

Addressing the challenges experienced by students with disabilities in accessing and persisting in postsecondary education (PSE) and attaining PSE credentials must begin with an understanding of their experiences in PSE. This project explored transfer experiences of PSE students with disabilities, developing recommendations to promote enhanced experiences of transfer.

## Postsecondary Mobility and the Experience of Transfer for Students with Disability

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## Executive Summary

### Background:

Access to and participation in postsecondary education (PSE) is critical to achieving individual and societal prosperity, stability, and security (Finnie, Childs, & Wismer, 2011; PHAC, 2011). Access to PSE is equally critical from an equity perspective. Benefits of PSE are well documented and yet historic challenges to promoting access to and creating appropriate supports for students with disabilities have contributed to their significant underrepresentation in PSE (Finnie et al., 2011; HEQCO, 2013; Rae, 2005; Statistics Canada 2012).

Students with disabilities access and attain PSE credentials at lower rates than those without disabilities (McCloy & DeClou, 2013). This disparity is largely driven by lower university participation and degree attainment rates and offset by higher college participation and college credential attainment rates (Finnie et al., 2011; HEQCO, 2013). Data from 1980 to 2000 reveals this gap between the two groups has remained relatively unchanged (Boothby, & Drewes 2006). Despite this difference, Tsagris and Muirhead (2012) note that college and university students in PSE experience similar challenges. Twice as many Ontarians without a disability have university degrees than those with disabilities (Rae, 2005). McCloy and DeClou (2013) report that in 2006, of Ontario students who at age 15 were reported to have a disability, 68% by the age 21 had participated in PSE (46% college, 22% university), compared to 84% of students (55% college, 29% university) without disabilities. Students with disabilities are less likely to attend university if they are in Ontario as compared to other provinces and regions (Finnie et al., 2011).

Increasing participation of students with disabilities in PSE is vital to achieving the full contribution of people with disabilities in society. Addressing this challenge is not only of key importance to future economic competitiveness, it lies at the very heart of the beliefs embedded within Canadian culture, society, and the PSE system itself about equity and justice (Finnie, Mueller, Sweetman, & Usher, 2010).

Addressing the challenges and barriers experienced by students with disabilities in accessing, persisting, and attaining PSE credentials requires a multifaceted approach, beginning with an understanding of their experiences in PSE. Given that data reveals: a) a disparity between college and university participation/graduation rates for students with disabilities versus those without, and; b) a significant gap between participation/graduation at college versus university for students with disabilities, the transfer experience between college and university sectors must be viewed as a critical consideration in this context. To that end, this project employed a variety of approaches in order to develop greater insight into the transfer experiences of students with disabilities in PSE in Ontario.

According to the Statistics Canada's Canadian Survey on Disability (2012), university students with disabilities are likely to be younger, more likely to be female, much less likely to identify as Indigenous, more likely to be an immigrant and slightly less likely to be a member of the visible minority population than non-university students with disabilities. Nearly one-third (30.4%) of post-secondary students with disabilities report experiencing only one type of disability. Among university students with disabilities, 37.3% reports only one type of disability, while among the 207,180 non-university students with disabilities, this number drops to 26.6%.

## **The Project:**

This project was undertaken with team members representing UOIT (lead institution), Durham College, George Brown College, Memorial University of Newfoundland, The National Educational Association of Disabled Students, Nipissing University, Seneca College, and York University. There were four major aims of this project:

1. Determine the current share of college graduates with a disability who continue on to university
  - a. For those who transfer, are the following similar to their peers without a disability:
    - i. University and program choice (e.g., proximity institution to home; STEM vs non-STEM, college preparatory programs, program affinity etc.)?
    - ii. Transfer experience (satisfaction with academic preparation, transfer credit, overall transfer experience, etc.)?
2. Through online collection of qualitative and quantitative self-report data from PSE students with disabilities, explore their transfer experiences and perceptions
3. Through consultations with college and university service professionals, explore perspectives on the transfer experiences of PSE students with disabilities
4. Develop recommendations to promote enhanced experiences of transfer for Ontario PSE students with disabilities

Data collection and analysis continues for all phases of the project. As a result, this report should be considered draft only (and not published yet), with a commitment from the research team to provide ONCAT with a subsequent report in the Fall of 2018. At this point, emerging findings are presented with draft recommendations.

## Literature Review/Environmental Scan

While post-secondary education is the driver of Ontario competitiveness within the economy, access to equitable post-secondary education is lacking within the province (Finnie, Childs, & Wismer, 2011). There is a large underrepresentation of students with disabilities in post-secondary institutions in Ontario (Higher Education Quality Council of Ontario, 2009). For students without disabilities, 84% of students will enroll in some form of post-secondary education by the age of 21. For students with disabilities, only 68% will enroll in post-secondary education by the age of 21, making an alarming 16% discrepancy between the two groups of students (McCloy & DeClou, 2013). Similarly, in a 2001 Participation and Activity Survey (PALS), results also found that there was an overwhelming 15% point difference between students attending post-secondary schooling with and without disabilities (Finnie et al., 2011). In a more recent survey conducted by Statistics Canada in 2012 titled Canadian Survey on Disability (CSD), it is noted that 20% of individuals with a disability did not obtain their high school diploma, compared to 11% of individuals who do not have a disability not obtaining a high school diploma (Arim, 2015). Furthermore, there is statistical significance between those with disabilities and those without who obtained some sort of certificate, diploma, or degree at the university level, with 14% for those affected by a disability, and 27% for those unaffected (Arim, 2015). Post-secondary education is often necessary for meaningful future employment, and upon successful completion of post-secondary education, 69.1% of students with disabilities secured employment (Holmes, Silvestri, & Harrison, 2011).

### Defining Disability

Defining disability is a complex process. One can experience a disability that affects their mental, physical, or cognitive processes (Ontario Human Rights Commission [OHRC], n.d.). Disabilities can exist independently, or multiple disabilities can exist at once. A student could be born with a disability, have acquired one from an accident, or developed one later in life and they can be temporary or permanent (Ontario Human Rights Commission [OHRC], n.d.). Most importantly, it is necessary to understand that a disability affects the individual's ability to be an active participant in their environment at an equal level with those around them (Ontario Human Rights Commission [OHRC], n.d.). The Accessibility for Ontarians with Disability Act (AODA), published in 2005, was created with the intention of Ontario becoming a barrier free and accessible province by the year 2025 (AODA, 2005), citing that those with disabilities had a legal right to the equitable accessibility of services and resources in comparison to those without disabilities (AODA, 2005). Within this act, the Ontario government refers to students attending post-secondary institutions as customers, buying the service of education and reserve the right to have full accessibility to this by whatever means necessary (AODA, 2005).

There are numerous descriptors to explain and organize different classifications of disabilities. Most commonly, disabilities are described as mental, physical, or cognitive impairments. The PALS differentiates disabilities as physical or other (McCloy & DeClou, 2013; Wei et al., 2014). PALS findings indicate that those with physical disabilities are 18 percent points more likely to have attained post-secondary education versus those suffering from other disabilities which could include attention deficit hyperactivity disorder, learning disabilities, and Autism Spectrum Disorders (ASD) (McCloy & DeClou,

2013; Wei et al., 2014). The CSD classifies disabilities by severity, ranging from mild to severe (Arim, 2015). CSD findings demonstrate that the percentage of degree attainment among individuals living with a disability decreases as the severity of the disability increases, with 12% for severe disability, and 21% for mild disability (Arim, 2015). It is essential to further evaluate the cause of this discrepancy, and the findings suggest that there are greater barriers to those accessing education who are suffering from other disabilities versus physical, more visible disabilities.

### **Examples**

Mental health diagnoses continue to be a major burden and challenge for those entering the post-secondary school system. Oftentimes, the first episode of a mental health disorder correlates with the average age in which individuals are first entering post-secondary schooling (Holmes, Silvestri, & Harrison, 2011). Students who have accessed disability services for mental health challenges in post-secondary note that they have faced challenges in maintaining focus and concentration, decreased energy, and have missed multiple classes due to frequent sick days (Holmes, Silvestri, & Harrison, 2011).

Similarly, students with ASD reported having far more resources available to them in secondary school than post-secondary (Alcorn & MacKay, 2010). Once entering into post-secondary institutions, students are faced with challenges that include finding safe areas for them to study and learn, such as sensory friendly rooms (Alcorn & MacKay, 2010). Therefore, students with ASD report that simply meeting the requirements of a post-secondary education program are not possible (Alcorn & MacKay, 2010).

### **College versus University Enrollment**

Students without disabilities are reported to have a higher percentage of students enrolled in university programs than college diploma programs (Finnie et al., 2011; McCloy & DeClou, 2013; Sattler, 2010). Inversely, for students with disabilities, there was a higher enrollment rate in college diploma programs than universities (Finnie et al., 2011; McCloy & DeClou, 2013; Sattler, 2010). The cause of these relationships is unknown; however, it is necessary to further examine the course expectations of college versus university ones to better understand why this discrepancy exists. It is also essential to examine the resources to support students with disabilities offered by college diploma programs versus university programs to further understand the above relationships. Students in university programs who reported requiring adaptive technology or digital textbooks noted that it often increased the length of time required to complete their programs (Woods, Cook, DeClou, McCloy, 2013). Inversely, college students noted that there was no effect on the length of time it took to successfully complete their course requirements (Woods et al., 2013).

### **Completion of Education**

Students with disabilities are reported to have higher rates of leaving their post-secondary education programs prior to successful completion, versus those who do not experience disabilities (Woods et al., 2013; Sattler, 2010). Wei et al. (2013) found that while there has been a recent increase in the percentage of students with ASD enrolling in post-secondary schooling, the graduation rate has remained the same, identifying the concept of student persistence as requiring further inquiry. Sattler

(2010) notes that students often leave post-secondary programs due to health-related problems, as well as because of time management issues. Students who were unable to complete their chosen programs reported feeling unsupported in their post-secondary schooling as well as non-academic areas, such as insufficient financial aid (Sattler, 2010).

### **Transferring to University Programs**

It is noted that students who do not suffer from disabilities are more likely to enter directly into university, whereas students with disabilities are more likely to transition from college to a university program (Sattler, 2010). Additionally, Wei et al. (2014) found that students who were diagnosed with ASD were more likely to transition to a university program from college if enrolled in Science, Technology, Engineering, or Mathematic (STEM) programs. Wei et al. (2014), identifies that for students with ASD, initially enrolling in a two-year college program may be a viable option for students who are leaving secondary school, but require more development, resources, and preparation before entering into a four-year university program. Furthermore, Johnson, Zascavage, & Gerber (2013) note that while there is no reported difference in GPA between students with disabilities who enrolled directly into a university program and those who began in a two-year program and transitioned to a four-year program, there is a higher rate of successful completion for those who transitioned from college to university. Again, it is suggested that perhaps the resources offered in college programs are more accessible and bountiful than those offered in university programs (Johnson, Zascavage, & Gerber, 2013).

### **Program Choice**

Students with disabilities in both college and university programs are least likely to enroll in business or health science programs (McCloy & DeClou, 2013). McCloy and DeClou (2013), note that students with disabilities are least likely to enroll in Master of Business Administration or medicine programs. Students do, however, appear to have a greater interest in enrolling in teaching and doctorate degrees. For students with disabilities in college programs, social sciences and applied technologies are their program of choice. For those with disabilities in university programs, the most popular programs are social sciences and humanities (McCloy & DeClou, 2013).

### **Barriers to Transition**

While there is a discrepancy in the achievement of post-secondary schooling for those with disabilities and those without, the rationale for the difference is relatively unknown. A college education is more easily attained by students with disabilities versus the attainment of a post-secondary degree at a university (Woods et al., 2013). Additionally, Woods et al. (2013) note that students with disabilities reported requiring additional time to complete university programs, but not requiring additional time to complete college programs.

## **Secondary to Post-Secondary**

Sadly, the transition from secondary school to post-secondary education lacks fluidity and resources. Barrow (2013) discusses that while primary and secondary schools create and follow individual education plans for students experiencing disabilities, they often focus solely on the secondary school realm and fail to acknowledge the difficult transition to post-secondary schooling. Furthermore, McCloy & DeClou (2013) explain that students who are diagnosed with ASD are suddenly thrust into a learning environment that lack safe sensory spaces, new social experiences, chaotic schedules and locations that they are not accustomed to. These new environments are often jarring for students with ASD and contribute to poor academic performance (McCloy & DeClou, 2013). Moreover, students with ASD, like many other disabilities, may require increased length of time to complete their program, allowing for less chaotic scheduling. Post-secondary programs often have rigid schedules and prerequisites courses only offered at certain times, creating yet another barrier for students to attain a degree or diploma (Alcorn, 2010).

Tsagris and Muirhead (2012), argue that students with disabilities should be provided ample time to prepare for the new post-secondary environment, but are often not able to do so. Many post-secondary schools lack transition programs throughout the summer months which would allow students to become comfortable with this newer, more complex setting. (Tsagris & Muirhead, 2012; Enhancing Accessibility in Post-Secondary Education Institutions, 2012).

## **Identification of Disability in Post-Secondary**

In order to access resources in post-secondary disability departments, the student is required to disclose their disability to the post-secondary institution. Therefore, for students to access the resources they are legally entitled to, they must overcome the obstacle of repeatedly disclosing their disability, which as previously mentioned, can be socially isolating and anxiety provoking (McKenzie, 2015; Tsagaris & Muirhead, 2012). McKenzie (2015), notes how difficult it is for students to repeatedly have to show evidence that they have a disability, as they navigate the post-secondary education system. This requirement to provide proof, often more than once, of one's disability is a deterrent from entering into future programs, such as the transition from a two-year to four-year program (McKenzie, 2015).

As discussed above, students are apprehensive to disclose their disability to their post-secondary education institutions for fear that they may be negatively perceived (Hadley, 2016). DaDeppo (2009) explores Tinto's Social Model, suggesting that students are only as successful in university as they are in integrating into their social environment. Therefore, if a student's initial experience in university is isolating and anxiety provoking, it is even further challenging to integrate socially. DaDeppo (2009) and Hadley (2014), explain that students who disclose their learning disabilities often experience a decrease in their self-esteem. Tsagris & Muirhead (2012), explain that there is often shame and embarrassment associated with one's identification with their learning disability, further contributing to apprehensiveness in disclosing their disability to a post-secondary institution. It is noted, however, that there is a higher rate of disability disclosure at colleges than at universities (Holmes, Silvestri, & Harrison (2011). Sadly, if the student is ultimately able to disclose and verify their disability successfully, it is

observed that access to resources such as, peer mentors can be delayed by a higher demand than supply (Alcorn, 2010). Most students who reported having disabilities did not actually access the resources available to them in their post-secondary institutions, therefore suggesting that the resources were not truly accessible to begin with (Woods et al., 2013).

### **Support in Post-Secondary**

Unfortunately, professors and staff at universities often do not receive universal education to support students with disabilities (Jones, Weir, & Hart, 2011). McKenzie (2015), further explains that the concept of ableism, discrimination in favor of able-bodied people, is prevalent in universities, and that students with disabilities often feel as if they are being managed as they attempt to successfully navigate their post-secondary education program. The guide titled, “Enhancing Accessibility in Post-Secondary Education Institutions” (2012) indicates that some course instructors appear far more eager to support students with disabilities while others are apprehensive to support students, and report not having received the proper training to assist them. Sadly, while provincial legislation exists to encourage a barrier free and accessible schooling system, there are no provincial or federal legislation dictating universally how post-secondary schools must do so (Enhancing Accessibility in Post-Secondary Education Institutions, 2012).

Sattler (2010) notes that students with disabilities often encounter financial challenges in post-secondary education. Moreover, Sattler (2010) also found that students with disabilities are often older than students attending post-secondary education without disabilities. Therefore, these students inherently have additional responsibilities such as caring for a family, further adding to the financial burden. Students who left their post-secondary programs prior to completion reported feeling unsupported by their institution in non-academic areas, such as experiencing difficulty balancing their jobs with school responsibilities (Sattler, 2010).

## **Facilitators**

### **Legislation**

Over the last twenty years, there has been an increasing demand for the Ontario government to provide better services for Ontarians with disabilities. The Accessibility for Ontarians with Disabilities (AOD) Act aims to make post-secondary education equally accessible to all (Ontario, 2005). Government legislation in partnership with post-secondary institutions are working to diminish barriers that post-secondary students with disabilities continue to face. It is the hope that in targeting the college and university transfer processes, post-secondary education will become more accessible and supportive to students, such as those with LDs in the future (Tsagris & Muirhead, 2012).

Financial burden continues to be a primary barrier for equitable access to post-secondary education including the transfer from college programs to universities. There are three funding programs for students with disabilities that include the Ontario Student Assistance Program’s Bursary for Students with Disabilities, Access Fund for Students with Disabilities and the Enhanced Services Fund (Bradley & Fund, 2010). The funds were created upon the principles of the AOD to provide additional aid to

students who self-identify as having a disability. The funding is intended to assist with the cost of disability related services (Bradley & Fund, 2010).

The AOD legislation is intended to assist in the improvement of accessibility, not only through the identification of barriers, but by creating suitable de-escalation and prevention mechanisms (Tsagris & Muirhead, 2012). Legislators are currently working to utilize these principles to break down barriers for those with disabilities (Tsagris & Muirhead, 2012). The Learning Disabilities Association of Ontario, The Higher Education Quality Council of Ontario (HEQCO) and The Ontario Human Rights Commission are working to support those with disabilities and reduce barriers to actively participate in society. The Ontario Human Rights Commission's Disability Policy emphasizes the right of those with disability to have access to the education system that is conducive to them participating in and having the same experience as those without a disability (Ontario Human Rights Commission, n.d.). By increasing partnerships and affiliations with world-leading higher education and research organizations, the best resources and knowledge can be obtained to foster appropriate access, quality, and design of regulations to the education system itself (HEQCO, n.d.).

The Learning Opportunities Task Force (LOTF) was created to develop and enhance programming and strategies to benefit students with learning disabilities (Yaworski, 2003). In order for students with learning disabilities to succeed in college or universities, the LOTF argues that sufficient funding be provided to all post-secondary institutions in order to properly train its facilitators (Yaworski, 2003). By ensuring programs are equipped with qualified staff, students with disabilities will be provided all-inclusive support to promote learning strategies and assistive technologies to accommodate their specific needs (Yaworski, 2003). The LOTF indicated that the funding of these services should align with and reflect the actual number of students who require these services from post-secondary institutions (Yaworski, 2003). In accordance with this suggestion, the Learning Disabilities Association of Ontario (LDAO) began to make recommendations and develop strategies to keep this goal in mind, that of in servicing faculty and promoting awareness of their duty to accommodate students with learning disabilities (Yaworski, 2003).

The LDAO published a response to the LOTF stating that it not only supports the LOTF mandate, but that it praises the task force for the quality of work being developed and implemented (Yaworski, 2003). Following this response, the LDAO has made its own recommendations to the Ministry of Citizenship and to the Ontario Human Rights Commission (Yaworski, 2003). These recommendations focused on the need for accessibility plans and accountability mechanisms (Yaworski, 2003). Furthermore, the LDAO declared its agreement with the recommendation of the LOTF that there needs to be more uniformity across the map in terms of definitions and diagnostic assessments being used in publicly funded programs in the Province of Ontario (Yaworski, 2003). Consistent guidelines that can be followed by social, health, and educational services will allow for learning disability educational programming to better align with each other and in turn, create a more seamless pathway for transitioning students and their support staff (e.g., learning strategists and assistive technologists). The result of this conclusive recommendation was the creation of the Enhanced Services Fund.

## **Initiatives**

In 2002, financial support was granted across Ontario by the Ministry of Training Colleges and Universities' Enhanced Services Fund (ESF) to help colleges and universities provide additional enhanced supports specific to using the LOTF approach. It is clear that the availability of transition programming for students with learning disabilities is an integral component for students with learning disabilities. The Ministry of Training Colleges and Universities' ESF has provided basic support to all postsecondary disability centers across Ontario to assist them in providing general disability services such as staff education. To support this province-wide implementation, Cambrian College's pilot program organized staff training supports designed to better guarantee the quality of expertise of both Learning Strategists and Assistive Technologists (Nichols, et al., 2002).

The Learning Strategists/Assistive Technology Training Initiative, funded by LOTF and further supported by Cambrian College, has now become a provincially recognized training program (Nichols, et al., 2002). Here, services are individualized to be more aligned with student information processing deficits and strengths (Tsagris, 2012). Strategic instruction is developed for each student's individual and unique learning needs and academic requirements. There is an individual counselling and/or coaching component of the ESF that, rather than focusing on therapeutic interventions, centers around targeted learning disability-related issues (Tsagris, 2012). Utilizing this MTCU Enhanced Services Fund (ESF) Program design, the academic success of students will most likely increase, and more students will be able to complete their post-secondary education (Tsagris, 2012). Through the implementation of this program alone, individual needs of students with learning disabilities are recognized and plans are created to better accommodate each student.

## **Innovation**

In addition to government funding, there are a variety of partnership programs available for students with learning disabilities to better assist them in the transfer process to postsecondary education. As stated on page 1 of the LOTF Final Report Summary (1997),

“...‘Too few students with learning disabilities get the help that they need to make the transition to college or university. To help these students realize their potential, we will establish pilot projects at the college and university level, to provide real help to learning disabled students in a meaningful way.’”

Following this speech, the Ontario government then formed the Learning Opportunities Task Force (LOTF) which carried out its work from 1997-2002 to not only ease the transition of students from different educational programs but also enrich resources offered to students with disabilities to have equitable access to their education (Nichols, et al. 2002). This innovative work ultimately provided the foundation used for enhanced student services available to students with disabilities in Ontario's colleges and universities today. As a result of the LOTF's evidence and findings, the Ministry of Training, Colleges and Universities (MTCU) began to render targeted funding province-wide in order to improve its services (Tsagris & Muirhead, 2012).

## **Transition Programming for Students with LDs and LDHD**

Today in Ontario, all publicly funded colleges and universities provide some kind of transition program for students who identify as having learning disabilities (Tsagris & Muirhead, 2012). The MTCU has supported a Summer Transition Program (STP) since 2006. In 2011-2012, the government provided over two million dollars a year to Ontario colleges and universities to advance the transition of students with learning disabilities from secondary to postsecondary education. Although this is wonderful news for the province of Ontario, it is disconcerting to note that there is no similar provincial transition initiative anywhere else in Canada (Tsagris & Muirhead, 2012). During summer transition programs, colleges and universities collaborate with local school boards and other special education service providers to attract and recruit students with learning disabilities and ADHD while they are still in high school (Tsagris & Muirhead, 2012). Each post-secondary institution has received summer transition funding and is obligated to develop a marketing strategy as part of its yearly transition proposal to the MTCU (Tsagris & Muirhead, 2012). This marketing is integral to the success of these summer transition programs because if students are not informed that these beneficial transfer programs exist, they will not access these services and have a more difficult time in their college/university transfer period.

STP is specifically designed to target students with learning disabilities and attention hyperactivity deficit disorder. Beginning in the month of May, the program offers an introductory one-day outreach session that is offered to high school students with disabilities and their parents (Tsagris & Muirhead, 2012). After the outreach session, students who wish to attend the STP can submit their disability documentation and participate in an intake session (Tsagris & Muirhead, 2012). Before any consideration can be made pertaining to their acceptance into the program, students are required to undergo a current psychoeducational assessment (Tsagris & Muirhead, 2012). If this assessment is successfully completed, the students then attend the STP at the end of the summer (Tsagris & Muirhead, 2012). It is important to note that psychoeducational assessments are considered valid for life after the age of 18 years, however prior to the age of 18, assessment data is not considered stable, as the person is still developing (Tsagris & Muirhead, 2012). The STP has two forms, one version created to be delivered to college students and the other version delivered to university students. A two-week program is delivered to college students, and a one-week program delivered to university students at the end of the month of August. The curriculum design is delivered in both a classroom setting and computer lab, with each day covering a specific theme and content designed to enhance knowledge and skills related to self-determination and learning strategies (Tsagris & Muirhead, 2012).

Stemming from the STP is the Student Homepage, which is a personal website that students create during the STP so that they can share information related to their disability and educational accommodations with their professors. A student's website has several pages, as students work with a general template that includes components such as, an introduction, about me, my disability, accommodation, faculty, and links pertaining to their LDs (Tsagris & Muirhead, 2012). Overall, the STP is an excellent resource for both students and their families to familiarize themselves with the transition process and become comfortable talking about their disabilities and accommodation needs. Self-advocacy is an imperative tool for students transitioning to postsecondary, and by enrolling in the STP program, students learn strategies to better advocate for themselves by exploring the different ways

they prefer to learn and receive information. Many schools in Ontario have websites where students can apply to the STP program at that establishment, such as UOIT, Seneca College, Ryerson, and Guelph University, which are easily found through a simple google search.

The Learning Disabilities Association of Ontario website provides information to the public regarding various LDs and ADHD, and free access to resources for parents, students and families. Additionally, the website provides links to information on scholarships and bursaries for students with an LD/ADHD, and a multitude of online workshops including but not limited to Learning Styles and Self Advocacy for Youth and Adults, Job-Fit Employment Preparation and Partnering with Schools for Student Success: Effective Parent Advocacy (LDAO, 2015). Knowing that these courses and resources are available is beneficial; however the benefit can only be applied if the knowledge is there. Similar resources can be found on the Transition Resources Guide website, which is dedicated to providing resources for transitioning students with disabilities. Viewers can access resources for choosing a college or university, residence and campus accessibility, accessibility services, and are even provided the opportunity for students and support workers to share their college/university transfer stories. Funded by the Government of Ontario, this website lists various disability support services including Summer Transition Programs and Peer Mentoring (Transition Resources Guide for Students with Disabilities, 2018). The Transition Resources Guide website provides meaningful insight to how websites intended to be tools for students with LDs are designed and what information is accessible to those using these types of websites as a resource. It is important to continue to explore how to provide greater access to information for students with LDs so that websites and resources including and similar to those mentioned above can be utilized to their full potential. More specifically, it is important to explore how to train educators and professors to use these tools so that they are able to better understand LDs and ADHD, and therefore able to appropriately assist students in transitioning.

Outside of Ontario and Canada, efforts continue to be made to ease the college/university transfer process. An example of this effort can be seen examining the Think College Vermont program. Evidence suggests that students with disabilities in rural or remote communities have a low rate of graduation, and employment rates for these students are also low (Ryan, 2014). There are now grants in the United States to support programs for students with intellectual disabilities, including Think College Vermont, which is focused on academics, independent living, social, and employment skills (Ryan, 2014). The program's values consist of social justice, diversity, and equity based on the principles of determination, inclusion, and empowerment. Within this program there was a person-centered planning program that assisted students in determining what was important to them (Ryan, 2014). These students were given extended time for assignments, writing center support, 1:1 help at the accessibility center, peer support, and in meetings with course instructors (Ryan, 2014). Students noted that after being involved in this program, they had an increased ability to navigate the campus, experienced inclusion in the post-secondary realm and were able to get an associate degree (Ryan, 2014). Since access to education lies at the heart of its' development and is integral to the success of all persons, the continual innovation of transition programs worldwide will help to guarantee that students with disabilities receive equal opportunities as their peers in the post-secondary domain.

## **Transition Programming for Students with Mental Health Disabilities and Addictions**

The Ontario government has prioritized mental health at both the provincial and federal level, and continues to take steps to ensure equality and non-discrimination for all people with disabilities (Ontario Human Rights Commission, 2012). Under the OHRC, whether a disability is visible or not, all people with disabilities have the same rights and should be granted equal opportunities (Ontario Human Rights Commission, 2012). Despite the Ontario Government's efforts, there are far less resources and accommodative services available to students experiencing mental health challenges than there are catering to those with learning disabilities. The population of people with mental health issues and addictions are extremely diverse. Consequently, their experiences of disability, impairment, and societal barriers differ across the board (Ontario Human Rights Commission, 2012). The domino effect of a lack of appropriate mental health services on people's lives includes increased criminalization, increased homelessness, perpetuation of poverty, increased social isolation, and deteriorating physical and mental health (Ontario Human Rights Commission, 2012). Thus, understanding mental health disorders and addictions and creating acceptable accommodation programs and services for students is integral, especially for students in the process of obtaining a post-secondary degree.

It is difficult to access resources for mental health disorders as not all mental health diagnoses qualify as disability. A student's access to disability services requires a DSM-IV diagnosis. In addition to registering with campus disability services, students are able to register with Mental Health Disability Services at their post-secondary institution if necessary. A 2012 Ontario Human Rights Commission report highlighted the duty of post-secondary institutions to accommodate its students to the point of undue hardship, and specific focus was placed on students with mental health disabilities (Ontario Human Rights Commission, 2012). Proof of diagnosis or disability is often required for post-secondary students in order to access accommodation services (Ontario Human Rights Commission, 2012). Unfortunately, the delays in societal mental health services, such as obtaining an appointment with a medical practitioner, lead to limited access to education for students with psychiatric disabilities and addictions, since schools and institutions heavily rely on verification from doctors (Ontario Human Rights Commission, 2012). This situation results in students with mental health disabilities missing out on accommodations that would enhance their student experience and likely increase their chances of successfully completing their post-secondary education.

Thus, in 2013, the MTCU created the Mental Health Innovation Fund in order to support the existing challenges in accommodating post-secondary students with mental health disabilities (Ontario Human Rights Commission, 2012). The purpose of this fund is to ease the development of mental health resources within Canada (Canadian Psychiatric Association, 2013). The Mental Health Innovation Fund was intended to run over the course of five years and to put \$250 million into speeding up the circulation of mental health services within the community, and even more specifically to provide the resources necessary to advance innovations to improve patient access, quality of care and health outcomes (Canadian Psychiatric Association, 2013).

Accommodating mental health issues and addictions is often seen as a greater challenge than to accommodate other types of disabilities, and this idea is evident in post-secondary institutions (Ontario

Human Rights Commission, 2012). Since the majority of mental health disorders are invisible in nature, the responsibility is almost solely on the student to seek help and accommodations. The accommodation process for a student can only begin when someone identifies their need accommodation due to a disability-related need (Ontario Human Rights Commission, 2012). Because of this, organizations and institutions have reported a need for additional clarity on what they can and cannot ask a person with a mental health issue about any potential accommodation needs to ensure no rights to privacy are violated (Ontario Human Rights Commission, 2012:40). The Ontario Human Rights Commission (2012) noted that oftentimes, doctors' notes, which are heavily relied on for accommodation purposes, are vague, and may not provide all of the information required in order to make an accommodation. The most common forms of accommodation that may be needed by students with mental health disabilities include alternative methods of testing, time extensions for assignments, and consideration of time missed to address a disability (Ontario Human Rights Commission, 2012:81). These types of accommodations center around each individual class and the preference of the professor of each class. Many students reported getting the impression that their professors believed they were faking their disability because there are no physical signs, and attributing their desires for accommodation to laziness (Ontario Human Rights Commission, 2012).

The lack of trust in professor-student relationships, in addition to a lack of appropriate treatment or assessment services can result in the students' education being interrupted (Ontario Human Rights Commission, 2012). In fact, the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) said that due to the lack of proper resources to assess and treat such students, the education system may need to deny access to schools to students who present a threat, either to themselves or others (Ontario Human Rights Commission, 2012). There is concern that students with multiple disabilities, including behavioural, intellectual and developmental disabilities such as Autism or ADD/ADHD are often suspended or expelled from schools due to disability-related behaviours, without appropriately considering accommodation (Ontario Human Rights Commission, 2012). Both parents and students have reported that students who are frequently suspended and/or lack accommodation in school tend to develop anxiety disorders, depression and low self-confidence (Ontario Human Rights Commission, 2012). The need for facilitators and educators to consider the fluctuating nature of a person's mental health disability when considering accommodation planning is crucial (Ontario Human Rights Commission, 2012). It is clear that the education system and the Ontario government are becoming increasingly aware of what is lacking in terms of mental health disability services; however, the next steps need to be targeting these gaps and answering the questions that continue to arise.

### **Gaps**

Overall, the understanding of student accessibility in post-secondary institutions continues to be relatively ambiguous. Firstly, it is difficult to quantify the number of students who truly do experience disabilities considering that several studies have been based on self-reporting approaches (Hadley, 2016; McKenzie, C, 2005) . Therefore, it is possible that students in university programs could be underreporting their disabilities in comparison to students in college programs. However, further research is required to establish if students feel unable to reveal their disability in the post-secondary realm.

Additionally, it is challenging to hypothesize why there is such a low percentage of student transfers from college to university programs for students with disabilities. There are factors such as age, socioeconomic status, as well as location of universities in relation to the student's home that could contribute on an individual basis. Furthermore, examination of online transitioning programs for students with disabilities is warranted to support those students considering transferring from the college to university sector. Accessibility of resources for students with disabilities utilizing online programs would then additionally have to be assessed to examine the student transfer experience.

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## Secondary Analysis of the Ontario College Graduate Survey, 2014-2016

This section of the report provides data from an analysis of the Ontario Graduate Satisfaction Survey for the years 2014, 2015, and 2016. The Graduate Satisfaction Survey is administered to all college graduates with an Ontario College Credential from a publicly funded College of Applied Arts and Technology (CAAT). Starting in 2013-14, all graduate respondents have been asked two questions relating to disability, one asked "can you tell me if you consider yourself to have a physical, intellectual, mental health or learning disability?", and the second asked whether they had registered with disability services at the college while a student. Over the past two years, 87,220 graduates responded to the first question, with 9105 respondents (10.4%) self-identified as having a disability. In terms of usage of disability services, of the 87,408 respondents to the question, 7588 (8.7%) indicated they had. The analysis presented in the section involved comparisons of those who self-identified as having a disability, and those who did not, and those who used disability services, versus those who did not.

### Methods

This study uses data from the Graduate Satisfaction Survey (GSS) for the academic years of 2013-2014 to 2015-2016 to investigate whether college graduates who report a disability differ from graduates who do not report a disability in terms of transfer rates to university and their transfer experiences. The GSS is administered to all college graduates with an Ontario College Credential from a publically funded College of Applied Arts and Technology (CAAT) in Ontario. It is administered approximately six months after graduation through telephone surveys conducted by an external service provider to whom the colleges provide contact information and graduate characteristics such as age, gender and program of study. The graduate record file of each college is examined by college auditors and reported to MAESD, which uses the results to gauge the performance of colleges on three of the five key performance indicators (KPIs): graduate satisfaction rate; employment rate; and employer satisfaction rate. Each KPI is tied to a modest sum of performance funding and made public.

The first question of the survey asks the student if they went on to further education, either full or part time. Those indicating they were enrolled full time complete a detailed survey about their current education. Graduates who indicate they are working part time and attending school part time are asked several employment-related questions as well as fewer questions on their education.

### Analytic Aims

There were three analytic aims for the current study:

1. Estimating the effect of disability and registering with the Office for Students with a Disability on the rate of transfer to university among Ontario college graduates;
2. Estimating the effect of disability and registering with the Office for Students with a Disability on student satisfaction with their transfer experience to university; and
3. Estimating the effect of disability and registering with the Office for Students with a Disability on student satisfaction with their academic preparation for transfer to university.

### Study Population

All analyses included individuals who graduated from any of Ontario's 24 publicly funded colleges during 2013-2014 to 2015-2016 and responded to the GSS approximately six months following graduation. Graduates from graduate certificate program or a four year bachelor's degree were

excluded, as well as those who did not respond to either the question on the GSS regarding self-reported disability status or self-reported registration with the Office for Students with a Disability. Analysis 2 was further restricted to include graduates who transferred to university and responded to the survey question that pertained to their satisfaction with their transfer experience. Analysis 3 was further restricted to include graduates who transferred to university and responded to the survey question that pertained to their satisfaction with their academic preparation for transfer.

