

Transfer Pathways to University for Ontario College Graduates with a Disability: An Analysis of Transfer Rates and the Student Experience

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Executive Summary

Much has been accomplished in recent years in Ontario with respect to increasing the number of transfer opportunities between colleges and universities, as well as raising awareness of these opportunities for students and institutions. However, for students who are traditionally underrepresented in university, such as students with disabilities, determining whether they are accessing these pathways, as well as their experience while transferring, is an important next step in understanding how well the college to university transfer process is serving this population.

Students with disabilities access PSE at lower rates than those without disabilities, particularly in university. This leads to the question of whether enhancing the college to university transfer pathway may increase university participation rates for student with disabilities. Overall there is a gap, particularly in the Canadian literature, on the prevalence of transfer to university from college for students reporting a disability, and the transfer experience for those who do successfully transfer. The current study¹ will attempt to fill this gap by exploring the following research questions:

1. What is the current share of college graduates with a disability who continue on to university?
2. For those who transfer, are the following similar to their peers without a disability:
 - University and program choice
 - Transfer experience, such as satisfaction with academic preparation, sources of information, reasons for transferring, and overall transition experience.

Methodology: 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. 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. 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 a graduate certificate program or a four-year bachelor’s degree were excluded, as well as those who did not respond to the question on the GSS regarding self-reported disability status or self-reported registration with disability services offices. 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.

Results: Of the over 100,000 graduates who answered the question between 2014 and 2016, 11% reported having a disability, whereas, 9% indicated they used disability services. Programs that were of longer duration had a lower share of graduates who reported a disability, with only 8.6% of graduates of three-year diplomas versus 13.9% of graduates from one-year certificates reporting a disability. Health, engineering/technology, and business program areas were also less likely to have graduates who reported a disability. Whereas graduates reporting a disability were slightly less likely to transfer to university (5.9% vs 6.3%), they were much more likely to continue on in a college program (25% versus 19%). Graduates with a disability are more likely to transfer between college community service and

¹ This study is one piece of a broader funded ONCAT project; the other two pieces include surveys of students and staff in relation to transfer for students with disabilities.

university social sciences, whereas they are less likely to transfer between business programs and engineering and related programs.

Of those who transfer to university, the types of information sources used, and their reasons for transfer did not differ by disability. Transfer students reporting a disability are somewhat less likely to be satisfied with the transition experience (76.7% vs 80.8%) and were slightly less likely to be satisfied with their academic preparation compared to those who did not report a disability (82.6% vs 85.2%).

Conclusion: In general, although differences in transfer rate to university and satisfaction is significantly lower for graduates reporting a disability, the differences are marginal. This almost equal utilization of the college to university pathway by college graduates with and without a disability is likely an indication that it could be a way to increase access to university for students with a disability. However, it is a concern that within the Ontario colleges, graduates reporting a disability are more likely to have taken one-year certificate and two-year diplomas and less likely to have taken advanced diplomas, degrees and graduate certificate programs. As well, they are less likely to have taken technology, health, or business related programs.

Recommendations:

1. Future college to university pathways could be developed with special considerations for students with disabilities.
2. Increased coordination of services and support across academic advising, disability services, and transfer advising both within and between colleges and universities.
3. Colleges could increase laddering from preparatory and one-year certificates to two- and three-year diploma programs, which are more likely to be eligible for transfer pathways to university.
4. Additionally, colleges who offer bachelor degrees could also focus on laddering programs into their degrees for college students who report a disability (both internal and external).

Introduction

Previous research has shown that students reporting a disability are less likely to attend postsecondary, and of those who do attend, they are far more likely to attend college. In Ontario, based on Statistics Canada Youth in Transition Study, only 22% of students who reported a disability at age 15 had gone on to university by age 21, compared with 49% of students who did not report a disability at age 15. In contrast, 46% of students who reported a disability went on to college, compared with 35% of those not reporting a disability (Finnie, Childs & Wismer, 2011). Statistics Canada's Canadian Survey on Disability (2012) showed that 41% of the population aged 25-64 with a disability had a college credential, a similar share of those without a disability (39%) (Arim, 2015). This compares to only 16% of those with a disability had a university credential, compared to 31% of the population without a disability. However, surveys of Ontario college and university applicants between 2010 and 2015 showed that college to university transfer students are more likely to report a disability than those who entered university directly from high school (9.3% vs 4.5%), indicating that the college-to university transfer pathway may serve as a route to reduce the university participation gap (Henderson & McCloy, 2017; McCloy & DeClou, 2013).

Limited research has been conducted on the transfer rates to university for students with a disability, their experience with the transfer process, and their academic success after transfer. American research has reported that students with learning disabilities are more likely to graduate from university if they transferred from a two-year college program than if they entered university directly (Johnson, Zascavage & Gerber, 2008). Students with Autism Spectrum Disorder are more likely than their peers to transfer within STEM fields (Wei, Christiano, Yu, et al, 2014). In another study, faculty and disability service providers found that challenges for transfer among students with a disability include: differences in support services; financial support; moving away from home; transfer process; academic preparation; admission standards and requirements (Burgstahler, Crawford & Acosta, 2001). More recently, the Council of Presidents in the State of Washington convened a Disability Services Transfer Work group as a result of student concerns with reapplying for disability accommodations when transferring within the state (Council of Presidents, 2016). As part of the work group, a survey with students reporting a disability was conducted. Most of the students in the survey reported transferring from two-year to four-year institutions (94%), and students were more likely to request and receive accommodations post-transfer (63%) vs pre-transfer (50%). Obtaining additional or different documentation after transfer was a barrier for 44%, with 39% identified paying for new documentation as a barrier.

Overall there is a gap, particularly in the Canadian literature, on the prevalence of transfer to university, and the transfer experience for students reporting a disability. The current study² will attempt to fill this gap by exploring the following research questions:

1. What is the current share of college graduates with a disability who continue on to university?
2. For those who transfer, are the following similar to their peers without a disability:
 - University and program choice (eg. proximity institution to home; STEM vs non-STEM, college preparatory programs, program affinity)?

² This study is one piece of a broader funded ONCAT project; the other two pieces include surveys of students and staff in relation to transfer for students with disabilities.

- Transfer experience (eg. satisfaction with academic preparation, transfer credit, overall transition experience)?

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

Multivariable regression models were conducted to estimate the effect of reporting a disability or registering with the disability office on the following:

1. the rate of transfer to university among Ontario college graduates;
2. satisfaction with their transition experience to university; and
3. 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 the question on the GSS regarding self-reported disability status or self-reported registration with the Office for Students with a Disability.

Study Variables

Administrative Fields

Administrative fields provided to MTCU 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. Additionally, this study derived several variables from these administrative data: program area; college region and size; distance and selectivity of nearest university; and neighbourhood income.

Program Area

Seven program area groupings were derived from MTCU'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.³ Universities with high school entering overall averages of over 85% were defined as 'selective'. Selective universities 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, the following information is collected: institution name and type; college or university credential; program of study entered; and reasons for furthering education. The specific wording of the questions from the survey used in this report are presented in Appendix 1.

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. An online search was conducted to determine the correct institution type for unknown institutions.

³ See <https://cudo.ouac.on.ca/> for Ontario University admission averages.

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).⁴

Transfer experience

All graduates who indicated they were enrolled in further education, either full- or part-time, were asked their reasons for choosing to further their education. For each reason for furthering education three response options were provided: “major reason”; “minor reason”; or “not a reason”. Only respondents who indicated they were enrolled full-time in further education were asked about their transfer experience, perceptions regarding transfer, and information sources used to inform their transition, including:

- 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 regarding transfer;
- the estimated amount of transfer credit received or anticipated to receive, when notified about transfer credit (transfers who were not applying for transfer credit or had not heard about transfer credit were not asked about expectations);
- whether they received the same amount of transfer credit expected;
- satisfaction with academic preparation for transfer; and
- satisfaction with 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 the “Office for Students with a Disability” 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. The descriptive analysis includes the full population of university transfer students. 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 whether the graduate transferred to university; whether they were satisfied with their transition experience; and if they were 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 nearest university from permanent address; program size; size of college; academic year of

⁴ http://www23.statcan.gc.ca/imdb-bmdi/document/3124_D3_T4_V1-eng.pdf

graduation; academic term graduated; and full or part-time status upon graduation. Models that excluded international students also included variables related to the graduates' permanent address: whether closest university to permanent address is selective; permanent address in an urban or rural region; and income terciles of Ontario FSA. Regression models investigating transfer experience (satisfaction with the experience and academic preparation for transfer) also included transfer related variables described above. They included those who had transferred to university full time and those who had applied for and had been notified about transfer credit.

Results

Student Profile

During the academic years 2013-14 to 2015-16, 11.3% of graduates self-identified as having a disability, of whom 59% reported registering with disability services (Table 1). Of the 9.4% who reported having registered with disability services, 71% self-identified as having a disability. In total, 14% of graduates either reported registering with the disability services office while they were a student or self-identified as having a disability, whereas 6.6% of graduates both reported a disability and registered with the disability services office.

Table 1. Share of Ontario college graduates who reported having a disability or registering with the disability services office, 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	

Figure 1 and Figure 2 describe the characteristics of graduates who self-identified as having a disability at graduation. The proportion of graduates who self-identified as having a disability was similar across age categories. However, females were more likely than males to report a disability, as well as those who were studying part-time at graduation. Differences in the proportion of graduates who self-identified with a disability were more marked by credential and program area. Programs that were of longer duration had a lower share of graduates who reported a disability, with only 8.6% of graduates of three-year diplomas versus 13.9% of graduates from one-year certificates reporting a disability.⁵ Health, engineering/technology, and business program areas were also less likely to have graduates who reported a disability.

⁵ Although not included in the current study, 7.7% of college degree graduates and 5.7% of graduate certificates reported a disability.

Figure 1. Proportion of Ontario college graduates who reported having a disability by gender, age, and course load at graduation, 2014-16.

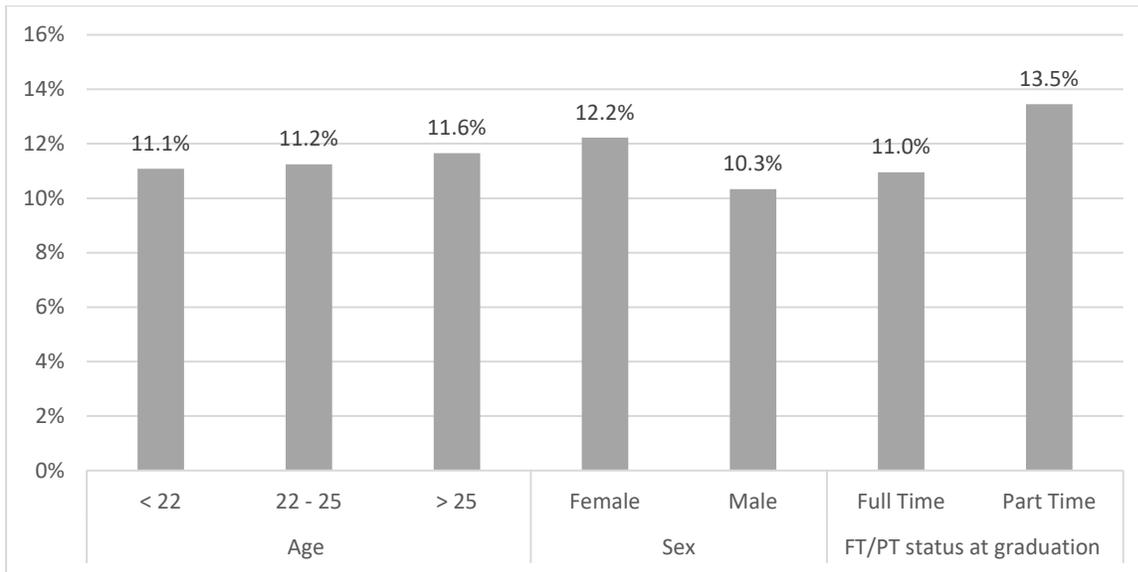
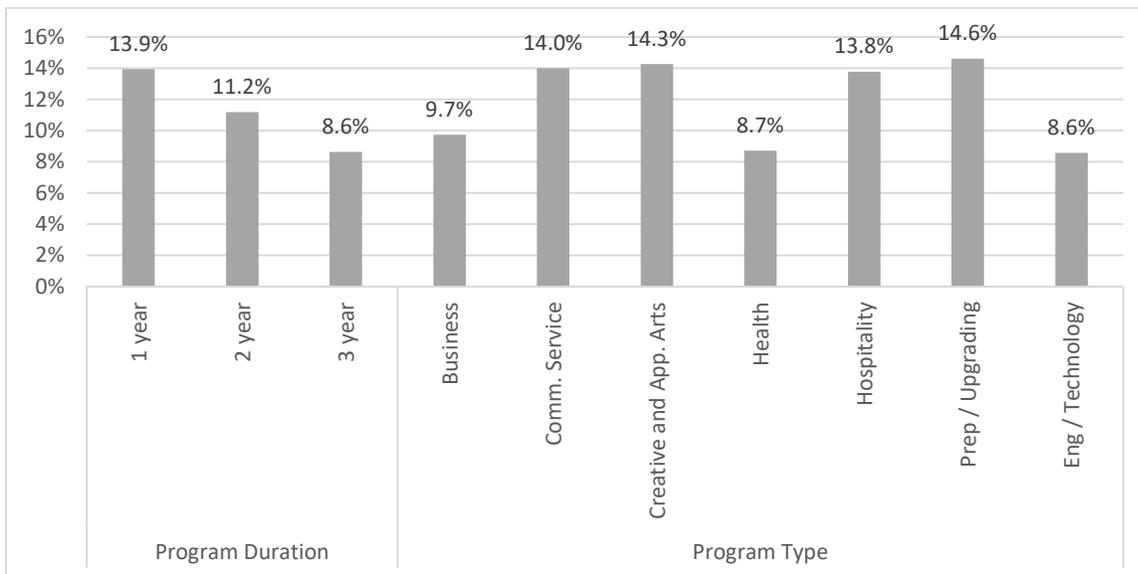


Figure 2. Proportion of Ontario college graduates who reported having a disability by credential and program area of study, 2014-16.

