

Transfer Pathways to University for Ontario College Graduates with a Disability

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Project overview

Presentation is one piece of an ONCAT funded project, led by UOIT, on “Postsecondary Mobility and the Experience of Transfer for Students with Disability”. Partners include: Durham, George Brown, Memorial, Nipissing, Seneca, York, National Educational Association of Disabled Students. Aims of overall study include:

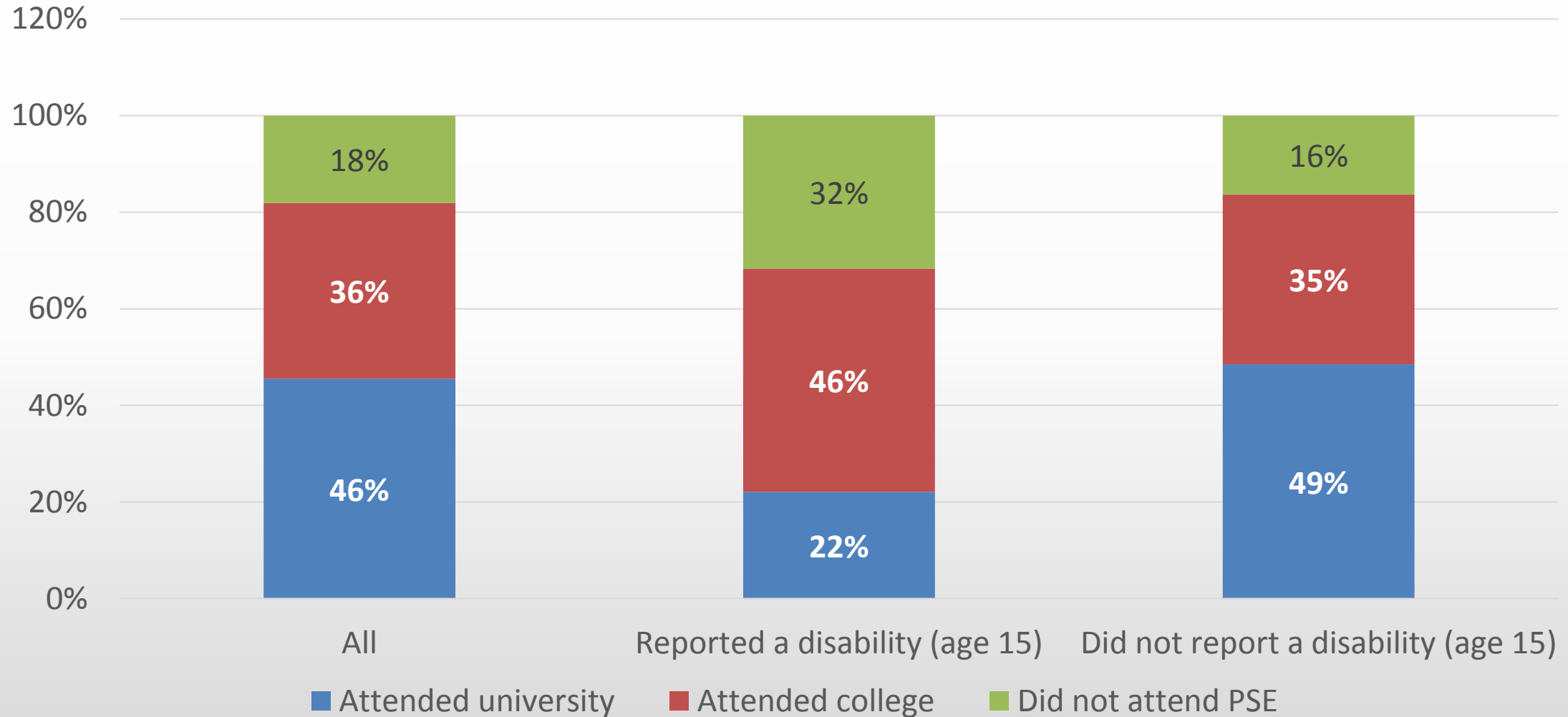
1. **Transfer Pathways to University for Ontario College Graduates with a Disability (KPI Grad Survey)**
2. Partner with the National Educational Association of Disabled Students (NEADS) to collaboratively conduct research that focusses on the transfer experience of students and graduates with disabilities in Ontario
3. Explore perspectives on the transfer experiences of PSE students with disabilities through consultations with college and university service professionals.
4. Develop recommendations to promote enhanced experiences of transfer for Ontario PSE students

Research questions

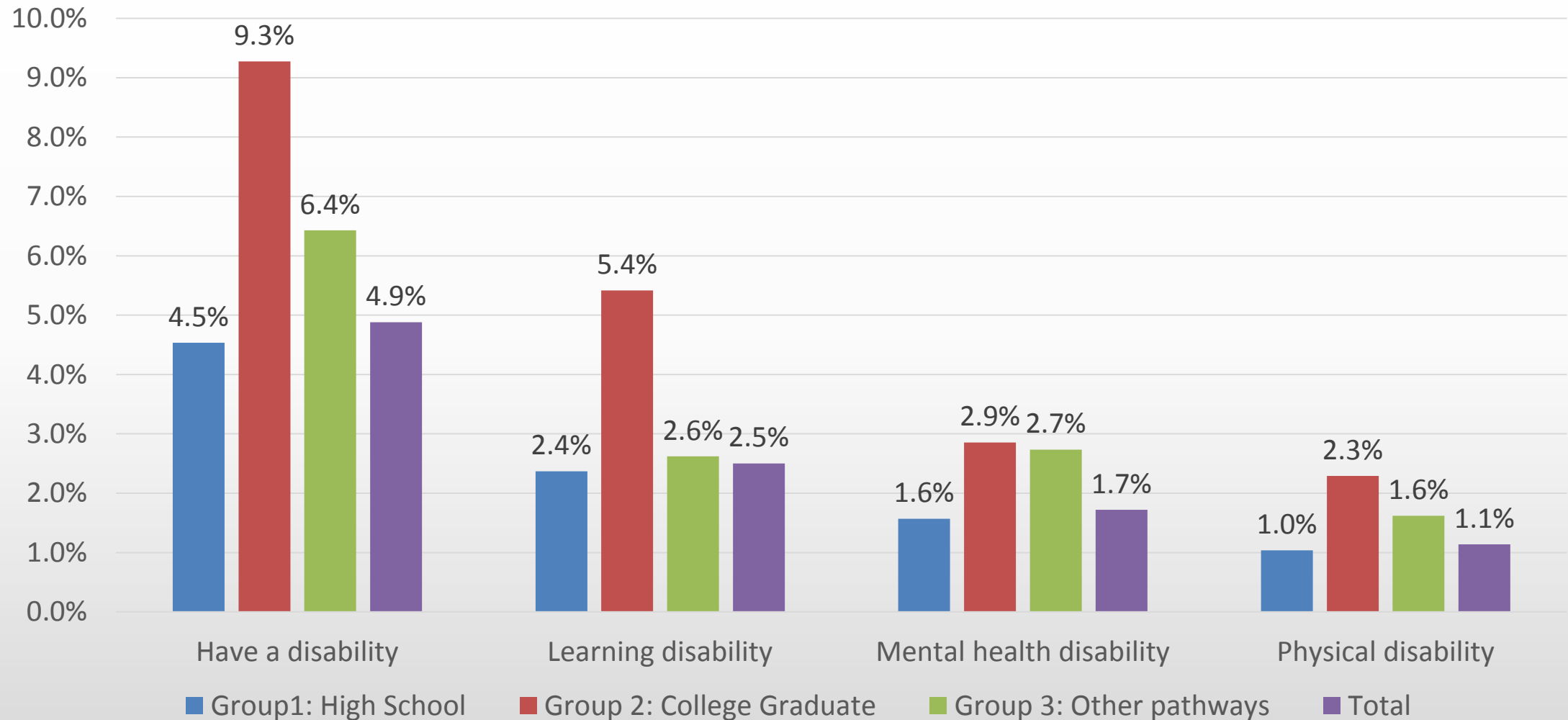
1. Determine the current share of college graduates with a disability who continue on to university.
2. For those who transfer, how do the following compare by disability status?
 - student profile
 - program choice
 - student satisfaction with their transfer experience to university; and
 - student satisfaction with their academic preparation for transfer to university.