## Study Variables

### Administrative Fields

Administrative fields provided to MAESD by the colleges included program, credential, college, college campus of graduation, full- versus part-time status, sex, age, permanent postal code (first three digits), and international status at graduation. This study derived several variables from these administrative data.

### Program Area

Seven program area groupings were derived from MAESD's occupation cluster classification system, described in an earlier report by McCloy & Liu (2010).

### College Region and Size

The classifications for college region and size are the same as described previously by McCloy & Liu (2010). The study used the first digit of the college's postal code to determine its provincial region (Central, Eastern, Metro Toronto, Northern, or Southwestern), and used student enrolment to determine college size (small, medium, or large). A list of Ontario's 24 publicly funded colleges and how they were classified by region and size are presented in Appendix 2.

### Distance and Selectivity of Nearest University

A variable was derived from the use of graduate's permanent postal codes to indicate their geographical proximity to the nearest Ontario university: 50 km or less; greater than 50 km and less than 80 km; and greater than or equal to 80 km. An additional variable was created to describe the academic selectivity of the nearest university, using published historical admission averages<sup>1</sup>. Universities with high school entering overall averages of over 85% were defined as 'selective'. Selective universities identified included the University of Toronto, McMaster, Queen's, Western, and Waterloo.

### Neighbourhood Income

For a proxy of each graduate's household income, the three-digit permanent postal code was matched to 2006 Census household income data. Each graduate's neighbourhood income group was classified into low, medium, or high income terciles based on the average pre-tax household income for Ontario households. International and non-Ontario students were excluded from the neighbourhood income analysis.

## Survey Fields

The first question on the GSS asks whether the respondent is enrolled in full- or part-time education in the reference week. If the response is yes, information regarding institution name and type, college or university credential, university program of study entered, and reasons for furthering education was collected. The specific wording of the questions from the survey used in this report are presented in Appendix 1.

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<sup>1</sup> See <https://cudo.ouac.on.ca/> for Ontario University admission averages.

### *Institution Name and Type*

When a graduate responded that they were currently enrolled in further education, a drop-down list of names of Ontario publically funded postsecondary institutions is provided to the interviewer on the GSS. These institutions are subsequently grouped under “university”, “college”, or “other education”. Specific institution names are provided as open ended responses to “other” university, “other” college, and “other” education. For the current study, these open field responses were all reviewed, cleaned and recoded as necessary as some responses were found on the Ontario institution list, whereas others were incorrectly identified as colleges or universities. Online research was conducted to determine the correct institution type for unknown institutions.

### *College or University Credential*

Survey responses regarding the college or university credential the graduate was currently enrolled in were classified as degree, certificate/diploma, degree offered jointly with a college or university, or no credential specified.

### *University Program of Study Entered*

The university program of study the graduate was currently enrolled in was classified according to the University Student Information System (USIS).<sup>2</sup>

### *Transfer experience*

All graduates who indicated they were enrolled in further education, either full or part time, were asked their reasons which included three response options: “major reason”; “minor reason”; or “not a reason”. Respondents who indicated they were enrolled full time in further education were asked further questions about their transfer experience, perceptions, and information sources including:

- the reported amount, their satisfaction with, and the timing of notification of transfer credit;
- relatedness of university program entered to program from which they graduated;
- whether they would have been accepted into a university program without college graduation;
- when they decided to transfer;
- information sources;
- and satisfaction with academic preparation and the transition experience.

### *Disability*

Starting in 2013-2014, the GSS asked all graduate respondents whether they considered themselves “to have a physical, intellectual, mental health or learning disability” and whether they had registered with disability services at the college while a student.

### *Analytic Methods*

Both descriptive and regression techniques were used to estimate the effect of disability status and registration with the Office for Students with a Disability on transfer outcomes. Logistic regression was used to control for independent effects of selected characteristics. The outcome of interest for each analytic aim was defined as a dichotomous variable, yes or no, for the individual transferring to university, being satisfied with their transfer experience, and being satisfied with their academic preparation. For all regression analyses, the dataset was restricted to individuals with complete data for all variables included in the regression model. Variables examined for inclusion in regression models included: status in Canada; age; sex; program duration; program type; college region; distance of

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<sup>2</sup> [http://www23.statcan.gc.ca/imdb-bmdi/document/3124\\_D3\\_T4\\_V1-eng.pdf](http://www23.statcan.gc.ca/imdb-bmdi/document/3124_D3_T4_V1-eng.pdf)

nearest university from permanent address; whether closest university to permanent address is selective; permanent address is in an urban or rural region; income terciles of Ontario FSA; program size; size of college; academic year of graduation; academic term the student graduated; and full or part-time status upon graduation.

### *Model Building*

For each multivariable regression model, purposeful selection, as proposed by Hosmer and Lemeshow (2000), was used to select potential confounding variables to be included in each analysis. For each independent variable, the unadjusted association with the dependent variable was estimated and those with a p-value  $\leq 0.25$  were selected for inclusion in the multivariable model. Variables of interest and those that met the inclusion criteria in the multivariable model were assessed independently for inclusion in the model by removing each variable from the multivariable model one at a time. If the independent variable of interest or its corresponding standard error changed by greater than or equal to 10% upon removal of a variable, the variable was included in the model. Additionally, the likelihood-ratio (LR) test was used to assess whether inclusion of the variable significantly improved model fit. A variable was kept in the multivariable model if its inclusion statistically improved the fit of the model as determined by a LR test p-value of  $< 0.05$ . Collinearity among independent variables of interest was inspected with cross-tabulation and the Pearson correlation coefficient. Variables that were highly correlated (with Pearson correlation coefficients  $\geq 0.7$ ) were further examined to decide which set of variables would be included in the final model (Vittinghoff, 2012).

## Limitations

1. Graduates are asked to report on their status during a specified reference week six months after graduating, which may lead to some issues:
  - a. an underestimate of transfer rate, particularly for students who graduate in the fall term as their reference week would be in June/July, a non-traditional enrolment semester; and
  - b. students are asked only if they are currently attending college or university in the reference week not whether they had ever enrolled or have registered in an upcoming semester.
2. Only graduates are counted. As this is a graduate survey, students who transferred without graduating are not counted. Other research has shown that approximately one-third of students who transferred from Seneca to York University were not graduates (Smith *et al.* 2016).
3. Several variables that have been shown to strongly affect transfer rates such as aspirations for transfer to university at college entry, academic background (including previous postsecondary attendance, and grades in college) were not available at the provincial level. These may differ by disability status.

## Results

### Transfer to University

#### Descriptive Results

During 2014 to 2016 a total of 290,891 students graduated from a publically funded Ontario college. Of the total graduate population, 142,673 (49%) responded to the GSS of whom 120,879 were graduates of a one year certificate, two year diploma or three year diploma program. Table 1 presents

transfer rates to university, college or other further education among survey respondents. Overall, over one-quarter of graduates had furthered their education within six months of graduating, with 5.8% of transferring to university (95% CI: 5.7%, 6.0%).

Table 1. Proportion of Ontario college graduates of 1 year certificate, 2 year, or 3 year diploma programs who furthered their education by pathway, 2014-2016.

	2014	2015	2016	Total
<b>Number of Graduates</b>	80,729	82,626	82,245	245,600
<b>Number of Responses</b>	44,687	39,044	37,148	120,879
<b>Transferred to University</b>	6.0%	5.9%	5.6%	5.8%
<b>Transferred to College</b>	20.0%	19.7%	18.8%	19.5%
<b>Transferred to Further Education</b>	26.6%	26.0%	25.8%	26.2%

Table 2 presents the proportion of graduates who transferred to university by selected characteristics. A slightly lower proportion of graduates transferred to university among graduates who self-identified themselves as having a disability and among graduates who indicated that they had registered with the Office for Students with a Disability compared to graduates who self-identified as having no disability and did not register with the Office for Students with a Disability, respectively. A notably lower proportion of graduates transferred to university among international students compared to Ontario residents, as well as students >25 years of age compared to younger age groups, males compared to females, 1 year certificate programs compared to 2 and 3 year diploma programs, graduates whose permanent address was >50 km from nearest university compared to <50 km, graduates with permanent addresses in rural settings compared to urban settings, graduates from low income households compared to high income households, and part time graduates compared to full-time graduates. Students who graduated from programs in community service or preparatory/upgrading programs had a high rate of transfer to university relative to other college programs.

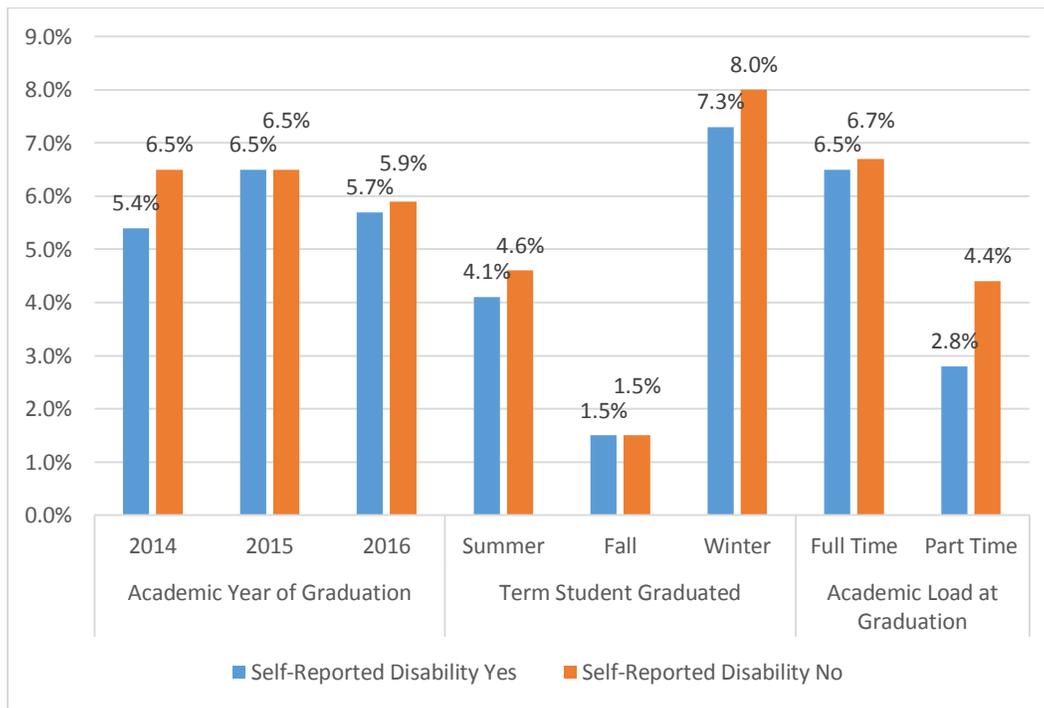
Table 2. Proportion of graduates who transferred to university among total respondent population, Ontario graduates, six months after graduation, 2014-2016.

Variables	LABELS	n	Proportion Transferred to University (%)	95% CI
<b>Self-Identified with a Disability</b>	No	91,205	6.3	6.2, 6.5
	Yes	11,657	5.9	5.5, 6.3
	Missing	18,017	3.4	3.1, 3.7
<b>Registered with the Office for Students with Disability?</b>	No	93,362	6.3	6.2, 6.5
	Yes	9,708	5.9	5.5, 6.4
	Missing	17,809	3.4	3.1, 3.7
<b>Status in Canada</b>	Other	107,169	6.3	6.1, 6.4
	International	13,710	2.6	2.3, 2.9
<b>Age</b>	<22 year	35,886	8.3	8.1, 8.6
	22-25 years	43,917	6.2	6.0, 6.5
	>25 years	41,071	3.2	3.1, 3.4
	Missing	5	0	-
<b>Sex</b>	Female	64,587	6.1	5.9, 6.3
	Male	56,189	5.6	5.4, 5.7
	Missing	103	6.8	3.3, 13.6
<b>Credential Type</b>	Certificate (1 yr)	27,107	4.2	4.0, 4.5
	Diploma (2 yr)	71,320	5.5	5.4, 5.7
	Advanced diploma (3 yr)	22,452	8.8	8.5, 9.2

<b>Program Area</b>	Business	23,253	7.5	7.2, 7.9
	Community Service	24,447	10.1	9.7, 10.5
	Creative and Applied Arts	11,934	3.7	3.4, 4.1
	Health	15,567	1.8	1.6, 2.0
	Hospitality	7,192	1.7	1.4, 2.0
	Prep/Upgrading	10,928	10.1	9.5, 10.6
	Engineering/Technology	27,558	3.3	3.1, 3.5
	<b>Ontario College Region</b>	Central	30,544	6.1
Eastern		22,135	6.3	6.0, 6.7
Metro Toronto		38,790	6.1	5.8, 6.3
Northern		8,953	5.6	5.2, 6.1
Southwestern		20,457	4.6	4.3, 4.9
<b>Distance of Nearest University From Permanent Address</b>	<50 kms	98,320	6.1	5.9, 6.2
	50-79 kms	11,477	4.8	4.5, 5.2
	≥80 kms	9,887	5.1	4.7, 5.6
	<i>Missing</i>	1,195	4.0	3.0, 5.3
<b>Is the Closest University to Permanent Address a Selective University?</b>	No	89,390	6.1	6.0, 6.3
	Yes	30,294	5.1	4.9, 5.3
	<i>Missing</i>	1,195	4.0	3.0, 5.3
<b>Permanent Address</b>	Urban	103,338	6.0	5.9, 6.2
	Rural	16,499	4.8	4.5, 5.1
	<i>Missing</i>	1,042	3.9	2.9, 5.3
<b>Income Tercile of Ontario FSA</b>	Low Income	45,231	5.1	4.9, 5.3
	Mid Income	41,543	5.8	5.6, 6.0
	High Income	29,573	6.4	6.2, 6.7
	<i>Missing</i>	4,532	9.8	9.0, 10.7
<b>Program Size</b>	<46 Graduates	40,205	5.3	5.1, 5.6
	46-106 Graduates	38,000	5.9	5.6, 6.1
	≥107 Graduates	42,674	6.3	6.1, 6.5
<b>College Size</b>	Small	9,715	4.8	4.4, 5.2
	Medium	40,231	6.1	5.9, 6.4
	Large	70,933	5.8	5.6, 6.0
<b>Academic Year of Graduation</b>	2014	44,687	6.0	5.8, 6.2
	2015	39,044	5.9	5.7, 6.2
	2016	37,148	5.6	5.3, 5.8
<b>Term Student Graduated</b>	Summer	27,488	4.3	4.1, 4.5
	Fall	15,497	1.4	1.2, 1.6
	Winter	77,894	7.3	7.1, 7.5
<b>Academic Load at Graduation</b>	Full Time	102,632	6.2	6.0, 6.3
	Part Time	18,247	4.0	3.7, 4.3

*Figure 1* **Error! Reference source not found.** presents transfer rates to university by year and semester of graduation, as well as by full or part-time status at graduation for graduates who did and did not report a disability. A notably lower proportion of graduates transferred to university in 2014 among graduates who reported having a disability (5.4%; 95% CI: 4.7%, 6.1%) compared to those who did not report having a disability (6.5%; 95% CI: 6.2%, 6.8%). In comparison, in 2015 and 2016 a similar proportion of graduates transferred to university among those who did and did not report a disability. Additionally, a notably lower proportion of graduates transferred to university among graduates who reported having a disability and were enrolled part time at the time of graduation (2.8%; 95% CI: 2.2%, 3.6%) compared to graduates with no disability who were enrolled part time at the time of graduation (4.4%; 95% CI: 4.0%, 4.7%).

Figure 1. Proportion of graduates who transferred to university among respondents of disability status by college graduation characteristics.



Appendix 3.1 restricts the sample to those who responded to the disability identity question. Among graduates who reported having a disability, a higher, but not significant, proportion transferred to university among those who registered with the Office for Students with a Disability (6.2%; 95% CI: 5.6%, 6.8%) compared to those who did not register with the Office for Students with a Disability (5.5%; 95% CI: 4.9%, 6.2%). Alternatively, among graduates who reported having no disability, a lower proportion transferred to university among those who registered with the Office for Students with a Disability (5.3%; 95% CI: 4.5%, 6.2%) compared to those who did not register with the Office for Students with a Disability (6.4%; 95% CI: 6.2%, 6.5%).

Figure 2 compares the proportion of graduates who transferred to university for graduates who did and did not self-identify as having a disability by sociodemographic variables. As seen in the full population (*Table 2*), among graduates who reported having a disability, graduates were more likely to transfer if they were not international, were younger, female, came from a high income neighbourhood, and lived in urban settings compared to rural settings. Across most characteristics, graduates without a disability were slightly more likely to transfer. However, a slightly higher proportion of graduates with a disability compared to graduates without a disability transferred to university among international students and graduates >25 years of age.

Figure 2. Proportion of graduates who transferred to university among those who responded to disability status by sociodemographic variables.

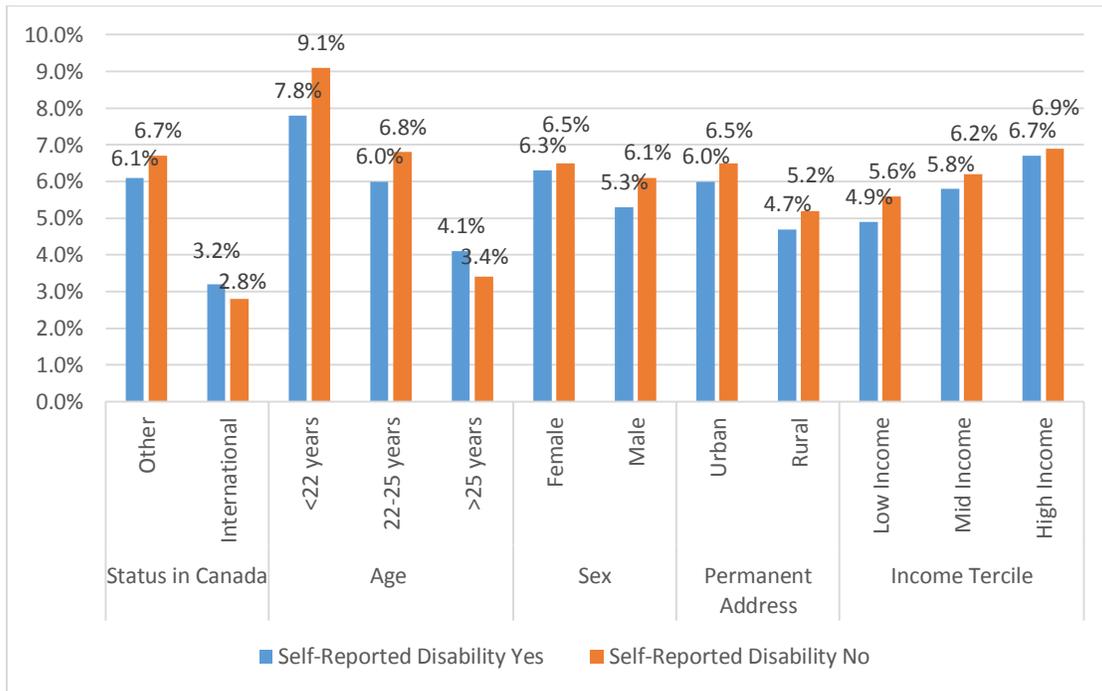


Figure 3 presents the proportion of graduates who transferred to university by college program characteristics. As seen in the full population, among graduates who reported a disability, a higher proportion transferred to university among those who completed a 3 year diploma program compared to 1 year certificate and 2 year diploma programs, and who completed programs in community services, preparatory/upgrading and business. Transfer rates are slightly lower across all program characteristics for graduates who reported a disability with the exceptions of two and three year diplomas and creative and applied arts areas, in which transfers rates were higher or similar for graduates reporting a disability compared to those who did not.

Figure 3. Proportion of graduates who transferred to university among those who responded to disability status by college program characteristics.

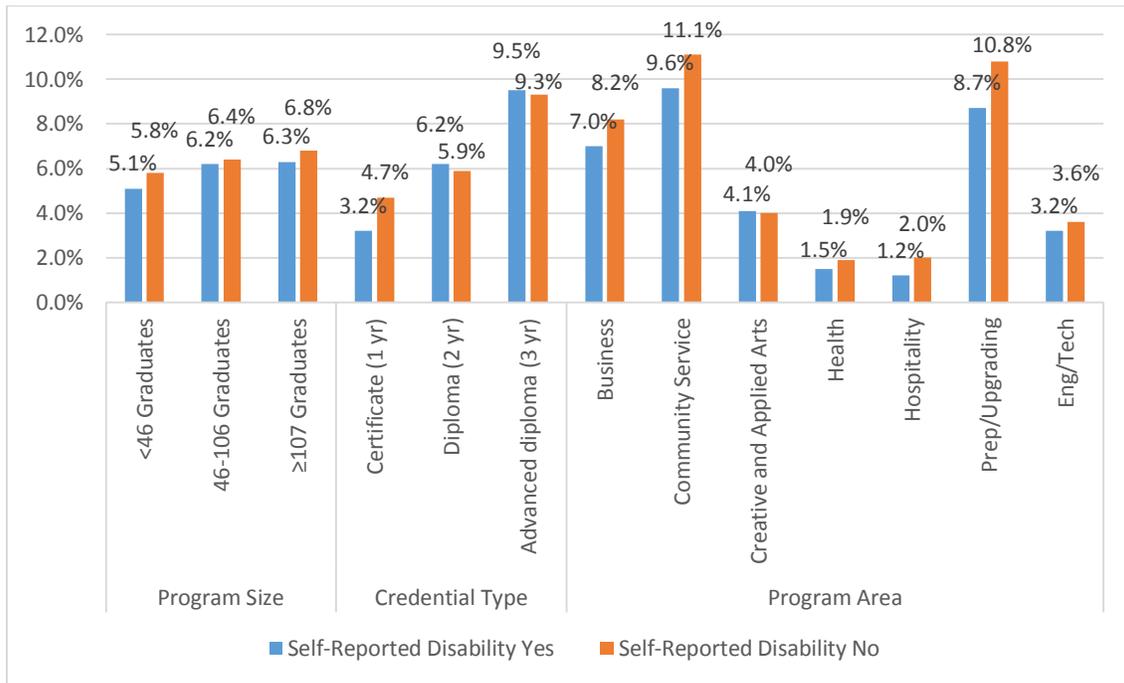
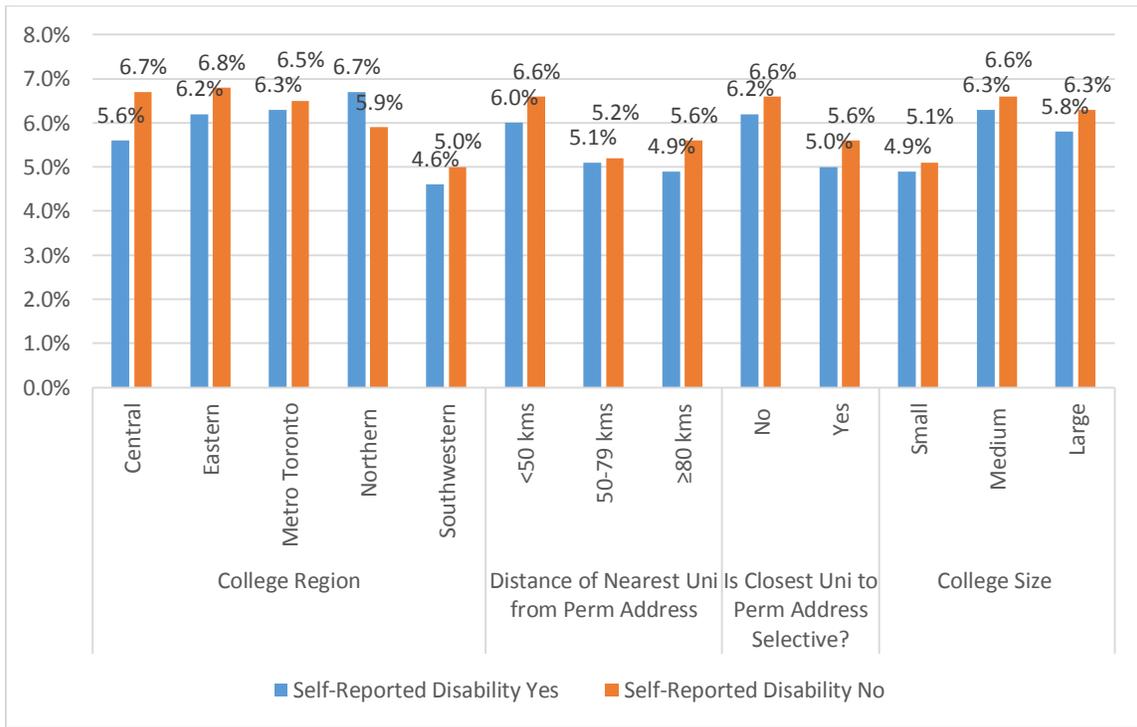


Figure 4 presents the proportion of graduates who transferred to university among those who did and did not self-identify as having a disability by college characteristics. Overall, graduates from the southwestern region, whose permanent address was further than 50km from a university, and from smaller colleges, are less likely to transfer. Across most categories of college characteristics, graduates with a disability have a slightly lower transfer rate. However, graduates reporting a disability from the Northern region of Ontario were slightly more likely to transfer than their peers without a disability.

Figure 4. Proportion of graduates who transferred to university among those who responded to disability status by college characteristics.



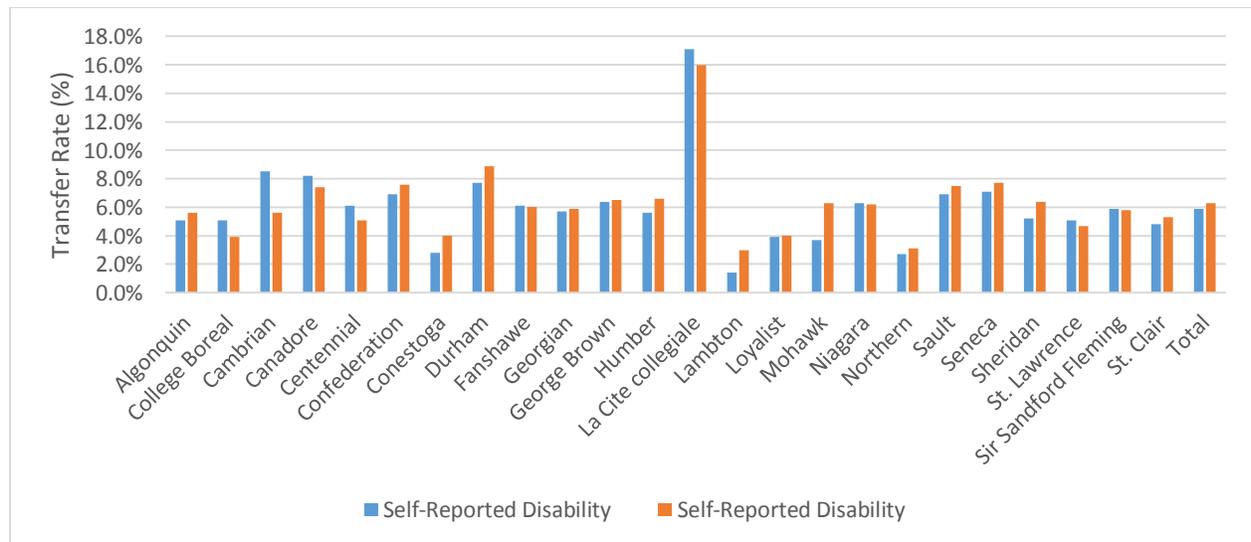
*Table 3* and Figure 5 present the proportion of graduates who transferred to university by the college of graduation. The highest transfer rate was observed for La Cité collégiale (15.3%), followed by Durham (8.4%), Seneca (7.3%) and Canadore (7.2%). The lowest transfer rates were observed for Northern, (2.8%), Lambton (2.9%), Conestoga (3.6%) and Collège Boréal (3.8%). Graduates reporting a disability had a higher transfer rate to university at Cambrian, Canadore, Centennial, Collège Boréal and La Cité collégiale than their peers who did not report a disability.

Table 3. Proportion of graduates who transferred to university by the college they graduated from.

College Graduated From	Total Population N=120,879	Self-Reported Disability	
		Yes N=11,657	No N=91,205
Algonquin	5.3%	5.1%	5.6%
Collège Boréal	3.8%	5.1%	3.9%
Cambrian	5.5%	8.5%	5.6%
Canadore	7.2%	8.2%	7.4%
Centennial	4.7%	6.1%	5.1%
Confederation	6.9%	6.9%	7.6%
Conestoga	3.6%	2.8%	4.0%
Durham	8.4%	7.7%	8.9%
Fanshawe	5.6%	6.1%	6.0%
Georgian	5.5%	5.7%	5.9%
George Brown	6.0%	6.4%	6.5%
Humber	6.0%	5.6%	6.6%
La Cité collégiale	15.3%	17.1%	16.0%
Lambton	2.9%	1.4%	3.0%
Loyalist	3.6%	3.9%	4.0%
Mohawk	5.6%	3.7%	6.3%
Niagara	5.7%	6.3%	6.2%
Northern	2.8%	2.7%	3.1%
Sault	6.8%	6.9%	7.5%
Seneca	7.3%	7.1%	7.7%
Sheridan	5.7%	5.2%	6.4%
St. Lawrence	4.4%	5.1%	4.7%
Sir Sandford Fleming	5.4%	5.9%	5.8%
St. Clair	4.9%	4.8%	5.3%
Total	5.8%	5.9%	6.3%

\*Note: 18,017 of the total graduates did not respond on the GSS to the question regarding self-reported disability status.

Figure 5. Proportion of graduates who transferred to university by college they graduated from.



Among all college graduates who transferred to university, the top three specific programs with the highest number of transfers to university was the social service worker, police foundations, and one year general arts and science programs (results not shown). The same three programs had the highest number of transfers to university among those graduates who reported not having a disability whereas among those graduates who transferred to university and reported having a disability, the three college programs with the highest number of transfers included social service worker, general arts and science and child and youth worker (results not shown).

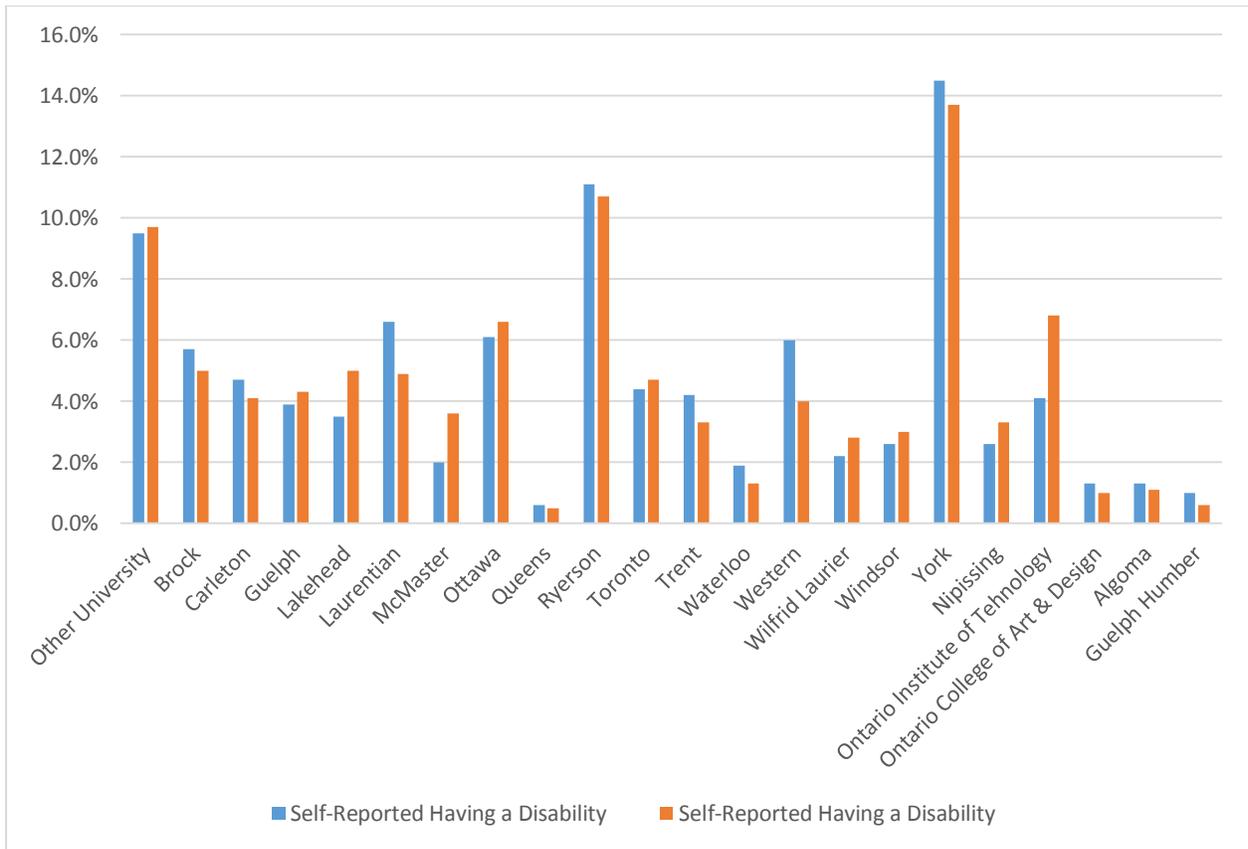
Table 4 and Figure 6 present the proportion of graduates enrolled in each specific university among the population of graduates who transferred to university. Overall, the highest share of transfers was observed for York (13.9%) and Ryerson (10.7%). Laurentian, Western and York had a higher share of transfers who reported a disability whereas a lower proportion of graduates who reported having a disability enrolled at Lakehead, McMaster and the Ontario Institute of Technology.

Patterns are seen between college and university partnerships within cities of origin. For example Cambrian and Boreal, both in Sudbury, have a higher transfer rate to university for their graduates who report a disability. Similarly, Laurentian University in Sudbury receives a larger provincial share of transfer students with a disability (6.6%) than without a disability (4.9%). In Hamilton, Mohawk graduates with a disability have a lower transfer rate to McMaster University, versus graduates without a disability (3.7% vs 6.3%). However, McMaster also receives a lower province-wide share of graduates with a disability compared to the total transfer population (2% vs 3.6%).

Table 4. Proportion of graduates who transferred to university who enrolled at each specific university among all university transfers.