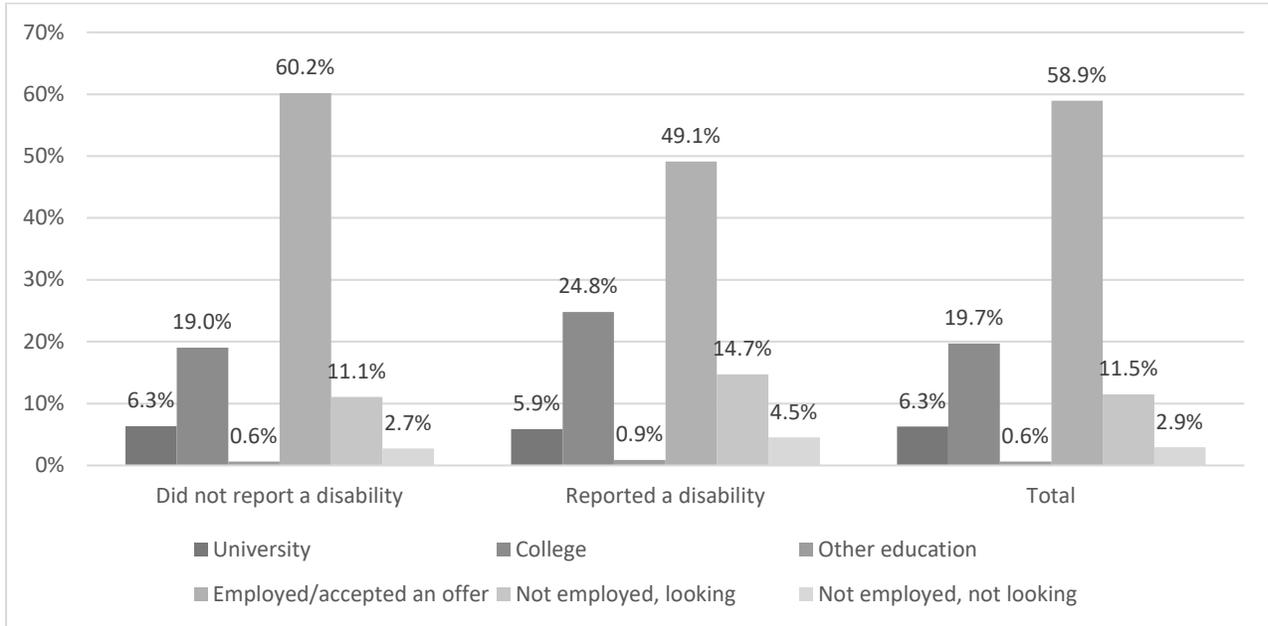


Pathways by disability status

Figure 3 shows pathways of graduates six months after graduation by disability status. Whereas graduates reporting a disability were slightly less likely to transfer to university (5.9% vs 6.3%), they were much more likely to continue on in a college program (25% versus 19%). For graduates who were not enrolled in any education, graduates with a disability were not performing as well in the labour market compared to graduates without a disability: less than half of graduates who reported a disability

were either currently working or had a job offer, compared to 60% of graduates who did not report a disability. Similarly, graduates with a disability were more likely to be unemployed and looking for work, as well as being unemployed and not looking for work.

Figure 3. Labour market and further education pathways of Ontario college graduates by self-reported disability status, 2014-2016



*Note: The employment related data points do not include those who indicated they were both working and attending school.

Transfer to University

Descriptive Results

Table 2 presents the proportion of graduates who transferred 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, and 5.8% transferred to university.

Table 2. Proportion of Ontario college graduates* who furthered their education by pathway, 2014-2016.

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

*Note: Four-year degrees and graduate certificates excluded

Appendix 3.1 presents the proportion of graduates who transferred to university by selected characteristics and presents similar findings to those reported in a previous paper (McCloy, Steffler, & Decock, 2017). Overall, graduates were observed to be less likely to transfer to university if they were international, older, took shorter college programs, had a permanent address more than 50 kms from

the nearest university, from a low income household, and studying part-time at graduation. Students who graduated from programs in community service or preparatory/upgrading programs had a higher rate of transfer to university relative to other college programs.

Graduates who reported having a disability were slightly less likely to transfer to university. However, of those reporting a disability, graduates who had registered with the disability office were more likely to transfer to university (6.2% vs 5.5%) (Figure 4). As well, among graduates who did not report a disability, those who registered with the disability services offices were less likely to transfer (5.3%) compared to those who did not (6.4%).

Figure 4. Proportion of graduates who transferred to university by those reporting a disability and registered with the disability office.

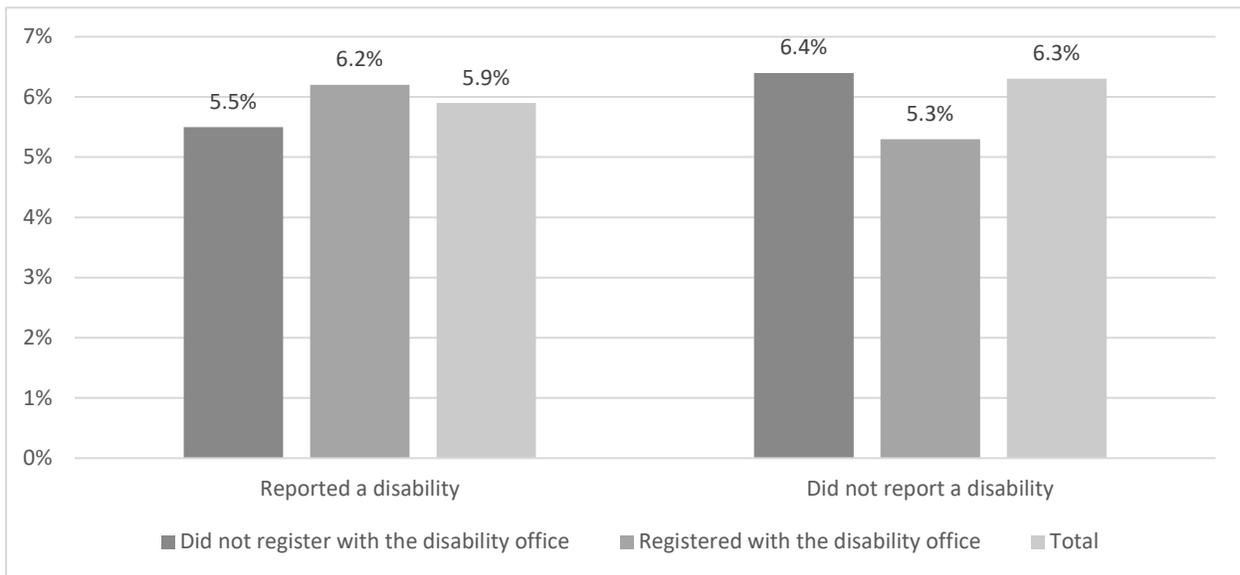


Figure 5 compares the proportion of graduates who transferred to university by year and semester of graduation, as well as by full- or part-time status at graduation. A notably lower proportion of graduates transferred to university in 2014 among graduates who reported having a disability (5.4%) compared to those who did not report having a disability (6.5%). 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, among graduates who were studying part-time at graduation, a lower proportion of graduates who reported having a disability transferred to university (2.8%) compared to graduates without disability (4.4%)

Figure 5. Proportion of graduates who transferred to university by disability status and college graduation characteristics.

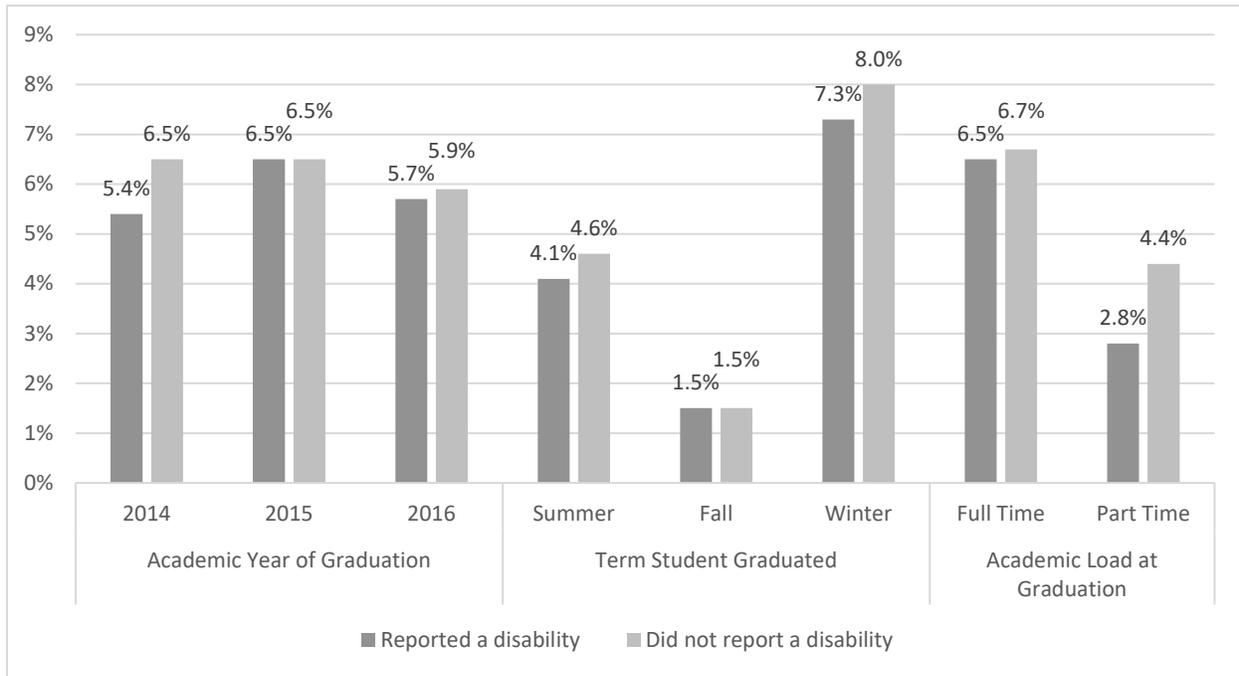


Figure 6 compares the proportion of graduates who transferred to university among graduates who did and did not self-identify as having a disability by sociodemographic variables. Similar to estimates from the full population (Table 2), among graduates who reported having a disability, graduates were 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 who did not report 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 6. Proportion of graduates who transferred to university among those who responded to disability status by sociodemographic variables.

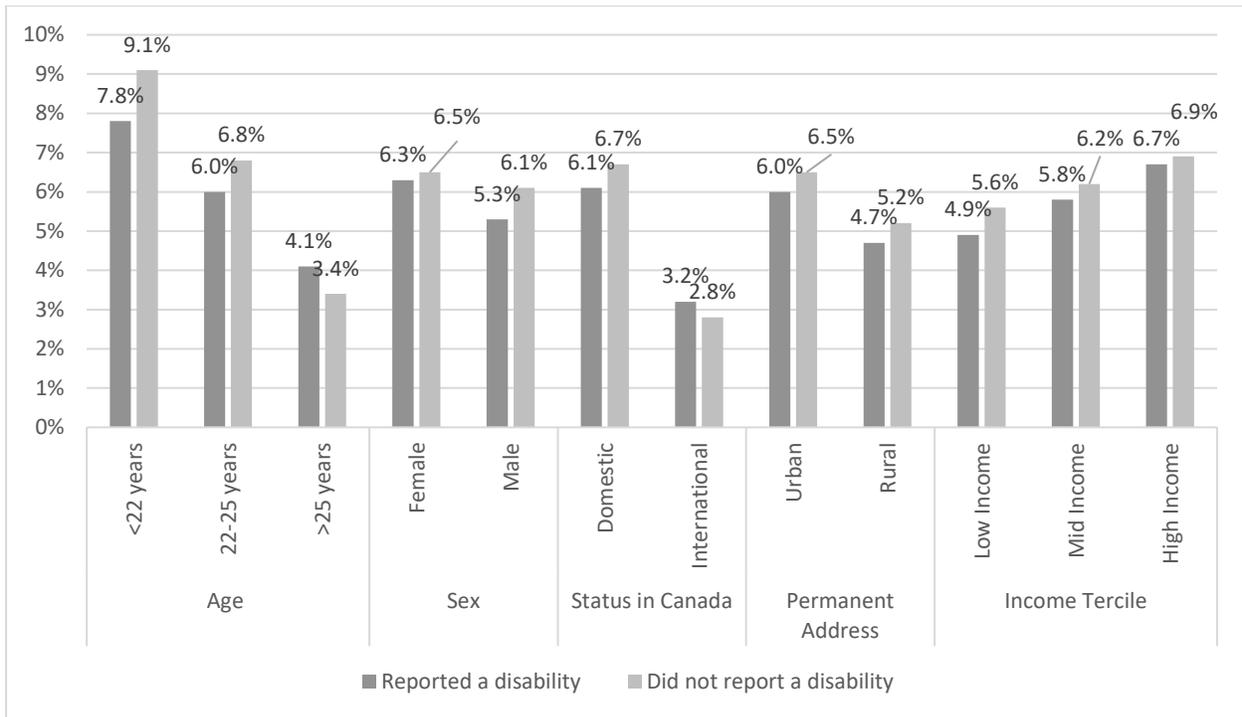


Figure 7 presents the proportion of graduates who transferred to university by college program characteristics. Similar to estimates presented earlier for the full graduate population, among graduates who reported a disability, a higher proportion transferred to university among those who completed a three-year diploma program compared to one-year certificate and two-year diploma programs, and who completed programs in community services, preparatory/upgrading and business. The proportion of graduates transferring to university is 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 programs, in which transfers rates were higher or similar for graduates reporting a disability compared to those who did not.