Why focus on college-university pathways for Students with Disabilities?

Students reporting a disability are underrepresented in Ontario universities



Percentage of university applicants reporting a disability by disability type and pathway, Ontario



Previous research

Limited work on students with disability and transfer. American research has reported:

- Students with learning disabilities more likely to graduate from university if they did a 2-yr college program first than entered directly (Johnson, Zascavage, & Gerber, 2008)
- Students with Autism Spectrum Disorder more likely than their peers to transfer within STEM fields (Wei, Christiano, Yu, et al, 2014)
- Other research showed on students, faculty and disability service providers found that challenges for transfer include:
 - Differences in support services
 - financial support
 - moving away from home
 - transfer process
 - academic preparation
 - admission standards and requirements (Burgstahler, Crawford, & Acosta, 2001)

Methods

KPI Graduate Survey and transfer indicators

Graduate Satisfaction Survey (GSS) data is a critical data source for provision of transfer grants and as transfer performance indicators:

1. Ontario's Ministry of Advanced Education and Skills Development (MAESD) uses GSS data to distribute the Credit Transfer Innovation Grant (CTIG) to colleges based on each institution's share of Ontario university transfer students.
2. Strategic Mandate Agreements (SMA) template
 - Incorporates the transfer rate calculation used for CTIG;
 - Populates forms with percentage who were satisfied with their academic preparation; and the percentage of Ontario university transfers satisfied with their transition experience.

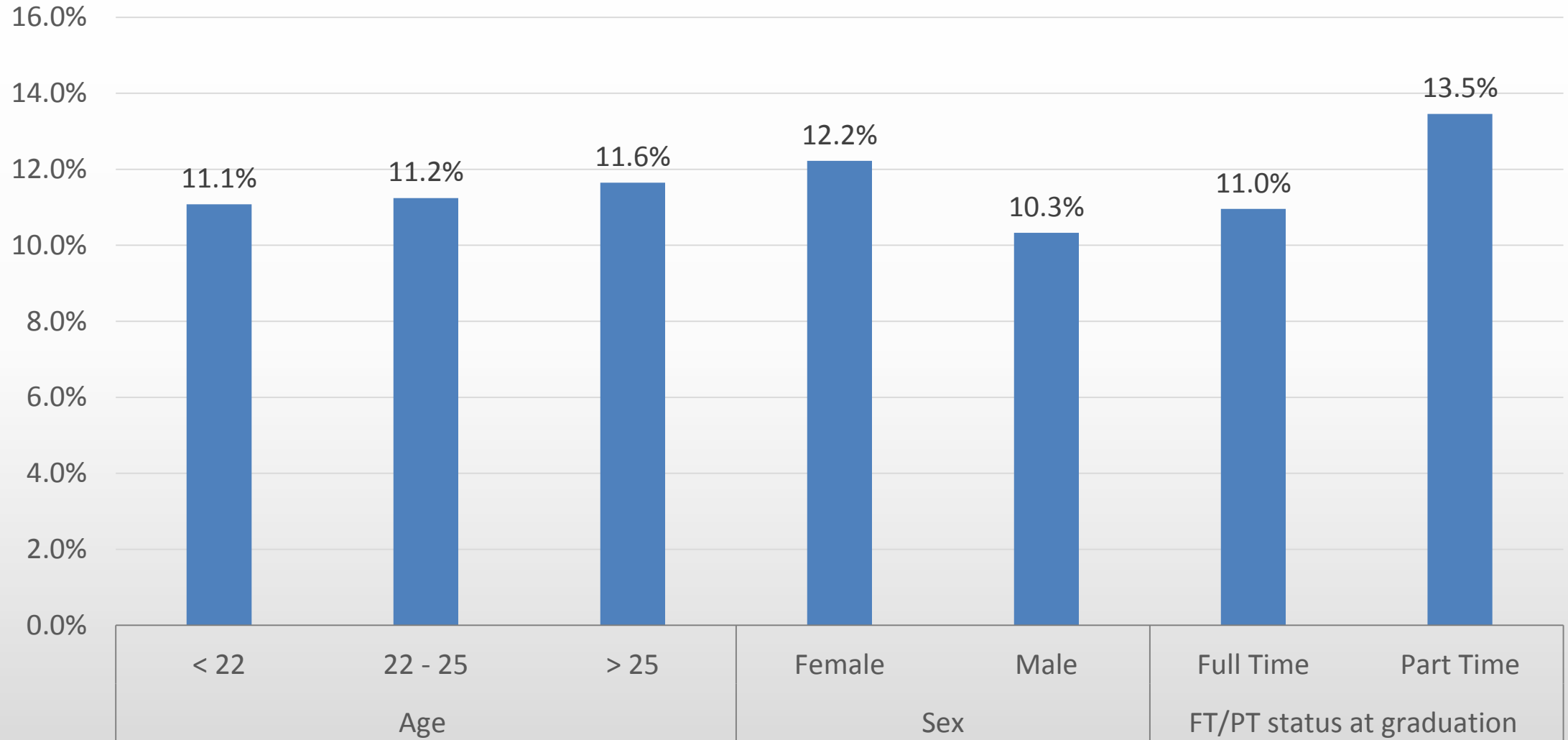
Methods

- Utilizes GSS for the academic years of 2013-2014 to 2015-2016
 - Administered to all college graduates with an Ontario College Credential from a publically funded College of Applied Arts and Technology in Ontario
 - Administered ~6 months after graduation via telephone survey
 - Starting in 2013-2014, all graduate respondents were asked whether:
 1. they considered themselves “to have a physical, intellectual, mental health or learning disability”; and
 2. they had registered with disability services at the college while a student.
- Descriptive and logistic regression methods used to estimate the effect of disability status and registration with the Office for Students with a Disability on transfer outcomes, including the rate of transfer and satisfaction with the experience. Graduates of college 4-yr degree programs and graduate certificates were excluded.