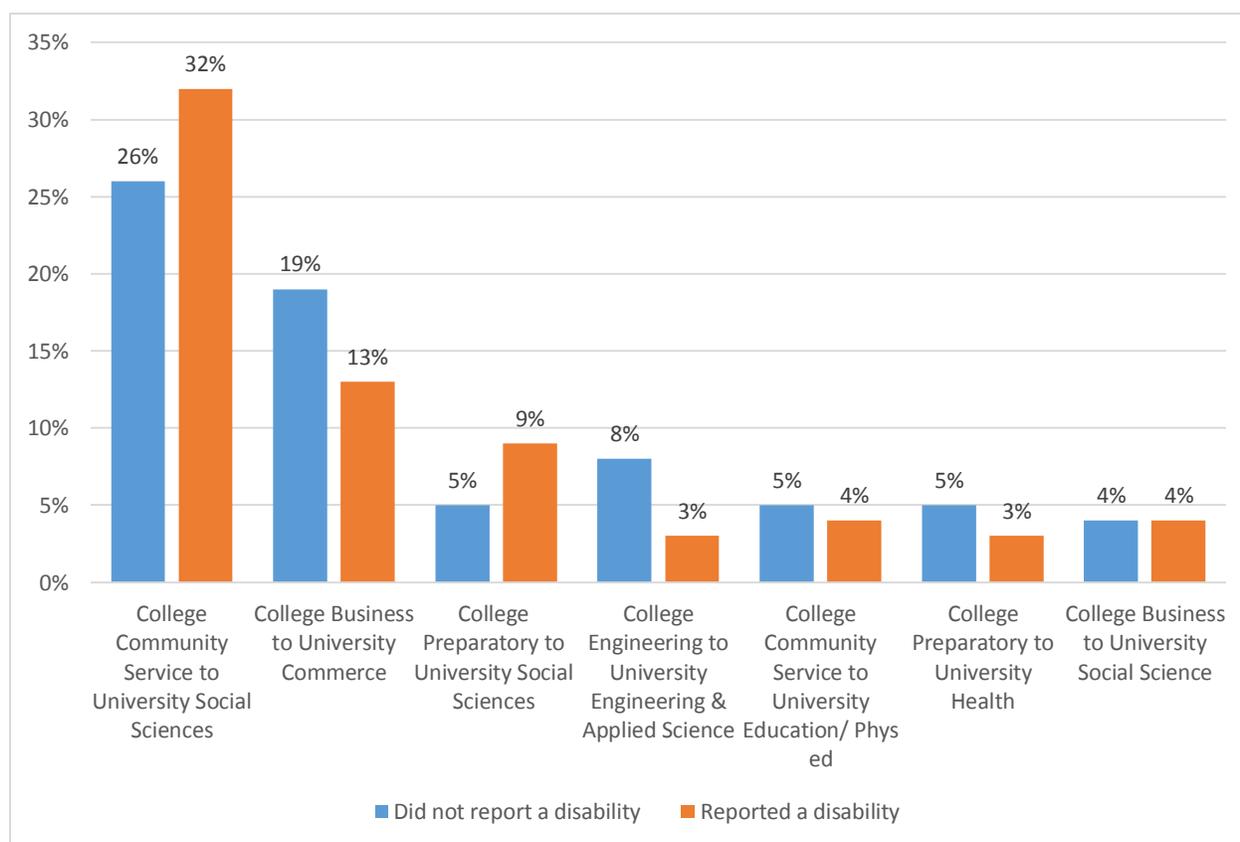
University Transferred To	Total Population N=7,065	Self-Reported Disability	
		Yes N=684	No N=5,770
Other University	9.6%	9.5%	9.7%
Brock	5.1%	5.7%	5.0%
Carleton	4.1%	4.7%	4.1%
Guelph	4.2%	3.9%	4.3%
Lakehead	4.7%	3.5%	5.0%
Laurentian	5.0%	6.6%	4.9%
McMaster	3.6%	2.0%	3.6%
Ottawa	6.4%	6.1%	6.6%
Queens	0.5%	0.6%	0.5%
Ryerson	10.7%	11.1%	10.7%
Toronto	4.6%	4.4%	4.7%
Trent	3.4%	4.2%	3.3%
Waterloo	1.4%	1.9%	1.3%
Western	4.2%	6.0%	4.0%
Wilfrid Laurier	2.7%	2.2%	2.8%
Windsor	3.1%	2.6%	3.0%
York	13.9%	14.5%	13.7%
Nipissing	3.3%	2.6%	3.3%
Ontario Institute of Technology	6.6%	4.1%	6.8%
Ontario College of Art & Design	1.0%	1.3%	1.0%
Algoma	1.2%	1.3%	1.1%
Guelph Humber	0.7%	1.0%	0.6%
Provincial Total	100%	100%	100%

Figure 6. Proportion of graduates who transferred to university who enrolled at each specific university among all university transfers.



*Figure 7* contains the distribution of university transfer by college program area graduated from and university program area entered. Overall, graduates predominately transfer into related program areas, with the majority transferring between community service programs in college and social science programs in university, followed by transfer between college and university business programs. By disability status, movement between community service and social sciences is more common for graduates with a disability compared to graduates without a disability (32% vs 26%), whereas movement between business programs and engineering and related programs were less common for graduates who reported a disability compared to those who did not report a disability.

Figure 7. Distribution of university transfers by college and university field of studies, by self-reported disability status



## Regression Results

To investigate the effect of selected characteristics on the odds of transferring to university, eight regression models were performed (Table 5 & Table 6). Models 1, 3, 5 & 7 include international students and students originally from outside of Ontario whereas Models 2, 4, 6 & 8 are restricted to graduates with an Ontario permanent address. Models including international and non-Ontario students exclude neighbourhood characteristics such as income level and other geographic characteristics such as proximity to nearest university. Models 1 & 2 include all graduates from 2014-2016 and investigates the effect of selected characteristics on the odds of transferring to university. Models 3 & 4 are restricted to those graduates who responded to the GSS question regarding self-identified disabilities. Models 5 & 6 are restricted to those graduates who responded to the GSS question regarding self-identified registration with the Office for Students with a Disability. Models 7 & 8 are restricted to both those individuals who responded yes, they self-identified with a disability and responded to the GSS question regarding self-identified registration with the Office for Students with a Disability. Overall, among those variables selected to be included in the multivariable regression models, similar results were observed across models.

### Sociodemographics

In general, results of multivariable models provide evidence that among graduates of Ontario publicly funded colleges, international students have a lower odds of transferring to university. A lower odds of transferring to university was also observed for older age groups compared to younger age

groups and females compared to males when adjusting for selected covariates. A higher odds of transferring to university was observed for graduates who are among high income households compared to low income households.

### *College Programs*

A higher odds of transferring to university was observed for graduates of 2 and 3 year diploma programs compared to 1 year certificate programs. Graduates of community service and preparatory/upgrading programs compared to business programs were more likely to transfer to university and all other programs (creative and applied arts, health, hospitality, engineering/technology) compared to business were less likely to transfer to university. Additionally, graduates of medium and large colleges were observed to have a higher odds of transferring to university than graduates of small colleges. A higher odds of transferring to university was observed for graduates who are considered to have been full-time students at the time of their college graduation compared to part-time students.

### *Geography*

In comparison to graduates of colleges located in central Ontario, graduates of colleges located in metro and northern regions of Ontario have a higher odds of transferring to university. Graduates of colleges located in the southwestern region of Ontario have a lower odds of transferring to university compared to graduates of colleges in the central region of Ontario. Graduates whose permanent address was located in a rural setting have a lower odds of transferring to university compared to graduates residing in urban settings. Similarly, graduates whose permanent address is >80 kms from the nearest university have a lower odds of transferring to university compared to graduates who have a permanent address <50 kms to the nearest university.

### *Time trends*

Results of multivariate models 1-6 provide evidence for a decrease in the odds for transferring to university in the 2016 academic year compared to the 2014 academic year when adjusting for all selected model covariates. However, when the graduate population is restricted to those who self-identify themselves as having a disability (Models 7 & 8) the effect of academic year on the odds of transferring to university is not observed and this variable was not selected for inclusion in the multivariable model.

### *Disability Status*

Results of Models 3 and 4, respectively, provide evidence for a lower odds of transferring to university among graduates who self-identified themselves as having a disability (Model 3: 0.92, 95% CI: 0.84, 1.00; Model 4: 0.91, 95% CI: 0.83, 0.99). Similarly, results of Models 5 and 6 provide evidence for a lower odds of transferring to university among graduates who self-identified as registering with the Office for Students with a Disability (Model 5: 0.92, 95% CI: 0.84, 1.00; Model 6: 0.91, 95% CI: 0.83, 1.00). However, among the population of graduates who self-identified as having a disability, no association was observed among those who registered with the Office for Students with a Disability and the odds of transferring to university (Model 7: 1.07, 95% CI: 0.91, 1.26, Model 8: 1.04, 95% CI: 0.88, 1.23).

Table 5. Regression analysis: transfer to university and the effect of self-identified disability on transfer, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	(1) Transfer to University (Including International Students)	(2) Transfer to University (Excluding International Students)	(3) Transfer to University (Including International Students)	(4) Transfer to University (Excluding International Students)
<b>Self-Identified with a Disability (Ref=No)</b>	Yes			0.918** (0.040)	0.908** (0.041)
	International	0.424*** (0.025)		0.447*** (0.028)	
<b>Age (Ref=&lt;22 years)</b>	22-25 years	0.733*** (0.022)	0.733*** (0.024)	0.732*** (0.023)	0.734*** (0.025)
	>25 years	0.384*** (0.014)	0.399*** (0.015)	0.383*** (0.015)	0.401*** (0.016)
<b>Sex (Ref=Female)</b>	Male	1.068** (0.029)	1.097*** (0.032)	1.071** (0.031)	1.103*** (0.034)
	Diploma (2 yr)	2.388*** (0.125)	2.839*** (0.165)	2.405*** (0.132)	2.844*** (0.173)
<b>Credential Type (Ref=Certificate (1 yr))</b>	Advanced Diploma (3 yr)	5.006*** (0.286)	6.087*** (0.385)	4.954*** (0.297)	6.017*** (0.399)
	<b>Program Area (Ref=Business)</b>	Community Service	1.168*** (0.042)	1.260*** (0.048)	1.180*** (0.044)
Creative and Applied Arts		0.320*** (0.018)	0.304*** (0.018)	0.316*** (0.018)	0.295*** (0.019)
Health		0.274*** (0.019)	0.308*** (0.022)	0.268*** (0.019)	0.303*** (0.022)
Hospitality		0.239*** (0.023)	0.213*** (0.025)	0.237*** (0.024)	0.210*** (0.026)
Prep/Upgrading		2.591*** (0.148)	3.501*** (0.224)	2.509*** (0.151)	3.365*** (0.226)
Engineering/Technology		0.365*** (0.016)	0.399*** (0.019)	0.367*** (0.017)	0.398*** (0.020)
<b>College Region (Ref=Central)</b>		Eastern	1.002 (0.038)	0.850*** (0.036)	0.996 (0.040)
	Metro Toronto	1.198*** (0.046)	1.110*** (0.044)	1.194*** (0.048)	1.108** (0.046)
	Northern	1.191*** (0.081)	1.180** (0.087)	1.177** (0.084)	1.190** (0.092)
	Southwestern	0.726*** (0.031)	0.676*** (0.030)	0.730*** (0.032)	0.686*** (0.032)
<b>Distance of Nearest University from Permanent Address (Ref=&lt;50 kms)</b>	50-79 kms		0.920 (0.050)		0.922 (0.053)
	≥80 kms		0.812*** (0.053)		0.797*** (0.054)
<b>Permanent Address (Ref=Urban)</b>	Rural		0.779*** (0.037)		0.779*** (0.039)
	Income Tercile of Ontario FSA (Ref=Low Income)	Mid Income		1.052 (0.034)	1.055 (0.036)

	High Income		1.136*** (0.040)		1.137*** (0.042)
<b>College Size (Ref=Small)</b>	Medium	1.417*** (0.093)	1.212*** (0.086)	1.427*** (0.098)	1.227*** (0.092)
	Large	1.361*** (0.095)	1.212** (0.093)	1.377*** (0.101)	1.236*** (0.099)
<b>Academic Year of Graduation (Ref=2014)</b>	2015	0.992 (0.030)	0.989 (0.031)	1.032 (0.032)	1.034 (0.034)
	2016	0.926** (0.029)	0.900*** (0.030)	0.928** (0.031)	0.897*** (0.032)
<b>Term Student Graduated (Ref=Summer)</b>	Fall	0.265*** (0.020)	0.240*** (0.020)	0.266*** (0.021)	0.242*** (0.021)
	Winter	1.156*** (0.042)	1.110*** (0.043)	1.203*** (0.046)	1.157*** (0.047)
<b>Academic Load at Graduation (Ref=Full Time)</b>	Part Time	0.698*** (0.031)	0.671*** (0.031)	0.686*** (0.032)	0.662*** (0.033)
<b>Constant</b>		0.039*** (0.004)	0.037*** (0.004)	0.040*** (0.004)	0.038*** (0.004)
<b>Pseudo R2</b>		0.1061	0.1081	0.1088	0.1115
<b>Observations</b>		120,773	104,043	102,768	89,198

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05

Table 6. Regression analysis: the effect of registering with the disability office on transfer to university, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	(5) Transfer to University (Including International Students)	(6) Transfer to University (Excluding International Students)	(7) Transfer to University (Including International Disability Pop'n)	(8) Transfer to University (Excluding International Disability Pop'n)
<b>Registered with Office for Students with a Disability (Ref=No)</b>	Yes	0.916 (0.043)	0.907** (0.044)	1.071 (0.090)	1.040 (0.090)
	International	0.447*** (0.028)		0.472*** (0.093)	
<b>Age (Ref=&lt;22 years)</b>	22-25 years	0.733*** (0.023)	0.735*** (0.025)	0.691*** (0.069)	0.667*** (0.069)
	>25 years	0.384*** (0.015)	0.402*** (0.016)	0.474*** (0.052)	0.482*** (0.054)
<b>Sex (Ref=Female)</b>	Male	1.071** (0.031)	1.103*** (0.033)		
<b>Credential Type (Ref=Certificate 1 yr)</b>	Diploma (2 yr)	2.406*** (0.131)	2.844*** (0.173)	4.127*** (0.679)	5.181*** (0.927)
	Advanced Diploma (3 yr)	4.971*** (0.297)	6.033*** (0.400)	8.121*** (1.510)	10.926*** (2.198)
<b>Program Area (Ref=Business)</b>	Community Service	1.181*** (0.044)	1.268*** (0.051)	0.984 (0.116)	1.087 (0.135)
	Creative and Applied Arts	0.316*** (0.018)	0.295*** (0.019)	0.378*** (0.062)	0.386*** (0.067)
	Health	0.268*** (0.019)	0.303*** (0.022)	0.227*** (0.060)	0.248*** (0.068)

	Hospitality	0.234*** (0.024)	0.207*** (0.025)	0.180*** (0.061)	0.169*** (0.067)
	Prep/ Upgrading	2.509*** (0.150)	3.359*** (0.225)	2.813*** (0.489)	4.182*** (0.807)
	Engineering/ Technology	0.369*** (0.017)	0.399*** (0.020)	0.371*** (0.059)	0.419*** (0.070)
<b>College Region (Ref=Central)</b>	Eastern	0.994 (0.040)	0.843*** (0.037)	1.052 (0.130)	1.073 (0.135)
	Metro Toronto	1.193*** (0.048)	1.107** (0.046)	1.339** (0.171)	1.367** (0.180)
	Northern	1.178** (0.084)	1.191** (0.093)	1.799*** (0.369)	1.684** (0.366)
	Southwestern	0.730*** (0.032)	0.687*** (0.032)	0.819 (0.113)	0.737** (0.106)
<b>Distance of Nearest University from Permanent Address (Ref=&lt;50 kms)</b>	50-79 kms		0.921 (0.053)		
	≥80 kms		0.798*** (0.054)		
<b>Permanent Address (Ref=Urban)</b>	Rural		0.780*** (0.039)		0.736** (0.101)
<b>Income Tercile of Ontario FSA (Ref=Low Income)</b>	Mid Income		1.054 (0.036)		
	High Income		1.134*** (0.042)		
<b>College Size (Ref=Small)</b>	Medium	1.423*** (0.098)	1.224*** (0.091)	1.833*** (0.376)	1.702** (0.362)
	Large	1.374*** (0.101)	1.235*** (0.099)	1.711** (0.378)	1.544 (0.354)
<b>Academic Year of Graduation (Ref=2014)</b>	2015	1.031 (0.032)	1.033 (0.034)		
	2016	0.927** (0.031)	0.895*** (0.032)		
<b>Term Student Graduated (Ref=Summer)</b>	Fall	0.265*** (0.021)	0.241*** (0.021)	0.292*** (0.070)	0.262*** (0.071)
	Winter	1.202*** (0.046)	1.158*** (0.047)	1.161 (0.137)	1.140 (0.142)
<b>Academic Load at Graduation (Ref=Full Time)</b>	Part Time	0.687*** (0.032)	0.663*** (0.033)	0.458*** (0.069)	0.453*** (0.071)
<b>Constant</b>		0.040*** (0.004)	0.038*** (0.004)	0.019*** (0.006)	0.016*** (0.005)
<b>Pseudo R2</b>		0.1089	0.1116	0.1089	0.1172
<b>Observations</b>		102,975	89,356	11,562	10,502

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05

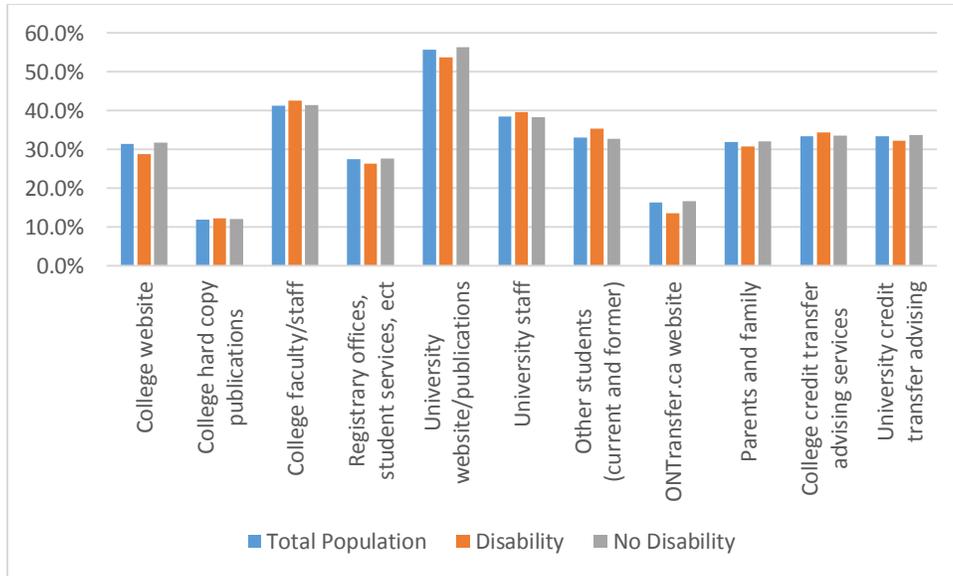
## Transfer Experience

### Descriptive Results

Figure 8 compares the major sources of information used by college graduates who transferred to university by self-reported disability status. Overall, there were no differences in sources of information used by transfer students by whether the graduate reported a disability. In general, among the total population, major sources of information for transfer to university included university

websites/publications (55.8%), information from college faculty/staff including counselors/program coordinators (41.3%), and information from university staff including registrar office and faculty (38.4%).

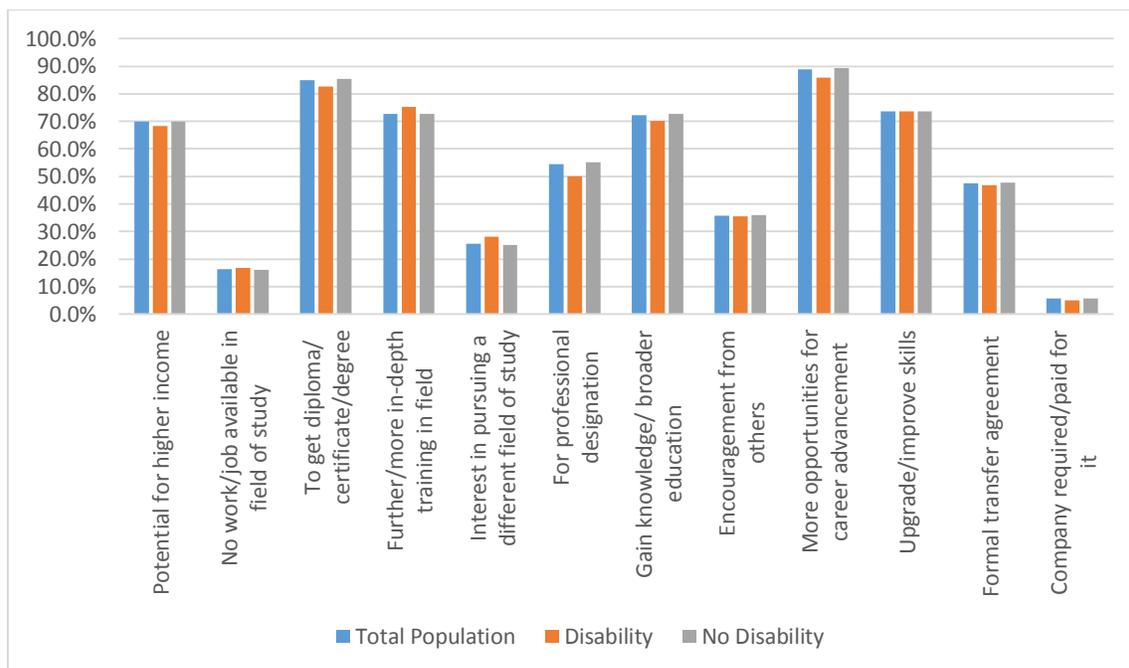
Figure 8. Proportion of graduates who transferred to university and reported each of the following sources as a major source of information when making plans for further education, 2014-2016.



Total population N=5,847, Disability population N=585, No Disability population N=4,939.

*Figure 9* presents the major reasons for furthering education by disability status for college graduates who transferred to university. In general, among the total population, major reasons for furthering education included more opportunities for career advancement (88.9%) and to get a diploma/certificate/degree (85.0%). Other commonly reported major reasons for further education among the total population included to upgrade/improve skills (73.5%), interest in further/more in-depth training in their field (72.8%), and to gain theoretical knowledge/broader education (72.4%). As seen for information sources, reasons for transfer did not differ by disability status for graduates who transferred to university.

Figure 9. Proportion of graduates who transferred to university and reported the following reason(s) as a major reason for continuing their education, 2014-2016.



Total population N=6,079, Disability population N=642, No Disability population N=5437; includes those who transferred full or part time and who responded to all the questions in the series.

Table 7 presents the proportion of graduates who transferred to university that were satisfied with their transfer experience. Overall, 80.4% of graduates were satisfied with their transfer experience. Graduates who self-identified with a disability were less likely to be satisfied compared to graduates who self-identified as having no disability (76.7% vs 80.8%), as well as those who registered with the Office for Students with a Disability compared to those who did not (76.8% vs 80.7%). Additionally, graduates who attended college in the northern region of Ontario were also less likely to be satisfied compared to graduates who attended colleges in other regions of Ontario. A higher proportion of graduates were satisfied with their transfer experience among those who were in the youngest age group compared to the highest age group, who graduated from a 1 year certificate program compared to 2 or 3 year diploma programs, who graduated from a larger program compared to a smaller program, and among those who graduated from a large college compared to a small college. Similar estimates for the proportion of graduates satisfied with their transfer experience was observed by status in Canada, sex, distance of nearest university to permanent address, whether their permanent address was in a rural or urban setting, income tercile, academic year of graduation, and academic load at graduation.

Table 7. Proportion of graduates who were satisfied with their transfer experience to university among respondent population, Ontario graduates, six months after graduation, 2014-2016.

Variables	LABELS	n	Proportion Satisfied with Transfer Experience (%)	95% CI
<b>Self-Identified with a Disability</b>	No	5,145	80.8	79.7, 81.8
	Yes	615	76.7	73.2, 79.9
	Missing	309	81.6	76.8, 85.5

<b>Registered with the Office for Students with Disability?</b>	No	5,252	80.7	79.6, 81.7
	Yes	514	76.8	73.0, 80.3
	<i>Missing</i>	303	81.2	76.4, 85.2
<b>Status in Canada</b>	Other	5,771	80.1	79.0, 81.1
	International	298	86.9	82.6, 90.3
<b>Age</b>	<22 year	2,731	82.5	81.1, 83.9
	22-25 years	2,309	79.9	78.2, 81.4
	>25 years	1,029	75.9	73.2, 78.4
<b>Sex</b>	Female	3,378	80.5	79.2, 81.8
	Male	2,686	80.2	78.7, 81.7
	<i>Missing</i>	5	80.0	25.7, 97.9
<b>Credential Type</b>	Certificate (1 yr)	1,033	83.8	81.5, 86.0
	Diploma (2 yr)	3,372	81.4	80.0, 82.7
	Advanced Diploma (3 yr)	1,664	76.3	74.2, 78.2
<b>Program Area</b>	Business	1,459	80.5	78.4, 82.5
	Community Service	2,143	79.9	78.2, 81.6
	Creative and Applied Arts	381	83.7	79.7, 87.1
	Health	209	77.5	71.3, 82.7
	Hospitality	96	81.3	72.1, 87.9
	Prep/Upgrading	999	84.4	82.0, 86.5
	Engineering/ Technology	782	75.3	72.2, 78.2
<b>College Region</b>	Central	1,600	80.9	78.9, 82.7
	Eastern	1,211	81.7	79.4, 83.7
	Metro Toronto	1,991	80.1	78.2, 81.8
	Northern	456	74.3	70.1, 78.1
	Southwestern	811	81.8	78.9, 84.3
<b>Distance of Nearest University From Permanent Address</b>	<50 kms	5,084	80.3	79.2, 81.4
	50-79 kms	498	80.1	76.4, 83.4
	≥80 kms	443	81.5	77.6, 84.8
	<i>Missing</i>	44	81.8	67.5, 90.7
<b>Is the Closest University to Permanent Address a Selective University?</b>	No	4,679	80.8	79.6, 81.9
	Yes	1,346	79.0	76.8, 81.1
	<i>Missing</i>	44	81.8	67.5, 90.7
<b>Permanent Address</b>	Urban	5,333	80.3	79.3, 81.4
	Rural	699	80.4	77.3, 83.2
	<i>Missing</i>	37	86.5	71.1, 94.3
<b>Income Tercile of Ontario FSA</b>	Low Income	2,010	79.8	78.0, 81.5
	Mid Income	2,059	79.9	78.2, 81.6
	High Income	1,622	81.4	79.5, 83.3
	<i>Missing</i>	378	81.5	77.2, 85.1
<b>Program Size</b>	<46 Graduates	1,851	78.3	76.4, 80.2
	46-106 Graduates	1,905	79.9	78.0, 81.6
	≥107 Graduates	2,313	82.4	80.8, 83.9
<b>College Size</b>	Small	415	78.8	74.6, 82.5
	Medium	2,165	79.1	77.3, 80.7
	Large	3,489	81.4	80.1, 82.7
<b>Academic Year of Graduation</b>	2014	2,330	79.7	78.0, 81.3
	2015	1,960	80.6	78.8, 82.3
	2016	1,779	81.1	79.2, 82.8
<b>Term Student Graduated</b>	Summer	954	76.6	73.8, 79.2
	Fall	139	78.4	70.8, 84.5
	Winter	4,976	81.2	80.1, 82.2
<b>Academic Load at Graduation</b>	Full Time	5,541	80.3	79.2, 81.3
	Part Time	528	81.4	77.9, 84.5

Note: includes all respondents who answered the transition experience question. N=6,069

Figure 10 presents the proportion of graduates who were satisfied with their transition experience by graduation characteristics. Across year of graduation, semester of graduation, and full or part time status, graduates with a disability compared to graduates without a disability report being somewhat less satisfied with their transition experience.

Figure 10. The proportion of graduates satisfied with their transition experience among those that transferred to university and responded to disability status by graduation characteristics.

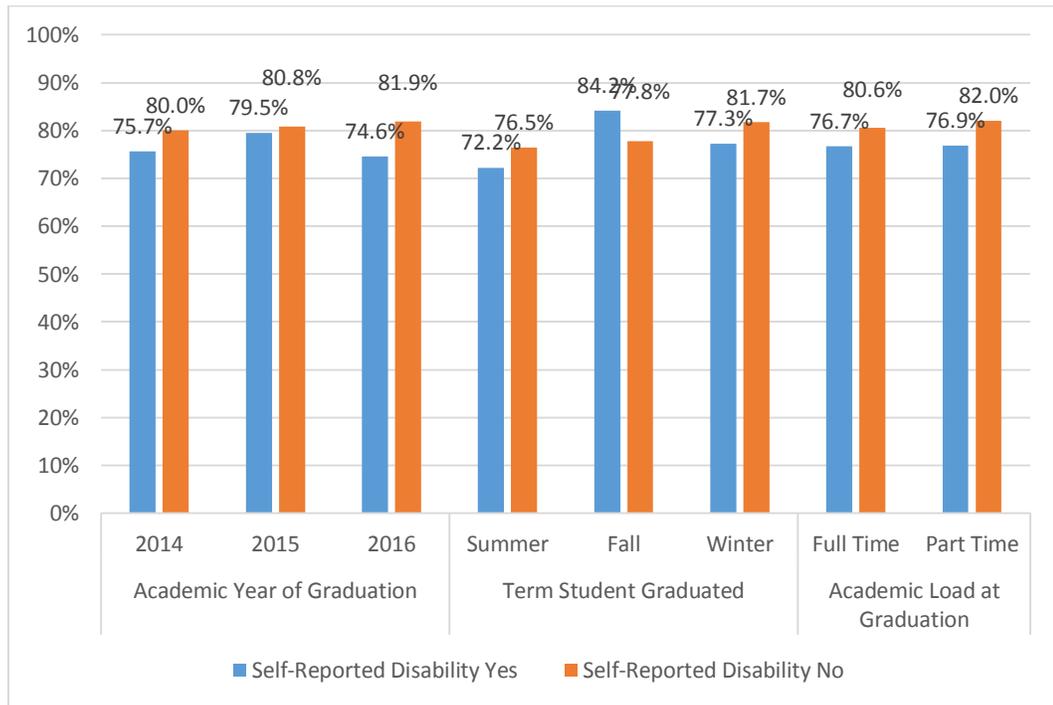


Figure 11 presents the proportion of graduates who were satisfied with their transfer experience by sociodemographic characteristics and self-reported disability status.<sup>3</sup> Overall, a higher, but not significant, proportion of graduates was observed to be satisfied with their transfer experience to university among those who reported no disability compared to those who reported having a disability across sociodemographic characteristics.

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<sup>3</sup> A detailed table of the proportion of graduates who were satisfied with their transfer experience is presented in Appendix 3.2.

Figure 11. The proportion of graduates who were satisfied with their transfer experience among those who transferred to university and responded to disability status by sociodemographic characteristics.

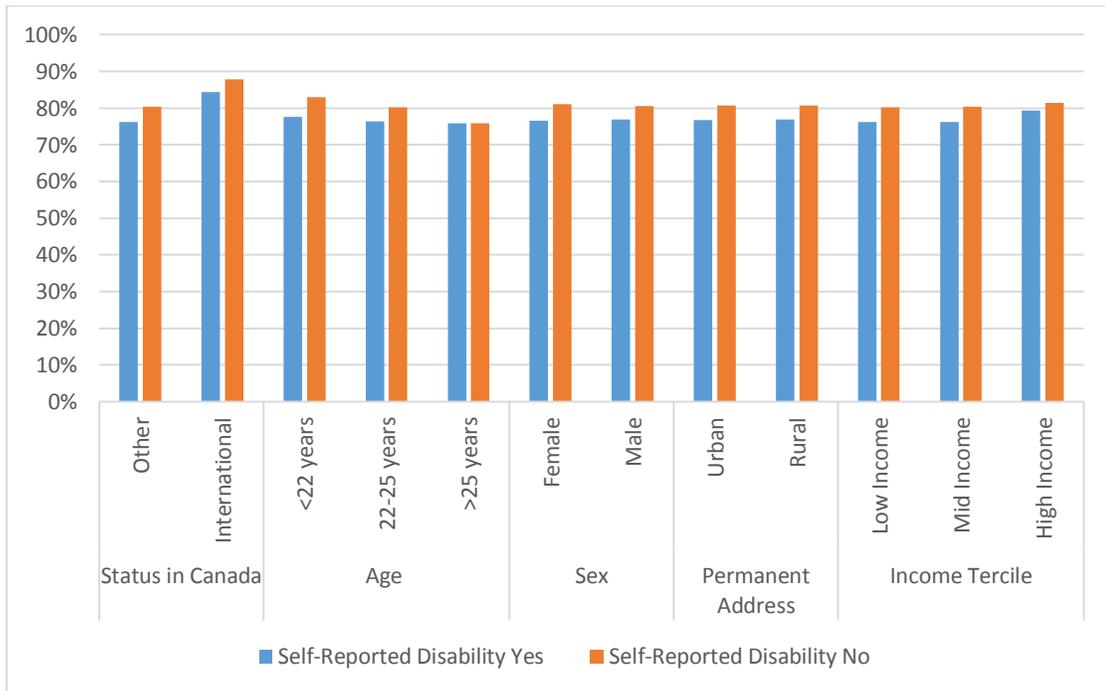


Figure 12 presents the proportion of graduates who were satisfied with their transfer experience by college program characteristics and self-reported disability status. No statistically significant differences were observed for the proportion of graduates satisfied with their transfer experience among graduates with and without a disability by college program characteristics.

Figure 12. The proportion of graduates satisfied with their transfer experience among those who transferred to university by college program characteristics and disability status.

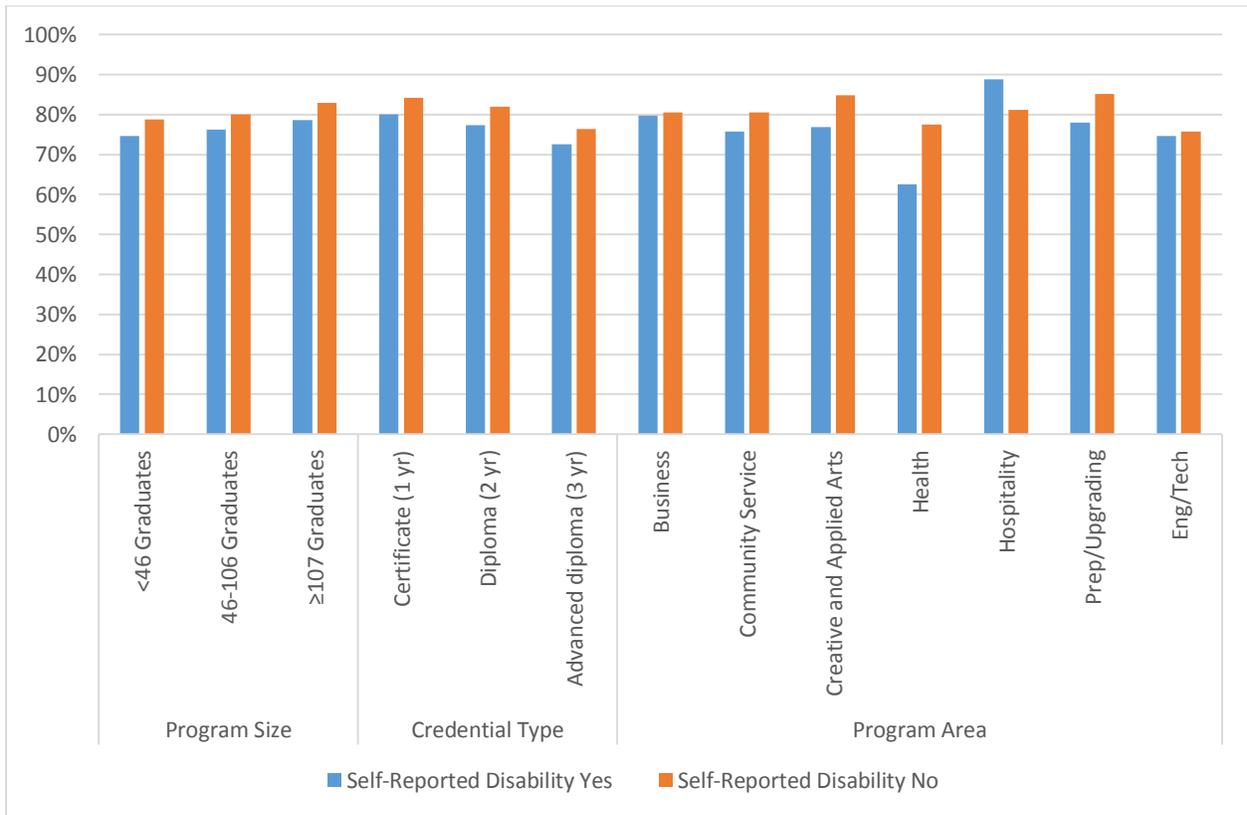


Figure 13 presents the proportion of graduates who were satisfied with their transfer experience by college characteristics and disability status. Overall, a lower proportion of graduates were satisfied with their transfer experience who graduated from a college in the northern region of Ontario compared other regions. A notably lower proportion of graduates were satisfied with their transfer experience among those who graduated from a college in the northern region of Ontario and who reported a disability (59.7%; 95% CI: 47.0, 71.2%) compared to graduates who graduated from a college in the northern region of Ontario and reported no disability (76.1%; 95% CI: 71.4%, 80.2%). Additionally, a notably lower proportion of graduates were satisfied with their transfer experience among those who graduated from a small college and who reported a disability (60.0%; 95% CI: 45.8%, 72.7%) compared to those who graduated from a small college and reported no disability (81.0%; 95% CI: 76.4%, 84.9%).