Figure 7. Proportion of graduates who transferred to university among those who responded to disability status by college program characteristics.

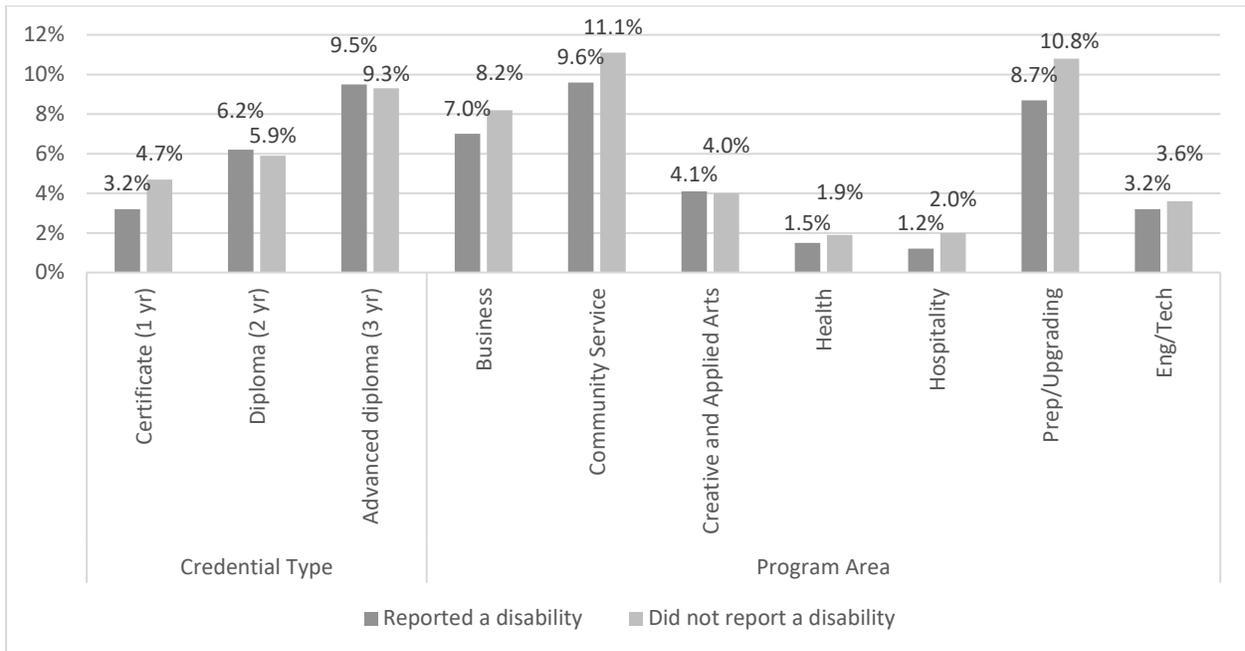


Figure 8 presents the proportion of graduates who transferred to university among those who did and did not report a disability by college characteristics. Overall, across most college characteristics, the proportion of graduates who transfer to university is slightly lower for those who report a disability compared to those without a disability. However, graduates reporting a disability from the Northern region of Ontario were slightly more likely to transfer than their peers without a disability.

Figure 8. Proportion of graduates who transferred to university by disability status and college characteristics.

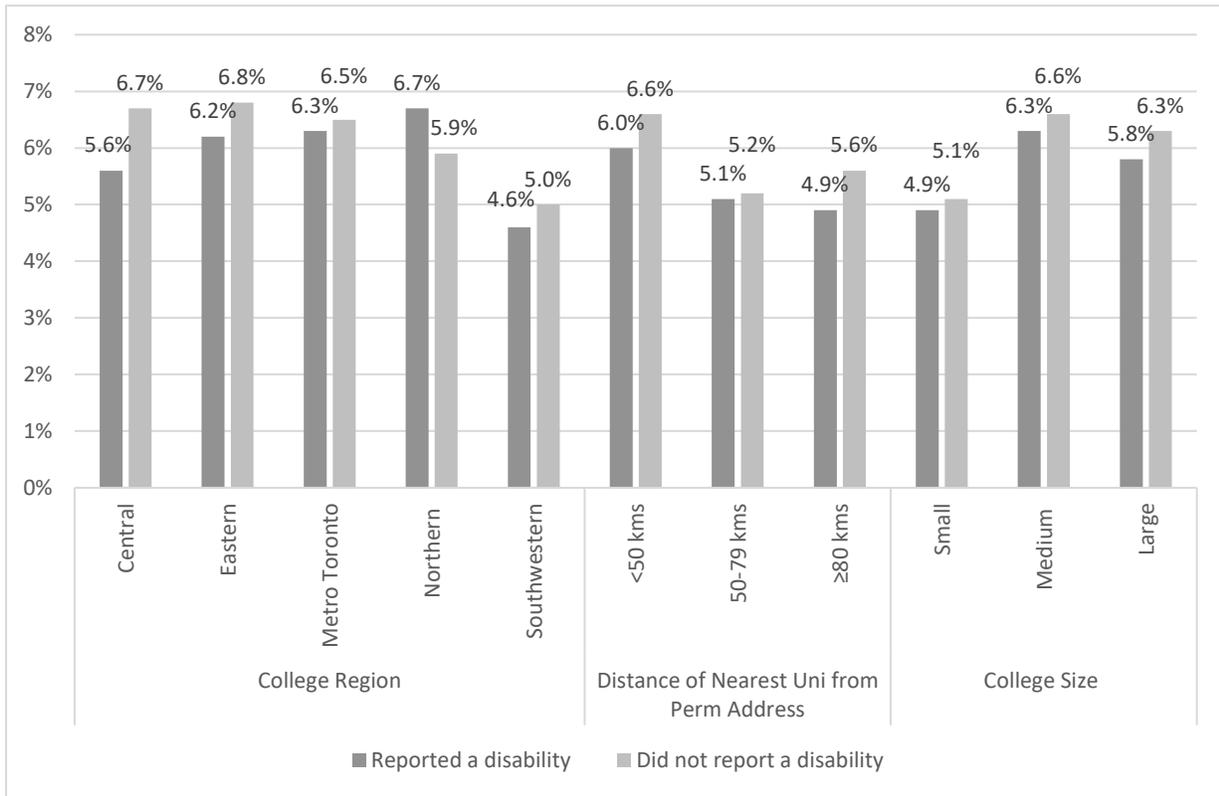


Table 3 presents the proportion of graduates who transferred to university by the college of graduation and disability status. The highest transfer rate was observed for La Cité collégiale (15.3%), followed by Durham (8.4%), Seneca (7.3%) and Canadore (7.2%). The lowest transfer rates were observed for 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.

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. 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 presents the proportion of graduates enrolled in each university among the population of graduates who transferred to university. Overall, the highest proportion of transfers was observed for York (13.9%) and Ryerson (10.7%). Laurentian, Western and York had a higher proportion 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 proportion of graduates who report a disability who transfer to university. 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

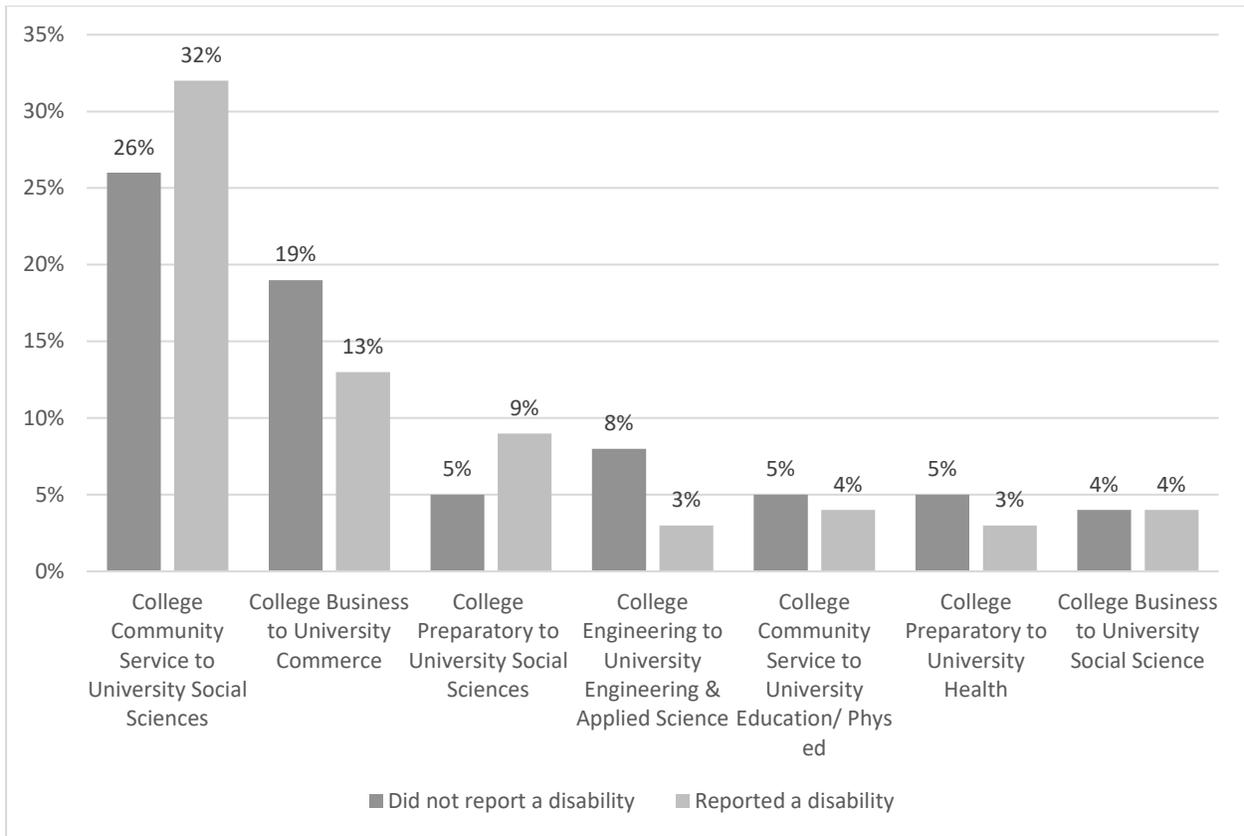
a disability (3.7% vs 6.3%). However, McMaster also receives a lower province-wide share of graduates with a disability compared to the total transfer population (2% vs 3.6%).

Table 4. Proportion of graduates who transferred to university among all university transfers by transfer destination.

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 9 presents the distribution of university transfer by college program area graduated from and university program area entered and self-reported disability status. 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. 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 9. Proportion of university transfers by college and university field of studies, and self-reported disability status.



Regression Results

To investigate the effect of selected characteristics on the odds of transferring to university, six regression models were performed (Table 5 & Table 6). Models 1 and 3 include all graduates who responded to the question regarding self-identified disabilities, including international students and students originally from outside of Ontario whereas Models 2 and 4 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 3 & 4 are restricted to those graduates who responded to the survey question regarding self-identified registration with the disability services office. Models 5 & 6 are restricted to only those who reported having a disability and determines the effect of registration with the Office for Students with a Disability on transfer rates. Overall, among those variables selected to be included in the multivariable regression models, similar results were observed across models.

Disability Status

Results of Models 1 and 2, provide evidence for a lower odds of transferring to university among graduates who reported having a disability (Model 1: 0.92, 95% CI: 0.84, 1.00; Model 2: 0.91, 95% CI: 0.83, 0.99). Similarly, results of Models 3 and 4 provide evidence for a lower odds of transferring to university among graduates who reported registering with the Office for Students with a Disability (Model 3: 0.92, 95% CI: 0.84, 1.00; Model 4: 0.91, 95% CI: 0.83, 1.00). However, within the population of graduates who reported 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 5: 1.07, 95% CI: 0.91, 1.26, Model 6: 1.04, 95% CI: 0.88, 1.23).

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. However, among graduates who reported a disability, gender and income was not observed to be significantly associated with transfer to university (Models 5 & 6).

College Programs

A higher odds of transferring to university was observed for graduates of two- and three-year diploma programs compared to one-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 program areas (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 had a higher odds of transferring to university than graduates of small colleges. A higher odds of transferring to university was observed for graduates who were full-time students at the time of their college graduation compared to part-time students. In the regression models restricted to graduates who reported a disability, these findings were similar, with the exception that graduates of community service programs did not have higher odds of transferring than business programs.

Geography

In comparison to graduates of colleges located in central Ontario, graduates of colleges located in metro and northern regions of Ontario were observed to 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. Within the population of graduates reporting a disability, all of these findings by geography held, with the exception of distance from a university, which was not observed to be associated with the odds of transferring to university.

Time trends

Results of Models 1-4 provide evidence for a decrease in the odds of transferring to university in the 2015-16 academic year compared to the 2013-14 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 5 & 6) the effect of academic year on the odds of transferring to university is not observed.