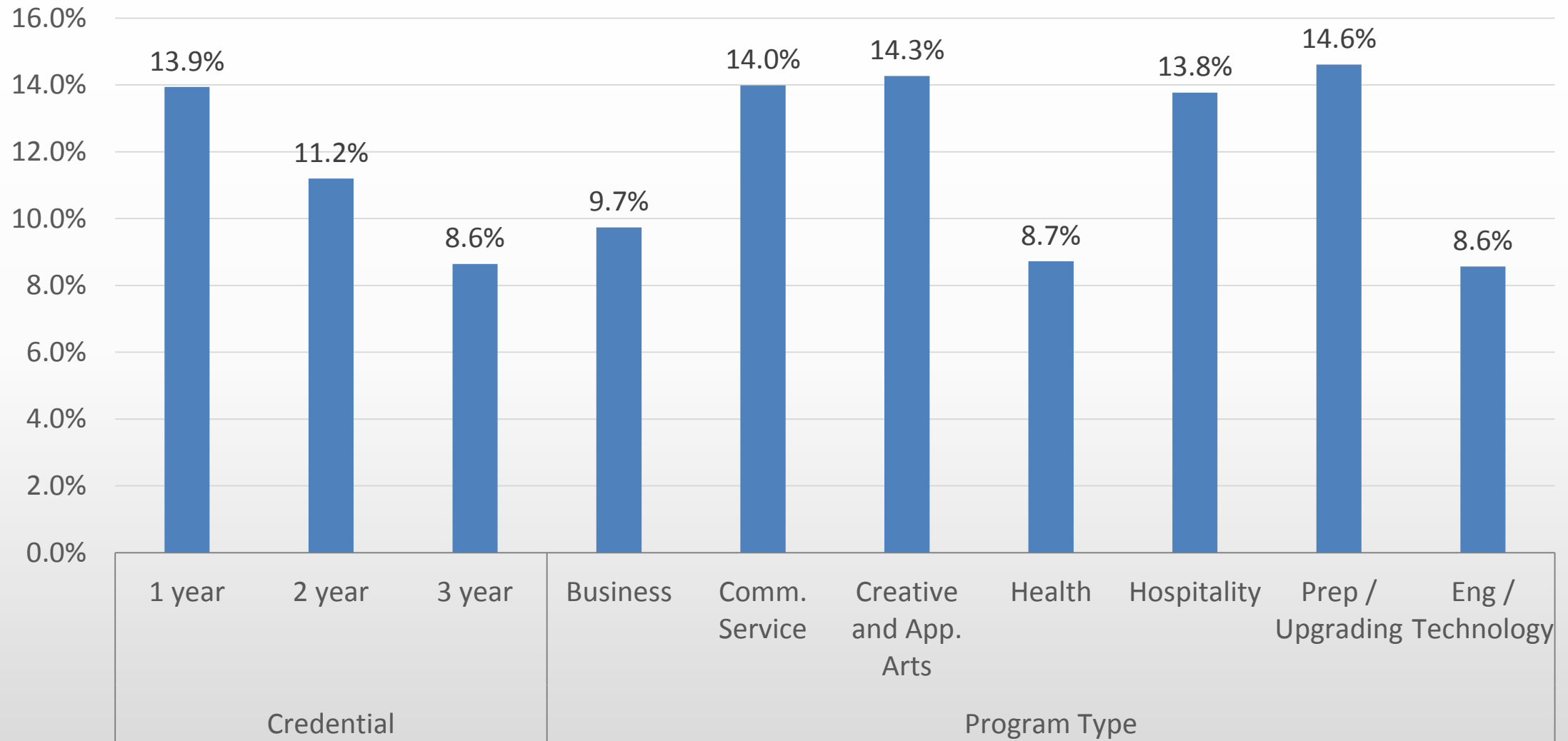
Survey responses, GSS, 2014-16

Self-Identified with a Disability	No	91,205	11.3%
	Yes	11,657	
	Total	102,862	
Registered with the Disability Services Office	No	93,362	9.4%
	Yes	9,708	
	Total	103,070	

Percentage of graduates reporting a disability by various characteristics



Percentage of graduates reporting a disability by program area and credential



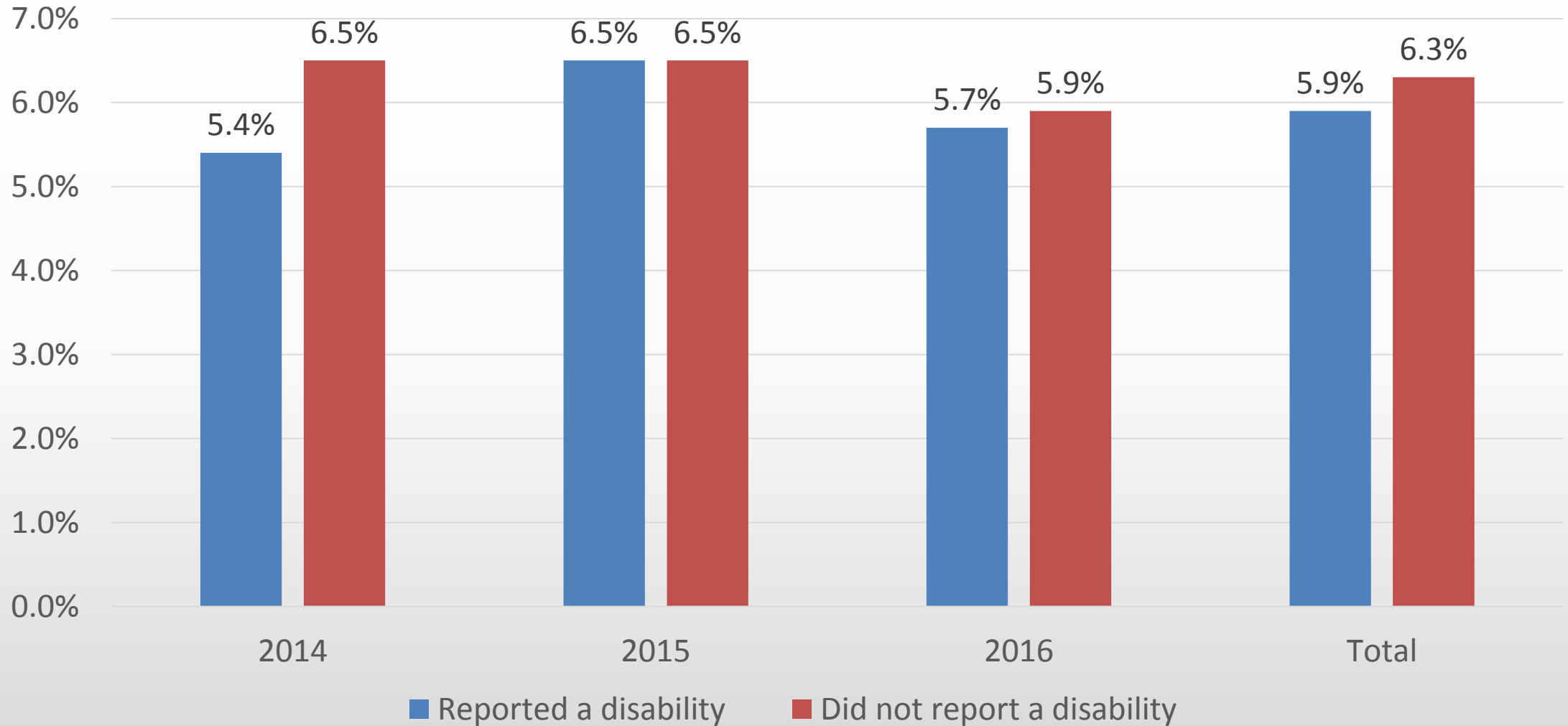
Results- Transfer to University

Descriptive and regression results by disability status

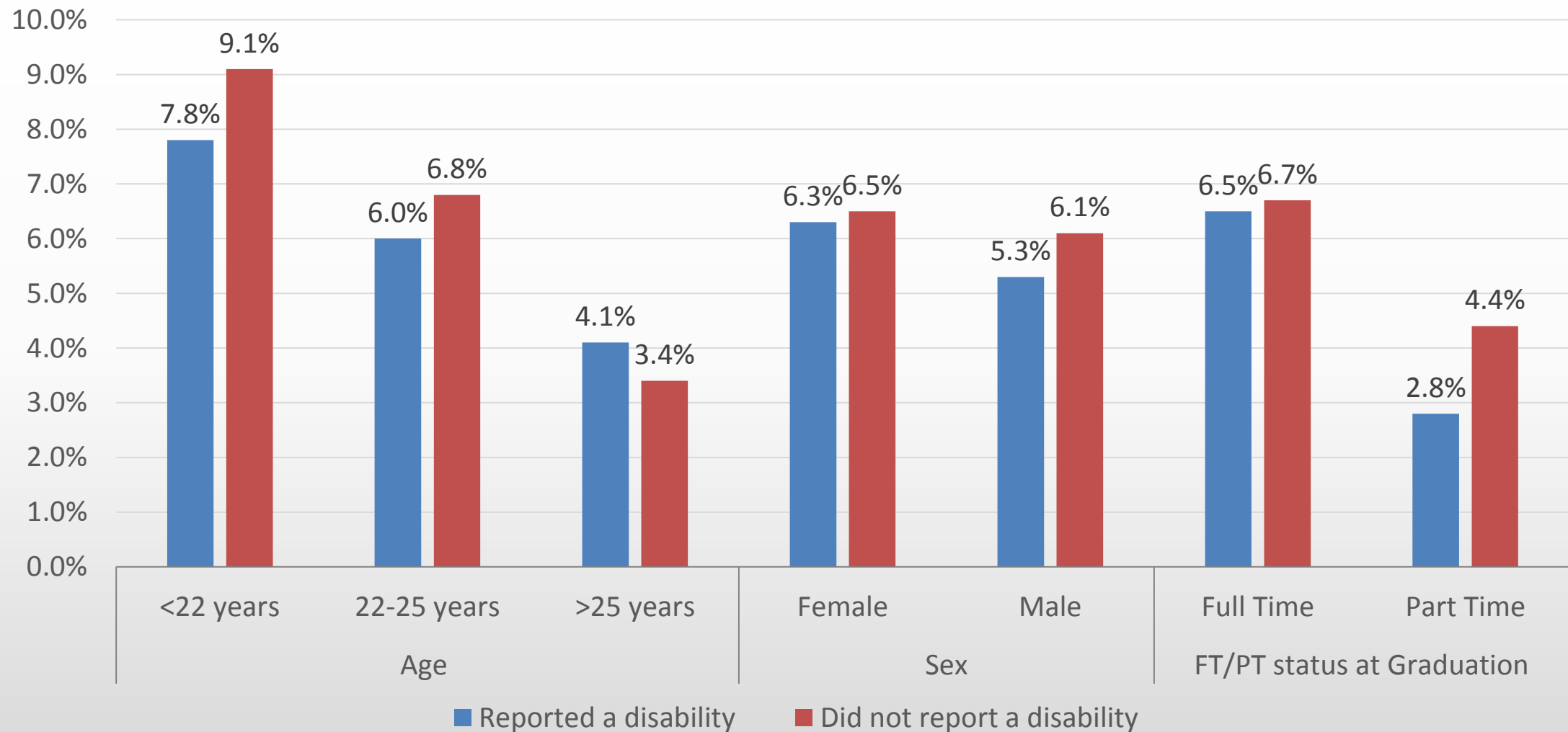
Graduates Furthering Their Education Post Graduation, 2014-2016