Figure 13. The proportion of graduates satisfied with their transfer experience among those that transferred to university by college characteristics and disability status.

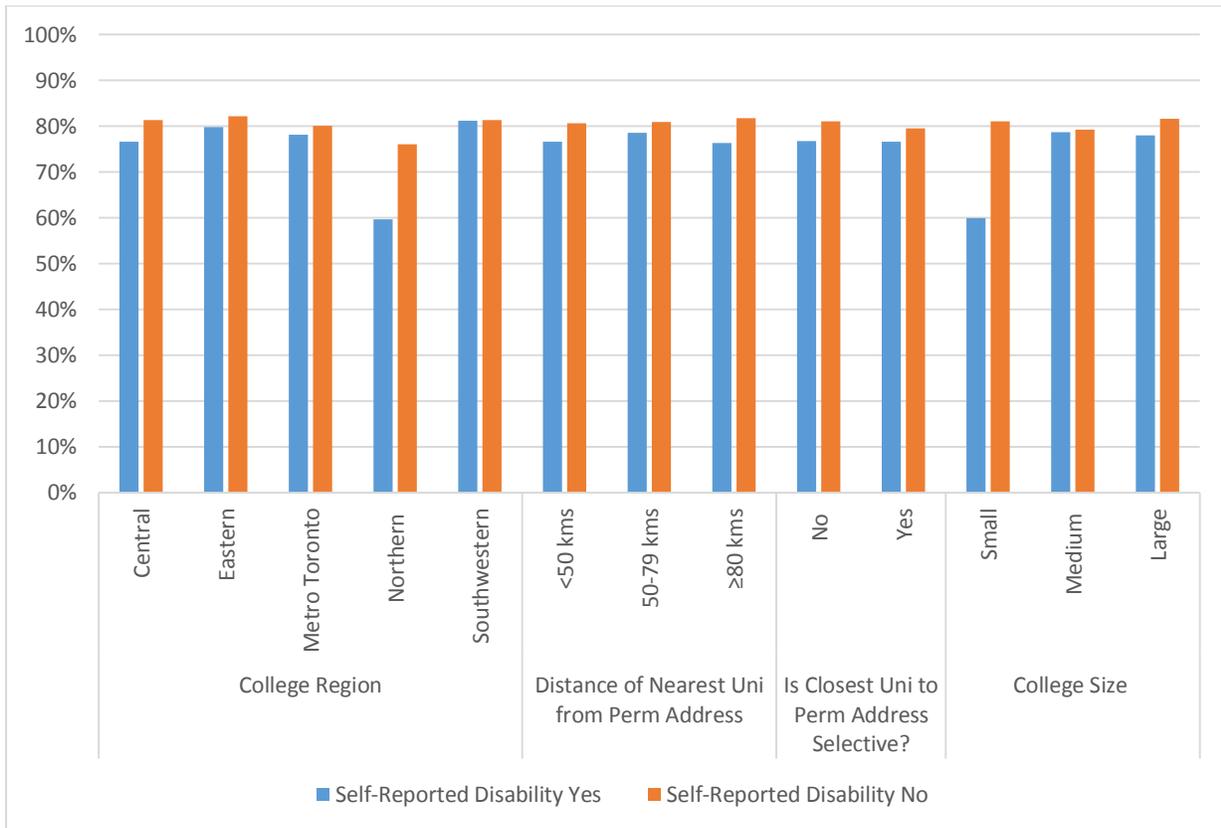


Figure 14 presents the proportion of graduates who believed they would have been accepted into their current program without graduating from college first among those that transferred to university and responded to disability status. Overall, 42% of graduates who transferred to university believed they would have been accepted into their current program without graduating college first whereas 54% did not. Similar proportions of graduates who transferred to university expressed similar views across disability status.

Figure 14. Distribution of graduates who transferred to university and responded to disability status by whether they believed they would have been accepted without graduating from their college program first, Ontario graduates, six months after graduation, 2014-2016.

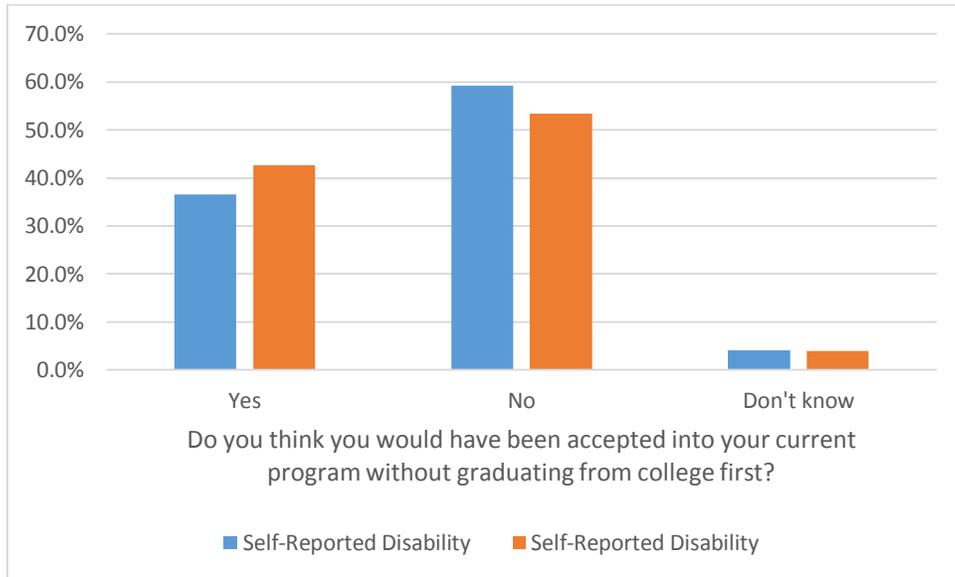


Figure 15 presents the distribution of when graduates who transferred to university and responded to disability status decided to further their education after college graduation. Overall, 39% of graduates who transferred to university decided to further their education before entering into their college program and 50% decided either at the start of their college program or during the completion of their program. Only 11% of graduates who transferred to university decided to further their education following completion of their college program. A similar distribution of graduates who transferred to university and responded to disability status was observed among those who reported having a disability compared to those who reported having no disability by when they decided to further their education.

Figure 15. Distribution of graduates who transferred to university and responded to disability status by when they decided to further their education, Ontario graduates, six months after graduation, 2014-2016.

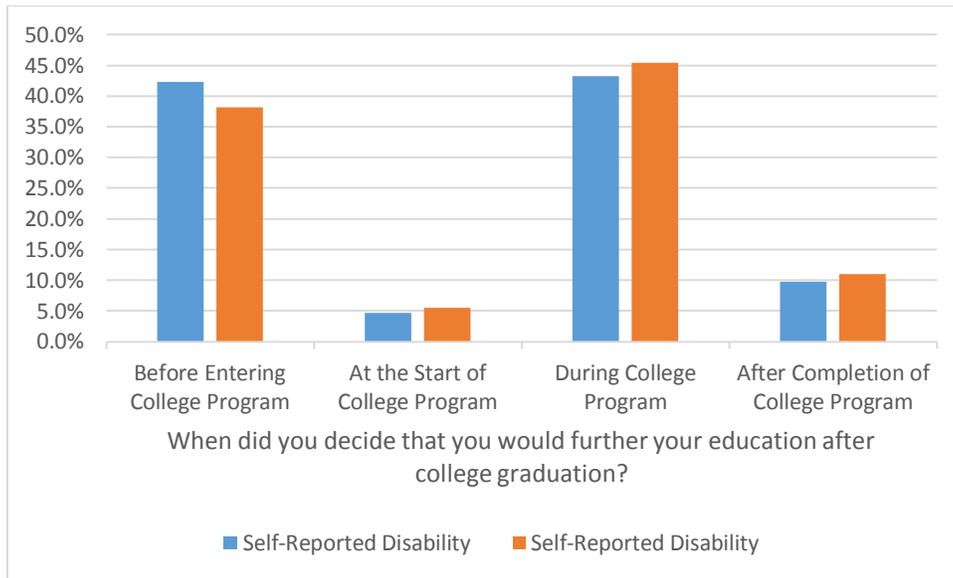


Figure 16 presents the distribution of graduates who transferred to university and responded to disability status by how related their current program is to their college program. Overall, 55% of graduates who transferred to university reported their current program was very related to their college program. No differences were observed by the relatedness of current program to college program when comparing graduates who reported having a disability to those who reported having no disability.

Figure 16. Distribution of graduates who transferred to university and responded to disability status by the relatedness of their current program to previous college program, Ontario graduates, six months after graduation, 2014-2016.

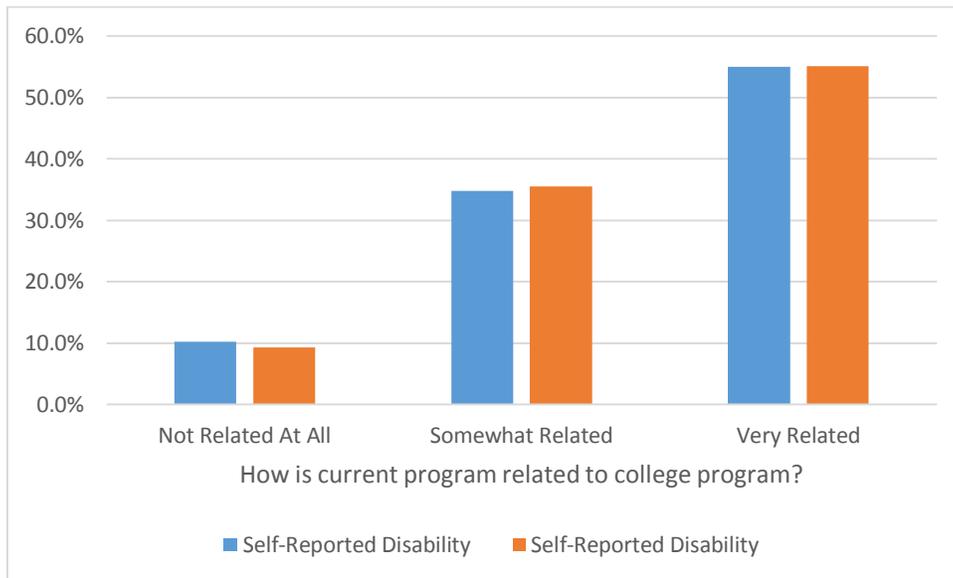


Figure 17 presents the distribution of the amount of credit the graduate received towards their current program from their college program among graduates who transferred to university and responded to disability status. Overall, among graduates of 2 year diploma programs at college who

transferred to university, approximately 38% received one year of credit and 25% received 2 or more years of credit. Alternatively, among graduates of 3 year diploma programs at college who transferred to university, approximately 57% received two or more years of credit towards their current program. Similar results were observed for the amount of credit received towards their current program among graduates who transferred to university and reported having a disability compared to those who reported having no disability.

Figure 17. Distribution of graduates who transferred to university and responded to disability status by the amount of credit received from college program, Ontario graduates, six months after graduation, 2014-2016.

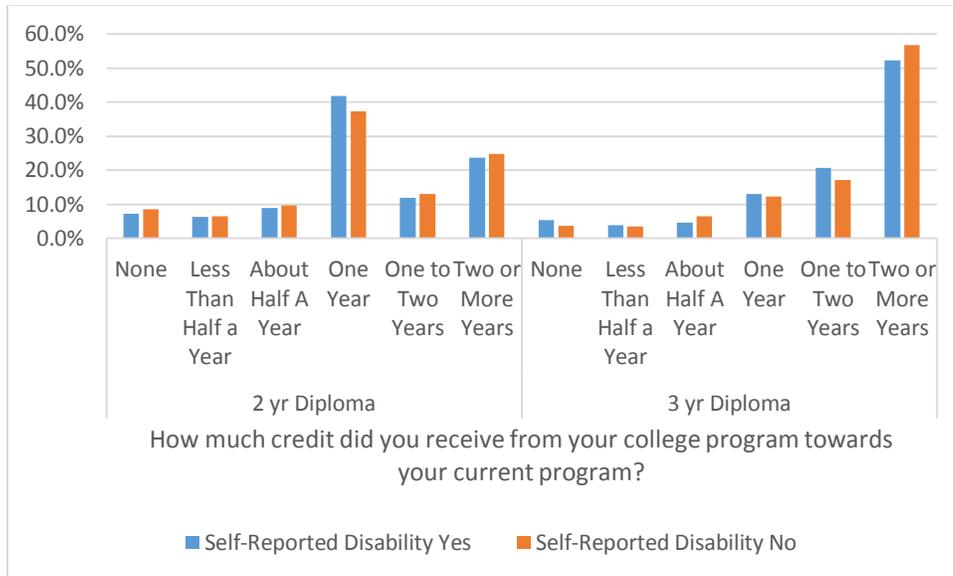
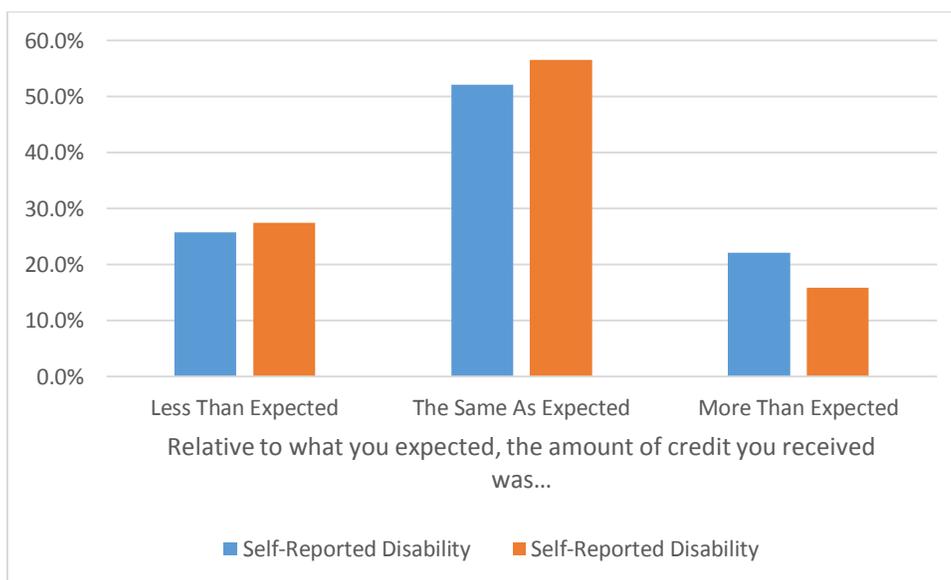


Figure 18 presents the distribution of the amount of credit that was received compared to the amount expected by graduates who transferred to university and responded to disability status. Overall, among graduates who transferred to university approximately 56% received the same amount of credit as expected towards their new program and 27% received less credit than was expected. Similar results were observed for the amount of credit received compared to what was expected among graduates who transferred to university and reported having a disability compared to graduates who transferred to university and reported having no disability.

Figure 18. Distribution of graduates who transferred to university and responded to disability status by the amount of credit they received compared to expected, Ontario graduates, six months after graduation, 2014-2016.



## Regression Results

To investigate the effect of selected characteristics on the odds of being satisfied with graduate's transfer to university, six regression models were performed (Table 8 & Table 9). Models 9, 11, and 13 include international students whereas Models 10, 12 and 14 are restricted to graduates with an Ontario permanent address. Models 9 & 10 include all graduates 2014-2016 and investigates the effect of selected characteristics on the odds of a graduate being satisfied with their transfer experience to university among those graduates who transferred to university. Models 11 & 12 are restricted to those graduates who transferred to university and responded to the GSS question regarding self-identified disabilities. Models 13 & 14 are restricted to those graduates who transferred to university and responded to the GSS question regarding self-identified registration with the Office for Students with a Disability. Overall, among those variables selected to be included in the multivariable regression models, similar results were observed across models.

### Sociodemographics

In general, results of multivariable models provide evidence that among graduates of Ontario publicly funded colleges, international students compared to Ontario residents have a higher odds of being satisfied with their transfer experience to university. Older age groups compared to younger age groups have a lower odds of being satisfied with their transfer experience to university.

### College Programs

Graduates of 2 and 3 year diploma programs compared to 1 year certificate programs have a lower odds of being satisfied with their transfer experience to university. A lower odds of being satisfied with their transfer experience to university was also observed for graduates whose permanent address was closest to a university that was selective compared to non-selective. Additionally, graduates who

are considered to have been part-time students at the time of their college graduation have a higher odds of being satisfied with their transfer experience compared to full-time graduates.

### Geography

In comparison to graduates of colleges located in central Ontario, graduates of colleges located in the northern region of Ontario have a lower odds of being satisfied with their transfer experience to university.

### Disability Status

Results of Models 11 and 12 provide evidence for a lower odds of being satisfied with the transition experience to university among graduates who self-identified themselves as having a disability compared to no disability (Model 11: 0.79, 95% CI: 0.65, 0.97; Model 12: 0.79, 95% CI: 0.64, 0.97). Similarly, results of Models 13 and 14 suggest there may be a lower odds of being satisfied with their transfer experience to university among graduates who self-identified as registering with the Office for Students with a Disability compared to graduates who did not (Model 13: 0.82, 95% CI: 0.66, 1.02; Model 14: 0.84, 95% CI: 0.67, 1.05). However, among the population of graduates who self-identified as having a disability, no association was observed among those who registered with the Office for Students with a Disability and the odds of transferring to university. Results of univariate analysis including international students (OR: 1.05; 95% CI: 0.72, 1.55) and univariate analysis excluding international students (OR: 1.10; 95% CI: 0.74, 1.63) provide no evidence for a difference in the odds of being satisfied with graduate's transition experience to university by self-identified registration with the Office for Students with a Disability among the population of graduates who self-identified with a disability.

Table 8. Regression analysis: satisfaction with transfer experience and effect of self-identified disability on the satisfaction with transfer experience to university, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	(9) Transfer Experience (Including International Students)	(10) Transfer Experience (Excluding International Students)	(11) Transfer Experience (Including International Disability Pop'n)	(12) Transfer Experience (Excluding International Disability Pop'n)
<b>Self-Identified with a Disability (Ref=No)</b>	Yes			0.793** (0.082)	0.791** (0.084)
	International	1.672*** (0.298)		1.784*** (0.330)	
<b>Age (Ref=&lt;22 years)</b>	22-25 years	0.949 (0.074)	0.985 (0.078)	0.959 (0.077)	0.982 (0.081)
	>25 years	0.749*** (0.069)	0.783*** (0.074)	0.771*** (0.074)	0.798** (0.078)
<b>Sex (Ref=Female)</b>	Male				
<b>Credential Type (Ref=Certificate 1 yr)</b>	Diploma (2 yr)	0.823** (0.080)	0.834 (0.082)	0.824 (0.082)	0.831 (0.084)
	Advanced Diploma (3 yr)	0.636*** (0.068)	0.637*** (0.069)	0.627*** (0.069)	0.630*** (0.070)
<b>College Region (Ref=Central)</b>	Eastern	1.038 (0.103)	1.017 (0.102)	1.052 (0.107)	1.038 (0.107)

	Metro Toronto	0.859 (0.087)	0.879 (0.091)	0.858 (0.089)	0.869 (0.092)
	Northern	0.600*** (0.102)	0.599*** (0.105)	0.585*** (0.103)	0.580*** (0.106)
	Southwestern	1.032 (0.116)	1.097 (0.128)	1.003 (0.115)	1.047 (0.125)
<b>Is the Closest University to Permanent Address Selective? (Ref=No)</b>	Yes		0.785*** (0.066)		0.814** (0.071)
<b>College Size (Ref=Small)</b>	Medium	0.712 (0.125)	0.694** (0.124)	0.723 (0.133)	0.711 (0.133)
	Large	0.870 (0.166)	0.900 (0.173)	0.866 (0.172)	0.889 (0.178)
<b>Term Student Graduated (Ref=Summer)</b>	Fall	1.068 (0.238)	1.011 (0.240)	1.124 (0.255)	1.067 (0.258)
	Winter	1.367*** (0.129)	1.356*** (0.123)	1.435*** (0.138)	1.510*** (0.149)
<b>Academic Load at Graduation (Ref=Full Time)</b>	Part Time	1.339** (0.173)		1.367** (0.182)	1.306 (0.178)
<b>Constant</b>		5.515*** (1.221)	5.723*** (1.285)	5.365*** (1.229)	5.238*** (1.229)
<b>Pseudo R2</b>		0.0138	0.0131	0.0158	0.015
<b>Observations</b>		6,069	5,753	5,760	5,455

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05

Table 9. Regression analysis: the effect of registering with the disability office on satisfaction of transfer experience to university, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	Transfer Experience (Including International Students)	Transfer Experience (Excluding International Students)
<b>Registered with Office for Students with a Disability (Ref=No)</b>	Yes	0.821 (0.092)	0.835 (0.095)
<b>Status in Canada (Ref=Other)</b>	International	1.765*** (0.327)	
<b>Age (Ref=&lt;22 years)</b>	22-25 years	0.962 (0.077)	0.986 (0.081)
	>25 years	0.766*** (0.073)	0.794** (0.077)
<b>Credential Type (Ref=Certificate (1 yr))</b>	Diploma (2 yr)	0.825 (0.083)	0.831 (0.084)
	Advanced Diploma (3 yr)	0.632*** (0.069)	0.635*** (0.071)
<b>College Region (Ref=Central)</b>	Eastern	1.046 (0.107)	1.030 (0.106)
	Metro Toronto	0.855 (0.089)	0.866 (0.092)
	Northern	0.582*** (0.103)	0.576*** (0.105)
	Southwestern	1.003 (0.115)	1.049 (0.125)
<b>Is the Closest University</b>	Yes		0.809**

<b>to Permanent Address Selective? (Ref=No)</b>			(0.070)
<b>College Size (Ref=Small)</b>	Medium	0.727	0.712
		(0.133)	(0.133)
	Large	0.871	0.893
		(0.173)	(0.179)
<b>Term Student Graduated (Ref=Summer)</b>	Fall	1.121	1.062
		(0.255)	(0.257)
	Winter	1.436***	1.512***
		(0.138)	(0.149)
<b>Academic Load at Graduation (Ref=Full Time)</b>	Part Time	1.382**	1.317**
		(0.184)	(0.179)
<b>Constant</b>		5.298***	5.181***
		(1.213)	(1.216)
<b>Pseudo R2</b>		0.0154	0.0146
<b>Observations</b>		5,766	5,461

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05

Appendix 3.8 contains regression models with additional variables including: source of transfer info major reason for transfer; how much transfer credit the student received; when the student was notified of transfer credit; credit received vs. expected; and how related the student's current program is to previous. With the addition of these variables, graduates with a disability who transferred to university were less likely to report satisfaction with their transition experience to university.

## Satisfaction with Academic Preparation

### Descriptive Results

Table 10 presents the proportion of graduates who transferred to university and were satisfied with their academic preparation for transfer to university. Overall, among the graduate population that transferred to university, the proportion that was satisfied with their academic preparation for transfer to university was 85.0%. University transfers who reported a disability were only slightly less likely to be satisfied with their academic preparation (82.6% vs 85.2%), with a similar result seen for those who indicated use of the disability service office. A higher proportion of graduates were satisfied with their academic preparation among international students compared to Ontario residents, students whose permanent address was greater than or more than 80 kms from the nearest university compared to less than 50 kms, and if the graduate's permanent address was located in a rural setting compared to an urban setting. A lower proportion of graduates were satisfied with their academic preparation among those who graduated from a 3 year diploma program compared to a 1 year certificate and who graduated from the engineering/technology field compared to business. For the remaining characteristics, there was little difference observed in satisfaction with academic preparation.

Table 10. Proportion of graduates who were satisfied with their academic preparation for university transfer, Ontario graduates, six months after graduation, 2014-2016.

Variables	LABELS	n	Proportion Satisfied with Academic Preparation (%)	95% CI
<b>Self-Identified with a Disability</b>	No	5,136	85.2	84.2, 86.2
	Yes	614	82.6	79.4, 85.4
	Missing	307	86.6	82.4, 90.0
<b>Registered with the Office for Students with Disability?</b>	No	5,240	85.1	84.1, 86.1
	Yes	516	83.7	80.3, 86.7
	Missing	301	85.7	81.3, 89.2
<b>Status in Canada</b>	Other	5,758	84.8	83.9, 85.7

	International	299	89.0	84.9, 92.1
<b>Age</b>	<22 year	2,719	85.7	84.3, 86.9
	22-25 years	2,306	84.7	83.2, 86.1
	>25 years	1,032	84.1	81.7, 86.2
<b>Sex</b>	Female	3,369	85.4	84.2, 86.6
	Male	2,683	84.5	83.1, 85.9
	<i>Missing</i>	5	100.0	-
<b>Program Duration</b>	1 year	1,029	86.9	84.7, 88.8
	2 years	3,366	85.3	84.1, 86.5
	3 years	1,662	83.4	81.5, 85.1
<b>Program Type</b>	Business	1,456	86.1	84.3, 87.8
	Community Service	2,138	84.5	82.9, 86.0
	Creative and Applied Arts	379	85.8	81.9, 88.9
	Health	208	88.5	83.3, 92.2
	Hospitality	95	84.2	75.4, 90.3
	Prep/Upgrading	999	87.2	85.0, 89.1
	Engineering/ Technology	782	80.6	77.6, 83.2
<b>College Region</b>	Central	1,596	84.8	82.9, 86.5
	Eastern	1,205	86.4	84.3, 88.2
	Metro	1,989	83.7	82.0, 85.3
	Northern	456	85.7	82.2, 88.7
	Southwestern	811	86.4	83.9, 88.6
<b>Distance of Nearest University From Permanent Address</b>	<50 kms	5,073	84.4	83.4, 85.4
	50-79 kms	498	87.1	83.9, 89.8
	≥80 kms	442	89.8	86.6, 92.3
	<i>Missing</i>	44	86.4	72.6, 93.8
<b>Is the Closest University to Permanent Address a Selective University?</b>	No	4,670	85.4	84.4, 86.4
	Yes	1,343	83.6	81.5, 85.5
	<i>Missing</i>	44	86.4	72.6, 93.8
<b>Rural or Urban Permanent Address</b>	Urban	5,322	84.7	83.7, 85.6
	Rural	698	87.5	84.9, 89.8
	<i>Missing</i>	37	86.5	71.1, 94.3
<b>Income Tercile of Ontario FSA</b>	Low Income	2,008	85.6	84.0, 87.1
	Mid Income	2,058	84.2	82.5, 85.7
	High Income	1,618	84.9	83.1, 86.6
	<i>Missing</i>	373	87.4	83.6, 90.4
<b>Program Size</b>	<46 Students	1,847	85.1	83.4, 86.6
	46-106 Students	1,899	84.6	82.9, 86.1
	≥107 Students	2,311	85.4	83.9, 86.8
<b>College Size</b>	Small	414	86.7	83.1, 89.7
	Medium	2,157	84.8	83.3, 86.3
	Large	3,486	85.0	83.7, 86.1
<b>Academic Year of Graduation</b>	2014	2,323	84.9	83.4, 86.3
	2015	1,956	85.8	84.2, 87.3
	2016	1,778	84.4	82.7, 86.0
<b>Term Student Graduated</b>	Summer	953	85.4	83.0, 87.5
	Fall	137	82.5	75.2, 88.0
	Winter	4,967	85.0	84.0, 86.0
<b>Academic Load at Graduation</b>	Full Time	5,529	85.0	84.0, 85.9
	Part Time	528	85.4	82.1, 88.2

Note: N=6,057. A detailed table of the proportion of graduates who were satisfied with their academic preparation for transfer to university by disability status is presented in Appendix 3.3.

Figure 19 presents the proportion of graduates who were satisfied with their academic preparation for transfer to university by graduation year, semester and full or part time status by

disability status. Across categories of graduation characteristics, no statistically significant differences was observed among graduates who self-identified as having a disability compared to graduates who self-identified as having no disability.

Figure 19. Proportion of graduates who were satisfied with their academic preparation for transfer to by disability status by year, term, and academic load.

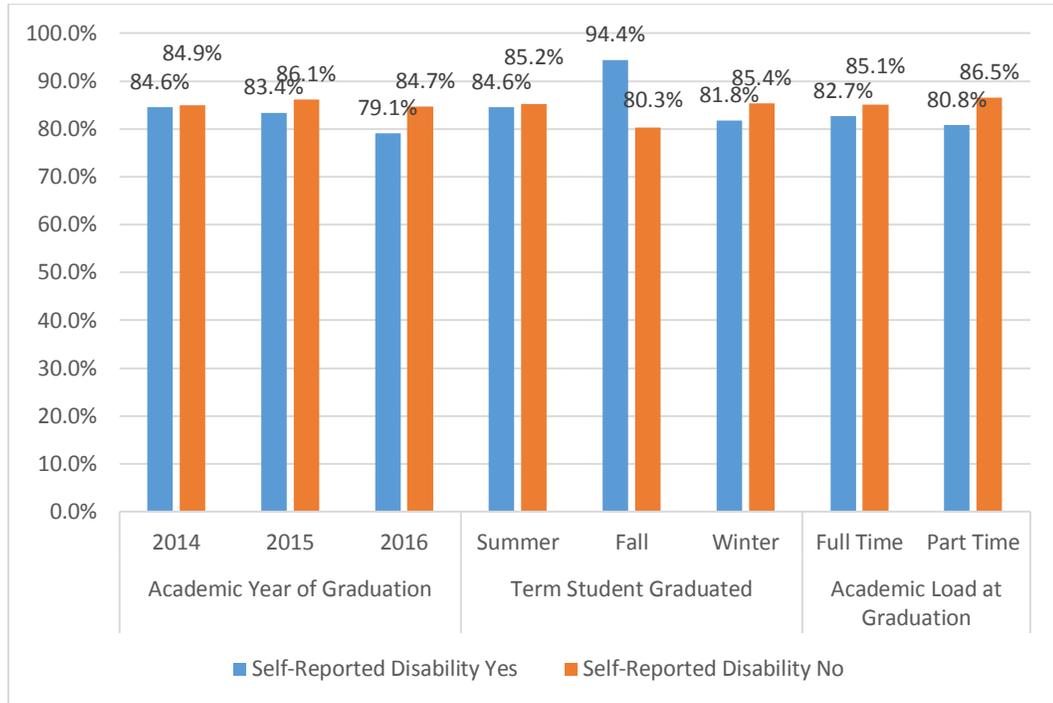


Figure 20 presents the proportion of graduates who were satisfied with their academic preparation for transfer to university by sociodemographic characteristics and disability status. Similar estimates for the proportion of graduates satisfied with their academic preparation for transfer to university was observed among those who self-identified as having and not having a disability across sociodemographic characteristics, with the exception of income. A higher proportion of graduates with a disability were satisfied with their academic preparation among those in the highest income tercile group (89.3%; 95% CI: 84.0%, 93.0%) compared to the lowest (80.4%; 95% CI: 74.0%, 85.6%).

Figure 20. Proportion of graduates who were satisfied with their academic preparation for transfer to university among those who transferred and responded to disability status by sociodemographic characteristics.

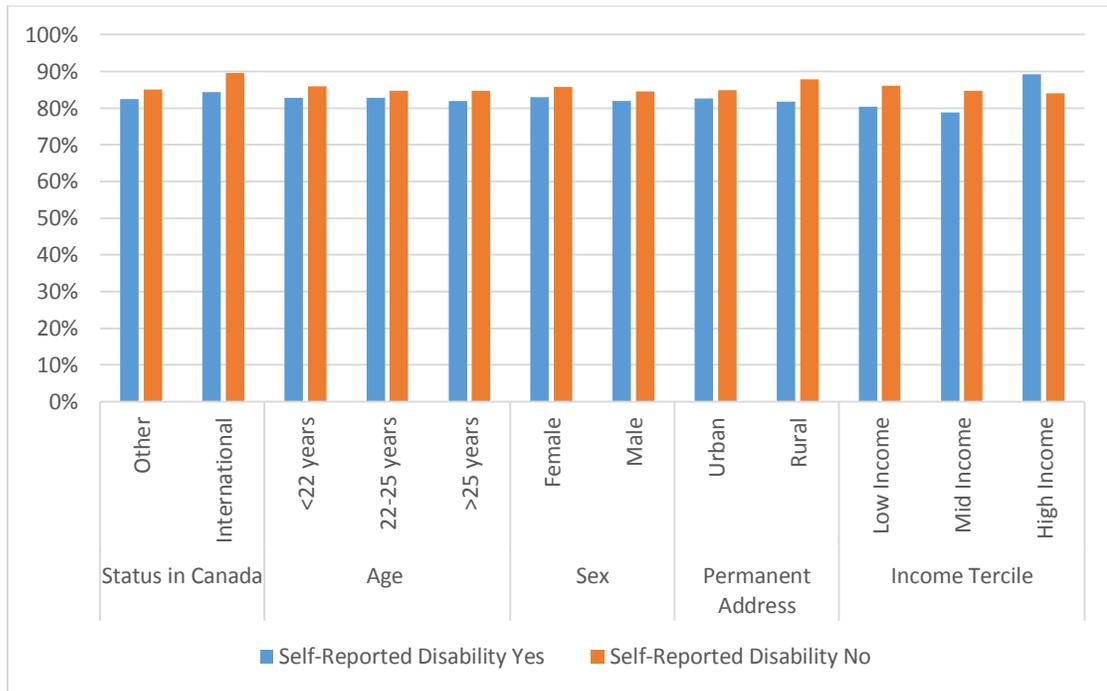


Figure 21 presents the proportion of graduates who were satisfied with their academic preparation for transfer to university by college program characteristics and disability status. Across categories of college program characteristics, no statistically significant differences was observed among graduates who self-identified as having a disability compared to graduates who self-identified as having no disability.

Figure 21. Proportion of graduates who were satisfied with their academic preparation for transfer to university among those who transferred and responded to disability status by college program characteristics.