Table 5. Regression analysis: Transfer to university 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)
Self-Identified with a Disability (Ref=No)	Yes	0.918** (0.040)	0.908** (0.041)
	Status in Canada (Ref=Other)	International	0.447*** (0.028)
Age (Ref=<22 years)	22-25 years	0.732*** (0.023)	0.734*** (0.025)
	>25 years	0.383*** (0.015)	0.401*** (0.016)
Sex (Ref=Female)	Male	1.071** (0.031)	1.103*** (0.034)
Credential Type (Ref=Certificate (1 yr))	Diploma (2 yr)	2.405*** (0.132)	2.844*** (0.173)
	Advanced Diploma (3 yr)	4.954*** (0.297)	6.017*** (0.399)
Program Area (Ref=Business)	Community Service	1.180*** (0.044)	1.269*** (0.051)
	Creative and Applied Arts	0.316*** (0.018)	0.295*** (0.019)
	Health	0.268*** (0.019)	0.303*** (0.022)
	Hospitality	0.237*** (0.024)	0.210*** (0.026)
	Prep/ Upgrading	2.509*** (0.151)	3.365*** (0.226)
	Engineering/ Technology	0.367*** (0.017)	0.398*** (0.020)
College Region (Ref=Central)	Eastern	0.996 (0.040)	0.845*** (0.038)
	Metro Toronto	1.194*** (0.048)	1.108** (0.046)
	Northern	1.177** (0.084)	1.190** (0.092)
	Southwestern	0.730*** (0.032)	0.686*** (0.032)
Distance of Nearest University from Permanent Address (Ref=<50 kms)	50-79 kms		0.922 (0.053)
	≥80 kms		0.797*** (0.054)
Permanent Address (Ref=Urban)	Rural		0.779*** (0.039)
Income Tercile of Ontario FSA (Ref=Low Income)	Mid Income		1.055 (0.036)
	High Income		1.137*** (0.042)
College Size (Ref=Small)	Medium	1.427*** (0.098)	1.227*** (0.092)
	Large	1.377***	1.236***

Variables	LABELS	(1) Transfer to University (Including International Students)	(2) Transfer to University (Excluding International Students)
		(0.101)	(0.099)
Academic Year of Graduation (Ref=2014)	2015	1.032 (0.032)	1.034 (0.034)
	2016	0.928** (0.031)	0.897*** (0.032)
Term Student Graduated (Ref=Summer)	Fall	0.266*** (0.021)	0.242*** (0.021)
	Winter	1.203*** (0.046)	1.157*** (0.047)
Academic Load at Graduation (Ref=Full Time)	Part Time	0.686*** (0.032)	0.662*** (0.033)
Constant		0.040*** (0.004)	0.038*** (0.004)
Pseudo R2		0.1088	0.1115
Observations		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	(3)	(4)	(5)	(6)
		Transfer to University (Including International Students)	Transfer to University (Excluding International Students)	Transfer to University (Including International Disability Pop'n)	Transfer to University (Excluding International Disability Pop'n)
		All Students		Students who reported having a disability	
Registered with Office for Students with a Disability (Ref=No)	Yes	0.916 (0.043)	0.907** (0.044)	1.071 (0.090)	1.040 (0.090)
	Status in Canada (Ref=Other)	International	0.447*** (0.028)		0.472*** (0.093)
Age (Ref=<22 years)	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)
Sex (Ref=Female)	Male	1.071** (0.031)	1.103*** (0.033)		
Credential Type (Ref=Certificate 1 yr)	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)
Program Area (Ref=Business)	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***	0.303***	0.227***	0.248***

Variables	LABELS	(3) Transfer to University (Including International Students)	(4) Transfer to University (Excluding International Students)	(5) Transfer to University (Including International Disability Pop'n)	(6) Transfer to University (Excluding International Disability Pop'n)
		(0.019)	(0.022)	(0.060)	(0.068)
	Hospitality	0.234***	0.207***	0.180***	0.169***
		(0.024)	(0.025)	(0.061)	(0.067)
	Prep/ Upgrading	2.509***	3.359***	2.813***	4.182***
		(0.150)	(0.225)	(0.489)	(0.807)
	Engineering/ Technology	0.369***	0.399***	0.371***	0.419***
		(0.017)	(0.020)	(0.059)	(0.070)
College Region (Ref=Central)	Eastern	0.994	0.843***	1.052	1.073
		(0.040)	(0.037)	(0.130)	(0.135)
	Metro Toronto	1.193***	1.107**	1.339**	1.367**
		(0.048)	(0.046)	(0.171)	(0.180)
	Northern	1.178**	1.191**	1.799***	1.684**
	(0.084)	(0.093)	(0.369)	(0.366)	
	Southwestern	0.730***	0.687***	0.819	0.737**
		(0.032)	(0.032)	(0.113)	(0.106)
Distance of Nearest University from Permanent Address (Ref=<50 kms)	50-79 kms		0.921		
			(0.053)		
	≥80 kms		0.798***		
			(0.054)		
Permanent Address (Ref=Urban)	Rural		0.780***		0.736**
			(0.039)		(0.101)
Income Tercile of Ontario FSA (Ref=Low Income)	Mid Income		1.054		
			(0.036)		
	High Income		1.134***		
			(0.042)		
College Size (Ref=Small)	Medium	1.423***	1.224***	1.833***	1.702**
		(0.098)	(0.091)	(0.376)	(0.362)
	Large	1.374***	1.235***	1.711**	1.544
		(0.101)	(0.099)	(0.378)	(0.354)
Academic Year of Graduation (Ref=2014)	2015	1.031	1.033		
		(0.032)	(0.034)		
	2016	0.927**	0.895***		
		(0.031)	(0.032)		
Term Student Graduated (Ref=Summer)	Fall	0.265***	0.241***	0.292***	0.262***
		(0.021)	(0.021)	(0.070)	(0.071)
	Winter	1.202***	1.158***	1.161	1.140
		(0.046)	(0.047)	(0.137)	(0.142)
Academic Load at Graduation (Ref=Full Time)	Part Time	0.687***	0.663***	0.458***	0.453***
		(0.032)	(0.033)	(0.069)	(0.071)
Constant		0.040***	0.038***	0.019***	0.016***
		(0.004)	(0.004)	(0.006)	(0.005)
Pseudo R2		0.1089	0.1116	0.1089	0.1172
Observations		102,975	89,356	11,562	10,502

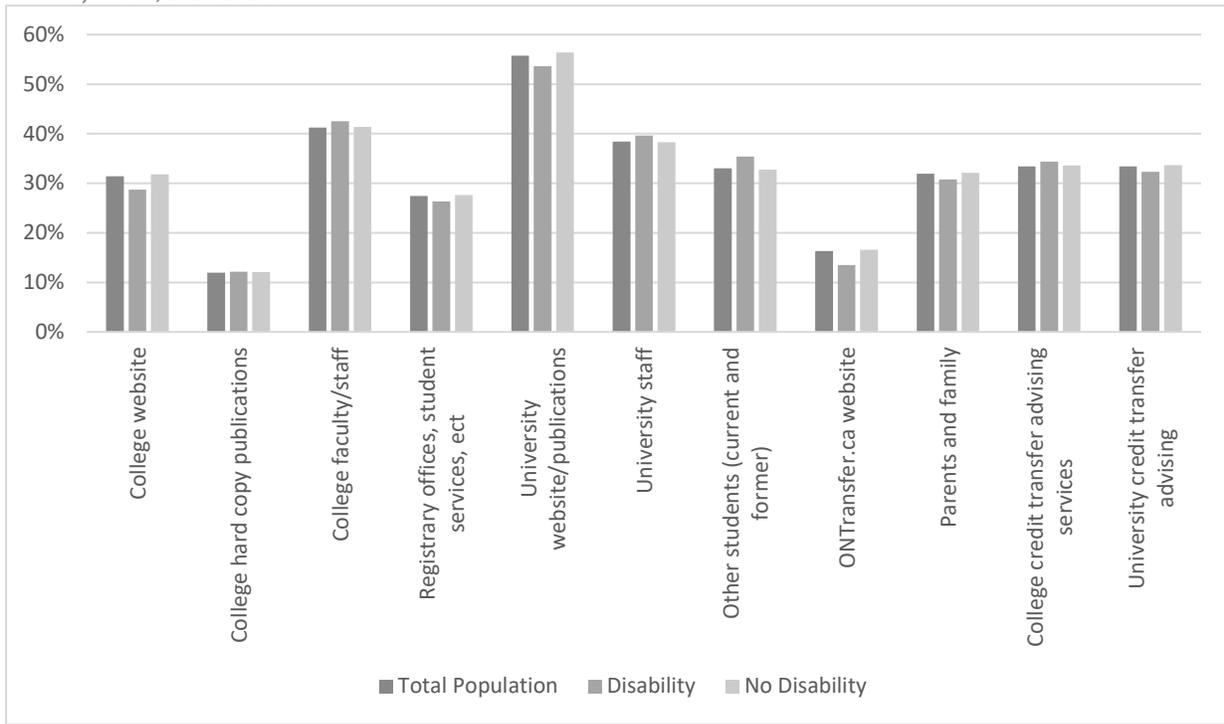
Standard error in parentheses; ***p<0.01, **p<0.05

Transfer Experience

Descriptive Results

Figure 10 presents 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%).

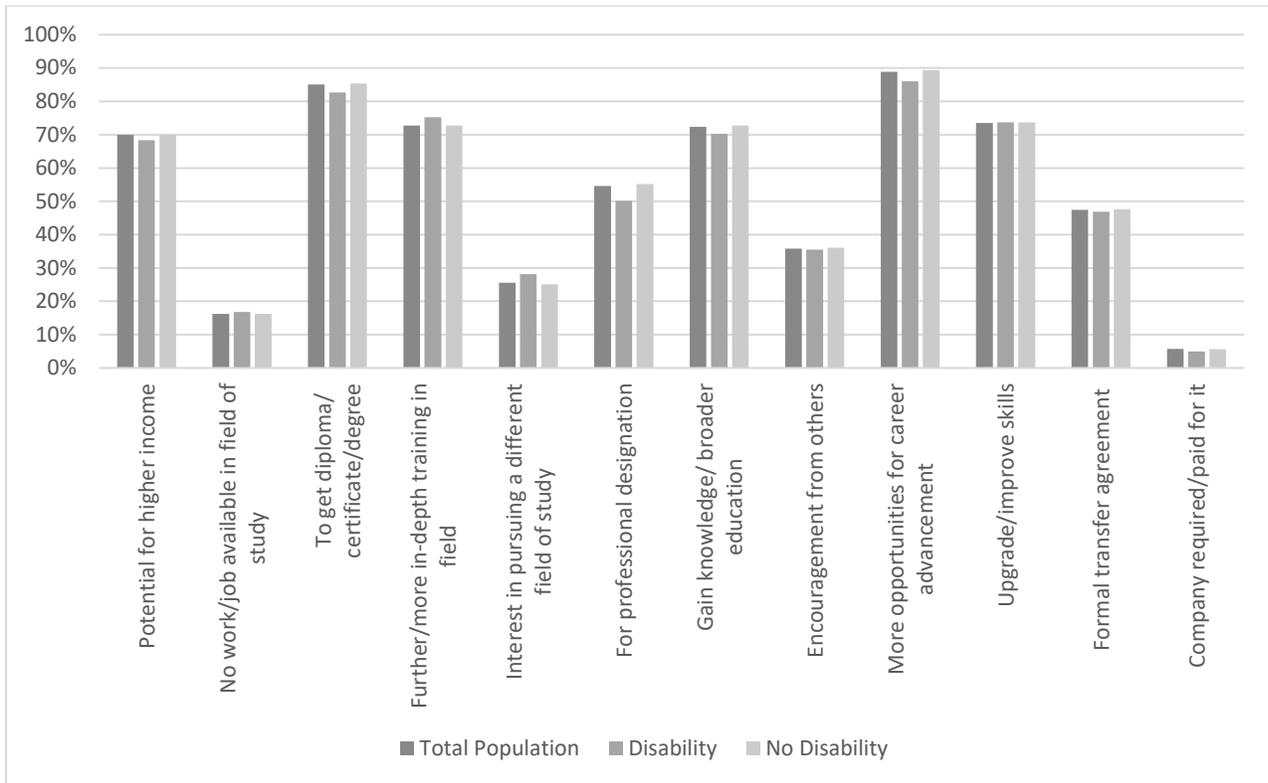
Figure 10. Information sources for graduates transferring to full-time university programs, percentage (%) major source, by disability status, 2014-2016.



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

Figure 11 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 furthering 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 11. Reason(s) for university transfers to continue their education, % major reason, by disability status, 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.

Figure 12 compares the proportion of graduates who believed they would have been accepted into their current program without graduating from college first by 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. University transfers who reported having a disability were slightly more likely to indicate they could not have gone to university without graduating from college first (43% vs 37%).

Figure 12. Responses to the question, "Do you think you would have been accepted into your current program without graduating from college first?" by disability status, 2014-2016.

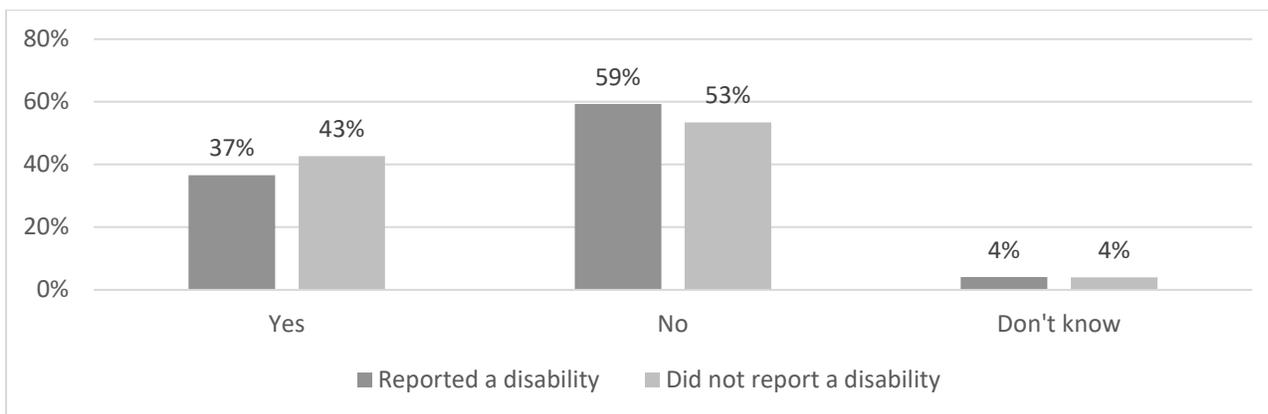


Figure 13 presents the distribution of when university transfers decided to further their education after college graduation by disability status. Overall, 39% of graduates who transferred to university decided to further their education before entering into their college program and 50% decided either 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. University transfers who reported having a disability were slightly more likely to have decided before they entered college (42% vs 38%).