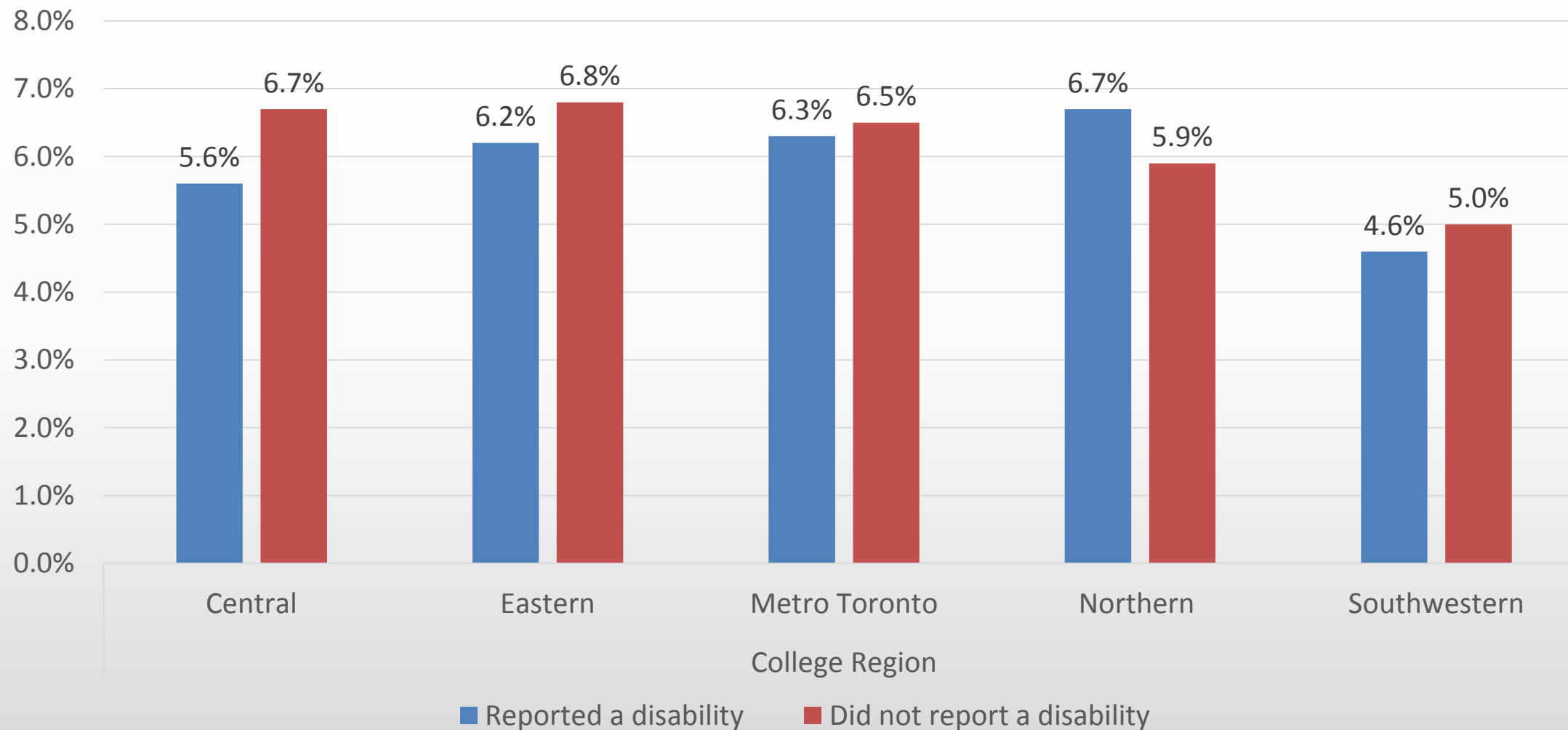
Transfer to university by reported disability status, 2014-2016



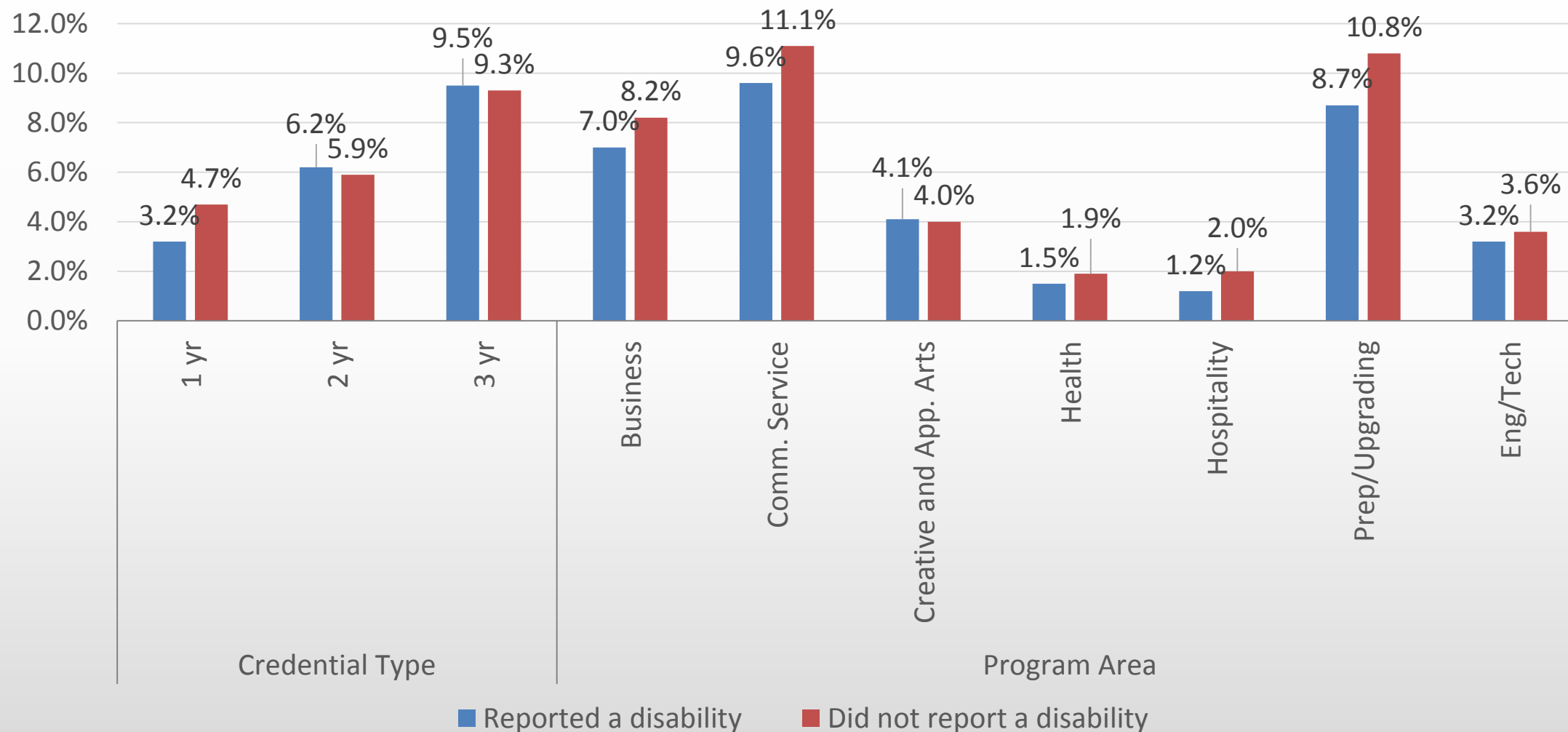
Transfer to university by individual characteristics and disability status, 2014-2016



