

Principal Investigator: Burton Sisco Study Coordinator: None

Co-Investigator(s): Kaitlin Shaginaw Other Study Staff: There are no items to display

Sponsor: Department of Education Approval Cycle: Twelve Months

Risk Determination: Minimal Risk Device Determination: Not Applicable

Review Type: Expedited Expedited Category: 6

Subjects: 24 7

Subjects: 24

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	Submission Status:	Approved		
Approval Date:	4/18/2018	Expiration Date:	4/17/2019		
Pregnancy Code:	No Pregnant Women as Subjects	Pediatric Code:	No Children As Subjects	Prisoner Code:	No Prisoners As Subjects

Protocol:	College Mattering Inventory (Full Survey) Protocol Interview Protocol Permission Academic Success Center Permission Adapted Interview Protocol CMI Permission College Mattering Inventory	Consent:	There are no items to display	Recruitment Materials:	Recruitment Email (Interview) Recruitment Email (Survey)
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Appendix G

Recruitment E-mail for *College Mattering Inventory*



Recruitment E-mail

Dear Student,

My name is Kaitlin Shaginaw, and I am a Master's student here at Rowan University. For my Master's thesis, I am studying the transition and feelings of mattering and marginality with students who are registered through the Academic Success Center as deaf or hearing impaired. As a registered student in the Academic Success Center from the fall 2017 cohort, you have been selected to participate in a total population study.

A hardcopy of this survey will be available for you to complete at the Academic Success Center. I invite you to participate, as your participation may potentially benefit future or current Rowan University who are registered through the Academic Success Center. The survey utilized in this study will take approximately 12-15 minutes to complete. Studying the feelings of mattering and marginality of students registered as deaf or hearing impaired, at Rowan University, may enable to university to identify less known challenges and needs of hearing impaired students after they arrive at Rowan University. That said, additional protocols, procedures, or initiatives may occur for future registered students, potentially allowing them access to an even more inclusive and supportive environment at Rowan University.

This study is completely voluntary and anonymous. No personally identifying information will be collected, and your responses will not be tied to your e-mail address. This study will be done through a hard copy survey available to you in the Academic Success Center.

If you wish to participate in this study, please stop by the Academic Success Center and complete the consent form. Once completed, you will have access to a brief survey immediately following that regarding your feelings of mattering at Rowan University.

If you choose to not participate in this study, please simply close this e-mail.

If you have any further questions, you may reach me at shaginaw@rowan.edu, or Dr. Burton Sisco at sisco@rowan.edu.

We thank you in advance,

Kaitlin Shaginaw

Version #: 2
Version Date: 3/1/18

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Creation/Revision Date: 11/14/2016

Appendix H

Paper Survey (Alternate Consent)



PAPER SURVEY (ALTERNATE CONSENT)

I, Kaitlin Shaginaw, am inviting you to participate in a research survey entitled *College Mattering Inventory (CMI)*. We are inviting you because you are registered with the Academic Success Center as deaf, hard of hearing, etc. In order to participate in this survey, you must be 18 years or older.

The survey will take approximately 12-15 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey. The number of subjects to be enrolled in the study will be a total of 24.

The purpose of this research study is to see if deaf or hearing-impaired students at Rowan University feel as though they matter to the campus. The study seeks to investigate the process of transitioning from secondary to post-secondary education for students registered as hard of hearing or deaf at Rowan University. Results of the study should aid Rowan University in better understanding the quality of accommodations provided for deaf or hearing-impaired students at Rowan University.

Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There may not be any direct benefit; however, one possible benefit of this study may be increased understanding of students who are registered as deaf or hearing impaired in a hearing institution, which may be beneficial for higher education professionals.

Your response will be kept confidential. All data will be stored in the Principal Investigator's office under secured and locked conditions until the close of the study. No personal identifiers will be collected within the survey. If you have any questions about the survey, you can contact me, Kaitlin Shaginaw, at shaginaw@rowan.edu.

Thank you!