Figure 13. Timing of decision of university transfers to further their education, Ontario graduates, six months after graduation, by disability status, 2014-2016.

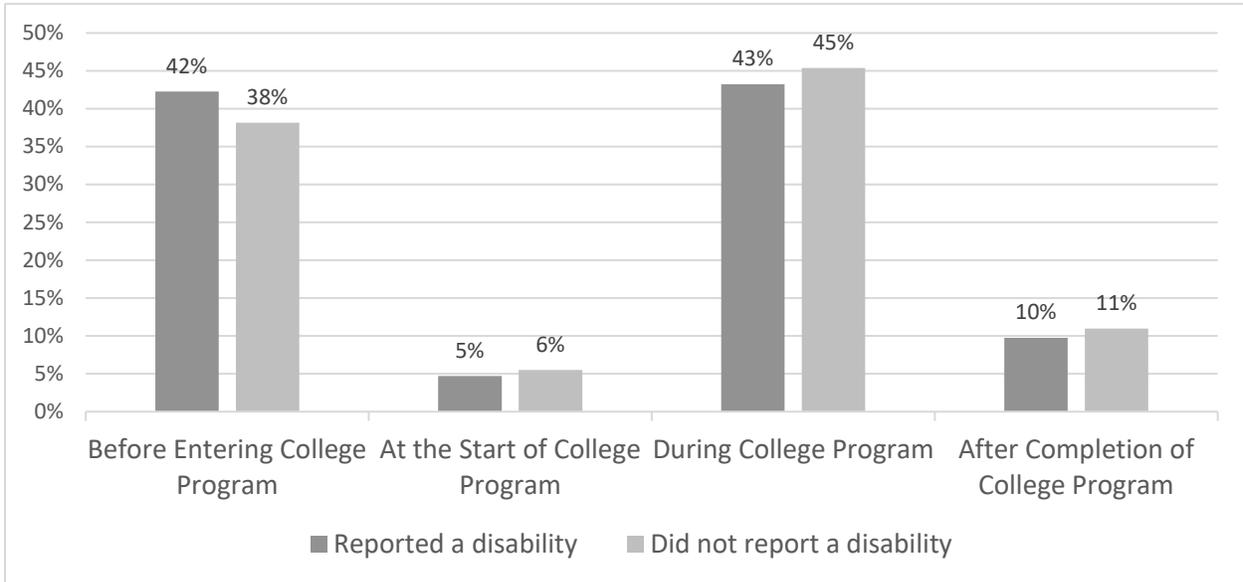


Figure 13 presents the relatedness of transfer student’s current university program to their previous college program by disability status. Overall, 55% of graduates who transferred to university reported their current program was very related to their college program. No differences were observed by the relatedness of current program to college program when comparing graduates who reported having a disability to those who reported having no disability.

Figure 14. Reported relatedness of current university program to previous college program for university transfers, by disability status, Ontario graduates, six months after graduation, 2014-2016.

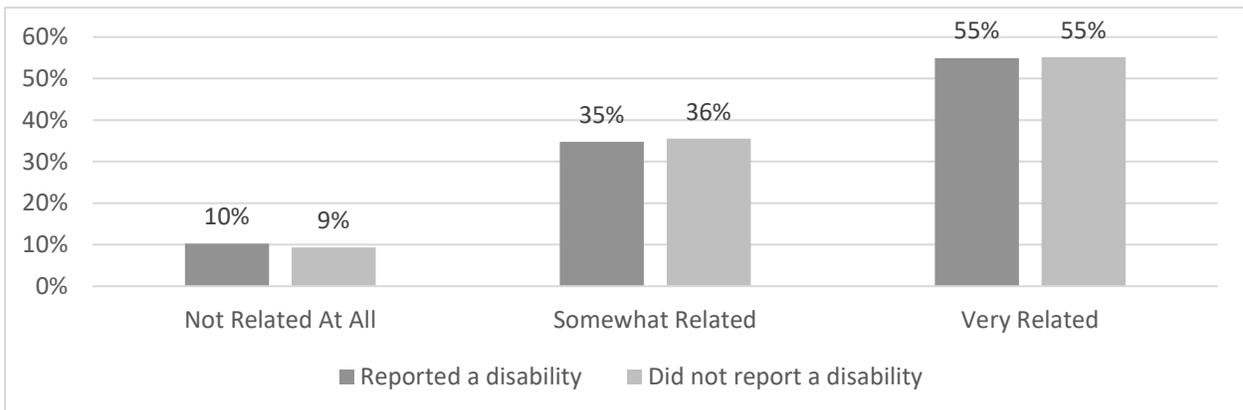


Figure 15 presents the distribution of the amount of credit the graduate reported receiving towards their current program by disability status. Overall, among graduates of 2 year diploma programs at college who transferred to university, approximately 38% received one year of credit and 25% received 2 or more years of credit. Among graduates of three-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 did not report a disability.

Figure 15. Estimated amount of credit received by credential, university transfers, by disability status, 2014-2016.

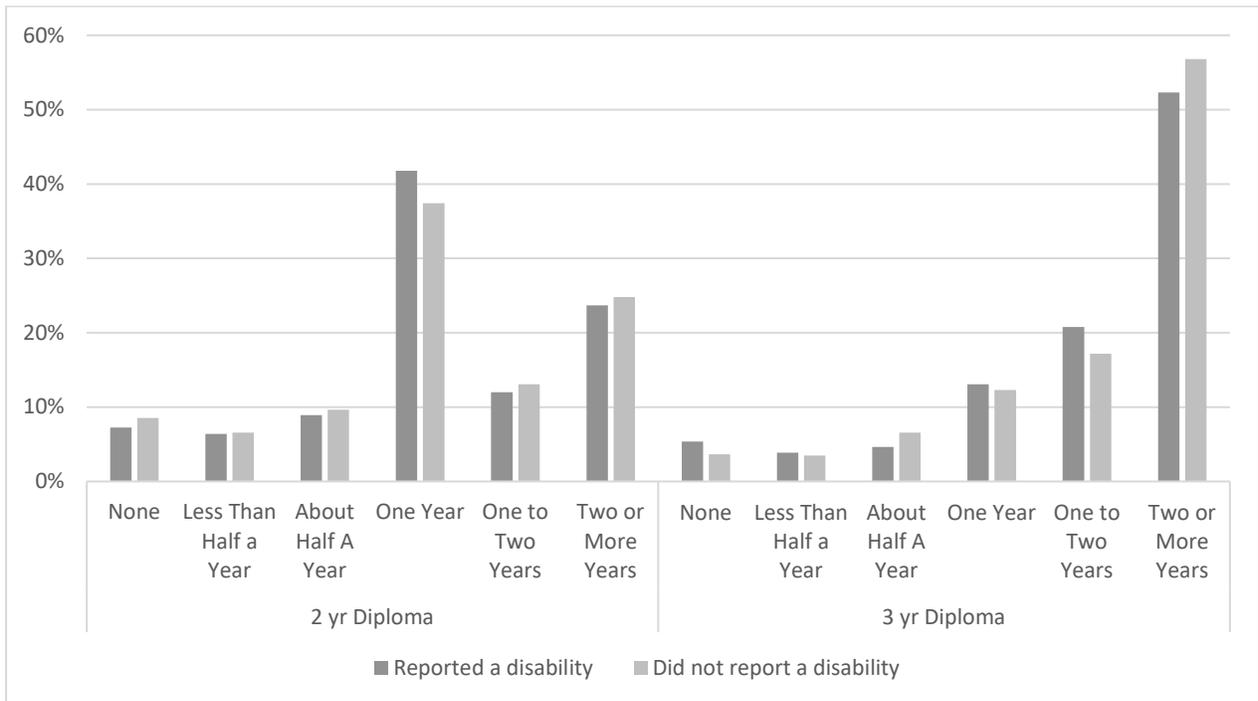
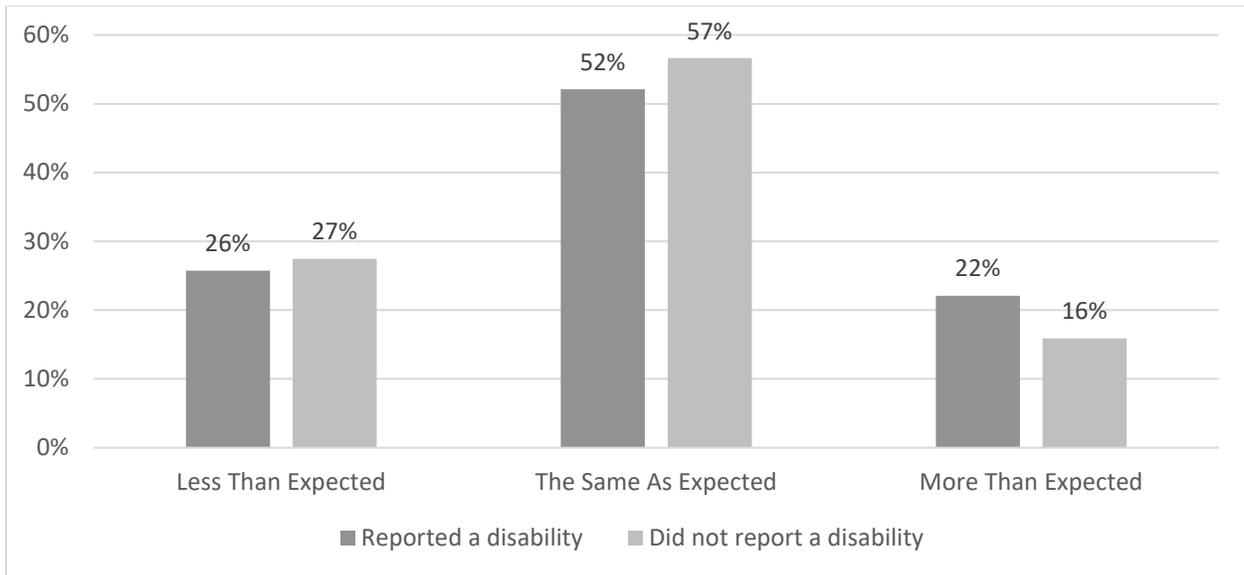


Figure 16 presents the distribution of the amount of credit that was received compared to the amount expected among university transfer students by disability status. Overall, among graduates who transferred to university, approximately 56% received the same amount of credit as expected towards their new program and 27% received less credit than was expected. Transfers who reported having a disability were more likely to report getting more credit than expected (22% vs 16%), but were less likely to report receiving the same credit as expected, compared to graduates who did not report a disability.

Figure 16. Transfer credit expected vs amount received by disability status, university transfers, 2014-2016.



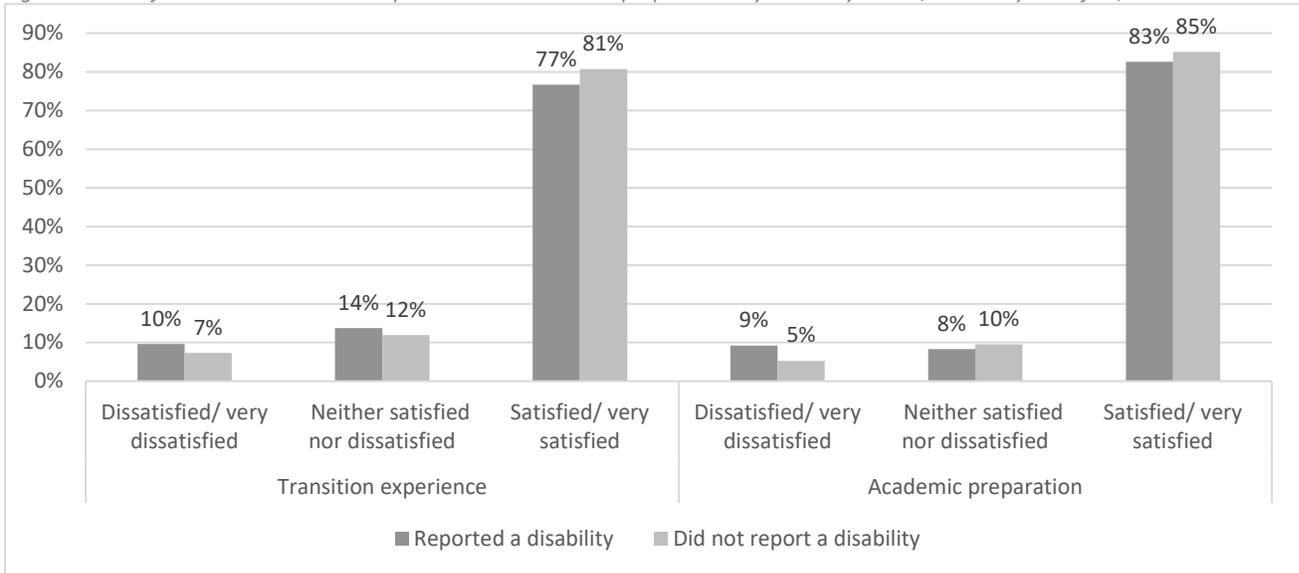
Note: This question was only asked of transfers who had applied for credit and had heard back; transfers who had not yet applied or were not applying, or applied and hadn't heard.