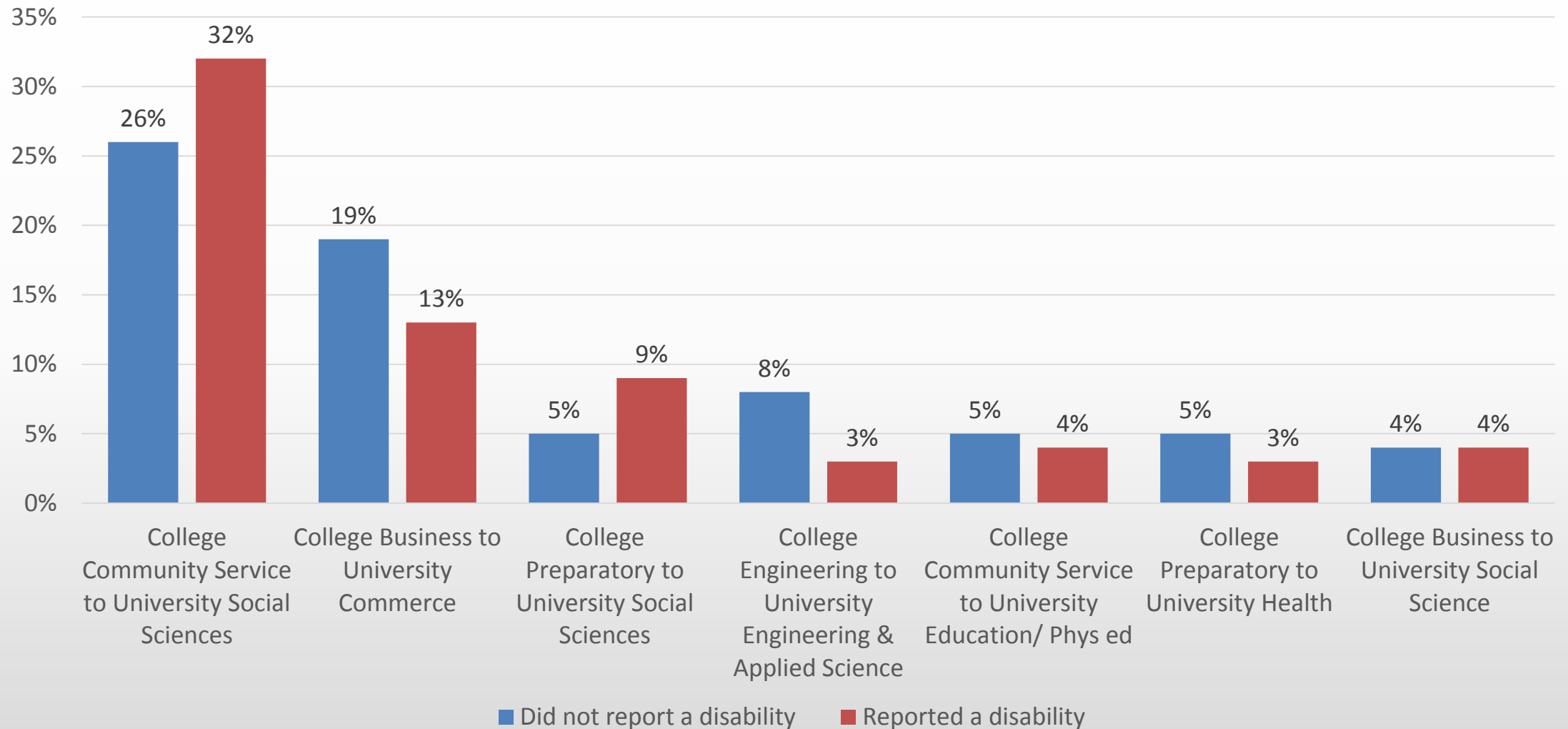
Transfer to university by region and disability status, 2014-2016



Transfer to university by college program, 2014-2016



Distribution of university transfers by field of study and disability status



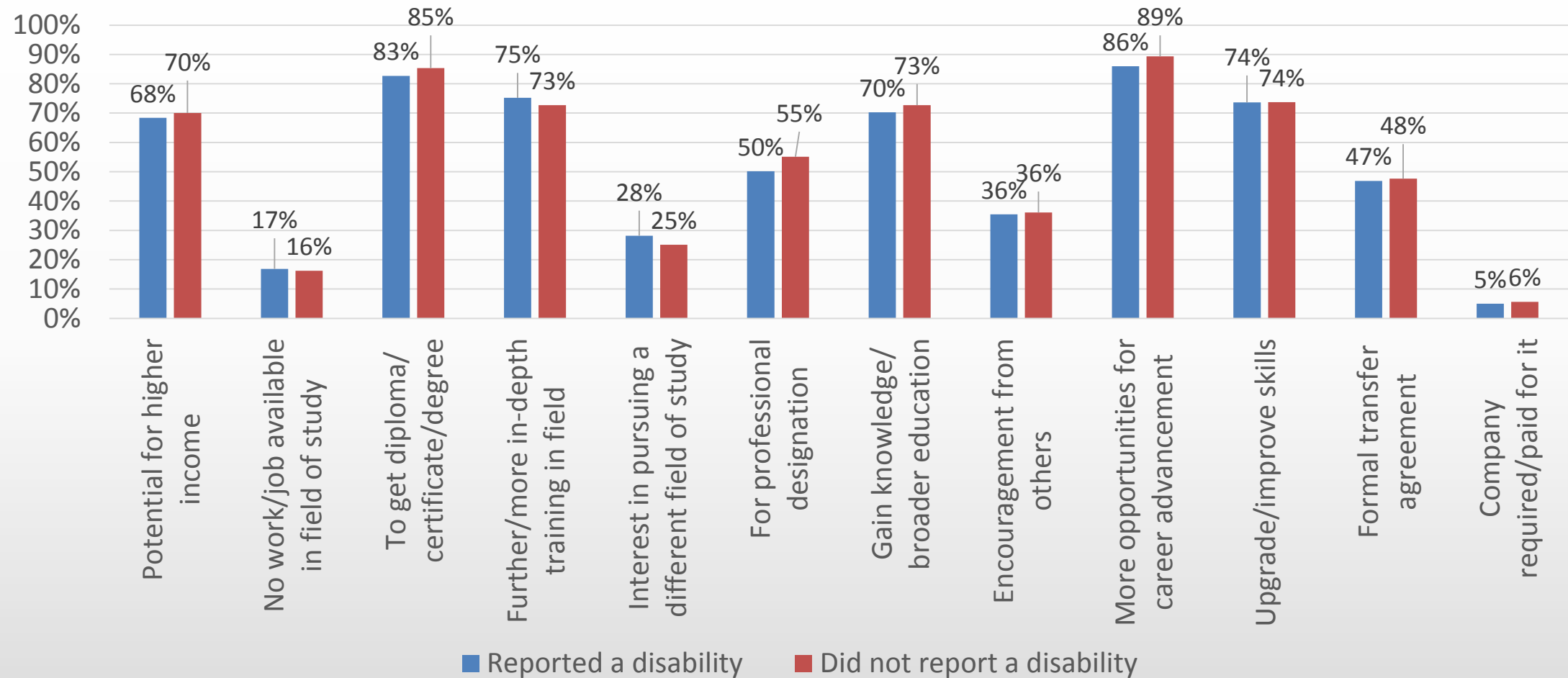
Regression Findings – Transfer to University

- **Demographics:** Graduates who were older, international, from low income households, part time at graduation, female, originally from rural areas, or areas >80 kms from nearest university compared to <50 kms were **less likely** to transfer.
 - **Program:** Graduates of creative & applied arts, health, hospitality, or engineering/tech programs were **less likely** to transfer when compared to business; whereas graduates of community service & prep/upgrading programs **more likely** to transfer than business graduates
 - **Credential:** Graduates of 1- year credentials compared to 2 or 3 year diploma programs also less likely to transfer
- ***Controlling for all the above factors, graduates who either reported having a disability or registered with the Office for Students with a Disability had decreasing odds of transferring to university***