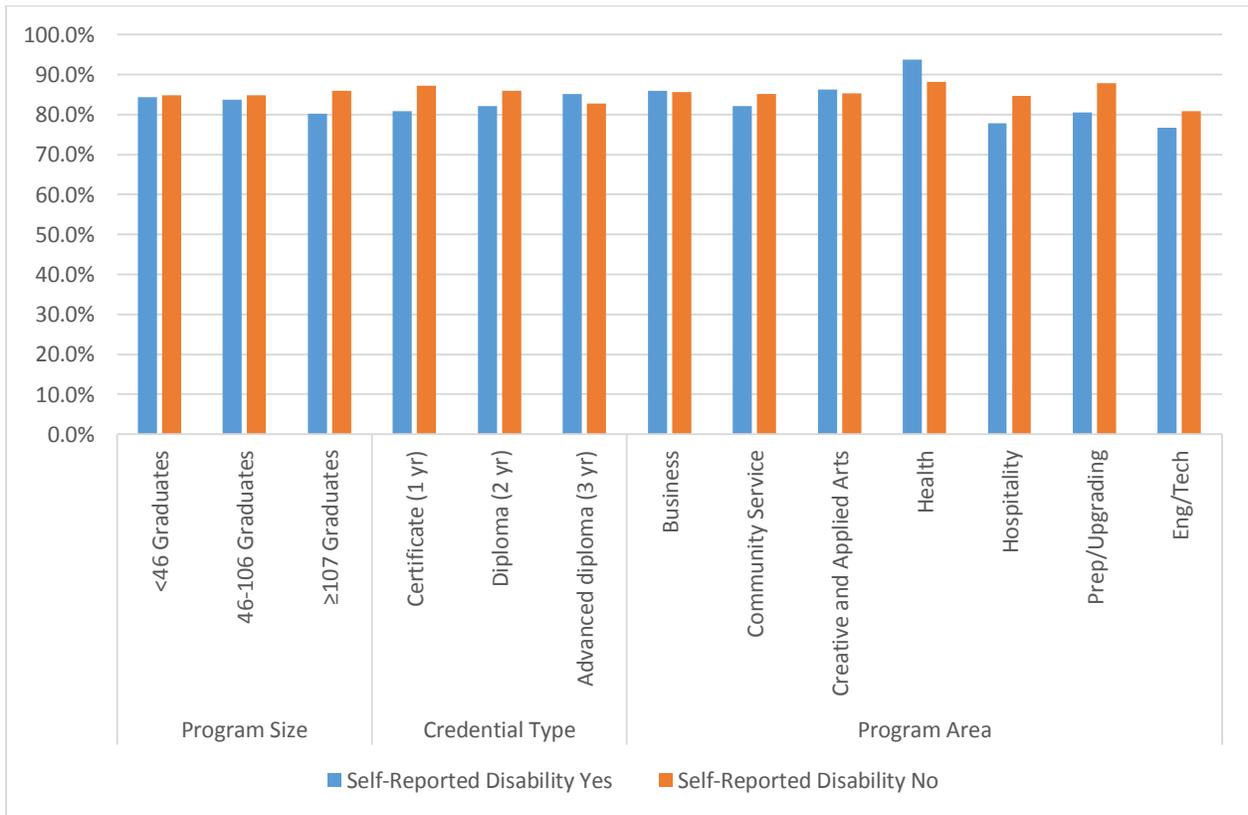
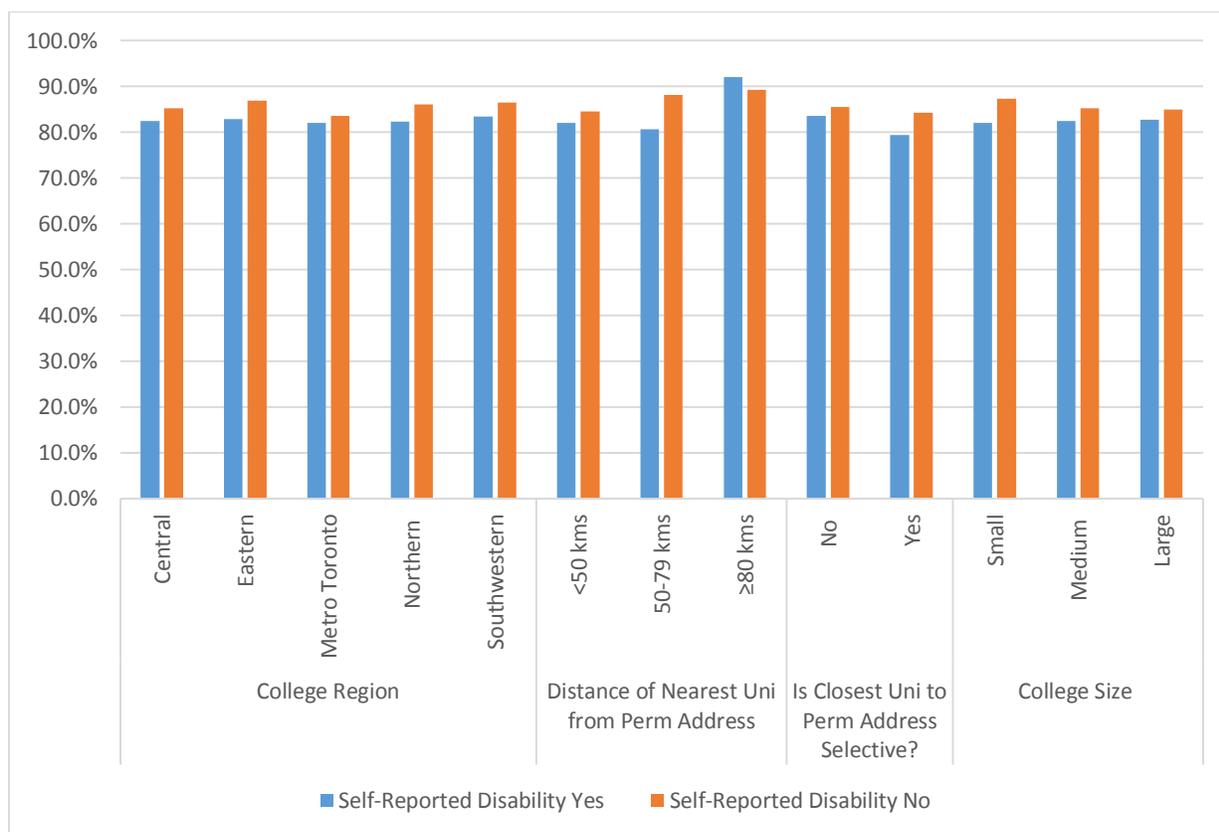


Figure 22 presents the proportion of graduates who were satisfied with their academic preparation for transfer to university by college characteristics and disability status. Across categories of college characteristics, no statistically significant differences was observed among graduates who self-identified as having a disability compared to graduates who self-identified as having no disability.

Figure 22. Proportion of graduates who were satisfied with their academic preparation for transfer to university among those who transferred and responded to disability status by college characteristics.



## Regression Results

To investigate the effect of selected characteristics on the odds of being satisfied with a graduate's academic preparation for transfer to university, six regression models were performed (Table 11 & Table 12). Models 15, 17 & 19 include international students whereas Models 16, 18 & 20 are restricted to graduates with an Ontario permanent address. Models 15 & 16 include all graduates 2014-2016 and investigates the effect of selected characteristics on the odds of a graduate being satisfied with their academic preparation for transfer to university among those graduates who transferred to university. Models 17 & 18 are further restricted to those graduates who transferred to university and responded to the GSS question regarding self-identified disabilities. Models 19 & 20 are restricted to those graduates who transferred to university and responded to the GSS question regarding self-identified registration with the Office for Students with Disabilities.

### Sociodemographics

In general, results of multivariable models provide evidence that among graduates of Ontario publicly funded colleges, international students compared to Ontario residents have a higher odds of being satisfied with their academic preparation for transfer to university.

### College Programs

Graduates of 3 year diploma programs compared to 1 year certificate programs were observed to have a lower odds of being satisfied with their academic preparation for transfer to university. A lower odds of being satisfied with their academic preparation for transfer to university was also observed for graduates of engineering/technology programs compared to business programs.

### Geography

Graduates whose permanent address is greater than or equal to 80 kms from the nearest university have a higher odds of being satisfied with their academic preparation for transfer to university compared to graduates who have a permanent address less than 50 kms to the nearest university.

### Disability Status

Results of Models 17 and 18, respectively, do not provide evidence for a lower odds of being satisfied with academic preparation for transfer to university among graduates who self-identified themselves as having a disability compared to no disability (Model 17: 0.81, 95% CI: 0.65, 1.01; Model 18: 0.82, 95% CI: 0.65, 1.04). Similarly, results of Models 19 and 20 do not provide statistically significant evidence of a lower odds of being satisfied with academic preparation for transfer to university among graduates who self-identified as registering with the Office for Students with a Disability (Model 19: 0.89, 95% CI: 0.699, 1.14; Model 20: 0.93, 95% CI: 0.72, 1.20). Additionally, results of univariate analysis including international students (OR: 1.35; 95% CI: 0.89, 2.06) and univariate analysis excluding international students (OR: 1.43; 95% CI: 0.93, 2.20) provide no evidence for a difference in the odds of being satisfied with graduate's academic preparation for transfer to university by self-identified registration with the Office for Students with a Disability among the population of graduates who self-identified with a disability.

Table 11. Regression analysis: satisfaction with academic preparation and effect of self-identified disability on satisfaction with academic preparation, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	(15) Academic Preparation (Including International Students)	(16) Academic Preparation (Excluding International Students)	(17) Academic Preparation (Including International Disability Pop'n)	(18) Academic Preparation (Excluding International Disability Pop'n)
<b>Self-Identified with a Disability (Ref=No)</b>	Yes			0.811 (0.092)	0.823 (0.097)
<b>Status in Canada (Ref=Other)</b>	International	1.469** (0.283)			
<b>Credential Type (Ref=Certificate 1 yr)</b>	Diploma ( 2 yr)			0.911 (0.097)	
	Advanced Diploma (3 yr)			0.750** (0.087)	
<b>Program Area (Ref=Business)</b>	Community Service	0.913 (0.089)	0.921 (0.092)		0.970 (0.099)
	Creative and Applied Arts	0.991 (0.164)	1.025 (0.176)		1.044 (0.183)
	Health	1.275	1.257		1.313

		(0.294)	(0.291)	(0.316)
	Hospitality	0.824	0.775	0.784
		(0.241)	(0.245)	(0.249)
	Prep/ Upgrading	1.129	1.125	1.135
		(0.138)	(0.140)	(0.143)
	Engineering/ Technology	0.678***	0.689***	0.704***
		(0.080)	(0.084)	(0.088)
<b>Distance of Nearest University from Permanent Address (Ref=&lt;50 kms)</b>	50-79 kms		1.268	1.295
			(0.178)	(0.189)
	≥80 kms		1.691***	1.648***
			(0.280)	(0.277)
<b>Constant</b>		5.974***	5.634***	6.615***
		(0.464)	(0.451)	(0.627)
<b>Pseudo R2</b>		0.0046	0.0064	0.0022
<b>Observations</b>		6,057	5,740	5,750

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05

Table 12. Regression analysis: the effect of registering with the disability office on satisfaction with academic preparation, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	(19) Academic Preparation (Including International Students)	(20) Academic Preparation (Excluding International Students)
<b>Registered with Office for Students with a Disability (Ref=No)</b>	Yes	0.895	0.931
		(0.113)	(0.121)
<b>Status in Canada (Ref=Other)</b>	International	1.490**	
		(0.291)	
<b>Program Area (Ref=Business)</b>	Community Service	0.962	0.966
		(0.096)	(0.098)
	Creative and Applied Arts	1.008	1.036
		(0.170)	(0.182)
	Health	1.412	1.378
		(0.345)	(0.338)
	Hospitality	0.824	0.767
	(0.242)	(0.244)	
	Prep/ Upgrading	1.145	1.125
		(0.142)	(0.142)
	Engineering/ Technology	0.697***	0.706***
		(0.084)	(0.088)
<b>Distance of Nearest University from Permanent Address (Ref=&lt;50 kms)</b>	50-79 kms		1.283
			(0.187)
	≥80 kms		1.649***
			(0.277)
<b>Constant</b>		5.846***	5.527***
		(0.463)	(0.451)
<b>Pseudo R2</b>		0.0047	0.0063
<b>Observations</b>		5,756	5,450

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05

However, Appendix 3.10 shows that, when additional variables are included in the regression model, self-reported disability status becomes significant. Additional variables included source of transfer information, reasons for transfer, how much transfer credit the student received, when the student was notified of transfer credit, credit received vs. expected, and how related the student's current program is to previous.

## Conclusions

Graduates with a disability are more likely to transfer between college community service and university social sciences (32% vs 26%), whereas they are less likely to transfer between business programs (13% vs 19%) and engineering and related programs (3% vs 8%).

The results also show that college graduates who report a disability are slightly less likely to transfer to university six months after graduation, even when controlling for a wide variety of student, program, and college characteristics. Of those who transfer to university, they are also somewhat less likely to be satisfied with the experience, a result seen in both the descriptive analysis and the regression models. Some variables that were not available or this study, may explain these differences. These potentially include academic factors, such as high school and college grades, as well as whether the graduates had similar aspirations (with or without a disability) for transfer to university.

## References

- Hosmer, D.W. & Lemeshow, L. (2000). *Applied Logistic Regression*. 2<sup>nd</sup> ed. New York: Wiley.
- Smith, R., Decock, H., Lin, S., Sidhu, R., & McCloy, U. (2016). *Transfer Pathways in Postsecondary Education: York University and Seneca College as a case Study*. Toronto: Higher Education Quality Council of Ontario.
- Vittinghoff, E. (2012). *Regression Methods In Biostatistics: Linear, Logistic, Survival, and Repeated Measures Models*. 2<sup>nd</sup> ed. New York: Springer.

# Appendix

## Appendix 1. Graduate Satisfaction Survey, Questions of Relevance

1. First of all, could you tell me whether you were attending an educational institution on a full-time basis or part-time basis during the week of **July 1st - 7th, 2014**? [G/E]

- 1 Yes, full-time [754] -- **CONTINUE**
- 2 Yes, part-time -- **CONTINUE**
- 3 No -- **SKIP TO Q.6**

2. And during that week, were you attending a college, a university or other institution?

01 O College (Other) [755 - 756] SPECIFY: \_\_\_\_\_ -- **CONTINUE**

- 02 Algonquin
- 03 College Boreal
- 04 Cambrian
- 05 Canadore
- 06 Centennial
- 07 La Cite collégiale
- 08 Conestoga
- 09 Confederation
- 10 Durham
- 11 Fanshawe
- 12 George Brown
- 13 Georgian
- 14X Le College des Grands Lacs (INVISIBLE AND UNAVAILABLE TO THE INTERVIEWER)
- 15 Humber
- 16 Lambton
- 17 Loyalist
- 18 Mohawk
- 19 Niagara
- 20 Northern
- 21 St. Clair
- 22 St. Lawrence
- 23 Sault (pronounced: Sue)
- 24 Seneca
- 25 Sheridan
- 26 Sir Sandford Fleming

51 O University (Other) SPECIFY: \_\_\_\_\_ -- **SKIP TO Q.4**

- 71 Algoma [**New in 07f**]
- 52 Brock/Concordia Lutheran Seminary/College/College Dominicain de Philosophie et
- 53 Carleton
- 54 Guelph
- 55 Lakehead
- 56 Laurentian/Huntington/Sudbury/Hearst/Thorneloe
- 57 McMaster/McMaster Divinity College
- 68 Nipissing
- 70 Ontario College of Art & Design/OCAD [**New in 05s**]
- 69 Ontario Institute of Technology/UOIT [**New in 05w**]
- 58 Ottawa/St. Paul University
- 59 Queens/Queen's Theological College
- 60 Ryerson

- 72 The Michener Institute **[08s only]**
- 61 Toronto/Knox College/Regis College/St. Augustine's Seminary/St. Michael's College/Trinity College/Victoria University/Wycliffe College
- 62 Trent
- 63 Waterloo/Conrad Grebel University College/Renison College/St. Jerome's University/St. Paul's United College/Waterloo Lutheran Seminary
- 64 Western/Brescia College/Huron College/King's College/St. Peter's Seminary
- 65 Wilfred Laurier
- 66 Windsor
- 67 York
- 81O Other educational institution (SPECIFY) \_\_\_\_\_ → **SKIP TO Q.5**
- 98 Refused

- 3. Was this a... **READ LIST 0-4, 6-9 [Revised in 08s]**
  - 1 second year option or transition from a one year program [838]
  - 3 third year option or transition from a two year program
  - 2 two year diploma
  - 8 three year advanced diploma
  - 9 graduate certificate or post-diploma
  - 6 college degree
  - 7 degree offered jointly with a university (i.e. a collaborative program) ]
  - 0 one year certificate, or
  - 4 continuing education course
  - 5 neither/refused **[DO NOT READ]**
- 4. Was this a university... **READ LIST 1 - 3, 5 [Revised in 08s]**
  - 1 certificate or diploma program, or [922] [V113]
  - 2 undergraduate degree program
  - 6 graduate or professional degree program
  - 3 continuing education course
  - 5 degree offered jointly with a college (i.e. a collaborative program), or
  - 4 neither/refused **(DO NOT READ)**
- 4a. What program did you enrol in? (university respondents, using USIS/ SPEMAG codes)
- 5a. Please tell me whether each of the following were a major reason, a minor reason or not a

		Major	Minor	Not a Reason	RF	DK
A.	Potential for higher income	3	2	1	8	9 [1180]
B.	No work/ job available in your field of study	3	2	1	8	9 [1181]
C.	To get diploma/ certificate/ degree	3	2	1	8	9 [1182]
D.	Interest in further/ more in-depth training in field	3	2	1	8	9 [1183]
E.	Interest in pursuing a different field of study	3	2	1	8	9 [1184]
F.	Needed for professional designation	3	2	1	8	9 [1185]
G.	Gain theoretical knowledge/ broader education	3	2	1	8	9 [1186]
H.	Encouragement from others (family members, friends, faculty)	3	2	1	8	9 [1187]
I.	More opportunities for career advancement	3	2	1	8	9 [1188]
J.	Upgrade/ improve skills	3	2	1	8	9 [1189]
K.	There was a formal transfer agreement between your previous and your current program	3	2	1	8	9 [1190]
L.	Company required/ paid for it	3	2	1	8	9 [1191]

**IF ANSWERED PART TIME IN Q1, SKIP TO Q.6, ELSE CONTINUE:**

5b. When you were making your plans for further education, please tell me whether each of the following was a major source of information, minor source of information or not used at all? **READ AND ROTATE LIST**

	Major	Minor	Not Used at all	RF	DK
A. College website 9 [1192]		3	2	1	8
B. College hard copy publications 9 [1193]		3	2	1	8
C. College faculty/ counselors/ program coordinators	3	2	1	8	9 [1194]
D. College administration, i.e. registrar's office, student services	3	2	1	8	9 [1195]
E. University website/ publications 9 [1196]		3	2	1	8
F. University staff (including registrar's office, faculty, etc.)	3	2	1	8	9 [1197]
G. Other students (including current and former college and university students)	3	2	1	8	9 [1198]
H. ONTransfer.ca web site 9 [3954]		3	2	1	8
I. Parents and family	3	2	1	8	9 [1200]
J. College credit transfer advising services	3	2	1	8	9 [3955]
K. University credit transfer advising services	3	2	1	8	9 [3956]

5e. When did you decide that you would further your education after college graduation? Was it... **READ LIST**

- 1 Before entering the \_\_\_\_\_ (COLLEGE PROGRAM) Program at \_\_\_\_\_ COLLEGE [1453] **[New in 06s]**
- 2 At the start of the \_\_\_\_\_ (COLLEGE PROGRAM) Program at \_\_\_\_\_ (COLLEGE) college
- 3 During the \_\_\_\_\_ (COLLEGE PROGRAM) Program at \_\_\_\_\_ (COLLEGE) college
- 4 After completion of the \_\_\_\_\_ (COLLEGE PROGRAM) Program at \_\_\_\_\_ (COLLEGE) college
- 8 Refused
- 9 Don't know

5k. Do you think you would have been accepted into your current program without graduating from college first?

- 1 Yes [1459] **[New in 06s]**
- 2 No
- 8 Refused
- 9 Don't know

5f. How related is your current program to the \_\_\_\_\_ (COLLEGE PROGRAM) at \_\_\_\_\_ (COLLEGE) college? Would you say it is..... **READ LIST 1-3**

- 3 Very related [1454][V156] **[New in 06s]**
- 2 Somewhat related
- 1 Not at all related
- 8 Refused
- 9 Don't know

5g. **NOT ASKED (New in 12s)**

5gg. Did you request credit for previous *college or university* learning towards the program you are currently enrolled in? **[New in 06s, revised in 08s, new in 12s]**

- 1 Yes [3957]
- 2 No
- 8 Refused
- 9 Don't know

5h. Please estimate how much credit you have or will receive from your \_\_\_\_\_ (PROGRAM NAME) toward your current program. Would it be.... **READ LIST 0- 6**

- 6 More than two years [1456] **[New in 06s, revised in 08s]**
- 5 Two years
- 4 One to two years
- 3 One year
- 2 About half a year
- 1 Less than half a year
- 0 None
- 8 Refused → **SKIP TO Q.5I**
- 9 Don't know → **SKIP TO Q.5I**

5i. When did you find out whether you were receiving credit for your college program? Was it..... **READ LIST 1- 6**

- 1 With the offer of admission [1457] **[New in 06s]**
- 2 At or before registration
- 3 After registration
- 4 Have not heard yet → **GO TO Q.5kk**
- 5 Have not applied for credit yet, or → **GO TO Q.5kk**
- 6 You are not applying for credit → **GO TO Q.5kk**
- 8 Refused → **GO TO Q.5kk**
- 9 Don't know → **GO TO Q.5kk**

5j. Relative to what you expected, the amount of credit you received was.... **READ LIST 1-3**

- 1 Less than expected [1458] **[New in 06s]**
- 2 The same as expected, or
- 3 More than expected

- 8 Refused
- 9 Don't know

5kk Did you use credit transfer advising services for the program you are currently enrolled in?

- 1 Yes, used credit advising services [3958] **[New in 12s]**
- 2 No, didn't use credit advising services →SKIP TO Q.5I
- 8 Refused →SKIP TO Q.5I
- 9 Don't know →SKIP TO Q.5I

5kkk Overall, how satisfied were you with the credit transfer advising services for the program you are currently enrolled in?

- 5 Very satisfied [3959] **[New in 12s]**
- 4 Satisfied
- 3 Neither satisfied nor dissatisfied
- 2 Dissatisfied
- 1 Very dissatisfied
- 8 Refused
- 9 Do not know

5l. Overall, how satisfied are you with the transition experience from college to your current program?

- 5 Very satisfied [1460] **[New in 06s]**
- 4 Satisfied
- 3 Neither satisfied nor dissatisfied
- 2 Dissatisfied
- 1 Very dissatisfied
- 8 Refused
- 9 Don't know

5m. And, overall, how satisfied are you with your academic preparation for your current program of study? [1461][V163] **[New in 06s]**

- 5 Very satisfied
- 4 Satisfied
- 3 Neither satisfied nor dissatisfied
- 2 Dissatisfied
- 1 Very dissatisfied
- 8 Refused
- 9 Don't know

44c. In order to group our data, can you tell me if you consider yourself to have a physical, intellectual, mental health or learning disability? [4301] **[New in 13s]**

44d. Did you register with the Office for Students with disabilities at any point during your career at \_\_\_\_\_(I.1 INSTITUTION FROM LIST)? [4302] **[New in 13s]**

44e. Do you want to self-identify as an Aboriginal Person, that is, someone who is related to, or descended from, the Original peoples of Canada? [4303] **[New in 14s]**

## Appendix 2. Classification of college size and region

Code	College Name	College Region	College Size
<b>ALGO</b>	Algonquin College	Eastern	Large
<b>BORE</b>	Collège Boréal	Northern	Small
<b>CAMB</b>	Cambrian College	Northern	Medium
<b>CANA</b>	Canadore College	Northern	Small
<b>CENT</b>	Centennial College	Metro Toronto	Large
<b>CONF</b>	Confederation College	Northern	Small
<b>CONS</b>	Conestoga College	Southwestern	Medium
<b>DURH</b>	Durham College	Central	Medium
<b>FANS</b>	Fanshawe College	Southwestern	Large
<b>GRBR</b>	George Brown College	Metro Toronto	Large
<b>GEOR</b>	Georgian College	Central	Medium
<b>HUMB</b>	Humber College	Metro Toronto	Large
<b>LACI</b>	La Cité collégiale	Eastern	Medium
<b>LAMB</b>	Lambton College	Southwestern	Small
<b>LOYT</b>	Loyalist College	Eastern	Small
<b>MOHA</b>	Mohawk College	Central	Large
<b>NIAG</b>	Niagara College	Central	Medium
<b>NORT</b>	Northern College	Northern	Small
<b>SAUL</b>	Sault College	Northern	Small
<b>SENE</b>	Seneca College	Metro Toronto	Large
<b>SHER</b>	Sheridan College	Central	Large
<b>SLAW</b>	St. Lawrence College	Eastern	Medium
<b>SSFL</b>	Sir Sandford Fleming College	Eastern	Medium
<b>STCL</b>	St. Clair College	Southwestern	Medium

College region is classified according to the postal code of the college's main campus. (Eastern:K; Central:L; Metro:M; North:P; South:N)

College size is classified according to OCAS reported fall enrolment for 2015 for all funding types (eg. collaborative nursing, international) (OCAS report # RPT0061; Report ran: Sep 21, 2016)

## Appendix 3. Additional Descriptive Tables

Appendix 3.1. Proportion of graduates who transferred to university among graduates who responded to disability status, Ontario graduates, six months after graduation, 2014-2016. N=120,862.

Variables	LABELS	Disability (N=11,657)		No Disability (N=91,205)	
		Proportion Transferred to University (%)	95% CI	Proportion Transferred to University (%)	95% CI
<b>Registered with the Office for Students with Disability?</b>	No	5.5	4.9, 6.2	6.4	6.2, 6.5
	Yes	6.2	5.6, 6.8	5.3	4.5, 6.2
	<i>Missing</i>	0	-	3.4	1.5, 7.4
<b>Status in Canada</b>	Other	6.1	5.7, 6.6	6.7	6.6, 6.9
	International	3.2	2.3, 4.5	2.8	2.5, 3.2
<b>Age</b>	<22 year	7.8	7.0, 8.8	9.1	8.8, 9.5
	22-25 years	6.0	5.3, 6.8	6.8	6.5, 7.1
	>25 years	4.1	3.5, 4.8	3.4	3.2, 3.6
<b>Sex</b>	Female	6.3	5.7, 6.9	6.5	6.3, 6.8
	Male	5.3	4.7, 6.0	6.1	5.9, 6.3
	<i>Missing</i>	14.3	1.7, 62.1	7.1	3.2, 15.1
<b>Credential Type</b>	Certificate (1 yr)	3.2	2.7, 3.9	4.7	4.4, 5.0
	Diploma (2 yr)	6.2	5.7, 6.8	5.9	5.7, 6.1
	Advanced diploma (3 yr)	9.5	8.2, 11.0	9.3	8.9, 9.8
<b>Program Area</b>	Business	7.0	5.9, 8.2	8.2	7.8, 8.6
	Community Service	9.6	8.6, 10.7	11.1	10.6, 11.6
	Creative and Applied Arts	4.1	3.2, 5.3	4.0	3.6, 4.4
	Health	1.5	0.9, 2.3	1.9	1.7, 2.2
	Hospitality	1.2	0.7, 2.3	2.0	1.6, 2.4
	Prep/Upgrading	8.7	7.3, 10.3	10.8	10.2, 11.5
	Engineering/Technology	3.2	2.5, 4.1	3.6	3.4, 3.9
<b>College Region</b>	Central	5.6	4.8, 6.6	6.7	6.4, 7.0
	Eastern	6.2	5.3, 7.3	6.8	6.4, 7.2
	Metro Toronto	6.3	5.6, 7.2	6.5	6.3, 6.8
	Northern	6.7	5.3, 8.5	5.9	5.3, 6.5
	Southwestern	4.6	3.8, 5.6	5.0	4.7, 5.4
<b>Distance of Nearest University From Permanent Address</b>	<50 kms	6.0	5.6, 6.5	6.6	6.4, 6.7
	50-79 kms	5.1	4.0, 6.5	5.2	4.7, 5.7
	≥80 kms	4.9	3.6, 6.6	5.6	5.1, 6.1
	<i>Missing</i>	6.0	2.5, 13.7	4.7	3.5, 6.3
<b>Is the Closest University to Permanent Address a Selective University?</b>	No	6.2	5.7, 6.7	6.6	6.4, 6.8
	Yes	5.0	4.3, 5.9	5.6	5.3, 5.9
	<i>Missing</i>	6.0	2.5, 13.7	4.7	3.5, 6.3
<b>Permanent Address</b>	Urban	6.0	5.6, 6.5	6.5	6.4, 6.7
	Rural	4.7	3.7, 5.9	5.2	4.8, 5.6
	<i>Missing</i>	6.8	2.8, 15.3	4.5	3.3, 6.2
<b>Income Tercile of Ontario FSA</b>	Low Income	4.9	4.3, 5.6	5.6	5.4, 5.8
	Mid Income	5.8	5.1, 6.5	6.2	6.0, 6.5
	High Income	6.7	5.9, 7.7	6.9	6.6, 7.2
	<i>Missing</i>	10.4	7.5, 14.1	10.8	9.8, 11.9
<b>Program Size</b>	<46 Graduates	5.1	4.5, 5.8	5.8	5.6, 6.1

	46-106 Graduates	6.2	5.5, 7.1	6.4	6.1, 6.7
	≥107 Graduates	6.3	5.6, 7.1	6.8	6.5, 7.0
<b>College Size</b>	Small	4.9	3.8, 6.4	5.1	4.6, 5.7
	Medium	6.3	5.6, 7.1	6.6	6.4, 6.9
	Large	5.8	5.2, 6.3	6.3	6.1, 6.5
<b>Academic Year of Graduation</b>	2014	5.4	4.7, 6.1	6.5	6.2, 6.8
	2015	6.5	5.8, 7.4	6.5	6.2, 6.8
	2016	5.7	5.0, 6.6	5.9	5.6, 6.2
<b>Term Student Graduated</b>	Summer	4.1	3.4, 5.0	4.6	4.3, 4.8
	Fall	1.5	1.0, 2.2	1.5	1.3, 1.7
	Winter	7.3	6.7, 7.9	8.0	7.8, 8.2
<b>Academic Load at Graduation</b>	Full Time	6.5	6.1, 7.0	6.7	6.5, 6.8
	Part Time	2.8	2.2, 3.6	4.4	4.0, 4.7

Appendix 3.2. Proportion of graduates who were satisfied with their transfer experience among graduates who transferred to university and responded to disability status, Ontario graduates, six months after graduation, 2014-2016. N=5,760.

Variables	LABELS	Disability (N=615)		No Disability (N=5,145)	
		Proportion Satisfied with Transfer Experience (%)	95% CI	Proportion Satisfied with Transfer Experience (%)	95% CI
<b>Registered with the Office for Students with Disability?</b>	No	76.2	70.3, 81.2	80.9	79.8, 82.0
	Yes	77.1	72.6, 81.1	75.2	67.0, 81.9
<b>Status in Canada</b>	Other	76.3	72.7, 79.6	80.4	79.3, 81.5
	International	84.4	67.2, 93.4	87.8	83.2, 91.3
<b>Age</b>	<22 year	77.6	72.0, 82.4	83.0	81.4, 84.5
	22-25 years	76.4	70.2, 81.6	80.2	78.4, 81.9
	>25 years	75.8	68.3, 82.1	75.9	72.8, 78.7
<b>Sex</b>	Female	76.6	72.0, 80.6	81.0	79.5, 82.4
	Male	76.9	71.1, 81.8	80.5	78.9, 82.1
	Missing	100	-	75.0	18.0, 97.6
<b>Credential Type</b>	Certificate (1 yr)	80.0	70.9, 86.8	84.2	81.7, 86.5
	Diploma (2 yr)	77.4	72.9, 81.3	81.9	80.4, 83.3
	Advanced Diploma (3 yr)	72.6	64.4, 79.5	76.4	74.2, 78.6
<b>Program Area</b>	Business	79.8	71.4, 86.2	80.5	78.3, 82.6
	Community Service	75.7	69.9, 80.7	80.5	78.5, 82.2
	Creative and Applied Arts	76.9	63.4, 86.5	84.8	80.3, 88.4
	Health	62.5	36.9, 82.6	77.5	70.8, 83.1
	Hospitality	88.9	46.8, 98.6	81.2	71.4, 88.2
	Prep/Upgrading	78.0	69.5, 84.6	85.1	82.5, 87.4
	Engineering/Technology	74.6	61.9, 84.1	75.7	72.4, 78.7
<b>College Region</b>	Central	76.6	68.8, 83.0	81.4	79.2, 83.4
	Eastern	79.8	72.0, 85.9	82.2	79.7, 84.4
	Metro Toronto	78.2	72.0, 83.4	80.1	78.2, 82.0
	Northern	59.7	47.0, 71.2	76.1	71.4, 80.2
	Southwestern	81.2	71.4, 88.2	81.4	78.2, 84.1
<b>Distance of Nearest University From Permanent Address</b>	<50 kms	76.6	72.7, 80.1	80.6	79.4, 81.8
	50-79 kms	78.6	65.8, 87.5	80.9	76.8, 84.5
	≥80 kms	76.3	60.1, 87.3	81.8	77.6, 85.3
	Missing	75.0	17.9, 97.6	82.5	67.4, 91.5

<b>Is the Closest University to Permanent Address a Selective University?</b>	No	76.8	72.8, 80.4	81.1	79.9, 82.3
	Yes	76.6	68.9, 82.9	79.5	77.0, 81.7
	Missing	75.0	17.9, 97.6	82.5	67.4, 91.5
<b>Permanent Address</b>	Urban	76.7	73.0, 80.1	80.7	79.5, 81.8
	Rural	76.9	65.1, 85.7	80.8	77.4, 83.8
	Missing	75.0	17.9, 97.6	87.9	71.5, 95.4
<b>Income Tercile of Ontario FSA</b>	Low Income	76.2	69.5, 81.8	80.2	78.2, 82.0
	Mid Income	76.3	70.1, 81.6	80.3	78.4, 82.1
	High Income	79.3	72.8, 84.5	81.5	79.4, 83.5
	Missing	67.7	49.4, 81.9	82.7	78.4, 86.4
<b>Program Size</b>	<46 Graduates	74.7	68.0, 80.5	78.8	76.7, 80.8
	46-106 Graduates	76.3	69.7, 81.8	80.0	78.0, 81.9
	≥107 Graduates	78.7	73.0, 83.4	82.9	81.2, 84.5
<b>College Size</b>	Small	60.0	45.8, 72.7	81.0	76.4, 84.9
	Medium	78.7	72.6, 83.7	79.3	77.4, 81.1
	Large	78.0	73.3, 82.0	81.6	80.2, 83.0
<b>Academic Year of Graduation</b>	2014	75.7	69.5, 81.0	80.0	78.3, 81.7
	2015	79.5	73.6, 84.3	80.8	78.9, 82.6
	2016	74.6	67.6, 80.5	81.9	79.7, 83.9
<b>Term Student Graduated</b>	Summer	72.2	62.0, 80.5	76.5	73.4, 79.3
	Fall	84.2	60.0, 95.0	77.8	69.3, 84.4
	Winter	77.3	73.4, 80.7	81.7	80.5, 82.8
<b>Academic Load at Graduation</b>	Full Time	76.7	73.1, 80.0	80.6	79.5, 81.7
	Part Time	76.9	63.4, 86.5	82.0	78.2, 85.3

Appendix 3.3. Proportion of graduates who were satisfied with their academic preparation for university transfer among graduates who transferred to university and responded to disability status, Ontario graduates, six months after graduation, 2014-2016. N=5,750.