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Version Date: 4/13/18

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Creation/Revision Date: 02/10/2015

Appendix I

Recruitment E-mail Interview



PAPER SURVEY (ALTERNATE CONSENT)

I, Kaitlin Shaginaw, am inviting you to participate in a research survey entitled *College Matter Inventory (CMI)*. We are inviting you because you are registered with the Academic Success Center as deaf, hard of hearing, etc. In order to participate in this survey, you must be 18 years or older.

The survey will take approximately 12-15 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey. The number of subjects to be enrolled in the study will be a total of 24.

The purpose of this research study is to see if deaf or hearing-impaired students at Rowan University feel as though they matter to the campus. The study seeks to investigate the process of transitioning from secondary to post-secondary education for students registered as hard of hearing or deaf at Rowan University. Results of the study should aid Rowan University in better understanding the quality of accommodations provided for deaf or hearing-impaired students at Rowan University.

Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There may not be any direct benefit; however, one possible benefit of this study may be increased understanding of students who are registered as deaf or hearing impaired in a hearing institution, which may be beneficial for higher education professionals.

Your response will be kept confidential. All data will be stored in the Principal Investigator's office under secured and locked conditions until the close of the study. No personal identifiers will be collected within the survey. If you have any questions about the survey, you can contact me, Kaitlin Shaginaw, at shaginaw@rowan.edu.

Thank you|

Version #: 2
Version Date: 4/13/18

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Creation/Revision Date: 02/10/2015

Appendix J

Informed Consent for Interviews/Audio Addendum



Transition, Mattering and Marginality: Deaf Students in a Hearing Institution

Informed Consent for Interviews

Please read this consent document carefully before you decide to participate in this study.

You are invited to participate in a research study about understanding students who are registered with the Academic Success Center as deaf or hearing impaired at Rowan University. This study is being conducted by researchers in the Department of Education at Rowan University. The Principal Investigator of the study is Dr. Burton Sisco. The Co-Investigator, Kaitlin Shaginaw will be conducting this interview.

Participation in this study is voluntary. If you agree to participate in this study, you would be interviewed for about 20-25 minutes.

In this interview, you will be asked a brief series of questions regarding your transition from secondary to post-secondary education and your feelings regarding the accommodations and services you receive. No identifiers will be released in this study and the recordings will be disposed of following the completion of this study.

There is little risk in participating in this study. Your identity will be kept confidential to the extent provided by law. Your information will be assigned a code number that is unique to this study. No one other than the researchers would know whether you participated in the study. Study findings will be presented only in summary form and your name will not be used in any report or publications.

Participating in this study may not benefit you directly, but it will help us learn and identify less known challenges and needs of hearing impaired students after they arrive at Rowan University. Your participation in this study is completely voluntary. If you choose not to participate in this study, this will have no effect on the services or benefits you are currently receiving. You may skip any questions you don't want to answer and withdraw from the study at any time without consequences.

If you have any questions about this study, please contact Kaitlin Shaginaw at shaginaw@rowan.edu or Dr. Burton Sisco at sisco@rowan.edu.

YOU WILL BE GIVEN A COPY OF THIS FORM WHETHER OR NOT YOU AGREE TO PARTICIPATE.

I have read the procedure described above. I voluntarily agree to participate in the procedure and I have received a copy of this description.

Name (Printed) _____

Signature: _____

Date: _____

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Version Date: 4/13/18

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Transition, Mattering and Marginality: Deaf Students in a Hearing Institution

Informed Consent for Interviews

AUDIO ADDENDUM TO CONSENT FORM

You have already agreed to participate in a research study conducted by Co-Investigator, Kaitlin Shaginaw. We are asking for your permission to allow us to record the audio only as part of that research study. You do not have to agree to be recorded in order to participate in the main part of the study.

The recording(s) will be used for an analysis by the investigators and a reference to better understand the study.

The recording(s) will include no identifiers or visual to ensure the confidentiality and anonymity of participant.

The recording(s) will be stored temporarily on a secured, Rowan University device and immediately disposed of upon the completion of this study.

Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

I have read the procedure described above. I voluntarily agree to participate in the procedure and I **have received a copy of this description.**

Name (Printed) _____

Signature: _____

Date: _____

Version #: 2
Version Date: 4/13/18

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Creation/Revision Date: 02/10/2015