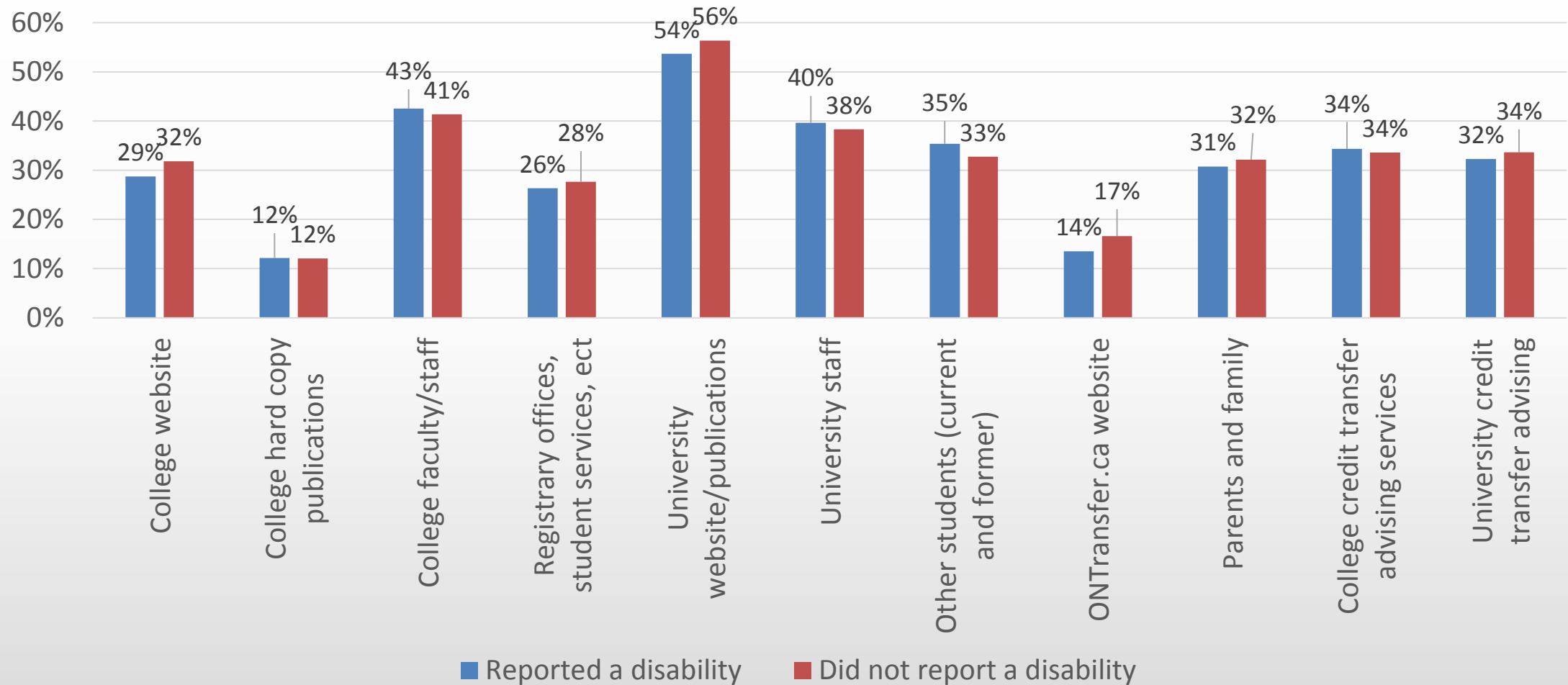
Results – Transfer experience of graduates who transferred

Descriptive and regression results by disability status

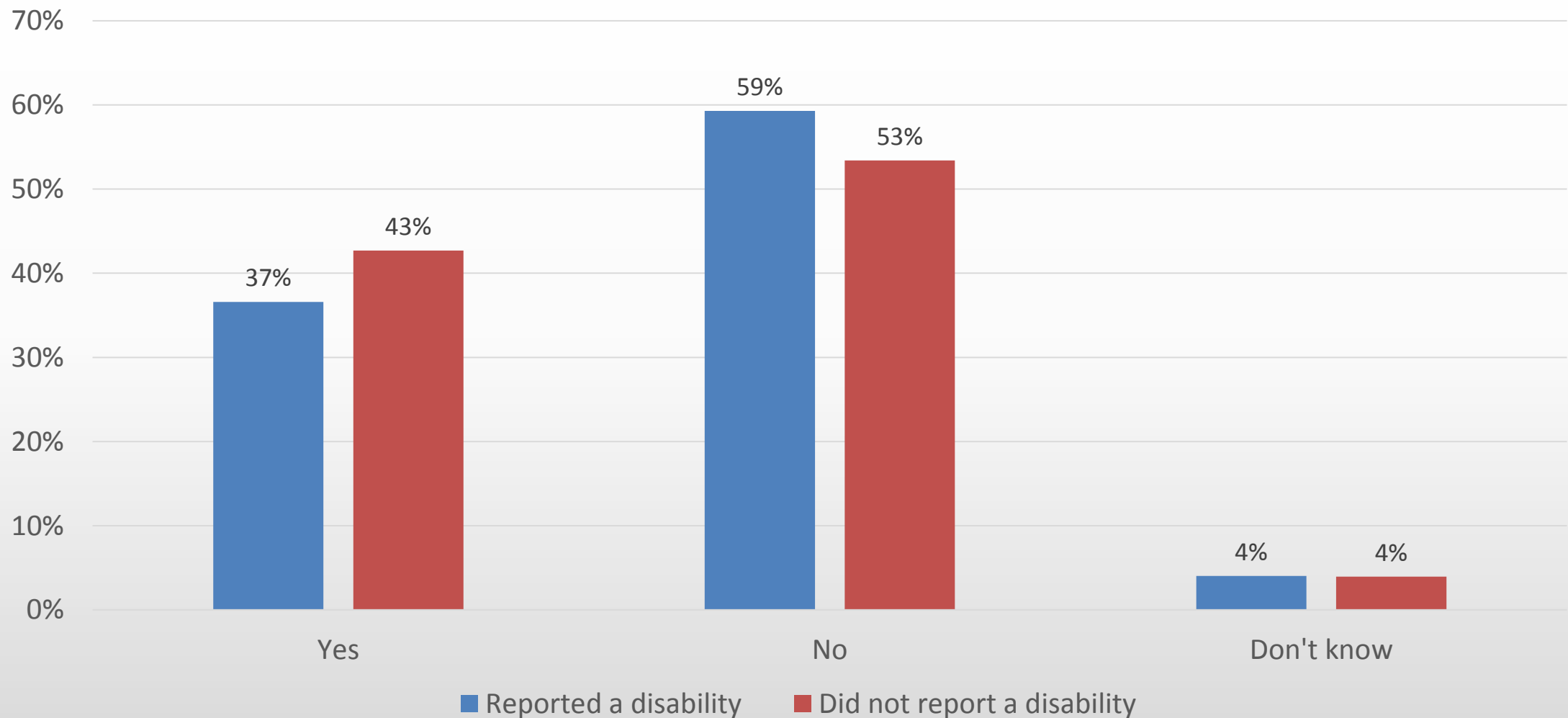
Reasons for furthering education differ little by disability status (university transfers)