Variables	LABELS	Disability (N=614)		No Disability (N=5,136)	
		Proportion Satisfied with Academic Preparation (%)	95% CI	Proportion Satisfied with Academic Preparation (%)	95% CI
<b>Registered with the Office for Students with Disability?</b>	No	79.8	74.2, 84.5	85.4	84.4, 86.3
	Yes	84.3	80.2, 87.6	81.5	73.9, 87.3
<b>Status in Canada</b>	Other	82.5	79.2, 85.4	85.0	84.0, 86.0
	International	84.4	67.1, 93.4	89.5	85.0, 92.7
<b>Age</b>	<22 year	82.8	77.6, 87.0	85.9	84.4, 87.2
	22-25 years	82.8	77.1, 87.3	84.7	83.1, 86.2
	>25 years	81.9	74.8, 87.3	84.7	82.1, 87.0
<b>Sex</b>	Female	82.9	78.7, 86.4	85.7	84.4, 87.0
	Male	82.0	76.6, 86.4	84.6	83.1, 86.0
	Missing	100	-	100	-
<b>Credential Type</b>	Certificate (1 yr)	80.8	71.8, 87.4	87.3	84.9, 89.3
	Diploma (2 yr)	82.1	77.9, 85.7	85.9	84.6, 87.1
	Advanced Diploma (3 yr)	85.2	78.1, 90.3	82.8	80.7, 84.6
<b>Program Area</b>	Business	86.0	78.3, 91.2	85.7	83.7, 87.6
	Community Service	82.1	76.8, 86.4	85.1	83.3, 86.7
	Creative and Applied Arts	86.3	73.7, 93.4	85.4	81.0, 88.9

	Health	93.8	64.9, 99.2	88.2	82.6, 92.2
	Hospitality	77.8	39.7, 94.9	84.7	75.4, 90.9
	Prep/Upgrading	80.5	72.3, 86.7	87.9	85.5, 89.9
	Engineering/ Technology	76.7	64.2, 85.7	80.8	77.7, 83.6
<b>College Region</b>	Central	82.5	75.1, 88.0	85.3	83.3, 87.0
	Eastern	82.9	75.4, 88.5	86.9	84.6, 88.8
	Metro Toronto	82.1	76.1, 86.8	83.6	81.7, 85.2
	Northern	82.3	70.6, 90.0	86.1	82.1, 89.3
	Southwestern	83.5	74.0, 90.0	86.5	83.7, 88.9
<b>Distance of Nearest University From Permanent Address</b>	<50 kms	82.1	78.6, 85.2	84.6	83.5, 85.6
	50-79 kms	80.7	68.3, 89.0	88.2	84.7, 91.0
	≥80 kms	92.1	77.9, 97.5	89.3	85.8, 92.0
	<i>Missing</i>	75.0	17.9, 97.6	87.5	73.0, 94.8
<b>Is the Closest University to Permanent Address a Selective University?</b>	No	83.6	79.9, 86.7	85.5	84.4, 86.6
	Yes	79.4	71.9, 85.3	84.2	81.9, 86.2
	<i>Missing</i>	75.0	17.9, 97.6	87.5	73.0, 94.8
<b>Permanent Address</b>	Urban	82.7	79.3, 85.7	84.9	83.8, 85.9
	Rural	81.8	70.5, 89.4	87.9	85.0, 90.3
	<i>Missing</i>	75.0	17.9, 97.6	87.9	71.5, 95.4
<b>Income Tercile of Ontario FSA</b>	Low Income	80.4	74.0, 85.6	86.1	84.4, 87.7
	Mid Income	78.8	72.7, 83.8	84.8	83.0, 86.4
	High Income	89.3	84.0, 93.0	84.0	82.0, 85.9
	<i>Missing</i>	80.6	62.7, 91.2	87.8	83.9, 90.9
<b>Program Size</b>	<46 Graduates	84.4	78.4, 89.0	84.9	83.0, 86.6
	46-106 Graduates	83.7	77.7, 88.3	84.8	83.0, 86.5
	≥107 Graduates	80.3	74.7, 84.8	85.9	84.3, 87.4
<b>College Size</b>	Small	82.0	68.7, 90.4	87.3	83.3, 90.5
	Medium	82.4	76.6, 87.0	85.3	83.6, 86.8
	Large	82.8	78.5, 86.4	85.0	83.6, 86.2
<b>Academic Year of Graduation</b>	2014	84.6	79.1, 88.8	84.9	83.3, 86.4
	2015	83.4	77.9, 87.8	86.1	84.4, 87.7
	2016	79.1	72.4, 84.5	84.7	82.6, 86.5
<b>Term Student Graduated</b>	Summer	84.6	75.6, 90.7	85.2	82.6, 87.5
	Fall	94.4	68.0, 99.3	80.3	72.1, 86.6
	Winter	81.8	78.2, 84.9	85.4	84.3, 86.4
<b>Academic Load at Graduation</b>	Full Time	82.7	79.4, 85.7	85.1	84.1, 86.1
	Part Time	80.8	67.6, 89.4	86.5	83.0, 89.4

Appendix 3.4. Proportion of graduates who transferred to university among graduates who responded to registration with the disability office, Ontario graduates, six months after graduation, 2014-2016. N=103,070.

Variables	LABELS	Registered with Disability Office		Did Not Register with Disability Office	
		Proportion Transferred to University	95% CI	Proportion Transferred to University	95% CI
<b>Self-Identified with a Disability</b>	No	5.3	4.5, 6.2	6.4	6.2, 6.5
	Yes	6.2	5.6, 6.8	5.5	4.9, 6.2
	<i>Missing</i>	5.2	2.4, 11.2	2.5	1.3, 4.8
<b>Status in Canada</b>	Other	6.1	5.6, 6.6	6.7	6.6, 6.9
	International	3.3	2.1, 5.1	2.8	2.5, 3.2
<b>Age</b>	<22 year	7.7	6.8, 8.8	9.1	8.7, 9.4
	22-25 years	6.2	5.4, 7.0	6.8	6.5, 7.0

	>25 years	4.2	3.6, 5.0	3.4	3.2, 3.6
	<i>Missing</i>	N/A	-	0	-
<b>Sex</b>	Female	6.4	5.8, 7.1	6.5	6.3, 6.7
	Male	5.2	4.6, 6.0	6.1	5.9, 6.3
	<i>Missing</i>	16.7	1.9, 67.8	7.0	3.2, 14.7
<b>Credential Type</b>	Certificate (1 yr)	3.0	2.4, 3.7	4.7	4.4, 5.0
	Diploma (2 yr)	6.2	5.6, 6.8	5.9	5.7, 6.1
	Advanced Diploma (3 yr)	9.7	8.4, 11.3	9.3	8.9, 9.8
<b>Program Area</b>	Business	6.9	5.8, 8.2	8.2	7.8, 8.6
	Community Service	9.9	8.7, 11.1	11.0	10.6, 11.5
	Creative and Applied				3.6, 4.4
	Arts	4.1	3.1, 5.4	4.0	
	Health	1.7	1.1, 2.6	1.9	1.7, 2.1
	Hospitality	1.2	0.6, 2.5	1.9	1.6, 2.3
	Prep/Upgrading	8.4	6.9, 10.2	10.8	10.1, 11.5
	Engineering/Technology	3.4	2.6, 4.3	3.6	3.4, 3.9
<b>College Region</b>	Central	5.9	5.0, 7.0	6.7	6.4, 7.0
	Eastern	5.8	4.9, 7.0	6.8	6.4, 7.2
	Metro Toronto	6.5	5.7, 7.4	6.5	6.2, 6.8
	Northern	6.4	4.9, 8.2	6.0	5.4, 6.5
	Southwestern	4.8	3.9, 5.9	5.0	4.6, 5.3
<b>Distance of Nearest University From Permanent Address</b>	<50 kms	6.1	5.6, 6.6	6.5	6.4, 6.7
	50-79 kms	5.2	4.0, 6.9	5.2	4.7, 5.6
	≥80 kms	4.9	3.5, 6.7	5.6	5.1, 6.1
	<i>Missing</i>	7.8	2.9, 19.3	4.6	3.4, 6.2
<b>Is the Closest University to Permanent Address a Selective University?</b>	No	6.0	5.5, 6.6	6.6	6.4, 6.8
	Yes	5.5	4.7, 6.5	5.5	5.3, 5.8
	<i>Missing</i>	7.8	2.9, 19.3	4.6	3.4, 6.2
<b>Rural?</b>	Urban	6.1	5.6, 6.6	6.5	6.3, 6.7
	Rural	4.8	3.7, 6.1	5.2	4.8, 5.6
	<i>Missing</i>	8.5	3.2, 20.8	4.5	3.3, 6.2
<b>Income Tercile of Ontario FSA</b>	Low Income	5.3	4.6, 6.1	5.5	5.3, 5.8
	Mid Income	5.4	4.7, 6.2	6.3	6.0, 6.5
	High Income	7.0	6.1, 8.0	6.8	6.5, 7.2
	<i>Missing</i>	10.5	7.0, 15.4	10.8	9.8, 11.8
<b>Program Size</b>	<46 Graduates	5.3	4.6, 6.2	5.8	5.5, 6.1
	46-106 Graduates	6.1	5.3, 7.0	6.4	6.1, 6.7
	≥107 Graduates	6.3	5.6, 7.2	6.7	6.5, 7.0
<b>College Size</b>	Small	4.2	3.0, 5.8	5.2	4.7, 5.7
	Medium	6.2	5.4, 7.2	6.6	6.4, 6.9
	Large	6.0	5.4, 6.6	6.3	6.1, 6.5
<b>Academic Year of Graduation</b>	2014	5.6	4.9, 6.4	6.5	6.2, 6.7
	2015	6.3	5.6, 7.2	6.5	6.2, 6.8
	2016	5.8	5.0, 6.8	5.9	5.6, 6.2
<b>Term Student Graduated</b>	Summer	4.9	4.1, 6.0	4.5	4.2, 4.8
	Fall	1.5	0.9, 2.3	1.5	1.3, 1.7
	Winter	7.1	6.5, 7.8	8.0	7.8, 8.2
<b>Academic Load at Graduation</b>	Full Time	6.5	5.9, 7.0	6.7	6.5, 6.8
	Part Time	3.6	2.9, 4.5	4.2	3.9, 4.6

Appendix 3.5. Proportion of graduates who transferred to university among graduates who self-reported a disability by whether they registered with the disability office, Ontario graduates, six months after graduation, 2014-2016. N=11,569.

Variables	LABELS	Registered with Disability Office		Did Not Register with Disability Office	
		Proportion Transferred to University	95% CI	Proportion Transferred to University	95% CI
<b>Status in Canada</b>	Other	6.3	5.7, 6.9	6.0	5.3, 6.8
	International	4.2	2.6, 6.8	2.7	1.7, 4.3
<b>Age</b>	<22 year	8.3	7.1, 9.6	7.4	6.1, 8.8
	22-25 years	6.1	5.2, 7.1	6.0	4.9, 7.2
	>25 years	4.6	3.8, 5.5	3.5	2.8, 4.5
<b>Sex</b>	Female	6.6	5.9, 7.4	5.9	5.1, 6.9
	Male	5.6	4.8, 6.5	5.1	4.2, 6.1
	Missing	20.0	2.1, 74.3	0	-
<b>Credential Type</b>	Certificate (1 yr)	3.1	2.4, 3.9	3.5	2.7, 4.7
	Diploma (2 yr)	6.7	5.9, 7.5	5.7	4.9, 6.6
	Advanced Diploma (3 yr)	10.0	8.3, 12.0	9.0	7.0, 11.4
<b>Program Area</b>	Business	6.8	5.5, 8.5	7.3	5.7, 9.4
	Community Service	10.1	8.8, 11.6	9.1	7.5, 10.9
	Creative and Applied Arts	4.6	3.4, 6.2	3.5	2.3, 5.3
	Health	1.3	0.7, 2.4	1.8	0.9, 3.5
	Hospitality	1.0	0.4, 2.5	1.5	0.7, 3.4
	Prep/Upgrading	8.7	6.9, 10.8	8.9	6.8, 11.5
	Engineering/Technology	3.8	2.9, 5.1	2.5	1.7, 3.8
	Missing	3.8	2.9, 5.1	2.5	1.7, 3.8
<b>College Region</b>	Central	5.8	4.8, 7.1	5.5	4.3, 7.0
	Eastern	6.6	5.4, 8.0	5.8	4.5, 7.5
	Metro Toronto	7.0	5.9, 8.2	5.6	4.5, 6.8
	Northern	6.3	4.6, 8.6	7.6	5.3, 10.8
	Southwestern	4.9	3.8, 6.2	4.3	3.1, 5.9
<b>Distance of Nearest University From Permanent Address</b>	<50 kms	6.4	5.8, 7.1	5.6	4.9, 6.4
	50-79 kms	5.3	3.8, 7.3	4.9	3.3, 7.3
	≥80 kms	4.4	2.9, 6.6	5.7	3.7, 8.7
	Missing	9.4	3.0, 25.7	4.2	1.0, 15.4
<b>Is the Closest University to Permanent Address a Selective University?</b>	No	6.3	5.7, 7.0	6.1	5.3, 6.9
	Yes	5.8	4.8, 6.9	4.1	3.1, 5.4
	Missing	9.4	3.0, 26.6	4.2	1.0, 15.4
<b>Rural?</b>	Urban	6.4	5.8, 7.0	5.7	5.0, 6.4
	Rural	4.8	3.6, 6.4	4.6	3.2, 6.6
	Missing	10.0	3.2, 27.2	4.9	1.2, 17.8
<b>Income Tercile of Ontario FSA</b>	Low Income	5.7	4.8, 6.7	4.0	3.2, 5.0
	Mid Income	5.6	4.7, 6.6	6.2	5.1, 7.5
	High Income	7.1	6.1, 8.4	6.2	5.0, 7.7
	Missing	11.1	6.8, 17.6	10.2	6.6, 15.2
<b>Program Size</b>	<46 Graduates	5.3	4.5, 6.3	5.0	4.1, 6.2
	46-106 Graduates	6.7	5.7, 7.8	5.6	4.6, 7.0
	≥107 Graduates	6.7	5.7, 7.7	5.9	4.9, 7.2
<b>College Size</b>	Small	4.5	3.1, 6.4	5.8	3.9, 8.5
	Medium	6.5	5.5, 7.6	6.1	5.0, 7.4
	Large	6.3	5.5, 7.1	5.2	4.4, 6.1
<b>Academic Year of Graduation</b>	2014	6.0	5.2, 7.0	4.5	3.6, 5.6
	2015	6.4	5.5, 7.5	6.9	5.7, 8.2
	2016	6.1	5.1, 7.2	5.4	4.3, 6.7
<b>Term Student Graduated</b>	Summer	5.0	4.0, 6.3	3.0	2.2, 4.2

	Fall	1.4	0.8, 2.5	1.6	0.9, 3.0
	Winter	7.5	6.7, 8.3	7.2	6.4, 8.2
<b>Academic Load at Graduation</b>	Full Time	6.8	6.2, 7.5	6.3	5.6, 7.1
	Part Time	3.6	2.7, 4.7	1.5	0.8, 2.6

Appendix 3.6. Distribution of selected characteristics related to transfer to university and transfer credit received, Ontario graduates, 2014-2016.

College Program Graduated From	Total Population Transferred to University	Self-Reported Disability	
		Yes	No
<b>Do you think you would have been accepted into your current program without graduating from college first?</b>			
Yes	42.0%	36.6%	42.7%
No	53.6%	59.3%	53.4%
Don't know			
<b>When did you decide that you would further your education after college graduation?</b>			
Before entering college program	38.8%	42.3%	38.2%
At the start of college program	5.4%	4.7%	5.5%
During college program	44.9%	43.3%	45.4%
After completion of college program	11.0%	9.8%	11.0%
<b>How is current program related to college program?</b>			
Not related at all	9.4%	10.2%	9.3%
Somewhat related	35.6%	34.8%	35.5%
Very related	54.9%	55.0%	55.2%
<b>How much credit did you receive from your college program towards your current program? (2 year diploma graduates)</b>			
None	8.4%	7.2%	8.5%
Less than half a year	6.5%	6.4%	6.6%
About half a year	9.4%	8.9%	9.6%
One year	38.0%	41.8%	37.4%
One to two years	12.9%	12.0%	13.1%
Two or more years	24.7%	23.7%	24.8%
<b>How much credit did you receive from your college program towards your current program? (3 year diploma graduates)</b>			
None	3.9%	5.4%	3.6%
Less than half a year	3.6%	3.9%	3.5%
About half a year	6.2%	4.6%	6.6%
One year	12.3%	13.1%	12.3%
One to two years	17.2%	20.8%	17.2%
Two or more years	56.7%	52.3%	56.8%
<b>Relative to what you expected, the amount of credit you received was...</b>			
Less than expected	27.4%	25.8%	27.5%
The same as expected	56.1%	52.1%	56.6%
More than expected	16.5%	22.1%	15.9%
<b>Overall, how satisfied are you with the transition experience from college to your current program?</b>			
Very dissatisfied	2.1%	3.3%	1.9%
Dissatisfied	5.5%	6.3%	5.4%
Neither satisfied nor dissatisfied	12.0%	13.7%	11.9%
Satisfied	46.5%	45.5%	46.4%
Very satisfied	33.9%	31.2%	34.3%
<b>Overall, how satisfied are you with your academic preparation for your current program of study?</b>			
Very dissatisfied	1.2%	2.0%	1.1%
Dissatisfied	4.6%	7.2%	4.2%

<b>Neither satisfied nor dissatisfied</b>	9.2%	8.3%	9.5%
<b>Satisfied</b>	50.0%	47.7%	50.2%
<b>Very satisfied</b>	35.1%	34.9%	35.0%

Appendix 3.7. Proportion of college graduates who transferred to university by college program graduated from.

College Program Graduated From	Total Population N=120,879	Self-Reported Disability	
		Yes N=11,657	No N=91,205
<b>Business</b>	7.5%	7.0%	8.2%
<b>Community Service</b>	10.1%	9.6%	11.1%
<b>Creative and Applied Arts</b>	3.7%	4.1%	4.0%
<b>Health</b>	1.8%	1.5%	1.9%
<b>Hospitality</b>	1.7%	1.2%	2.0%
<b>Preparatory/Upgrading</b>	10.1%	8.7%	10.8%
<b>Engineering/Technology</b>	3.3%	3.2%	3.6%
<b>Total</b>	5.8%	5.9%	6.3%

### Regression Results with Extra Variables

Additional variables examined: source of transfer info (college, university, or students and family); major reason for transfer (encouragement from others, certificate or designation, training/theory/upgrading skills/different field, income/no job/company paid/rapport, or transfer agreement); how much transfer credit the student received; when the student was notified of transfer credit; credit received vs. expected; and how related the student's current program is to previous.

Appendix 3.8. Regression analysis: satisfaction with transfer experience and the effect of self-identified disability on satisfaction with transfer experience to university, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	Transfer Experience (Including International Students)	Transfer Experience (Excluding International Students)	Transfer Experience (Including International Disability Pop'n)	Transfer Experience (Excluding International Disability Pop'n)
<b>Self-Identified with a Disability (Ref=No)</b>	Yes			0.780** (0.095)	0.763** (0.095)
<b>Status in Canada (Ref=Other)</b>	International	1.692** (0.370)		1.900*** (0.437)	
<b>Age (Ref=&lt;22 years)</b>	22-25 years	1.011 (0.090)			
	>25 years	0.786** (0.085)			
<b>Credential Type (Ref=Certificate (1 yr))</b>	Diploma (2 yr)	0.922 (0.176)	0.931 (0.183)	0.855 (0.167)	0.894 (0.179)
	Advanced Diploma (3 yr)	0.565*** (0.121)	0.562*** (0.122)	0.515*** (0.111)	0.524*** (0.116)
<b>Program Area (Ref=Business)</b>	Community Service	0.752*** (0.083)	0.739*** (0.084)	0.729*** (0.083)	0.720*** (0.083)
	Creative and Applied Arts	1.374 (0.271)	1.385 (0.281)	1.308 (0.265)	1.335 (0.277)

	Health	0.813 (0.187)	0.831 (0.194)	0.753 (0.177)	0.746 (0.177)
	Hospitality	1.188 (0.454)	1.038 (0.427)	1.140 (0.440)	1.040 (0.431)
	Prep/ Upgrading	1.106 (0.211)	1.132 (0.223)	1.047 (0.205)	1.093 (0.220)
	Engineering/ Technology	0.760** (0.094)	0.783* (0.100)	0.757** (0.096)	0.791* (0.103)
<b>College Region (Ref=Central)</b>	Eastern	1.070 (0.124)	1.018 (0.120)	1.072 (0.128)	
	Metro Toronto	0.925 (0.109)	0.932 (0.111)	1.052 (0.109)	
	Northern	0.606** (0.119)	0.590*** (0.120)	0.659*** (0.100)	
	Southwestern	1.074 (0.142)	1.141 (0.156)	1.062 (0.143)	
<b>Is the Closest University to Permanent Address Selective? (Ref=No)</b>	Yes		0.769*** (0.076)		
<b>College Size (Ref=Small)</b>	Medium	0.711* (0.143)	0.710* (0.146)		1.067 (0.171)
	Large	0.905 (0.199)	0.942 (0.208)		1.309* (0.206)
<b>Term Student Graduated (Ref=Summer)</b>	Fall		1.078 (0.300)	1.174 (0.315)	1.075 (0.301)
	Winter		1.334*** (0.145)	1.341*** (0.146)	1.370*** (0.151)
<b>College Major Source of Transfer Info (Ref=No)</b>	Yes				
<b>University Major Source of Transfer Info (Ref=No)</b>	Yes	1.423*** (0.114)	1.441*** (0.117)	1.421*** (0.117)	1.442*** (0.120)
<b>Students &amp; Family Major Source of Transfer Info (Ref=No)</b>	Yes	1.265*** (0.098)	1.289*** (0.101)	1.278*** (0.101)	1.291*** (0.104)
<b>Major Reason: Encouragement from Others (Ref=No)</b>	Yes				
<b>Major Reason: Certificate or Designation (Ref=No)</b>	Yes				
<b>Major Reason: Interest in Training/Theory/ Upgrading Skills (Ref=No)</b>	Yes	2.154*** (0.287)	2.147*** (0.292)	2.133*** (0.292)	2.176*** (0.303)
<b>Major Reason: Income/ No Job/Company Paid/Rapport (Ref=No)</b>	Yes				
<b>Major Reason: Transfer Agreement (Ref=No)</b>	Yes				
<b>How Much Transfer Credit did the Student Receive? (Ref=None)</b>	1 Year or Less	1.318 (0.223)	1.349* (0.230)	1.467** (0.254)	1.485** (0.259)
	More than 1 Year	1.611***	1.708***	1.703***	1.752***

		(0.290)	(0.313)	(0.315)	(0.327)
<b>Notified of Transfer Credit (Ref=After Program Start)</b>	Start of Program or Earlier		2.294***		
			(0.201)		
<b>Credit Received vs. Expected (Ref=Less than expected)</b>	The Same as Expected	2.291***	3.216***	2.302***	2.276***
		(0.194)	(0.432)	(0.200)	(0.201)
	More than Expected	3.088***	2.112***	3.100***	3.215***
		(0.402)	(0.293)	(0.412)	(0.440)
<b>How Related is Current Program to Previous? (Ref=Not Related)</b>	Program Somewhat Related	2.092***	2.637***	2.100***	2.038***
		(0.283)	(0.359)	(0.292)	(0.290)
	Program Very Related	2.575***	0.839*	2.636***	2.589***
		(0.342)	(0.075)	(0.360)	(0.361)
<b>Constant</b>		0.473**	0.390**	0.291***	0.227***
		(0.166)	(0.143)	(0.088)	(0.075)
<b>Pseudo R2</b>		0.0761	0.0778	0.0766	0.0758
<b>Observations</b>		4,861	4,619	4,616	4,400

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05, \*p<0.1

Appendix 3.9. Regression analysis: the effect of registering with the disability office on satisfaction of transfer experience to university, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	Transfer Experience (Including International Students)	Transfer Experience (Excluding International Students)	Transfer Experience (Including International Disability Pop'n)	Transfer Experience (Excluding International Disability Pop'n)
<b>Registered with Office for Students with a Disability (Ref=No)</b>	Yes	0.856	0.848	1.022	1.051
		(0.113)	(0.113)	(0.243)	(0.256)
<b>Status in Canada (Ref=Other)</b>	International	1.915***			
		(0.441)			
<b>Credential Type (Ref=Certificate (1 yr))</b>	Diploma (2 yr)	0.832	0.896		
		(0.163)	(0.180)		
	Advanced Diploma (3 yr)	0.509***	0.527***		
		(0.110)	(0.117)		
<b>Program Area (Ref=Business)</b>	Community Service	0.737***	0.712***		
		(0.084)	(0.082)		
	Creative and Applied Arts	1.316	1.327		
		(0.266)	(0.275)		
	Health	0.816	0.775		
		(0.195)	(0.186)		
	Hospitality	1.130	1.014		
		(0.437)	(0.420)		
	Prep/Upgrading	1.027	1.083		
		(0.200)	(0.217)		

	Engineering/ Technology	0.768** (0.098)	0.790* (0.103)		
<b>College Region (Ref=Central)</b>	Eastern	1.072 (0.128)		2.046* (0.755)	2.071* (0.775)
	Metro Toronto	1.029 (0.107)		1.648 (0.507)	1.602 (0.507)
	Northern	0.651*** (0.099)		0.613 (0.237)	0.547 (0.217)
	Southwestern	1.056 (0.142)		1.894 (0.747)	1.801 (0.735)
	Medium		1.077 (0.173)		
	Large		1.320* (0.207)		
<b>Term Student Graduated (Ref=Summer)</b>	Fall	1.197 (0.322)	1.072 (0.300)		
	Winter	1.463*** (0.171)	1.369*** (0.151)		
<b>Academic Load at Graduation (Ref=Full Time)</b>	Part Time	1.353** (0.209)			
<b>College Major Source of Transfer Info (Ref=No)</b>	Yes				
<b>University Major Source of Transfer Info (Ref=No)</b>	Yes	1.411*** (0.116)	1.435*** (0.119)		
<b>Students &amp; Family Major Source of Transfer Info (Ref=No)</b>	Yes	1.279*** (0.101)	1.293*** (0.104)		
<b>Major Reason: Encouragement from Others (Ref=No)</b>	Yes				
<b>Major Reason: Certificate or Designation (Ref=No)</b>	Yes				
<b>Major Reason: Interest in Training/Theory/ Upgrading Skills (Ref=No)</b>	Yes	2.126*** (0.291)	2.181*** (0.304)		
<b>Major Reason: Income/ No Job/Company Paid/Rapport (Ref=No)</b>	Yes				
<b>Major Reason: Transfer Agreement (Ref=No)</b>	Yes				
<b>How Much Transfer Credit did the Student Receive? (Ref=None)</b>	1 Year or Less	1.460** (0.252)	1.495** (0.260)		
	More than 1 Year	1.700*** (0.314)	1.772*** (0.330)		
<b>Notified of Transfer Credit (Ref=After Program Start)</b>	Start of Program or Earlier			0.533** (0.144)	0.504** (0.142)
<b>Credit Received vs. Expected (Ref=Less than</b>	The Same as Expected	2.292***	2.255***	2.561***	2.836***

<b>expected)</b>		(0.199)	(0.199)	(0.688)	(0.782)
	More than Expected	3.074*** (0.409)	3.176*** (0.434)	2.915*** (0.973)	3.322*** (1.147)
<b>How Related is Current Program to Previous? (Ref=Not Related)</b>	Program Somewhat Related	2.132*** (0.297)	2.046*** (0.291)	2.027* (0.742)	1.952* (0.741)
	Program Very Related	2.682*** (0.367)	2.598*** (0.362)	3.867*** (1.404)	3.825*** (1.439)
<b>Constant</b>		0.267*** (0.082)	0.221*** (0.073)	0.763 (0.364)	0.739 (0.367)
<b>Pseudo R2</b>		0.0762	0.0745	0.084	0.0925
<b>Observations</b>		4,621	4,405	491	465

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05, \*p<0.1

## Regression Results with Extra Variables

Additional variables examined: source of transfer info (college, university, or students and family); major reason for transfer (encouragement from others, certificate or designation, training/theory/upgrading skills/different field, income/no job/company paid/rapport, or transfer agreement); how much transfer credit the student received; when the student was notified of transfer credit; credit received vs. expected; and how related the student's current program is to previous.

*Appendix 3.10. Regression analysis: satisfaction with academic preparation and the effect of self-identified disability on satisfaction with academic preparation, six months after graduation, Ontario college graduates, 2014-2016.*

Variables	LABELS	Academic Preparation (Including International Students)	Academic Preparation (Excluding International Students)	Academic Preparation (Including International Disability Pop'n)	Academic Preparation (Excluding International Disability Pop'n)
<b>Self-Identified with a Disability (Ref=No)</b>	Yes			0.758** (0.099)	0.773* (0.105)
<b>Program Area (Ref=Business)</b>	Community Service	0.777** (0.084)	0.804* (0.090)	0.828* (0.092)	0.854 (0.098)
	Creative and Applied Arts	0.981 (0.193)	1.008 (0.205)	0.999 (0.202)	1.017 (0.213)
	Health	1.397 (0.407)	1.424 (0.418)	1.434 (0.432)	1.452 (0.441)
	Hospitality	1.188 (0.449)	1.239 (0.532)	1.220 (0.463)	1.251 (0.540)
	Prep/Upgrading	1.239 (0.193)	1.295 (0.208)	1.305* (0.208)	1.340* (0.218)
	Engineering/Technology	0.607*** (0.081)	0.622*** (0.086)	0.625*** (0.085)	0.635*** (0.090)
<b>Distance of Nearest University from Permanent Address (Ref=&lt;50 kms)</b>	50-79 kms		1.331* (0.220)		1.348* (0.233)
	≥80 kms		1.743*** (0.350)		1.673** (0.342)
<b>College Major Source of Transfer Info (Ref=No)</b>	Yes	1.615*** (0.137)	1.588*** (0.138)	1.600*** (0.139)	1.562*** (0.139)
<b>University Major Source of Transfer Info (Ref=No)</b>	Yes				
<b>Students &amp; Family Major Source of Transfer Info (Ref=No)</b>	Yes				
<b>Major Reason: Encouragement from Others (Ref=No)</b>	Yes				
<b>Major Reason: Certificate or Designation (Ref=No)</b>	Yes				
<b>Major Reason: Interest in Training/Theory/Upgrading Skills (Ref=No)</b>	Yes	1.730*** (0.252)	1.802*** (0.268)	1.714*** (0.257)	1.779*** (0.273)
<b>Major Reason: Income/No Job/Company</b>	Yes				

<b>Paid/Rapport (Ref=No)</b>					
<b>Major Reason: Transfer Agreement (Ref=No)</b>	Yes				
<b>How Much Transfer Credit did the Student Receive? (Ref=None)</b>	1 Year or Less				
	More than 1 Year				
<b>Notified of Transfer Credit (Ref=After Program Start)</b>	Start of Program or Earlier				
<b>Credit Received vs. Expected (Ref=Less than expected)</b>	The Same as Expected	1.874*** (0.171)	1.886*** (0.176)	1.856*** (0.174)	1.867*** (0.179)
	More than Expected	2.084*** (0.278)	2.108*** (0.290)	2.118*** (0.291)	2.144*** (0.304)
<b>How Related is Current Program to Previous? (Ref=Not Related)</b>	Program Somewhat Related	1.874*** (0.257)	1.812*** (0.255)	1.776*** (0.251)	1.714*** (0.250)
	Program Very Related	3.079*** (0.421)	3.090*** (0.436)	3.004*** (0.425)	3.007*** (0.439)
<b>Constant</b>		0.872 (0.174)	0.777 (0.160)	0.905 (0.187)	0.817 (0.174)
<b>Pseudo R2</b>		0.0546	0.059	0.0547	0.0587
<b>Observations</b>		4,853	4,611	4,609	4,378

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05, \*p<0.1

Appendix 3.11. Regression analysis: the effect of registering with the disability office on satisfaction with academic preparation, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	Academic Preparation (Including International Students)	Academic Preparation (Excluding International Students)	Academic Preparation (Including International Disability Pop'n)	Academic Preparation (Excluding International Disability Pop'n)
<b>Registered with Office for Students with a Disability (Ref=No)</b>	Yes	0.879 (0.127)	0.917 (0.136)	1.224 (0.306)	1.333 (0.357)
<b>Program Area (Ref=Business)</b>	Community Service	0.825* (0.091)	0.848 (0.097)		
	Creative and Applied Arts	0.993 (0.200)	1.010 (0.211)		
	Health	1.563 (0.485)	1.579 (0.494)		
	Hospitality	1.198 (0.454)	1.225 (0.528)		
	Prep/Upgrading	1.286	1.317*		

		(0.204)	(0.214)		
	Engineering/ Technology	0.625***	0.635***		
		(0.085)	(0.090)		
<b>Distance of Nearest University from Permanent Address (Ref=&lt;50 kms)</b>	50-79 kms		1.337*		
			(0.231)		
	≥80 kms		1.675**		
			(0.342)		
<b>Income Tercile of Ontario FSA (Ref=Low Income)</b>	Mid Income			0.804	
				(0.243)	
	High Income			2.141**	
				(0.764)	
<b>College Major Source of Transfer Info (Ref=No)</b>	Yes	1.609***	1.573***	1.885**	2.112***
		(0.140)	(0.140)	(0.466)	(0.558)
<b>University Major Source of Transfer Info (Ref=No)</b>	Yes				
<b>Students &amp; Family Major Source of Transfer Info (Ref=No)</b>	Yes				
<b>Major Reason: Encouragement from Others (Ref=No)</b>	Yes				
<b>Major Reason: Certificate or Designation (Ref=No)</b>	Yes				
<b>Major Reason: Interest in Training/Theory/Upgrading Skills (Ref=No)</b>	Yes	1.720***	1.783***		
		(0.258)	(0.273)		
<b>Major Reason: Income/No Job/Company Paid/Rapport (Ref=No)</b>	Yes				
<b>Major Reason: Transfer Agreement (Ref=No)</b>	Yes				
<b>How Much Transfer Credit did the Student Receive? (Ref=None)</b>	1 Year or Less				
	More than 1 Year				
<b>Notified of Transfer Credit (Ref=After Program Start)</b>	Start of Program or Earlier				
<b>Credit Received vs. Expected (Ref=Less than expected)</b>	The Same as Expected	1.850***	1.863***	1.667*	2.018**
		(0.174)	(0.179)	(0.459)	(0.595)
	More than Expected	2.092***	2.118***	2.387**	2.451**
		(0.287)	(0.300)	(0.888)	(0.943)
<b>How Related is Current Program to Previous? (Ref=Not Related)</b>	Program Somewhat Related	1.794***	1.730***	3.223***	3.410***
		(0.254)	(0.252)	(1.223)	(1.379)
	Program Very Related	3.028***	3.034***	3.368***	3.607***
		(0.429)	(0.443)	(1.207)	(1.393)
<b>Constant</b>		0.884	0.798	0.660	0.444*
		(0.183)	(0.170)	(0.273)	(0.217)

<b>Pseudo R2</b>	0.0542	0.0582	0.0568	0.0905
<b>Observations</b>	4,614	4,383	492	449

Standard error in parentheses; \*\*\*p<0.01, \*\*p<0.05, \*p<0.1

## Experiences and Perceptions of College-University Transfer among Students with Disabilities

For this component of the project, a partnership was formed between researchers at UOIT, Durham College, Memorial University of Newfoundland, Nipissing University, Seneca College, and York University and the National Educational Association of Disabled Students (NEADS). The goal was to collaboratively conduct research that focused on the transfer experience of students with disabilities in Ontario. Fortuitously, NEADS was in the process of developing a study that aimed to be a thorough examination of the current landscape of accessibility, services, accommodations, technical equipment and supports for students with disabilities at publicly-funded postsecondary institutions across Canada. The focus on experiences and perceptions of college-university transfer among students with disabilities was not specific to the NEADS landscape study, and therefore this project was complementary to the NEADS focus, while not overlapping it.