Satisfaction with the transition experience and academic preparation

Descriptive Results

The proportion of graduates who transferred to university and reported being satisfied with their transition experience and academic preparation for transfer, (two of the key outcomes of interest for the current study) are shown in Figure 17. For each outcome, graduates reporting a disability are slightly less likely to be satisfied and more likely to be dissatisfied. Overall, 80.4% of graduates were satisfied with their transition experience. Graduates who reported a disability were less likely to be satisfied with their transition experience compared to graduates who did not report a disability (76.7% vs 80.8%). Overall, 85% were satisfied with their academic preparation for transfer to university. University transfers who reported a disability were only slightly less likely to be satisfied with their academic preparation compared to those who did not report a disability (82.6% vs 85.2%).

Figure 17. Satisfaction with transition experience and academic preparation by disability status, university transfers, 2014-2016.



In Figure 18 and Figure 19 the results are further presented by whether the graduates indicated they had registered with the disability services office. Graduates who transferred to university and who did not register with the disability office or report a disability had the highest satisfaction rate, at 81%. Graduates who either used the disability services office, or reported a disability, had satisfaction rates between 75 and 77%.

Figure 18. Proportion of graduates who were satisfied with their transition experience, by reported disability status and use of disability services office, university transfers, 2014-2016.

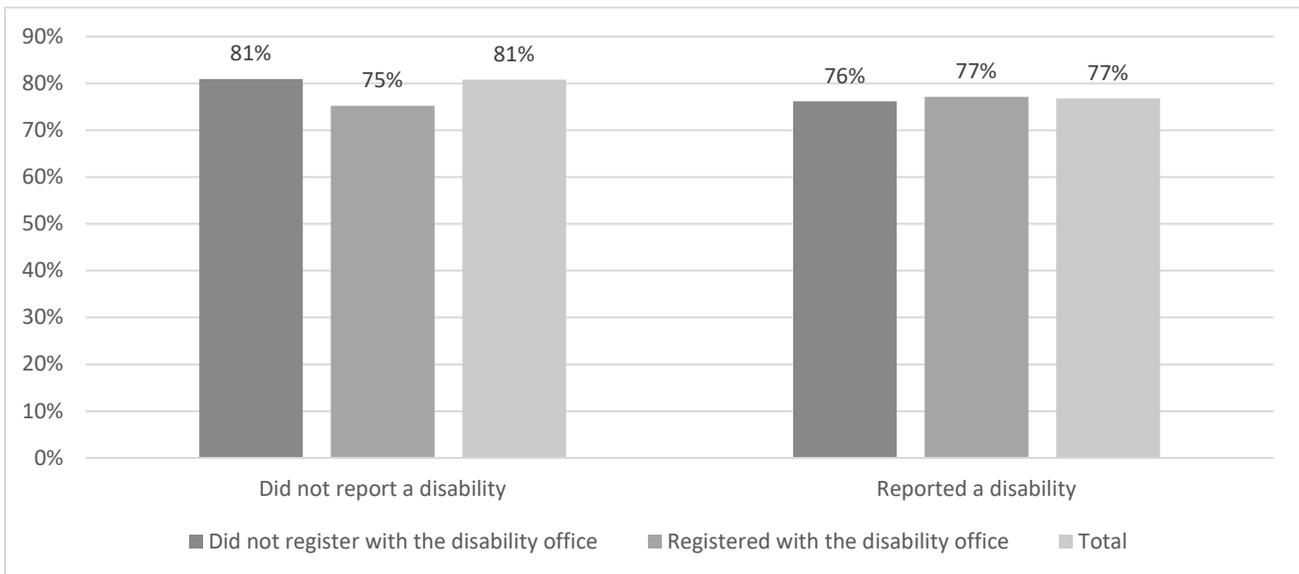
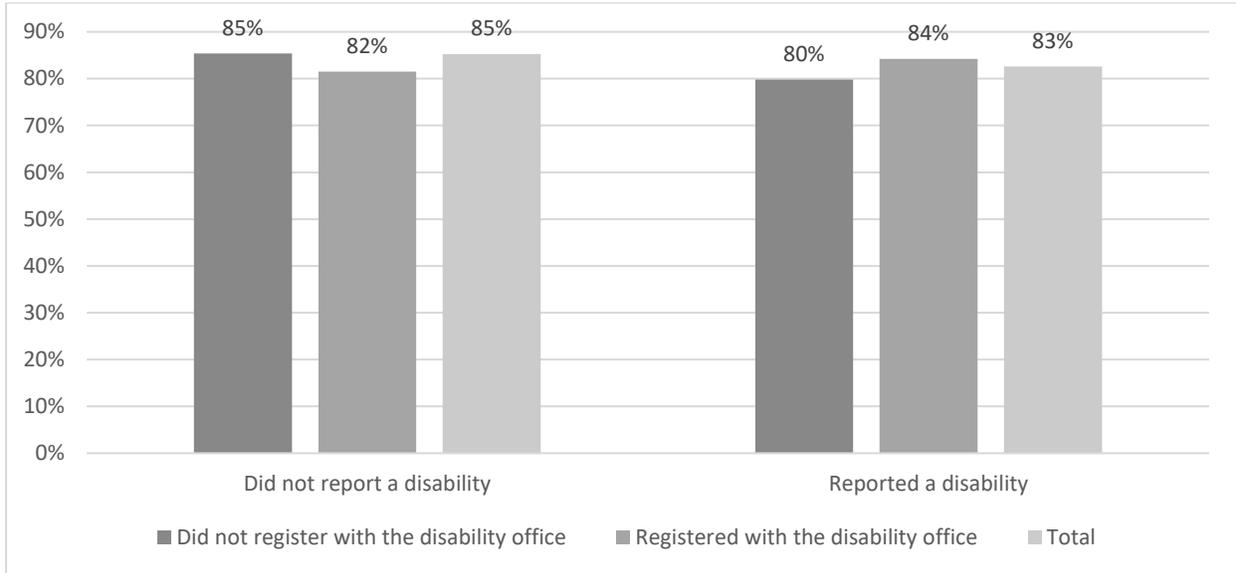


Figure 19 presents the proportion of graduates who were satisfied with their academic preparation by disability status and registration with the disability services office. Transfers who indicated that they had a disability but had not registered with the disability services office, had the lowest satisfaction rate of 80%, whereas graduates who neither reported a disability nor registered with the Office for Students with a Disability had the highest rate at 85%.

Figure 19. Proportion of graduates who were satisfied with their academic preparation for university transfer, Ontario graduates, six months after graduation, 2014-2016.



*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 20 presents the proportion of graduates who transferred to university and were satisfied with their transition experience by graduation characteristics and disability status. Across year of graduation, semester of graduation, and full- or part-time status, graduates with a disability compared to graduates without a disability reported being somewhat less satisfied with their transition experience to university, with the exception of fall graduates.

Figure 20. The proportion of graduates satisfied with their transition experience by disability status and by year, term, and academic load, 2014-2016.

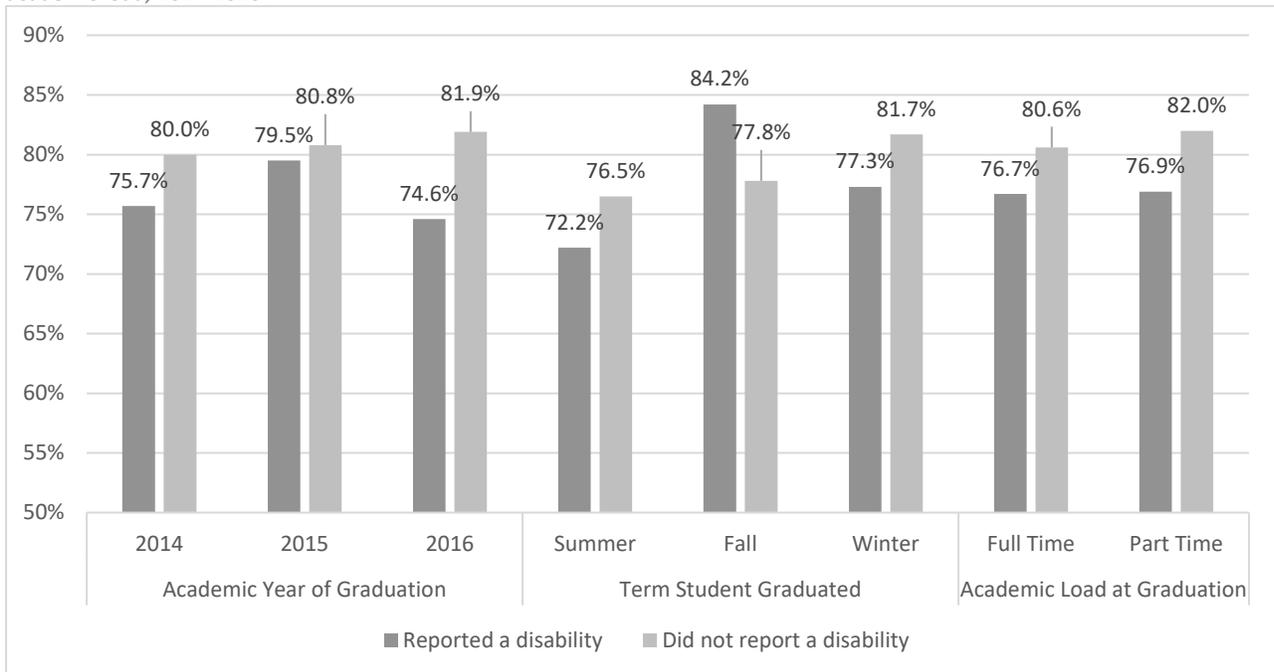
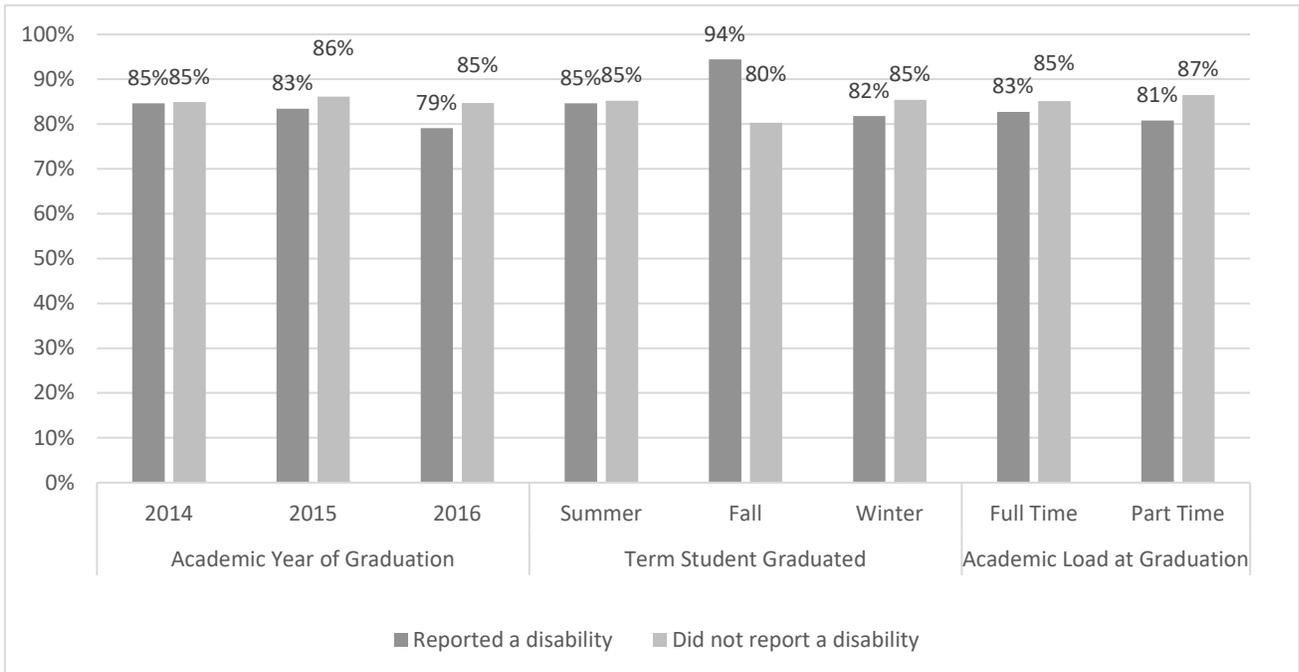


Figure 21 presents the proportion of graduates who were satisfied with their academic preparation for transfer to university by graduation year, semester, full- or part-time status and disability status. Across most of these categories, transfers reporting a disability had similar or slightly lower satisfaction with their academic preparedness for transfer by reported disability status. The largest gap in satisfaction with academic preparedness between transfers who did or did not report a disability was observed for the 2016 graduating year (79% vs 85%) and for graduates who were part-time at graduation (81% vs 87%).

Figure 21. Proportion of graduates who were satisfied with their academic preparation for transfer to university by disability status, year, term, and academic load.



Appendix 3.7 and 3.8 presents a detailed comparison of the proportion of graduates who transferred to university and were satisfied with the transition experience and academic preparation by self-reported disability status for various sociodemographic, program, and college characteristics. Across most of the characteristics examined, a similar and small gap in satisfaction rates was observed with graduates reporting a disability having lower satisfaction compared to graduates reporting no disability. However, a higher proportion of graduates with a disability were satisfied with their academic preparation for university transfer among those in the highest income tercile group (89.3%) compared to the lowest (84%).