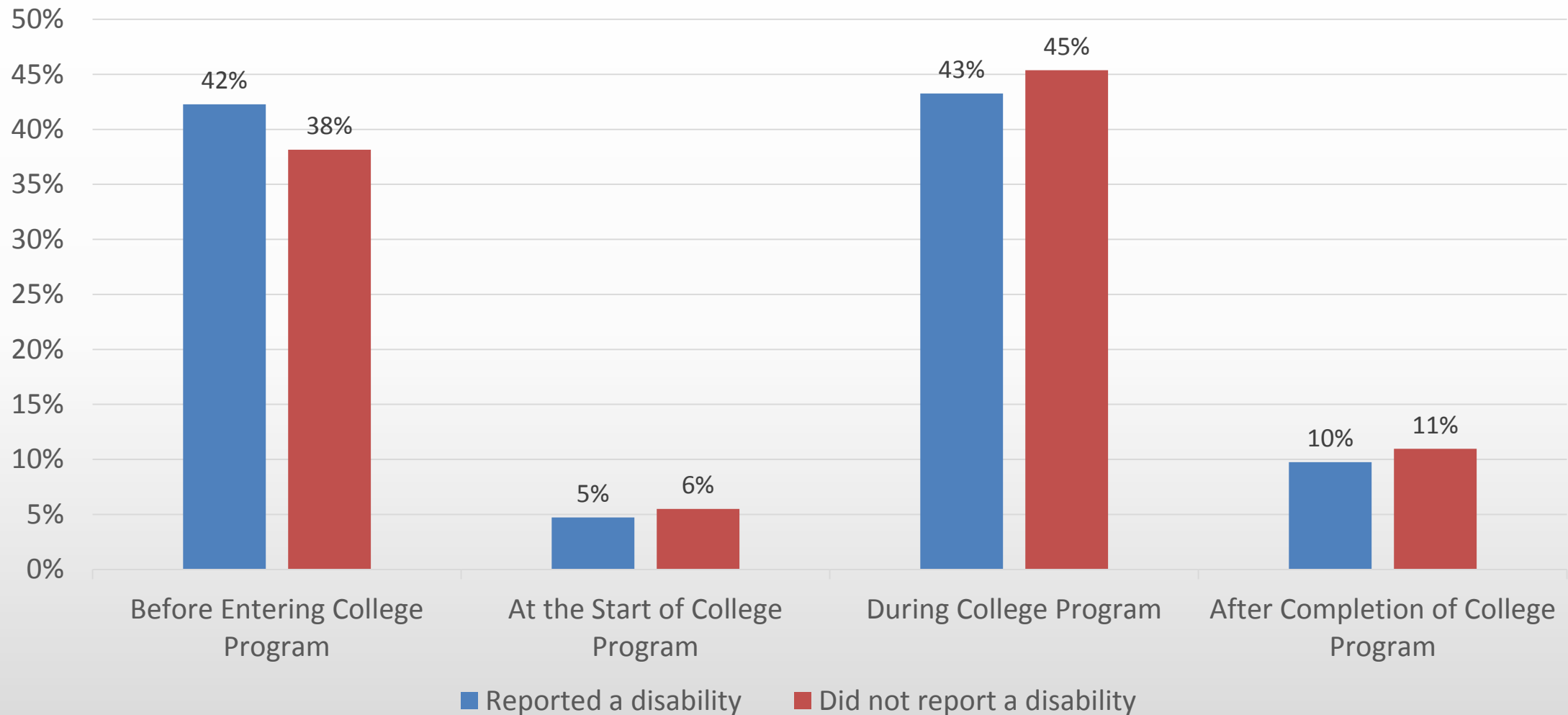
Information sources for transfer differ little by disability status (university transfers)



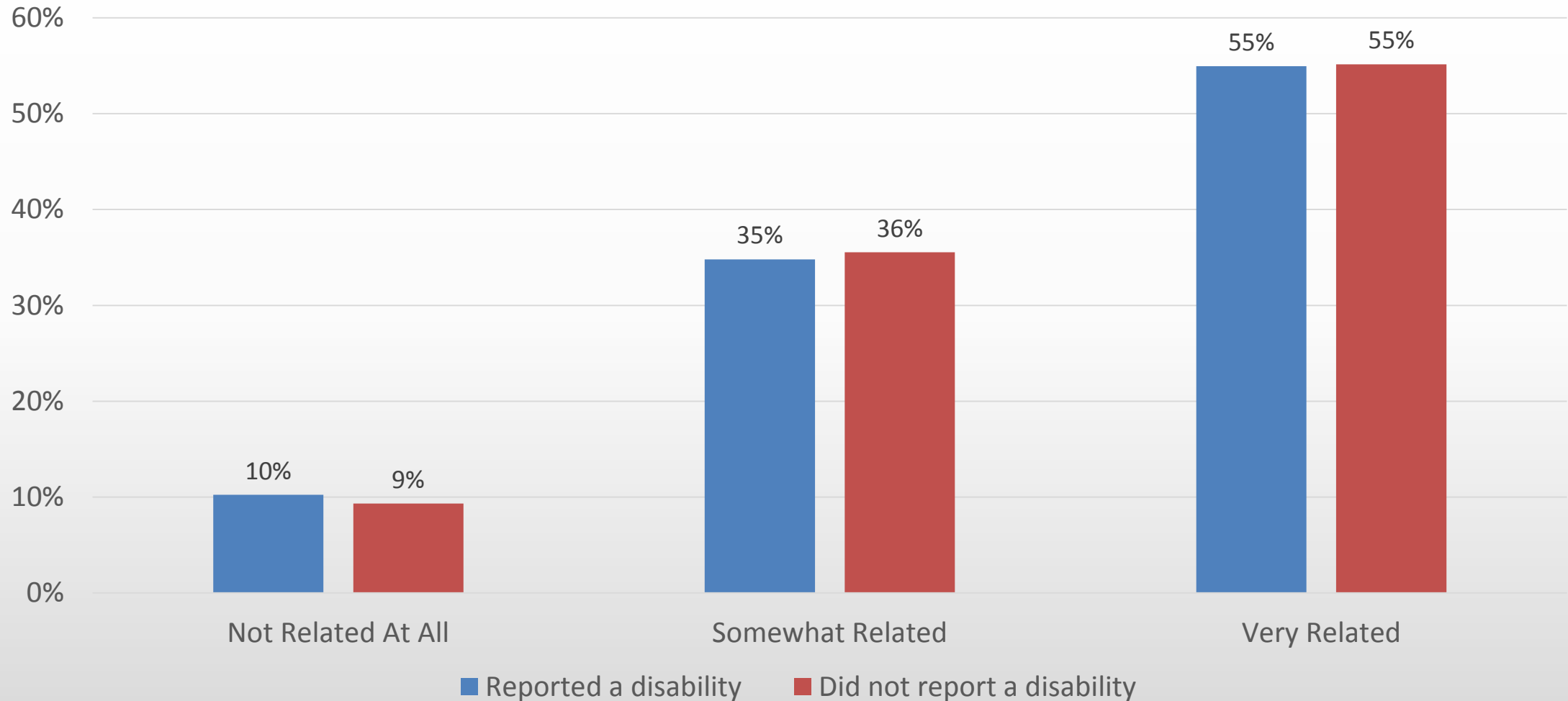
“Do you think you would have been accepted into your current program without graduating from college first?” by disability status