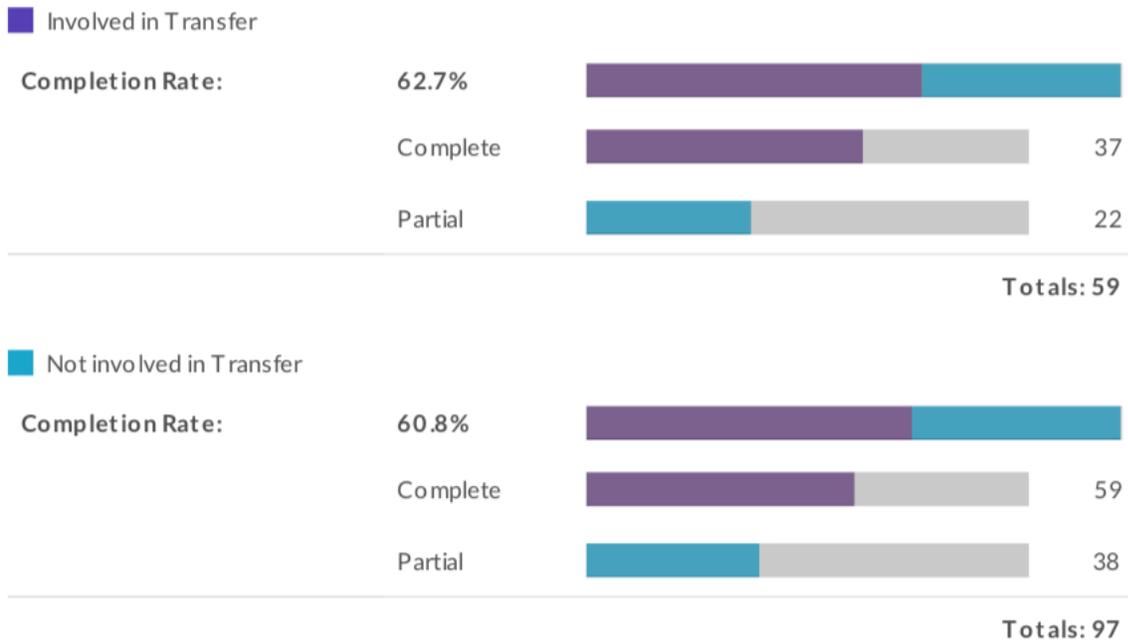
Throughout the summer and Fall of 2017, the research team collaborated with the larger NEADS Landscape Study team to develop a mixed methods research tool to collect data from postsecondary students with disabilities. Participants were asked about themselves, their experiences and perceptions of college-university transfer, the barriers and facilitators to transfer that they experienced, and their recommendations for system improvement based on their own experiences.

While the lengthy college sector strike in Ontario in the Fall of 2017 and the complicated process for securing research ethics board approval delayed the project, we are happy to provide preliminary data based on the online survey which launched in late Spring of 2018 and which continues to collect data. NEADS has been very effective in distributing the survey through all their channels (website, listserve, social media such as Facebook and twitter). Additionally, NEADS is exploring the possibility of translating the study into French to support greater acquisition of data from all possible student voices. In addition, we will be extending the REB (anticipated application amendment for Summer 2018) to include enhanced distribution through student disability service offices at postsecondary institutions. The emerging data is important to consider, but we would caution that our commitment to the most robust data collection and analysis in order to honour the voices and experiences of transfer students with disabilities requires that we consider this to be preliminary data only. **As a result, we request that this report not be published until we provide an updated data set with analysis and recommendations in Fall 2018.**

## Preliminary Findings

Since the launch of the online survey, a total of 197 responses have been recorded. Of those responses, 112 are considered complete, while 85 are partial surveys. Of the 197 responses, 59 were from participants who were involved in college-university transfer (37 complete and 22 partial responses). Completion rates for both the college-university transfer survey and the larger landscape survey were similar (62.7% for the larger survey; 60.8% for the transfer survey). These data are presented in Table 1.

Table 1: Survey Response Rates



The following preliminary data analysis provides a “snapshot” of participants who responded to the survey. In nesting the transfer survey within the larger Landscape Study (NEADS), we are fortunate to be able to: 1) gain insight into the experiences and perceptions of college-university transfer among PSE students with disabilities, and 2) compare various responses between PSE students with disabilities who are involved with transfer and those who are not. To undertake these comparisons, participants’ responses to Question #12 of the overall online survey were utilized to create comparison groups. In subsequent data analysis, comparisons beyond the two major categories of transfer or non-transfer, to include subcategories indicated by the responses to question 12 will be undertaken if we obtain sufficient numbers of responses to make these comparisons meaningful.

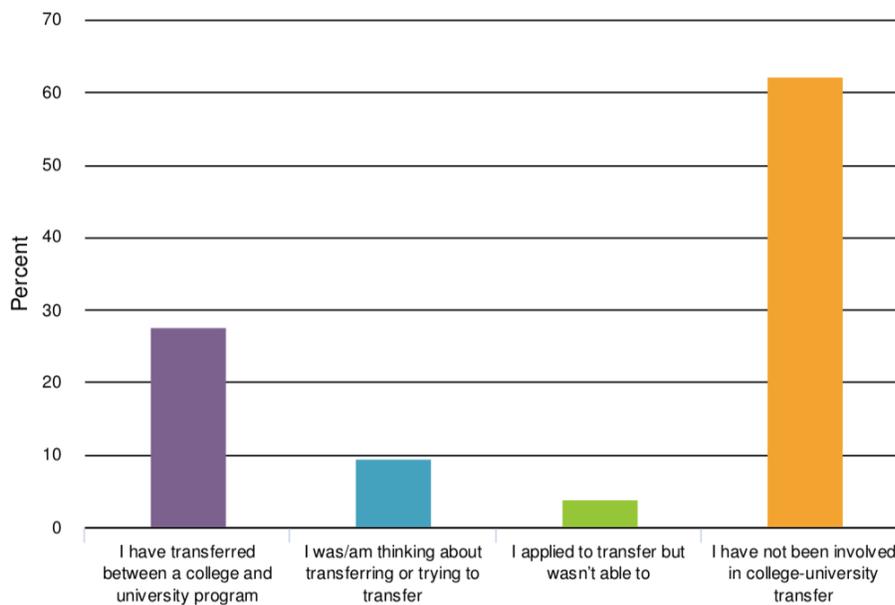
*12. Please indicate if you have been involved in college-university transfer. This type of transfer refers to when students start out in a college program and switch over to a university program. For it to be considered a transfer, you must get academic credit for the courses you have already taken.*

- ( ) I have transferred between a college and university program*
- ( ) I was/am thinking about transferring or trying to transfer*
- ( ) I applied to transfer but wasn’t able to*
- ( ) I have not been involved in college-university transfer*

Throughout the report, when comparing responses and profiles of participants who had transfer experience versus those who did not, consistent colour coding was employed. **Indigo was used to designate responses from participants who had experience with transfer. Teal was used to designate responses from participants who did not have experience with transfer.**

Of the participants who completed the survey, 161 responded to question #12, with more than one third (37.8%) indicating they have been involved in college-university transfer. Of the 64 participants who responded that they had been involved in college-university transfer (having transferred, thinking about transferring, applied to transfer but unsuccessful), the overwhelming majority had successfully completed a transfer from a college to university program (n = 43). See Figure 1.

**Figure 1: Participation in College-University Transfer among All Survey Respondents**



Value	Percent	Responses
I have transferred between a college and university program	27.6%	43
I was/am thinking about transferring or trying to transfer	9.6%	15
I applied to transfer but wasn't able to	3.8%	6
I have not been involved in college-university transfer	62.2%	97

### Demographic Profile

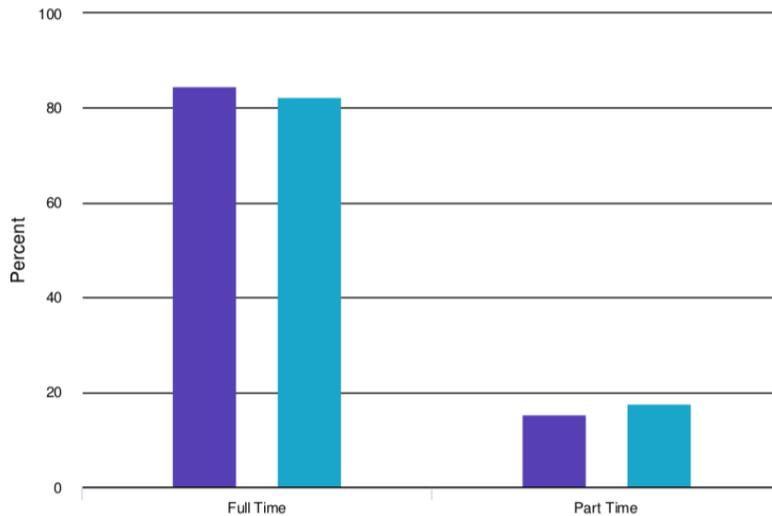
The following demographic details provide information about the lives and social contexts of participants. Comparisons are made using completed survey data, with self-identified participation in

college-university transfer through response to question #12 enabling categorization as either “transfer students” or “non-transfer students”.

### Full-time Versus Part-time Study

The overwhelming majority of participants are full-time students (84.7% of transfer students; 82.5% of non-transfer students). See Figure 2.

**Figure 2: Full-time versus Part-time Enrolment**



Segment	Value	Percent	% of Total	Responses
Involved in Transfer	Full Time	84.7%	32.1%	50
	Part Time	15.3%	5.8%	9
	Total Responses			37.9%
Not involved in Transfer	Full Time	82.5%	51.3%	80
	Part Time	17.5%	10.9%	17
	Total Responses			62.2%

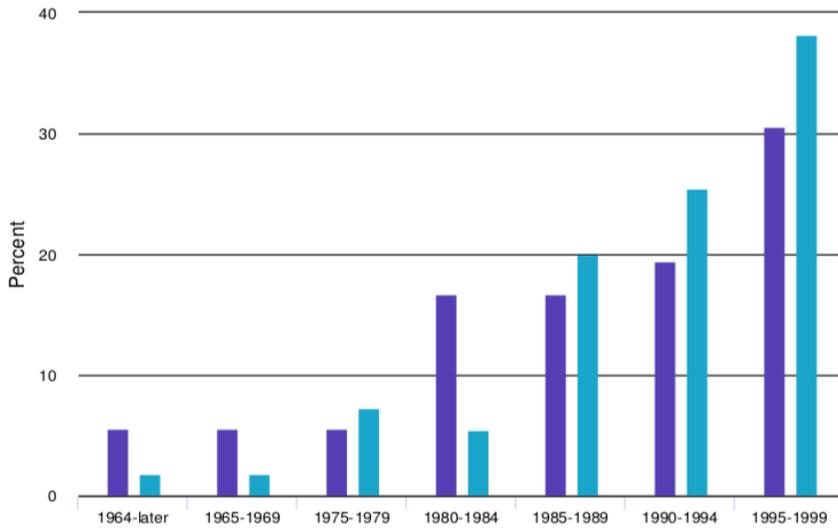
### Age

Age distributions between transfer and non-transfer students were very similar. The largest number of participants within both groups reported their birth year between 1995-1999. Of potential interest, transfer students generally indicated age range selections that were slightly older, on average, than non-transfer students. See Table 2 and Figure 3.

**Table 2: Age**

Segment	Value	Percent	% of Total	Responses
■ Involved in Transfer	1964-later	5.6%	2.2%	2
	1965-1969	5.6%	2.2%	2
	1975-1979	5.6%	2.2%	2
	1980-1984	16.7%	6.6%	6
	1985-1989	16.7%	6.6%	6
	1990-1994	19.4%	7.7%	7
	1995-1999	30.6%	12.1%	11
	Total Responses			39.6%
■ Not involved in Transfer	1964-later	1.8%	1.1%	1
	1965-1969	1.8%	1.1%	1
	1975-1979	7.3%	4.4%	4
	1980-1984	5.5%	3.3%	3
	1985-1989	20%	12.1%	11
	1990-1994	25.5%	15.4%	14
	1995-1999	38.2%	23.1%	21
	Total Responses			60.5%

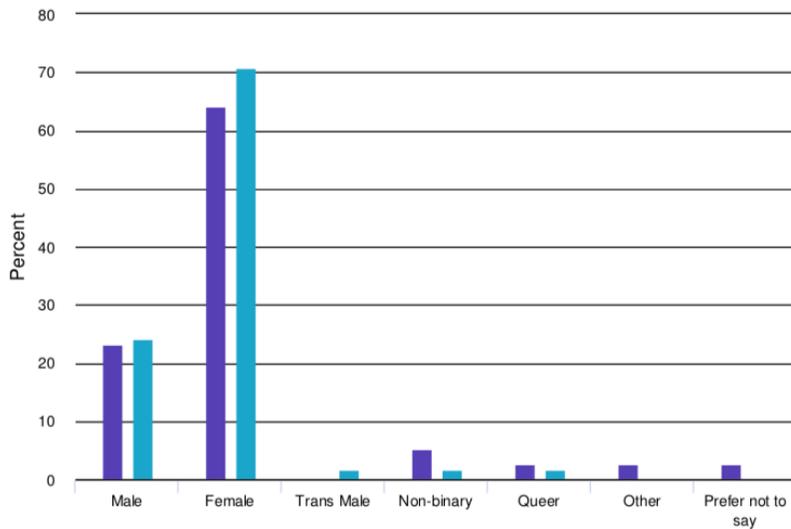
**Figure 3: Age**



**Gender**

Participants were asked to indicate the gender they identified as. For both transfer and non-transfer students, most participants self-identified as female (64.1% for transfer students; 70.1% for non-transfer students). The percentage of respondents who self-identify as male was almost equal for both groups (23.1% for transfer students; 24.1 for non-transfer students). See Figure 4.

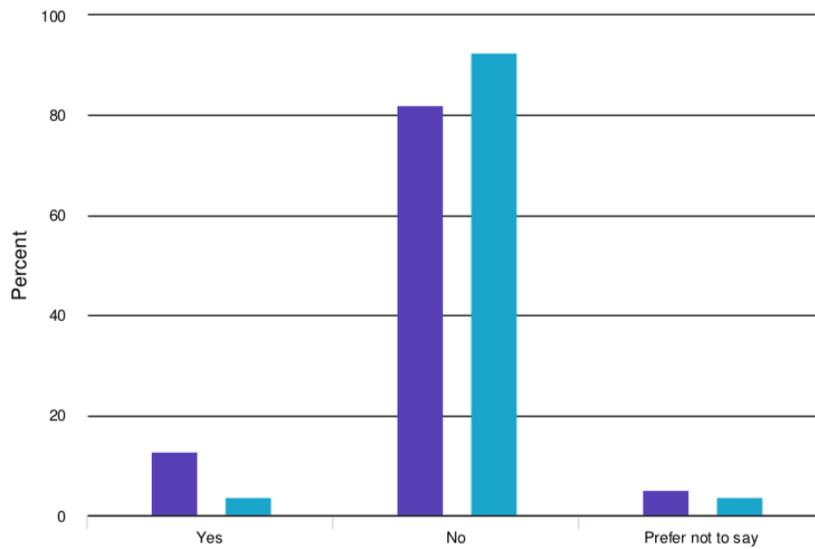
**Figure 4: Gender Identity**



## Self-Identification as an Aboriginal Person

Among both transfer and non-transfer participants, rates of self-identification as an aboriginal person were low (3.7% for non-transfer students; 12.8% for transfer students). However, the three times larger representation of aboriginal persons among the transfer student group requires further investigation, given what is known about under-representation of aboriginal persons in general in PSE and potentially the intersection of self-identification as both an aboriginal person and disabled. See Figure 5.

**Figure 5: Self-Identification as an Aboriginal Person**

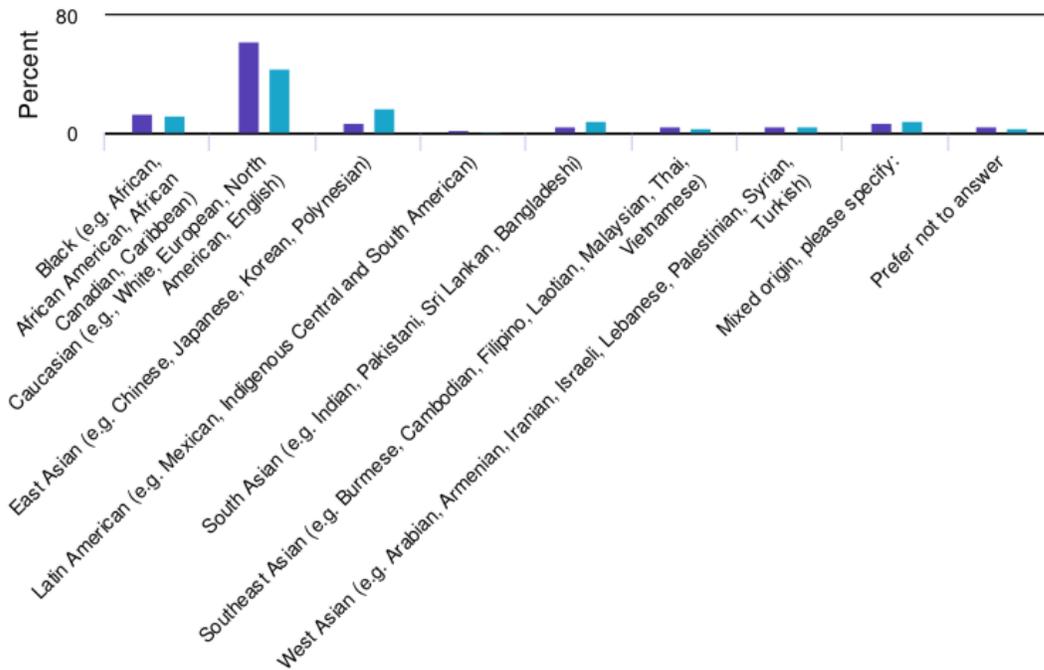


Segment	Value	Percent	% of Total	Responses
Involved in Transfer	Yes	12.8%	5.4%	5
	No	82.1%	34.4%	32
	Prefer not to say	5.1%	2.2%	2
Total Responses			42%	39
Not involved in Transfer	Yes	3.7%	2.2%	2
	No	92.6%	53.8%	50
	Prefer not to say	3.7%	2.2%	2
Total Responses			58.2%	54

## Ethnicity

While most of both the transfer and non-transfer students indicated their ethnicity as Caucasian, the degree to which diversity is represented among the two groups is worthy of further examination. For example, while close to 44% of non-transfer participants selected Caucasian for their ethnicity, more than 63% of transfer students indicated the same. Understanding what factors influence college-university transfer choices and college-university transfer opportunities among various sub-groups of persons with disabilities is an important consideration. See Figure 6.

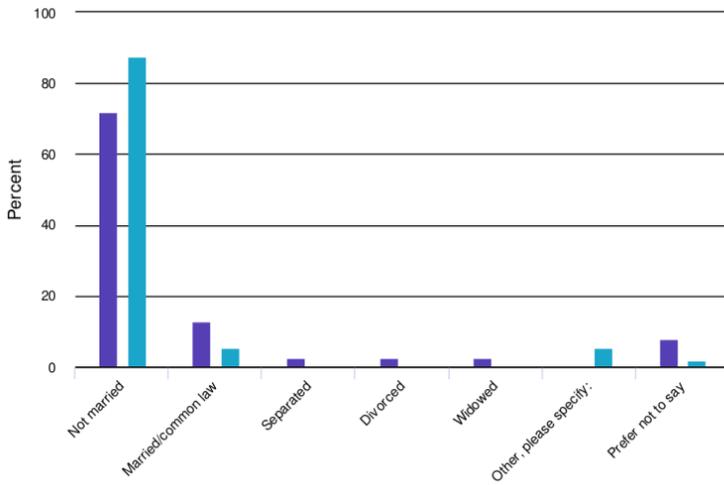
**Figure 6: Ethnicity**



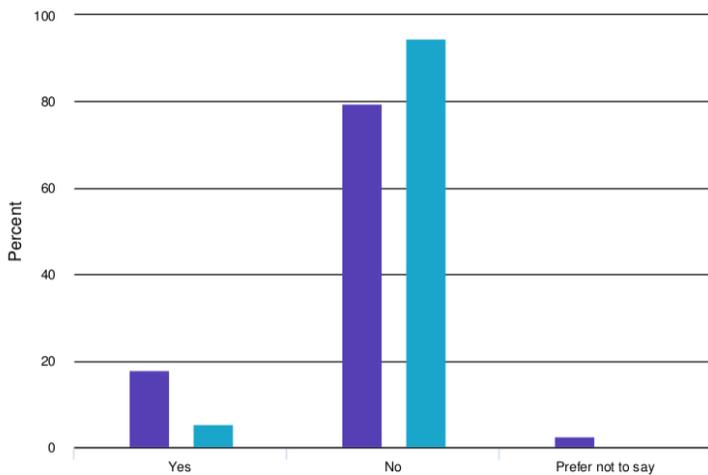
## Marital Status and Children

Consistent potentially with the slightly older age of transfer versus non-transfer participants, transfer students were more than twice as likely to be married (12.8% compared to 5.4%) and more than three times as likely to have children (17.9% compared to 5.4%) than non-transfer students. See Figure 7 and Figure 8.

**Figure 7: Current Marital Status**



**Figure 8: Children**

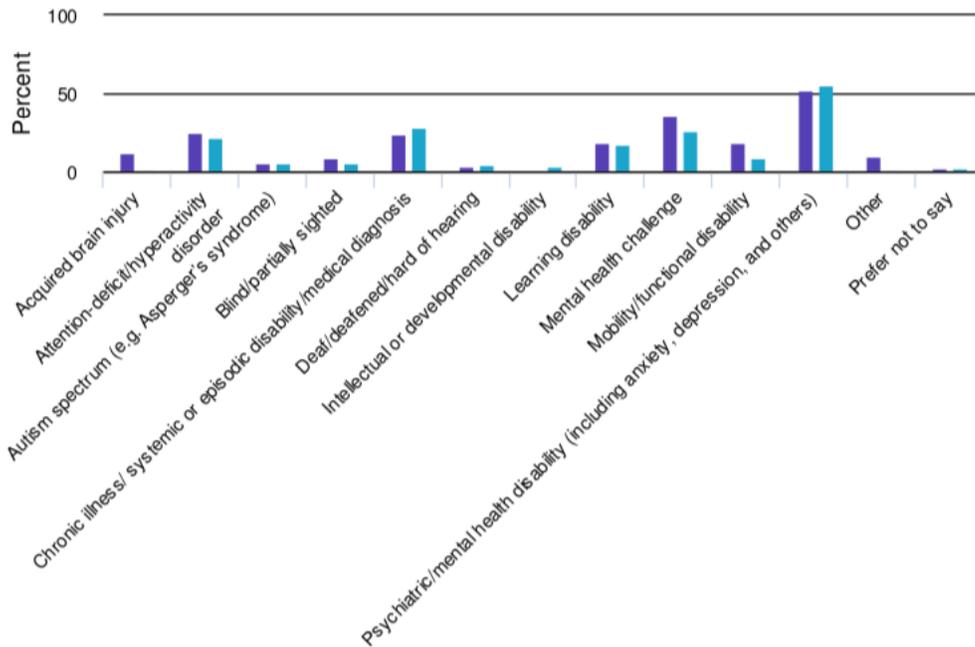


**Type of Disability**

Data on the types of disabilities experienced by PSE students are worthy of much greater examination. For both transfer students and non-transfer students, psychiatric and mental health disabilities (including anxiety, depression, and others) were the most highly reported (52% for transfer students; 55.7% for non-transfer students). When psychiatric disabilities and mental health challenges were combined, more than four out of five respondents in both the transfer and non-transfer category self-identified with these types of disability. This finding is noteworthy. Among both groups, approximately one in four respondents self-identified as having a disability associated with chronic illness (23.7% for transfer students; 27.8% for non-transfer students) and ADHD (25.4% for transfer students; 21.6% for non-transfer students). Additionally, similar distributions were seen between both groups in that close to one in five respondents self-identified as having a learning disability (18.6% for transfer students;

17.5% for non-transfer students). Much higher representation of disability associated with acquired brain injury was seen among transfer students (11.9%) compare to non-transfer students (1%). Similarly, mobility or functional disability was more than twice as prevalent in the sub-group of transfer students (18.6% for transfer students; 8.2% for non-transfer students). See Figure 9.

**Figure 9: Disability**



Segment	Value	Percent	% of Total	Responses
Involved in Transfer	Acquired brain injury	11.9%	4.5%	7
	Attention-deficit/hyperactivity disorder	25.4%	9.6%	15
	Autism spectrum (e.g. Asperger's syndrome)	5.1%	1.9%	3
	Blind/partially sighted	8.5%	3.2%	5
	Chronic illness/ systemic or episodic disability/medical diagnosis	23.7%	9%	14
	Deaf/deafened/hard of hearing	3.4%	1.3%	2
	Intellectual or developmental disability	0%	0%	0
	Psychiatric/mental health disability (including anxiety, depression, and others)	50.0%	50.0%	50

Segment	Value	Percent	% of Total	Responses
	Learning disability	18.6%	7.1%	11
	Mental health challenge	35.6%	13.5%	21
	Mobility/functional disability	18.6%	7.1%	11
	Psychiatric/mental health disability (including anxiety, depression, and others)	52.5%	19.9%	31
	Other	10.2%	3.8%	6
	Prefer not to say	1.7%	0.6%	1
		Total Responses	81.5%	59
■ Not involved in Transfer	Acquired brain injury	1%	0.6%	1
	Attention-deficit/hyperactivity disorder	21.6%	13.5%	21
	Autism spectrum (e.g. Asperger's syndrome)	5.2%	3.2%	5
	Blind/partially sighted	5.2%	3.2%	5
	Chronic illness/ systemic or episodic disability/medical diagnosis	27.8%	17.3%	27
	Deaf/deafened/hard of hearing	4.1%	2.6%	4
	Intellectual or developmental disability	3.1%	1.9%	3
	Learning disability	17.5%	10.9%	17
	Mental health challenge	25.8%	16%	25
	Mobility/functional disability	8.2%	5.1%	8
	Psychiatric/mental health disability (including anxiety, depression, and others)	55.7%	34.6%	54
	Other	1%	0.6%	1
	Prefer not to say	2.1%	1.3%	2

Segment	Value	Percent	% of Total	Responses
		Total Responses	110.8%	97

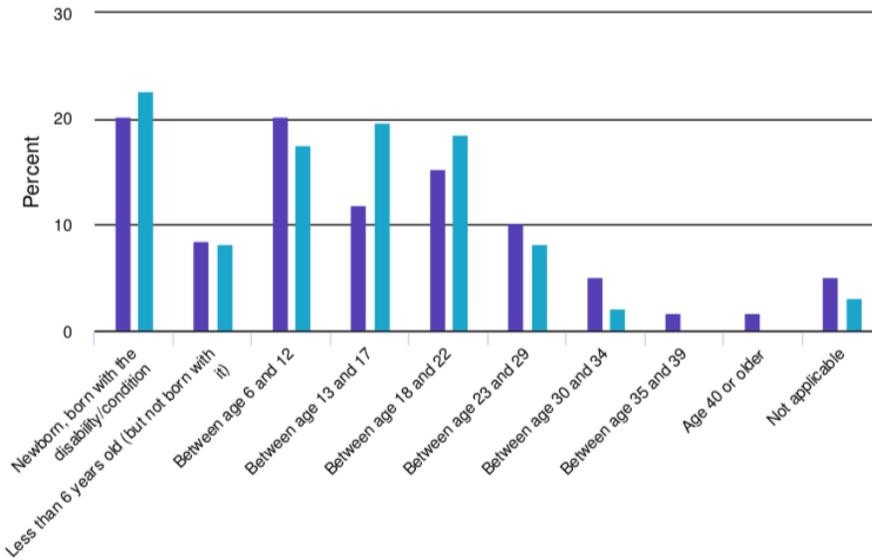
Involved in Transfer:Other	Count
Epilepsy	1
Result of MVA	1
Slight Functional Disability	1
Slow Learner	1
any and all issues physical and mental after an auto accident.	1
Totals	5

Not involved in Transfer :Other	Count
Slow Learner	1
Totals	1

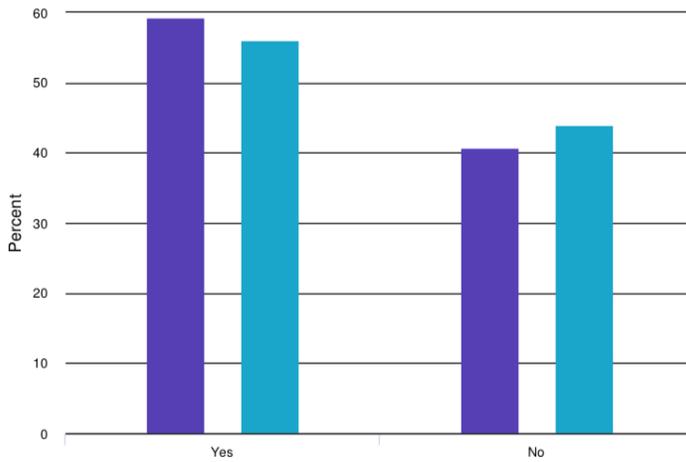
### Onset of Disability

More than 20% of both transfer and non-transfer respondents indicated that they were born with their disability. For transfer students, the second most frequent response was onset/acquisition between ages 6-12, while for non-transfer students, the second highest response category was between ages 13-17. Amongst both the transfer and non-transfer students, a significant number indicated that their age at onset of their disability was 18-22. When asked if they were enrolled in PSE when they acquired their disability, the majority of both transfer and non-transfer students indicated they were (59.3% for transfer students; 56.1% for non-transfer students). See Figure 10 and Figure 11.

**Figure 10: Onset of Disability**



**Figure 11: Enrolled in PSE When Acquired Disability**

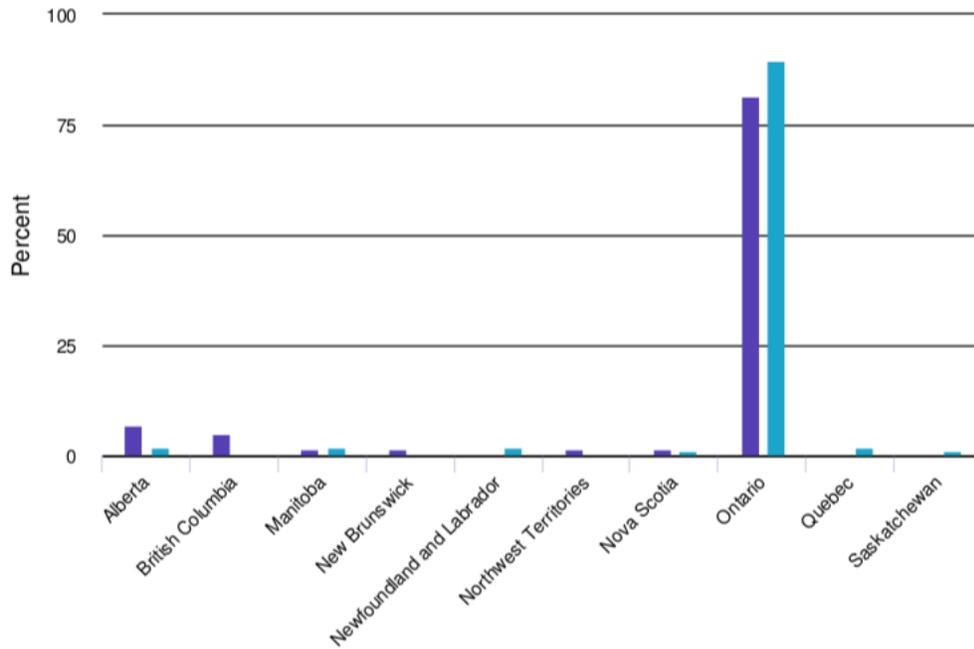


Segment	Value	Percent	% of Total	Responses
Involved in Transfer	Yes	59.3%	23.5%	16
	No	40.7%	16.2%	11
	Total Responses		39.7%	27
Not involved in Transfer	Yes	56.1%	33.8%	23
	No	43.9%	26.5%	18
	Total Responses		60.3%	41

## Province

While the study was launched nationally, consistent with NEADS membership, responses are heavily weighted toward students attending PSE in Ontario. More than four out of five transfer and non-transfer students who completed the survey were from Ontario. See Figure 12.

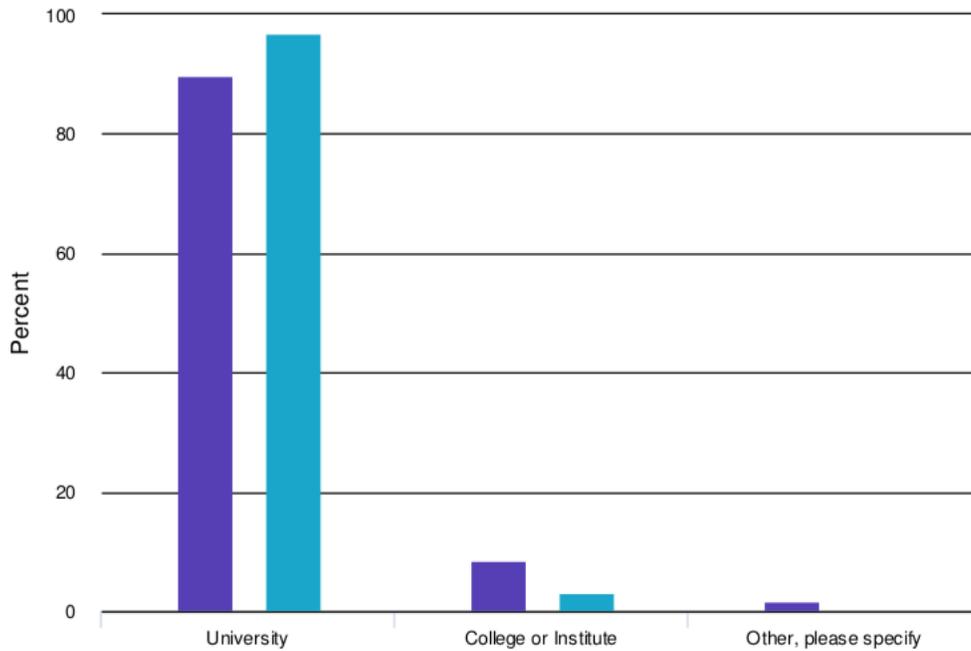
**Figure 12: Province of Enrolment in PSE**



## Type of Educational Institution

Participants were asked to indicate whether they were currently completing their students at a university, a college, a CEGEP, or other. Overwhelmingly, both transfer and non-transfer students who responded to the survey were studying at university (89.8% for transfer students; 96.9% for non-transfer students). For non-transfer students, the remaining 3.1% were attending college. For transfer students, 8.5% were attending college, while 1.7% (or 1 participant) indicated “other”. See figure 13.