Regression Results

Disability

Regression models were used to investigate whether graduates who transferred to university and reported having a disability compared to those who did not report a disability differed in their satisfaction with either the transition experience to university or their academic preparation for transfer. The association between either reporting a disability or registering with the disability office and

the outcomes of satisfaction with the transition experience and academic preparation is shown in Table 7. Additional models were also conducted which included a limited number of variables, and included transfer related variables such as timing and expectations of transfer credit, reasons for transferring, information sources used and relatedness of program (results in appendices 3.9-3.12).⁶ Only graduates who furthered their education full-time were asked these transfer related questions on the GSS.⁷

The results show that graduates who reported a disability were less likely to be satisfied with their transition experience. However, graduates who indicated they registered with disability services (whether or not they reported a disability) did not differ in their satisfaction. These results were the same in both the basic model, which excluded many of the transfer related variables (Appendix 3.9 & 3.10) and in the expanded model below in Table 7. A model was also completed including just the population of graduates who self-identified as having a disability. Within the population of university transfers who indicated they had a disability, those who registered with the disability services office was not observed to differ in their satisfaction with the transition experience (Table 8).

Results for the effect of self-reported disability on satisfaction with academic preparation are similar to those seen for the transition experience, with those who reported a disability being less satisfied with their preparation (Table 7). However, graduates who registered with disability services did not differ in their satisfaction with their academic preparation for university transfer compared to those who did not register with disability services. Interestingly, in the basic model which did not include a variety of transfer related variables, self-reported disability status was not observed to be significantly associated with satisfaction with academic preparedness (Appendix 3.11 & 3.12). Within the population who reported a disability and transferred to university, registering with the disability services office was not observed to be associated with graduate's satisfaction with academic preparedness for transfer (Table 8).

Sociodemographics

In general, results of multivariable models provide evidence that age, gender and income (among students from Ontario) do not have an impact on satisfaction with either the transition experience or academic preparation for university transfers (Table 7). International students compared to Ontario residents have a higher odds of being satisfied with their transition experience to university, but not for academic preparation.

College Programs

Graduates of advanced diploma programs compared to one-year certificate programs have a lower odds of being satisfied with their transition experience to university as well as graduates of community service and engineering/technology. For academic preparation, there were no association observed by credential type, however graduates of engineering/technology were less satisfied with their academic preparation.

⁶ Additional models excluding international students were also conducted to investigate the effect of neighbourhood income, however similar results were observed. Therefore, only the models with the full population were selected to be shown here.

⁷ One exception is "Reasons for transferring" which was asked of those who transferred to university and continued both full-and part-time.

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 transition experience to university. However, college region was not significant associated with graduate’s satisfaction with academic preparation for university transfer.

Transfer-related variables

Factors that had a positive and significant effect on the odds of being satisfied with the transition experience and academic preparation for transfer to university included receiving the same or more credit than expected, and transferring into a related program. However, the estimated amount of credit was only observed to be significantly associated with graduate’s satisfaction with the transition experience, and not for their satisfaction with their academic preparation. In terms of reasons for transferring, for both outcomes, transferring for academic and program related reasons was the only category that had a significant influence on the odds of being satisfied. Interestingly, sources of information diverge in their influence on the two outcomes. Whereas a higher odds of being satisfied with transition experience was observed for those who used university sources or family/friends as sources of information for transfer, a higher odds of being satisfied with academic preparation for university was only observed for graduates who used college sources of information for transfer. This may be explained by the idea that the university and other personal sources may be able to provide more overall and general information, whereas the college sources can uniquely address academic and program concerns.

Table 7. Regression analysis: the effect of disability on satisfaction with transition experience and academic preparation, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	Transition Experience	Transition Experience	Academic Preparation	Academic Preparation
Self-Identified with a Disability (Ref=No)	Yes	0.780** (0.095)		0.758** (0.099)	
Registered with Disability Services Office (ref=no)	Yes		0.856 (0.113)		0.879 (0.127)
Status in Canada (Ref=Other)	International	1.900*** (0.437)	1.915*** (0.441)		
Credential Type (Ref=Certificate (1 yr))	Diploma (2 yr)	0.855 (0.167)	0.832 (0.163)		
	Advanced Diploma (3 yr)	0.515*** (0.111)	0.509*** (0.110)		
Program Area (Ref=Business)	Community Service	0.729*** (0.083)	0.737*** (0.084)	0.828 (0.092)	0.825 (0.091)
	Creative and Applied Arts	1.308 (0.265)	1.316 (0.266)	0.999 (0.202)	0.993 (0.200)
	Health	0.753 (0.177)	0.816 (0.195)	1.434 (0.432)	1.563 (0.485)
	Hospitality	1.140 (0.440)	1.130 (0.437)	1.220 (0.463)	1.198 (0.454)
	Prep/ Upgrading	1.047 (0.205)	1.027 (0.200)	1.305 (0.208)	1.286 (0.204)
	Engineering/ Technology	0.757** (0.096)	0.768** (0.098)	0.625*** (0.085)	0.625*** (0.085)

Variables	LABELS	Transition Experience	Transition Experience	Academic Preparation	Academic Preparation
College Region (Ref=Central)	Eastern	1.072 (0.128)	1.072 (0.128)		
	Metro Toronto	1.052 (0.109)	1.029 (0.107)		
	Northern	0.659*** (0.100)	0.651*** (0.099)		
	Southwestern	1.062 (0.143)	1.056 (0.142)		
College Size (Ref=Small)	Medium				
	Large		1.197 (0.322)		
Term Student Graduated (Ref=Summer)	Fall	1.174 (0.315)	1.463*** (0.171)		
	Winter	1.341*** (0.146)	1.353** (0.209)		
Major Source of Transfer Information	College			1.600*** (0.139)	1.609*** (0.140)
	University	1.421*** (0.117)	1.411*** (0.116)		
	Students and family	1.278*** (0.101)	1.279*** (0.101)		
Major Reason for Transferring	Encouragement from others				
	Acquire credential or designation				
	Academic/program related	2.133*** (0.292)	2.126*** (0.291)	1.714*** (0.257)	1.720*** (0.258)
	Career/labour market related				
	Presence of transfer agreement				
Estimated amount of transfer credit (Ref=None)	1 Year or Less	1.467** (0.254)	1.460** (0.252)		
	More than 1 Year	1.703*** (0.315)	1.700*** (0.314)		
Notified of Transfer Credit (Ref=After Program Start)	Start of Program or Earlier				
Credit Received vs. Expected (Ref=Less than expected)	The Same as Expected	2.302*** (0.200)	2.292*** (0.199)	1.856*** (0.174)	1.850*** (0.174)
	More than Expected	3.100*** (0.412)	3.074*** (0.409)	2.118*** (0.291)	2.092*** (0.287)
How Related is Current Program to Previous? (Ref=Not Related)	Program Somewhat Related	2.100*** (0.292)	2.132*** (0.297)	1.776*** (0.251)	1.794*** (0.254)
	Program Very Related	2.636*** (0.360)	2.682*** (0.367)	3.004*** (0.425)	3.028*** (0.429)
Constant		0.291*** (0.088)	0.267*** (0.082)	0.905 (0.187)	0.884 (0.183)
Pseudo R2		0.0766	0.0762	0.0547	0.0542
Observations		4,616	4,621	4,609	4,614

Standard error in parentheses; ***p<0.01, **p<0.05, *p<0.1; includes only graduates who had applied for credit and had heard back about the amount received.

Notes:

1. Classification of information sources:
 - a. *Colleges sources*: Used as a major source at least one of: college hard copy publications; college administration, i.e. registrar's office, student services; college website; college faculty/counselors/program coordinators
 - b. *University sources*: university staff (including registrar's office, faculty, etc.); university website/publications
 - c. *Students and family sources*: parents and family; other students (including current and former college and university students)
2. Classification of major reasons for transfer:
 - a. *Career/labour market related*: Reasons included one of: potential for higher income, no job, company paid, more opportunities for career advancement
 - b. *Academic/ program related*: One of training, theoretical knowledge, upgrading skills, different field
 - c. *Acquire credential or designation*: To get diploma/certificate/degree; needed for professional designation

Table 8. Regression analysis: the effect of registering with the disability office on satisfaction of transition experience and academic preparation, university transfers reporting a disability, 2014-2016.

Variables	LABELS	Academic Preparation	Transition Experience
Registered with Disability Services Office (ref=no)	Yes	1.224 (0.306)	1.022 (0.243)
College Region (Ref=Central)	Eastern		2.046 (0.755)
	Metro Toronto		1.648 (0.507)
	Northern		0.613 (0.237)
	Southwestern		1.894 (0.747)
Major Source of Transfer Information	College	1.885** (0.466)	
	University		
	Students and family		
Major Reason for Transferring	Encouragement from others		
	Acquire credential or designation		
	Academic/program related		
	Career/labour market related		
	Presence of transfer agreement		
Estimated amount of transfer credit (Ref=None)	1 Year or Less		
	More than 1 Year		
Notified of Transfer Credit (Ref=After Program Start)	Start of Program or Earlier		0.533** (0.144)
Credit Received vs. Expected (Ref=Less than expected)	The Same as Expected	1.667 (0.459)	2.561*** (0.688)
	More than Expected	2.387** (0.888)	2.915*** (0.973)

Variables	LABELS	Academic Preparation	Transition Experience
How Related is Current Program to Previous? (Ref=Not Related)	Program Somewhat Related	3.223*** (1.223)	2.027 (0.742)
	Program Very Related	3.368*** (1.207)	3.867*** (1.404)
Constant		0.660 (0.273)	0.763 (0.364)
Pseudo R2		0.0568	0.084
Observations		492	491

Discussion and Conclusions

Previous work shows that students with a disability are underrepresented in Ontario universities, whereas representation in college is similar to the general population. However, this study provides evidence that a similar case is true even within Ontario colleges: Ontario college graduates who reported a disability are less likely than their peers to have taken more advanced credentials such as degrees and graduate certificates. This indicates that underrepresentation of students with disabilities is likely due to differences in academic level rather than institutional differences, i.e. college versus university. More work may need to be done in this area.

Other research has shown that students who transfer to university are far more likely to have a disability than those who attend university directly from high school (Henderson & McCloy, 2017). A key result of the present study is that transfer rates to university for college graduates who report a disability are slightly lower, even when controlling for a wide variety of student, program, and college characteristics. Notably, this gap was extremely narrow, and is vastly narrower than what is known for the transition rates from high school to university by disability status. Therefore it may appear that enhancing the transfer to university pathways for college students with a disability may reduce the underrepresentation in university. Factors that influenced the transfer rate were similar in the entire population as specifically within the graduates who reported a disability.

The positive effect of obtaining advising and other support services on university transfer has been seen in previous research. Students who receive one-on-one transfer advising are far more likely to graduate and to transfer to university (McCloy, Baker, & Williams). For students with disabilities, students who engaged in a group of activities considered to constitute “self-regulation”, such as number of contacts in disability services, number of terms receiving counselling, taking specialized courses, and participation in state-wide disability services (California Department of Rehabilitation), were shown to positively affect the transfer rate from a two-year to a four-year institution (Ponticelli & Russ-Eft, 2009). In the current study, since only 59% of graduates who indicated they had a disability reported registering with the disability services office at their college, whether registration had an effect on transferring was tested. While the descriptive data suggested that those who registered for services were slightly more likely to transfer (6.2% vs 5.5%), there was no significant effect observed in the regression models. This lack of an effect may be due to several reasons: this population is of graduates, and the effect may be seen in the progression to graduation; the disability services office is not typically geared to helping students with transfer; and finally, the severity or type of the disability is not asked of respondents which may also point to a different subset among those who seek out support versus those who do not. Previous

research showed that only 31% of students who transferred to university indicated that they discussed post-transfer accommodations with their disability services office at their prior institution, leading the researchers conclude that more collaboration between institutions and other student services should occur (Council of Presidents, 2016).

The GSS also asks the perception of, and the experience of, the students who transferred to university. Graduates who transferred to university and reported a disability, differed little on their reasons for transferring, or their information sources used. Of those who transfer to university full-time, graduates reporting a disability are somewhat less likely to be satisfied with the transition experience and their academic preparation, a result seen in both the descriptive analysis and the regression models. Some variables that were not available for this study may explain these differences with the main one being academic factors, such as high school and college grades.

Some evidence in this study suggests that transfer students who reported a disability were more likely to have chosen college as a stepping stone to university, as shown by the higher share who indicated that they had decided before attending college, and that they did not think they would have gotten into university without graduating from college first. Interestingly, they also received more credit than expected than those who did not report a disability. Since the estimated amount of credit received did not differ by reported disability status, this result may indicate lower expectations in this population.

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%). However, this is a reflection of the composition in college programs; since transfer rates are similar by college program. Therefore, students with disabilities are less likely to enter college business and engineering programs, but transfer rates to university are similar irrespective of reported disability status.

In general, although differences in transfer rate to university and satisfaction is significantly lower for graduates reporting a disability, the differences are marginal. This almost equal utilization of the college to university pathway by college graduates with and without a disability is likely an indication that it could be a way to increase access to university for students with a disability. However, it is a concern that within the Ontario colleges, graduates reporting a disability are more likely to have taken one-year certificate and two-year diplomas and less likely to have taken three-year diplomas, degrees and graduate certificate programs. As well, they are less likely to have taken technology, health, or business related programs.