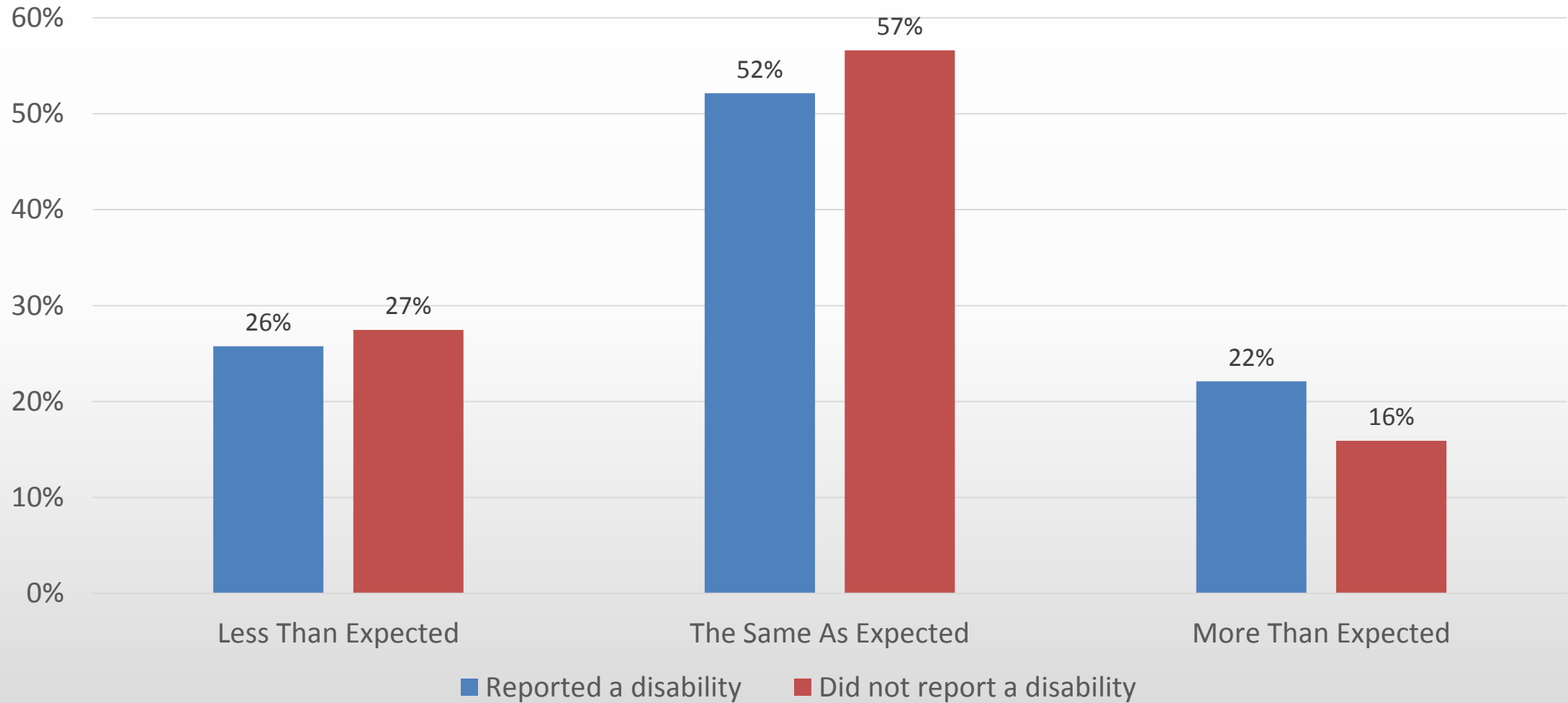
When did you decide to further your education? by disability status, 2014-2016



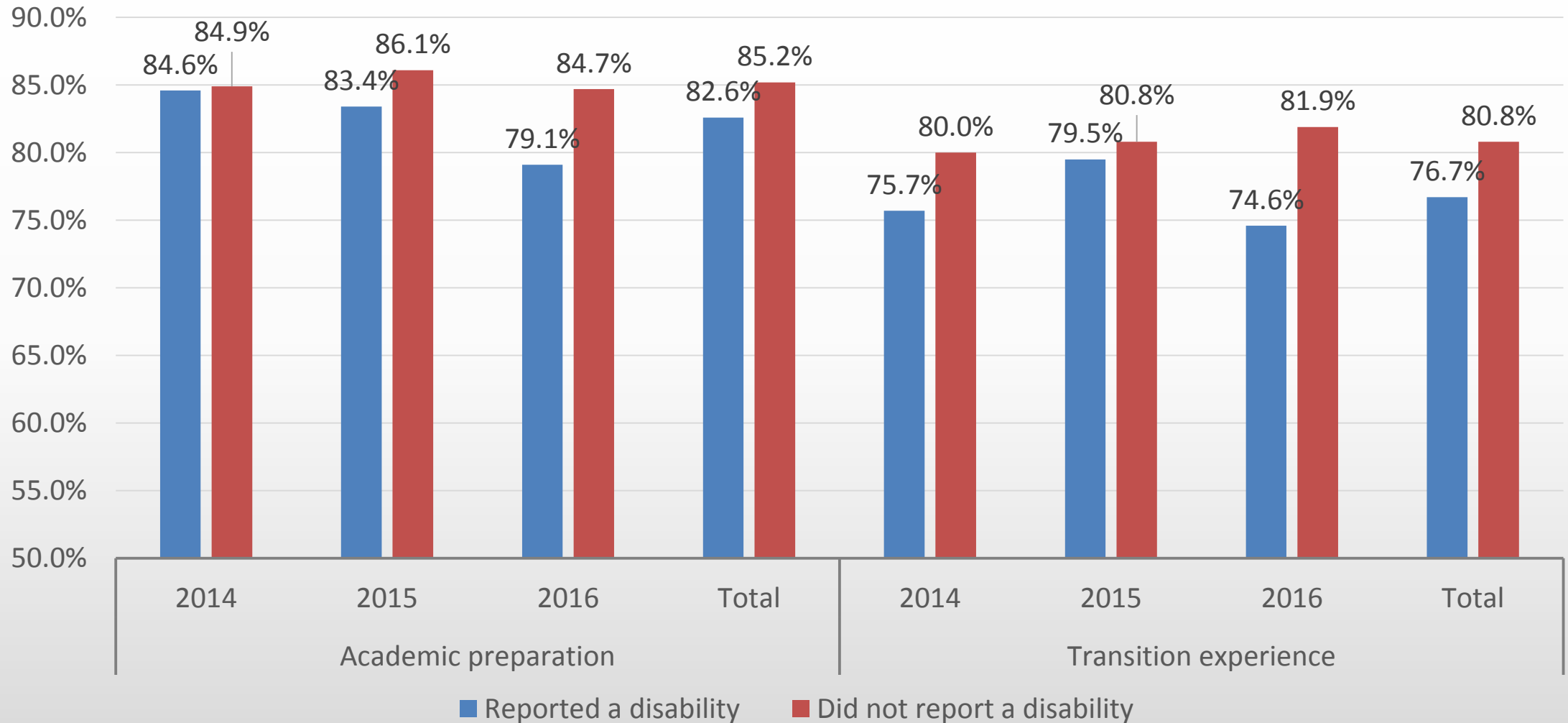
How related is the university program to college program, by disability status?



Transfer credit expected vs amount received by disability status, university transfers, 2014-2016



Satisfaction with academic preparation and transition experience by disability status, university transfers



Regression Findings – Satisfaction with Transition Experience to University



Factors **increasing** odds of satisfaction:

- International students compared to domestic
- Part-time students compared to full-time students

Factors **decreasing** odds of satisfaction:

- Older age groups compared to younger
- Graduates of 2/3 year diploma programs compared to 1 yr certs
- Permanent address closest to a university that was selective compared to non-selective
- Graduates of colleges located in the northern region of Ontario compared to central Ontario

➤ ***Controlling for all the above factors, graduates who either reported having a disability or registered with the Office for Students with a Disability **had decreasing odds** of being satisfied with their transition experience to university***

Regression Findings – Satisfaction with Academic Preparation for Transfer to University



Factors **increasing** odds of satisfaction:

- International students compared to domestic
- Permanent address >80 kms from nearest university compared to <50 kms

Factors **decreasing** odds of satisfaction:

- Graduates of 3 year diploma programs compared to 1 yr certs
- Graduates of engineering/technology programs compared to business programs

- ***Controlling for several factors, graduates who either reported having a disability or registered with the Office for Students with a Disability **did not differ** in their satisfaction with their academic preparation in university***
- ***However, when additional variables related to the transfer experience are included, graduates with a disability report lower satisfaction with academic prep.***

Conclusions

Previous work shows that students with a disability are underrepresented in Ontario universities, whereas representation in college is similar to the overall population.

- However, this trend is also seen in Ontario colleges; students with disabilities are more likely to graduate from shorter programs.
- College graduates reporting 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, those reporting a disability are somewhat less likely to be satisfied with the experience, but are as likely to be satisfied with their academic preparation.
 - This difference couldn't be explained with the variables available in the study, need further work.
- Transfer students with disabilities are more likely to be moving between social science fields and less likely to be moving between engineering or health related fields. This is related to the composition in college programs; since transfer rates are similar by college program.

Next steps and implications

Research

- This study was limited by a lack of academic information, a key determinant of transferring. Need to study success after transfer to university, through tracking the performance of a cohort of students through university.
- Examine the reported challenges/ benefits to transferring reported by Disability service providers and students themselves.

Policy implications:

- Within Colleges: look at laddering within colleges particularly between preparatory and 1 to 2 or 3 year programs; as well as underrepresentation in STEM/ health fields
- Sector wide: Enhance pathways to university to reduce underrepresentation

Thank you!


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