**Figure 13: Type of Educational Institution**



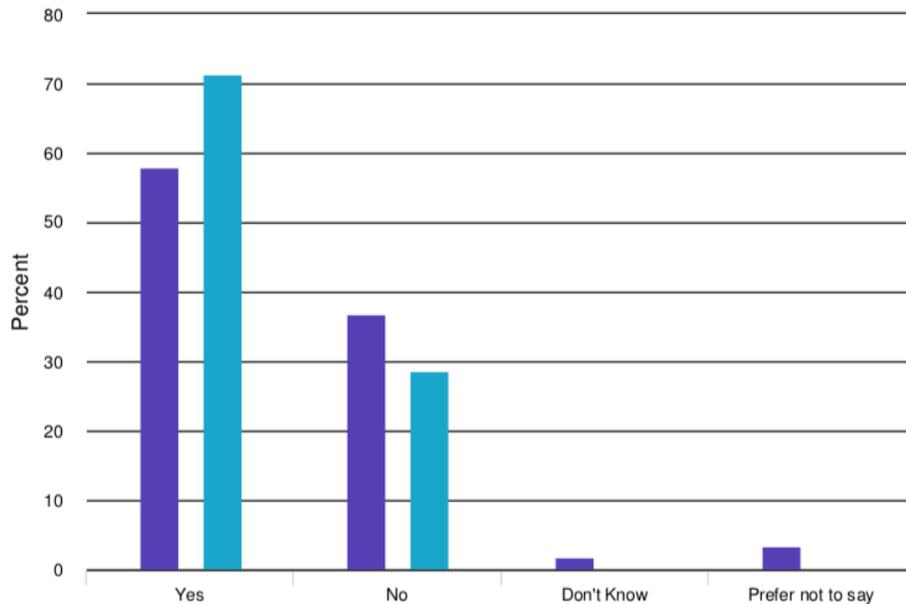
Segment	Value	Percent	% of Total	Responses
■ Involved in Transfer	University	89.8%	34.2%	53
	College or Institute	8.5%	3.2%	5
	Other, please specify	1.7%	0.6%	1
	Total Responses		38%	59
■ Not involved in Transfer	University	96.9%	60.6%	94
	College or Institute	3.1%	1.9%	3
	Other, please specify	0%	0%	0
	Total Responses		62.5%	97

**Attendance at Orientation**

Participants were asked if they attended orientation at their institution. Additional follow-up questions about their experience and perceptions of orientation will be presented as part of the NEADS Landscape Study. However, a summary of distribution of attendance versus non-attendance is presented here as a comparison between transfer and non-transfer students. Figure 14 presents an overview of attendance

at orientation. It is worth noting that while the majority of both transfer and non-transfer students attend orientation, there is an observable gap between transfer students (57.9%) and non-transfer students (71.3%). Given the effort focused on orientation specifically directed toward transfer students, this under-representation at orientation activities of students with disabilities who transfer from college to university is an important finding. See Figure 14.

**Figure 14: Attendance at Orientation**

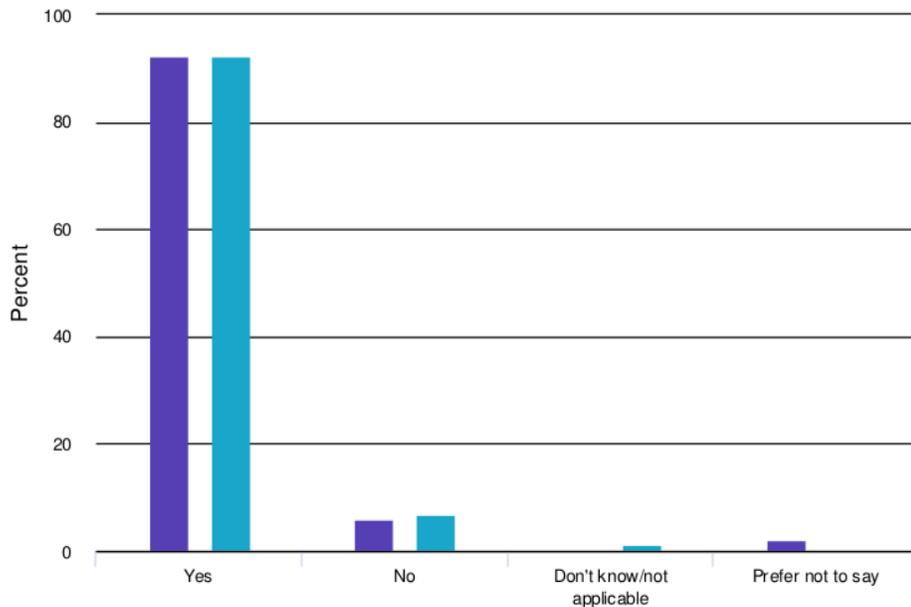


Segment	Value	Percent	% of Total	Responses
■ Involved in Transfer	Yes	57.9%	21.9%	33
	No	36.8%	13.9%	21
	Don't Know	1.8%	0.7%	1
	Prefer not to say	3.5%	1.3%	2
Total Responses			37.8%	57
■ Not involved in Transfer	Yes	71.3%	44.4%	67
	No	28.7%	17.9%	27
	Don't Know	0%	0%	0
	Prefer not to say	0%	0%	0
Total Responses			62.3%	94

## Registration with Disability Services

Participants were asked to identify if they were registered with the disability services at their college or university. For both transfer and non-transfer students, 92.2% indicated that they were registered at their institution. See Figure 15.

**Figure 15: Registration with Disability Services**

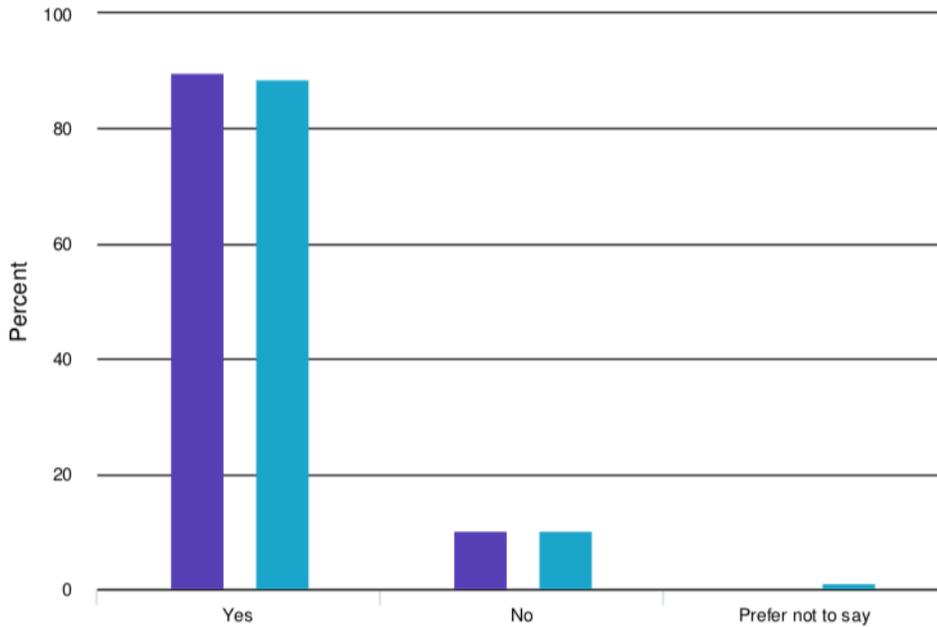


Segment	Value	Percent	% of Total	Responses
■ Involved in Transfer	Yes	92.2%	33.3%	47
	No	5.9%	2.1%	3
	Don't know/not applicable	0%	0%	0
	Prefer not to say	2%	0.7%	1
	Total Responses		36.1%	51
■ Not involved in Transfer	Yes	92.2%	58.9%	83
	No	6.7%	4.3%	6
	Don't know/not applicable	1.1%	0.7%	1
	Prefer not to say	0%	0%	0
	Total Responses		63.9%	90

## Disability-Related Accommodation

Similarly, participants were asked if they used disability-related accommodation for their studies. Among both transfer and non-transfer students, approximately 90% indicated they used accommodations. More detailed inquiry into the type and nature of accommodations will be presented as part of the Landscape Study (NEADS). See Figure 16.

**Figure 16: Disability-Related Accommodation**



Segment	Value	Percent	% of Total	Responses
■ Involved in Transfer	Yes	89.8%	32.1%	44
	No	10.2%	3.6%	5
	Prefer not to say	0%	0%	0
Total Responses			35.7%	49
■ Not involved in Transfer	Yes	88.6%	56.9%	78
	No	10.2%	6.6%	9
	Prefer not to say	1.1%	0.7%	1
Total Responses			64.2%	88

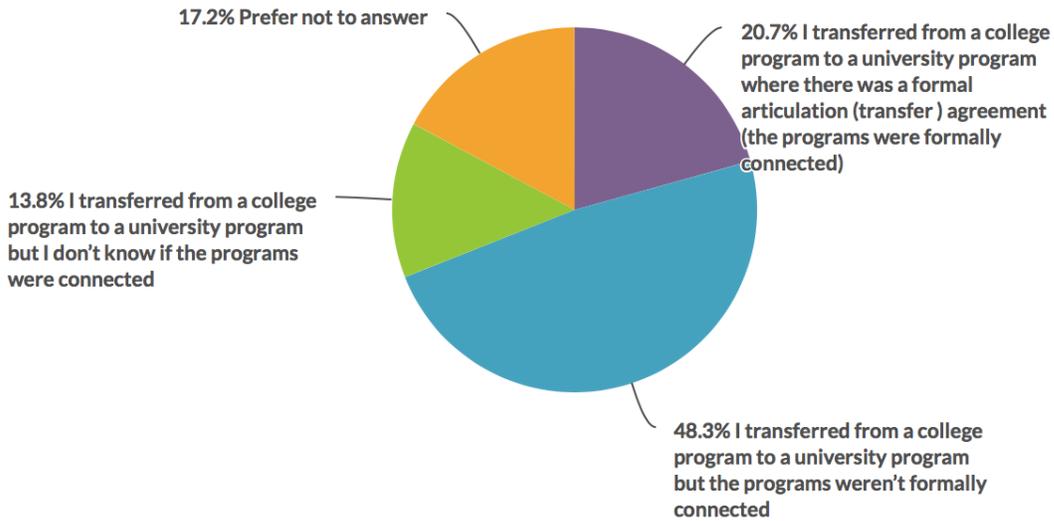
**Perceptions of College-University Transfer among Participants who Indicate Experience with Transfer**

The data presented in this section represent an analysis of responses to questions about the college-university transfer experience and perceptions of college-university transfer amongst participants who indicated experience with transfer. That experience could include having successfully transferred, thinking about transferring, or having applied to transfer but been unsuccessful. The data remains preliminary as we are continuing to collect responses through our online questionnaire. For that reason, the research team will defer detailed statistical analysis and the development of any potential statistical models until we have been able to create as robust a data set as possible. In the meantime, we will present descriptive analyses of the emerging trends. A total of 37 participants responded to the transfer component of the survey, six of whom had tried to transfer and been unsuccessful (unsuccessful) and 31 of whom had successfully transferred (successful).

**Type of Transfer Completed**

Participants were asked to indicate the type of transfer they completed. The largest number (48.3%) transferred from college to university where the programs were not officially connected. Another 20.7% transferred where there was a formal articulation agreement. The remainder were either unsure if there was an agreement or preferred not to respond.

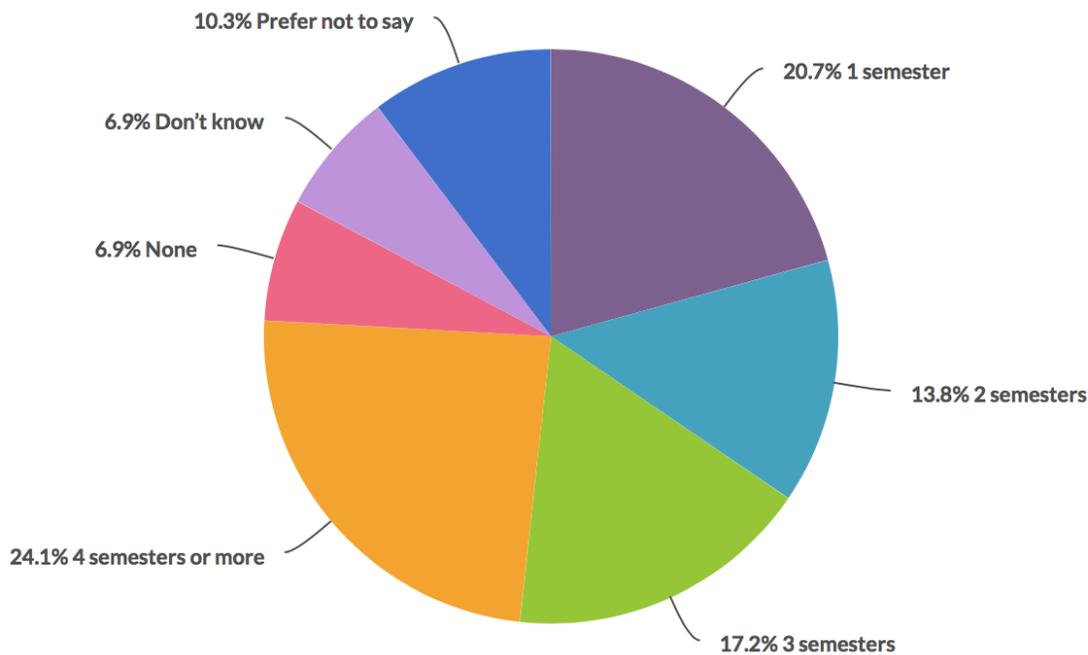
**Figure 17: Type of Transfer**



## Credit Transfer

Students who successfully transferred were asked to indicate how much of their university program they received credit for. Almost one quarter (24.1%) indicated they received credit for 4 semesters or more, with 17.2% receiving credit for 3 semesters, 13.8% for 2 semesters, and 20.7% for 1 semester. The variation in length of program and program requirements makes specific comment on the amount of transfer credit granted difficult. However, it is well established in the literature that the perception of inadequate transfer credit is one of the most significant barriers to college-university transfer. See Figure 18.

**Figure 18: Credit Transfer**



## Knowledge about College-University Transfer

Participants were asked how much they felt they knew about college-university transfer, ranging from nothing to everything they needed to know. For participants who had tried to transfer but been unsuccessful, half indicated they knew nothing to very little, while an equal number indicated they knew some things to everything. See Table 3. A total of 31 participants who had successfully transferred from college to university responded to the same question. Interestingly, their responses reflected more confidence in their knowledge of transfer. Almost 84% of successful transfers indicated that they know some things, lots of things, or everything they needed to know. See Table 4. This variation in response

pattern deserves further monitoring as additional data come in given that the relationship between how much one knows about college-university transfer and successful transfer may be central to recommendations about how to promote successful transfer amongst students with disabilities.

**Table 3: Knowledge about College-University Transfer among Unsuccessful Applicants**

Value		Percent	Responses
Everything I need to know		16.7%	1
Some things but also lots of missing information		33.3%	2
Very little		33.3%	2
Nothing or almost nothing		16.7%	1
			<b>Totals: 6</b>

**Table 4: Knowledge about College-University Transfer among Successful Transfers**

Value		Percent	Responses
Everything I need to know		12.9%	4
A lot but maybe there are some things still to find out		29.0%	9
Some things but also lots of missing information		41.9%	13
Very little		9.7%	3
Nothing or almost nothing		6.5%	2
			<b>Totals: 31</b>

### Positive Perception of College-University Transfer

Participants were asked to comment on the degree to which they held a positive or negative perception of college-university transfer. Among unsuccessful transfers, one-third held a somewhat positive perception, while the remained held no view, preferred not to answer, or had neither a positive or negative perception. See Table 5. For successful transfers, 40% held either a somewhat or very positive view of college-university transfer, while 23.3% held somewhat negative or very negative perceptions. See Table 6. This response pattern is interesting given that successful transfers had only marginally more

positive perceptions of transfer, while at the same time also demonstrating more negative perceptions. Further data collection is warranted, but it would appear that the experience of college-university transfer for students who are successful in transferring is not always a positive one.

**Table 5: Perception of College-University Transfer among Unsuccessful Applicants**

Value		Percent	Responses
Somewhat positively		33.3%	2
Neither positively or negatively		33.3%	2
No perception		16.7%	1
Prefer not to answer		16.7%	1
			<b>Totals: 6</b>

**Table 5: Perception of College-University Transfer among Successful Transfers**

Value		Percent	Responses
Very positively		6.7%	2
Somewhat positively		33.3%	10
Neither positively or negatively		26.7%	8
Somewhat negatively		20.0%	6
Very negatively		3.3%	1
No perception		6.7%	2
Prefer not to answer		3.3%	1
			<b>Totals: 30</b>

### Benefits of Transferring

Participants who had successfully transferred between college-university were asked to indicate what they perceived the benefits of transfer to be. Fully one-third of respondents indicated that they felt that college-university transfer may be a better route for PSE for students with disabilities than going straight to university. Additionally, 30% indicated that: 1) there was lots of information specific to disabilities and accommodation, 2) good support for transfer students with disabilities at university after switching over, and 3) universities are receptive to students with disabilities. Almost 27% indicated that: 1) systems and

processes related to disabilities and accommodations were manageable, and 2) colleges are receptive to students with disabilities. At the same time, 23% indicated that colleges provided good support for transfer students with disabilities prior to switching over. See Table 7. Recognizing the inclination amongst a fair number of participants to view college-university transfer as a better route for students with disabilities is an important finding in and of itself (i.e., potentially one that may have value within the community of disabled students seeking to make decisions about PSE participation). Additionally, gleaned better insight into how and why this is a better route for some students with disabilities will aid PSE service providers, high school counsellors, family and students in seeking and providing information to support decisions-making around access to PSE that is the best fit for each student.

**Table 7: Benefits of Transferring for Successful Transfers**

Value	Percent	Responses
Lots of information specific to disabilities and accommodation	30.0%	9
Good support for transfer of students with disabilities at colleges prior to switching over	23.3%	7
Good support for transfer of students with disabilities at universities after switching over	30.0%	9
The systems and processes related to disabilities and accommodation are manageable	26.7%	8
Good transfer credit arrangements	6.7%	2
Adequate information about who can help with the process	10.0%	3
Colleges are receptive to students with disabilities	26.7%	8
Universities are receptive to students with disabilities	30.0%	9
College-university transfer may be a better route to post-secondary education for students who have a disability than going straight to university (if selected, prompt "please explain")	33.3%	10
No benefits	13.3%	4
<a href="#">Other (click to view)</a>	13.3%	4
Prefer not to answer	13.3%	4

### Barriers to College-University Transfer

Participants were also asked to share their perceptions of barriers to college-university transfer. Amongst successful transfers who responded to this question, at least half indicated that: 1) there was a lack of information about who can help with the process (60%), 2) there was not enough information specific to disabilities and accommodation (56.7%), and 3) there was not enough support for transfer of students with disabilities at universities after switching over. As well, more than 40% of successful

transfers indicated that: 1) the systems and processes related to disabilities and accommodations are too complicated (46.7%), 2) poor transfer credit arrangements exist (46.7%), and 3) ultimately having a disability may be a barrier to transferring from college to university (40%). The picture that emerges is one of mixed experiences – where some participants who have successfully transferred see this route as potentially more optimal than direct entry to university. On the other hand, large numbers of students with disabilities who have successfully transferred identify multiple challenges associated with this PSE experience, including challenges with systems, processes, supports, and information.

**Table 8: Barriers to Transferring for Successful Transfers**

Value		Percent	Responses
Not enough information specific to disabilities and accommodation		56.7%	17
Not enough support for transfer of students with disabilities at colleges prior to transitioning over		36.7%	11
Not enough support for transfer of students with disabilities at universities after switching over		50.0%	15
The systems and processes related to disabilities and accommodation are too complicated to deal with		46.7%	14
Poor transfer credit arrangements		46.7%	14
Lack of information about who can help with the process		60.0%	18
Colleges are not receptive to students with disabilities		16.7%	5
Universities are not receptive to students with disabilities		20.0%	6
Having a disability may be a barrier to transferring from college to university		40.0%	12
No barriers		3.3%	1
<a href="#">Other (click to view)</a>		3.3%	1
Prefer not to answer		6.7%	2

Other	Count
Inaccessible systems used by admissions (i.e. flash-based)	1

### Challenges Associated with Transfer

Successful transfer students with disabilities were asked to indicate if they had experienced a range of general challenges when transferring. Overwhelmingly, they indicated: 1) difficulty finding or confirming requirements for transfer credit (58.6%), inconsistent or inadequate information about the transfer process (51.7%), lack of guidance on application procedures (48.3%), complicated and time-consuming

application processes (44.8%), lengthy timelines for decisions (44.8%), and fewer transfer credits than expected (37.9%). Unfortunately, these responses, included in Table 9, are consistent with the challenges identified by students in general about the transfer process. Creating more streamlined, transparent systems in which information is readily available and accessible, processes are as straightforward as possible, and timelines are reasonable and adhered to may be essential in promoting successful college-university transfer for students with disabilities.

**Table 9: Challenges Associated with Transfer**

Value	Percent	Responses
Timelines to find out about transfer decisions were too long	 44.8%	13
I didn't receive the amount of credits I was expecting	 37.9%	11
The application process was too complicated or time consuming	 44.8%	13
Difficulty finding or confirming requirements for transfer credit	 58.6%	17
Inconsistent or inadequate information from various sources about the transfer process and requirements	 51.7%	15
Lack of guidance on application procedures	 48.3%	14
Assistance with grade calculation(s) was hard to find	 27.6%	8
Did not experience any of these challenges	 3.4%	1
Don't know	 3.4%	1
<a href="#">Other (click to view)</a>	 10.3%	3
Prefer not to say	 6.9%	2

Other	Count
I haven't transferred yet, I am considering it.	1
Lack of finding information	1
University didn't recognize any of my academic achievements in college, simply giving me generic science credits that were largely irrelevant to my degree.	1

**Challenges Associated with Disability in Transfer Process**

Participants who successfully transferred from college to university were asked to comment on whether they experienced any challenges specifically associated with their disability in the transfer process. Just over half (51.7%) indicated they did not experience any disability-related challenges, while 24.1% indicated that they did experience disability related challenges. Finally, 24.1% elected not to say. When

asked to explain what they perceived to be disability related challenges, participants included comments about challenges associated with disability services, accommodation, and new processes. See Table 10.

**Table 10: Disability Associated Challenges with Transfer**

Value		Percent	Responses
<a href="#">Yes, please explain: (click to view)</a>		24.1%	7
No		51.7%	15
Prefer not to say		24.1%	7
			<b>Totals: 29</b>

Yes, please explain:	Count
Due to anxiety it was sometimes hard to reach the right people	1
I found the process very stressful because of the lack of information so my anxiety was worse than usual	1
No one could offer me information on recommended university for students with disabilities, no one knew the accomodation process or where to go.	1
Reapplying with Disability services	1
no one seemed to be able to provide information about accommodation in clinical courses	1
the accommodations weren't fully accepted	1
understanding the process	1
Totals	7

**Benefits Associated with Disability in Transfer Process**

Participants who had successfully transferred from college to university were also asked to indicate if they felt they had experienced any benefits when transferring to their program associated with their disability. Again, half of the respondents indicated no benefits, while 25% indicated that they had experienced benefits associated with their disability. Self-identified benefits included receiving support (including disability supports and counselling), accommodations, priority for residence, a more open community of students with disabilities, and official diagnosis. See Table 11.

**Table 11: Disability Associated Benefits with Transfer**

Value		Percent	Responses
<a href="#">Yes, please explain: (click to view)</a>		25.0%	7
No		50.0%	14
Prefer not to say		25.0%	7
			<b>Totals: 28</b>

Yes, please explain:	Count
Disability supports were far better at the university.	1
Got support and counselling	1
I learned that there are advocates available for students with disabilities	1
More open community of students with disabilities	1
University offered more accommodations or gave me more options	1
my disability gave me priority status for living in residence at the university I was transferring to	1
was officially diagnosed	1
Totals	7

**Onset of Transfer Planning**

Participants were asked at what point they began thinking about college-university transfer. More than half indicated that they began thinking about transfer after starting college (24.1%) or after doing well in college (34.5%). This is an interesting finding in that students who have not begun a process of anticipatory planning toward transfer may find they are not in a program with an articulation agreement that maximizes credit transfer or that there is not a pathway for transfer. Just less than 14% indicated that they began thinking of transfer in high school. Further examination of the point at which students with disabilities begin to think of college-university transfer will be helpful in determining when decision points occur and the context for decision-making. Ensuring the high school teachers, high school guidance counsellors, and members of the community are aware of the many opportunities associated with college-university transfer and the processes involved may be an important factor in promoting not

only greater awareness, but also greater anticipatory planning in relation to college-university transfer amongst students with disabilities. See Table 12.

**Table 12: Onset of Transfer Planning**

Value	Percent	Responses
In high school	13.8%	4
When I started college	24.1%	7
After I did well in college	34.5%	10
When I found out my program had an articulation (formal) agreement with a university program	10.3%	3
After a college professor talked to me about it	6.9%	2
After a friend talked to me about it	6.9%	2
I've always wanted to try college first then go to university afterward	10.3%	3
Can't remember	10.3%	3
<a href="#">Other (click to view)</a>	17.2%	5
Prefer Not to Answer	6.9%	2

### Successful Transfer Student Perceptions of Advising Services

Participants who had successfully completed a college-university transfer were asked to comment on their experience with advising services at their college and university in terms of their helpfulness in general and their helpfulness in advising related to disability and accommodation. Responses indicated that by and large, the majority of participants found advising services at both their college and university to be somewhat helpful in general and in relation to disability-specific foci. See Table 13. Of note, more than one quarter of respondents indicated that they were not aware of advising services at their college or did not use advising services for either general issues (25%) or disability related foci (32.1). These numbers are smaller for their university advising services, but still 14.2% indicated that they either were not aware of advising services or did not use advising services in general or for disability-related foci. These significant numbers are important when considered how effectively students with disabilities are able to seek out and secure support and potentially accommodations in PSE programs.

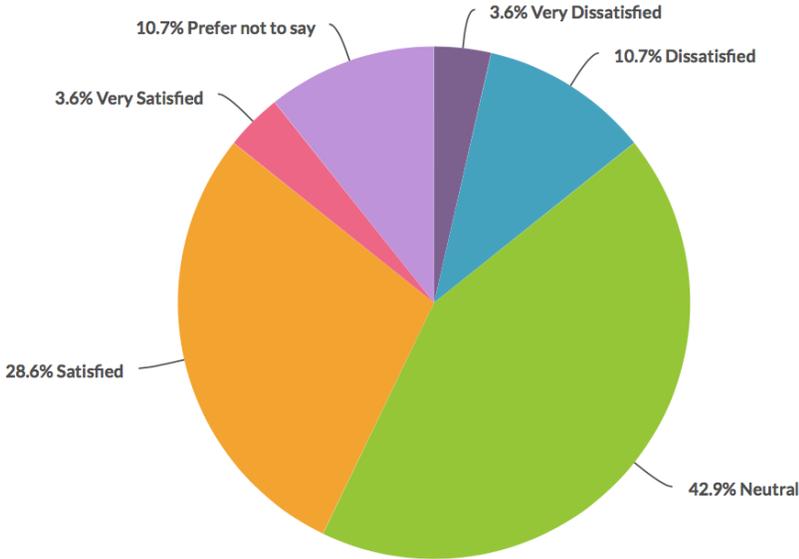
**Table 13: Successful Transfer Student Perceptions of Advising Services**

	Very helpful	Somewhat helpful	Not at all helpful	Would rather not say	Did not use advising services	Not aware of advising services	Responses
a. How would you rate the helpfulness of the advising services at your college in general? Count Row %	1 3.6%	13 46.4%	7 25.0%	0 0.0%	4 14.3%	3 10.7%	28
b. How would you rate the helpfulness of the advising services at your college specifically related to your disability and accommodation needs? Count Row %	1 3.6%	11 39.3%	7 25.0%	0 0.0%	6 21.4%	3 10.7%	28
c. How would you rate the helpfulness of the advising services at your university in general? Count Row %	3 10.7%	13 46.4%	8 28.6%	0 0.0%	2 7.1%	2 7.1%	28
d. How would you rate the helpfulness of the advising services at your university specifically related to your disability and accommodation needs? Count Row %	4 14.3%	14 50.0%	6 21.4%	0 0.0%	2 7.1%	2 7.1%	28
Totals Total Responses							28

**Satisfaction with Transition Experience**

Finally, participants who had successfully completed a transfer from college to university were asked to indicate how satisfied they were with their transition experience to university. Approximately one-third were satisfied or very satisfied (32.2%), 42.9% were neutral, and 14.3% were either dissatisfied or very dissatisfied, with 10.7% preferring not to say. While one might hope that more than one third of transfer students with disabilities would indicate some degree of satisfaction with their transition experience, the relatively low rate of dissatisfaction may be considered reassuring. See Figure 18.

**Figure 18: Satisfaction with Transition Experience among Successful Transfers**



Value	Percent	Responses
Very Dissatisfied	3.6%	1
Dissatisfied	10.7%	3
Neutral	42.9%	12
Satisfied	28.6%	8
Very Satisfied	3.6%	1
Prefer not to say	10.7%	3
		<b>Totals: 28</b>

## Perceptions of Postsecondary Service Providers to Students with Disabilities

Exploring the experiences and perceptions of college and university service providers to students with disabilities is critical to developing a robust understanding of the intersection of disability and PSE. This ONCAT funded research team collaborated with the complimentary research team led by NEADS and funded by the Government of Canada's Social Development Partnerships Program (SDPP-D) of Employment and Social Development Canada to develop qualitative questions for PSE service providers. The focus of this inquiry is to explore their thoughts and feeling about the college-university transfer experience of students with disabilities.

Face to face consultations are expected to take place throughout the Fall of 2018 and analysis of responses specific to issues associated with the transfer experience of students with disabilities will be provided in our updated report in the Fall of 2018. Additionally, a brief online questionnaire for service providers is in development to support broader acquisition of perspectives. This questionnaire is anticipated to launch in September of 2018 and results will be provided to ONCAT in the updated Fall 2018 report.

## Recommendations to Support and Promote Transfer of Postsecondary Students with Disabilities

1. This report focused on PSE students with disabilities perceptions and experiences of college-university transfer. Equally important would be to understand the university-to-college transfer experience for students with disabilities and the role this academic pathway may play in successful participation in PSE for students with disabilities.
2. Given the under-representation of Aboriginal persons in general in PSE, explore in greater detail the higher representation of persons self-identifying as Aboriginal within the transfer student group (compared to the non-transfer student group). Understanding if college-university transfer is an important PSE pathway not only for Aboriginal PSE students with disabilities but also for Aboriginal PSE students in general is important in promoting mechanisms and pathways for PSE participation.
3. It would seem important that all PSE institutions invest in robust, multifaceted orientation programs for all students with disabilities, and particularly for those with disabilities given the complexity that transfer students with disabilities describe around entering a new system. Ensuring that transfer students with disabilities benefit from transparent and accessible exposure to what they may experience in terms of academic and cultural differences, and the array of available support services would promote smoother transitions. However, at the same time it is important to explore with greater granularity what factors influence participation at orientation activities for transfer students with disabilities, given their moderate at best attendance at these, in order to develop orientation programs offered in a manner to maximize perceived value and accessibility to students with disabilities.
4. Examine in greater detail the prevalence, experience, and difficulties associated with mental health challenges and psychiatric disabilities among transfer students with disabilities.
5. Transfer students with disabilities experienced challenges associated with disability assessments and accommodation. Streamlining the transfer and recognition of prior disability assessments is essential so that these assessments, and the resulting accommodations, can follow students from high school to college to university.
6. While the majority of both transfer and non-transfer students indicated their ethnicity as Caucasian (44% for non-transfer students; 63% for transfer students), the degree to which diversity is represented among the two groups is worthy of further examination. Understanding what factors influence college-university transfer choices and college-university transfer opportunities among various sub-groups of persons with disabilities, including those associated with ethnicity, are important considerations.

7. With continued data collection, determine if how much a student feels they know about college-university transfer is positively correlated with successful college-university transfer. If this relationship can be demonstrated, explore options to increase and enhance mechanisms to make information about college-university transfer available and accessible.
8. Recognizing the inclination amongst a fair number of participants to view college-university transfer as a better route for students with disabilities, gleaned better insight into this perception will aid PSE service providers, high school counsellors, family and students in seeking and providing information to support decisions-making around access to PSE that is the best fit for each student. Additionally, despite the potential this route to PSE holds, many students with disabilities report very significant barriers to transfer, including those associated with systems, processes, supports, and information. Streamlining mechanisms that make the process of transfer more transparent and ensuring there are service providers knowledgeable about and sensitive to the unique needs and experiences of students with disabilities may help to offset the barriers currently experienced by disabled transfer students.
9. Ensuring the high school teachers, high school guidance counsellors, and members of the community are aware of the many opportunities associated with college-university transfer and the processes involved may be an important factor in promoting not only greater awareness, but also greater anticipatory planning in relation to college-university transfer amongst students with disabilities.
10. Creating more streamlined, transparent systems in which information is readily available and accessible, processes are as straightforward as possible, and timelines are reasonable and adhered to is essential in promoting successful college-university transfer for students with disabilities. This is important as well because of the need to have supports transferred from institution to institution (policy and procedural variations) and the communication among institutions that could occur to make this possible for students who request this streamlining.
11. While the majority of participants found advising services at both their college and university to be somewhat helpful in general and in relation to disability-specific foci, significant numbers of participants indicated that they were not aware of or didn't make use of advising services for either general purposes or in relation to disability-associated issues/needs. These significant numbers are important when considered how effectively students with disabilities are able to seek out and secure support and potentially accommodations in PSE programs. Ensuring all transfer students, including those with disabilities, are aware of the range of services available through advising services and how to access these services is essential. While data would suggest many transfer students may not attend orientation in which this type of information is typically reviewed, alternate mechanisms for creating awareness about advising services among students with disabilities and transfer students is essential.

## Closing Thoughts

While this report represents data analysis in the context of ongoing data collection, emerging findings illuminate the postsecondary experiences of students with disabilities who are involved in college-university transfer. Without question, the data indicates how very vital transfer opportunities are for students with disabilities. However, this awareness must be tempered with the realization that the systems in place remain imperfect and students with disabilities experience many hardships in trying to participate fully in PSE. In response to emerging data, the research team has committed to continuing data collection through the summer of 2018, extending the existing REB approval to disseminate more widely and to include online data collection from PSE service providers to students with disabilities, and attempt to secure funding to translate the study into French in order to as fully as possible capture the voices and experiences of all PSE students with disabilities who would like to participate. The research team will provide an updated report to ONCAT in Fall 2018 reflecting their full findings and recommendations based on the full data set at that time. In the meantime, we are happy to receive any feedback and request that until the updated report is submitted, this report be considered draft and not for publication.