Recommendations:

1. Future college to university pathways could be developed with special considerations for students with disabilities. Similar programs have been developed elsewhere for Aboriginal students in BC.⁸
2. Coordination of services and support across academic advising, disability services, and transfer advising. For example, Gaddy (2015) suggested that if there is an orientation specific to transfer students that a representative from the Disability Services Office also participates.
3. Since this study showed that students reporting a disability are more likely to enter shorter programs and/ or preparatory programs and are more likely use college as a stepping stone to

⁸ <https://you.ubc.ca/applying-ubc/university-college-transfer/aboriginal-transfer-partnership/>

university, colleges could increase laddering between programs within the college, particularly between preparatory and one-year to two- and three-year diploma programs. Additionally, colleges who offer bachelor degrees could also focus on laddering programs into their degrees for both their own diplomas and other college's diplomas.

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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 de Theologie
- 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
 810 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 reason at all for returning to continue with your education? **READ AND ROTATE LIST**

		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	3	2	1	8	9 [1190]

L. your previous and your current program
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	3	2	1	8	9 [1192]
B.	College hard copy publications	3	2	1	8	9 [1193]
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	3	2	1	8	9 [1196]
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	3	2	1	8	9 [3954]
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
ALGO	Algonquin College	Eastern	Large
BORE	Collège Boréal	Northern	Small
CAMB	Cambrian College	Northern	Medium
CANA	Canadore College	Northern	Small
CENT	Centennial College	Metro Toronto	Large
CONF	Confederation College	Northern	Small
CONS	Conestoga College	Southwestern	Medium
DURH	Durham College	Central	Medium
FANS	Fanshawe College	Southwestern	Large
GRBR	George Brown College	Metro Toronto	Large
GEOR	Georgian College	Central	Medium
HUMB	Humber College	Metro Toronto	Large
LACI	La Cité collégiale	Eastern	Medium
LAMB	Lambton College	Southwestern	Small
LOYT	Loyalist College	Eastern	Small
MOHA	Mohawk College	Central	Large
NIAG	Niagara College	Central	Medium
NORT	Northern College	Northern	Small
SAUL	Sault College	Northern	Small
SENE	Seneca College	Metro Toronto	Large
SHER	Sheridan College	Central	Large
SLAW	St. Lawrence College	Eastern	Medium
SSFL	Sir Sandford Fleming College	Eastern	Medium
STCL	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 total respondent population, Ontario graduates, six months after graduation, 2014-2016.

Variables	LABELS	n	Proportion Transferred to University (%)	95% CI
Self-Identified with a Disability	No	91,205	6.3	6.2, 6.5
	Yes	11,657	5.9	5.5, 6.3
	<i>Missing</i>	18,017	3.4	3.1, 3.7
Registered with the Office for Students with Disability?	No	93,362	6.3	6.2, 6.5
	Yes	9,708	5.9	5.5, 6.4
	<i>Missing</i>	17,809	3.4	3.1, 3.7
Status in Canada	Other	107,169	6.3	6.1, 6.4
	International	13,710	2.6	2.3, 2.9
Age	<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
	<i>Missing</i>	5	0	-
Sex	Female	64,587	6.1	5.9, 6.3
	Male	56,189	5.6	5.4, 5.7
	<i>Missing</i>	103	6.8	3.3, 13.6
Credential Type	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
Program Area	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
Ontario College Region	Central	30,544	6.1	5.9, 6.4
	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
Distance of Nearest University From Permanent Address	<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
Is the Closest University to Permanent Address a Selective University?	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
Permanent Address	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
Income Tercile of Ontario FSA	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
Program Size	<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
College Size	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
Academic Year of Graduation	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
Term Student Graduated	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
Academic Load at Graduation	Full Time	102,632	6.2	6.0, 6.3
	Part Time	18,247	4.0	3.7, 4.3

Appendix 3.2. 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
Registered with the Office for Students with Disability?	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
Status in Canada	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
Age	<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
Sex	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
Credential Type	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
Program Area	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
	<i>Missing</i>				
College Region	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
Distance of Nearest University From Permanent Address	<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
Is the Closest University to	No	6.2	5.7, 6.7	6.6	6.4, 6.8

Variables	LABELS	Disability (N=11,657)		No Disability (N=91,205)	
		Proportion Transferred to University (%)	95% CI	Proportion Transferred to University (%)	95% CI
Permanent Address a Selective University?	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
Permanent Address	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
Income Tercile of Ontario FSA	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
Program Size	<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
College Size	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
Academic Year of Graduation	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
Term Student Graduated	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
Academic Load at Graduation	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 3.3. Proportion of graduates who transferred to university, 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
Self-Identified with a Disability	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
Status in Canada	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
Age	<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	-
Sex	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
Credential Type	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

Variables	LABELS	Registered with Disability Office		Did Not Register with Disability Office	
		Proportion Transferred to University	95% CI	Proportion Transferred to University	95% CI
Program Area	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 Arts	4.1	3.1, 5.4	4.0	3.6, 4.4
	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
College Region	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
Distance of Nearest University From Permanent Address	<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
Is the Closest University to Permanent Address a Selective University?	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
Rural?	<i>Missing</i>	7.8	2.9, 19.3	4.6	3.4, 6.2
	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
Income Tercile of Ontario FSA	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
Program Size	<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
College Size	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
Academic Year of Graduation	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
Term Student Graduated	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
Academic Load at Graduation	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 3.4. 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
Status in Canada	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
Age	<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
Sex	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	-
Credential Type	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
Program Area	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
College Region	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
Distance of Nearest University From Permanent Address	<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
Is the Closest University to Permanent Address a Selective University?	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, 2.6	4.2	1.0, 15.4
Rural?	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
Income Tercile of Ontario FSA	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

Program Size	<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
College Size	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
Academic Year of Graduation	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
Term Student Graduated	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
Academic Load at Graduation	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 3.5. 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
Do you think you would have been accepted into your current program without graduating from college first?			
Yes	42.0%	36.6%	42.7%
No	53.6%	59.3%	53.4%
Don't know	4.4%	4.1%	4.0%
When did you decide that you would further your education after college graduation?			
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%
How is current program related to college program?			
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%
How much credit did you receive from your college program towards your current program? (2 year diploma graduates)			
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%
How much credit did you receive from your college program towards your current program? (3 year diploma graduates)			
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%
Relative to what you expected, the amount of credit you received was...			
Less than expected	27.4%	25.8%	27.5%
The same as expected	56.1%	52.1%	56.6%

College Program Graduated From	Total Population Transferred to University	Self-Reported Disability	
		Yes	No
More than expected	16.5%	22.1%	15.9%
Overall, how satisfied are you with the transition experience from college to your current program?			
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%
Overall, how satisfied are you with your academic preparation for your current program of study?			
Very dissatisfied	1.2%	2.0%	1.1%
Dissatisfied	4.6%	7.2%	4.2%
Neither satisfied nor dissatisfied	9.2%	8.3%	9.5%
Satisfied	50.0%	47.7%	50.2%
Very satisfied	35.1%	34.9%	35.0%

Appendix 3.6. 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
Business	7.5%	7.0%	8.2%
Community Service	10.1%	9.6%	11.1%
Creative and Applied Arts	3.7%	4.1%	4.0%
Health	1.8%	1.5%	1.9%
Hospitality	1.7%	1.2%	2.0%
Preparatory/Upgrading	10.1%	8.7%	10.8%
Engineering/Technology	3.3%	3.2%	3.6%
Total	5.8%	5.9%	6.3%

Appendix 3.7. Proportion of graduates who were satisfied with their transition 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 Transition Experience (%)	95% CI	Proportion Satisfied with Transition Experience (%)	95% CI
Registered with the Office for Students with Disability?	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
Status in Canada	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
Age	<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
Sex	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
Credential Type	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
Program Area	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
College Region	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
Distance of Nearest University From Permanent Address	<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
	<i>Missing</i>	75.0	17.9, 97.6	82.5	67.4, 91.5
Is the Closest University to Permanent Address a Selective University?	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
	<i>Missing</i>	75.0	17.9, 97.6	82.5	67.4, 91.5
Permanent Address	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
	<i>Missing</i>	75.0	17.9, 97.6	87.9	71.5, 95.4
Income Tercile of Ontario FSA	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
	<i>Missing</i>	67.7	49.4, 81.9	82.7	78.4, 86.4
Program Size	<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
College Size	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
Academic Year of Graduation	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
Term Student Graduated	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
Academic Load at Graduation	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

**Interpret with caution, n sizes low*

Appendix 3.8. Proportion of graduates who were satisfied with their academic preparation for university transfer by 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
Registered with the Office for Students with Disability?	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
Status in Canada	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
Age	<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
Sex	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	-
Credential Type	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
Program Area	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
	Missing				
College Region	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
Distance of Nearest University From Permanent Address	<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
	Missing	75.0	17.9, 97.6	87.5	73.0, 94.8
Is the Closest University to Permanent Address a Selective University?	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	
Missing	75.0	17.9, 97.6	87.5	73.0, 94.8	
Permanent Address	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
	Missing	75.0	17.9, 97.6	87.9	71.5, 95.4
	Missing				
Income Tercile of Ontario FSA	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
	Missing	80.6	62.7, 91.2	87.8	83.9, 90.9
Program Size	<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

College Size	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
Academic Year of Graduation	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
Term Student Graduated	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
Academic Load at Graduation	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

*Interpret with caution, n sizes low; CI=Confidence Interval

Appendix 3.9. Regression analysis: satisfaction with transition 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	Transition Experience (Including International Students)	Transition Experience (Excluding International Students)	Transition Experience (Including International Disability Pop'n)	Transition Experience (Excluding International Disability Pop'n)
Self-Identified with a Disability (Ref=No)	Yes			0.793** (0.082)	0.791** (0.084)
	International	1.672*** (0.298)		1.784*** (0.330)	
Status in Canada (Ref=Other)	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)
Sex (Ref=Female)	Male				
Credential Type (Ref=Certificate 1 yr)	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)
College Region (Ref=Central)	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)
Is the Closest University to Permanent Address Selective? (Ref=No)	Yes		0.785*** (0.066)		0.814** (0.071)
	Medium	0.712 (0.125)	0.694** (0.124)	0.723 (0.133)	0.711 (0.133)
College Size (Ref=Small)	Large	0.870 (0.166)	0.900 (0.173)	0.866 (0.172)	0.889 (0.178)
	Fall	1.068 (0.238)	1.011 (0.240)	1.124 (0.255)	1.067 (0.258)
Term Student Graduated (Ref=Summer)	Winter	1.367*** (0.129)	1.356*** (0.123)	1.435*** (0.138)	1.510*** (0.149)
	Part Time	1.339** (0.173)		1.367** (0.182)	1.306 (0.178)

Graduation (Ref=Full Time)				
Constant	5.515***	5.723***	5.365***	5.238***
	(1.221)	(1.285)	(1.229)	(1.229)
Pseudo R2	0.0138	0.0131	0.0158	0.015
Observations	6,069	5,753	5,760	5,455

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

Appendix 3.10. Regression analysis: the effect of registering with the disability office on satisfaction of transition experience to university, six months after graduation, Ontario college graduates, 2014-2016.

Variables	LABELS	Transition Experience (Including International Students)	Transition Experience (Excluding International Students)
Registered with Office for Students with a Disability (Ref=No)	Yes	0.821 (0.092)	0.835 (0.095)
Status in Canada (Ref=Other)	International	1.765*** (0.327)	
Age (Ref=<22 years)	22-25 years	0.962 (0.077)	0.986 (0.081)
	>25 years	0.766*** (0.073)	0.794** (0.077)
Credential Type (Ref=Certificate (1 yr))	Diploma (2 yr)	0.825 (0.083)	0.831 (0.084)
	Advanced Diploma (3 yr)	0.632*** (0.069)	0.635*** (0.071)
College Region (Ref=Central)	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)
Is the Closest University to Permanent Address Selective? (Ref=No)	Yes		0.809** (0.070)
College Size (Ref=Small)	Medium	0.727 (0.133)	0.712 (0.133)
	Large	0.871 (0.173)	0.893 (0.179)
Term Student Graduated (Ref=Summer)	Fall	1.121 (0.255)	1.062 (0.257)
	Winter	1.436*** (0.138)	1.512*** (0.149)
Academic Load at Graduation (Ref=Full Time)	Part Time	1.382** (0.184)	1.317** (0.179)
Constant		5.298*** (1.213)	5.181*** (1.216)
Pseudo R2		0.0154	0.0146
Observations		5,766	5,461

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

Appendix 3.9. 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	Academic Preparation (Including International Students)	Academic Preparation (Excluding International Students)	Academic Preparation (Including International Disability Pop'n)	Academic Preparation (Excluding International Disability Pop'n)
Self-Identified with a Disability (Ref=No)	Yes			0.811 (0.092)	0.823 (0.097)
Status in Canada (Ref=Other)	International	1.469** (0.283)			
Credential Type (Ref=Certificate 1 yr)	Diploma (2 yr)			0.911 (0.097)	
	Advanced Diploma (3 yr)			0.750** (0.087)	
Program Area (Ref=Business)	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 (0.294)	1.257 (0.291)		1.313 (0.316)
	Hospitality	0.824 (0.241)	0.775 (0.245)		0.784 (0.249)
	Prep/ Upgrading	1.129 (0.138)	1.125 (0.140)		1.135 (0.143)
	Engineering/ Technology	0.678*** (0.080)	0.689*** (0.084)		0.704*** (0.088)
	Distance of Nearest University from Permanent Address (Ref=<50 kms)	50-79 kms		1.268 (0.178)	
	≥80 kms		1.691*** (0.280)		1.648*** (0.277)
Constant		5.974*** (0.464)	5.634*** (0.451)	6.615*** (0.627)	5.572*** (0.455)
Pseudo R2		0.0046	0.0064	0.0022	0.0067
Observations		6,057	5,740	5,750	5,444

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

Appendix 3.10. Regression analysis: Satisfaction with academic preparation, six months after graduation, Ontario college transfers, 2014-2016.

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

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