



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

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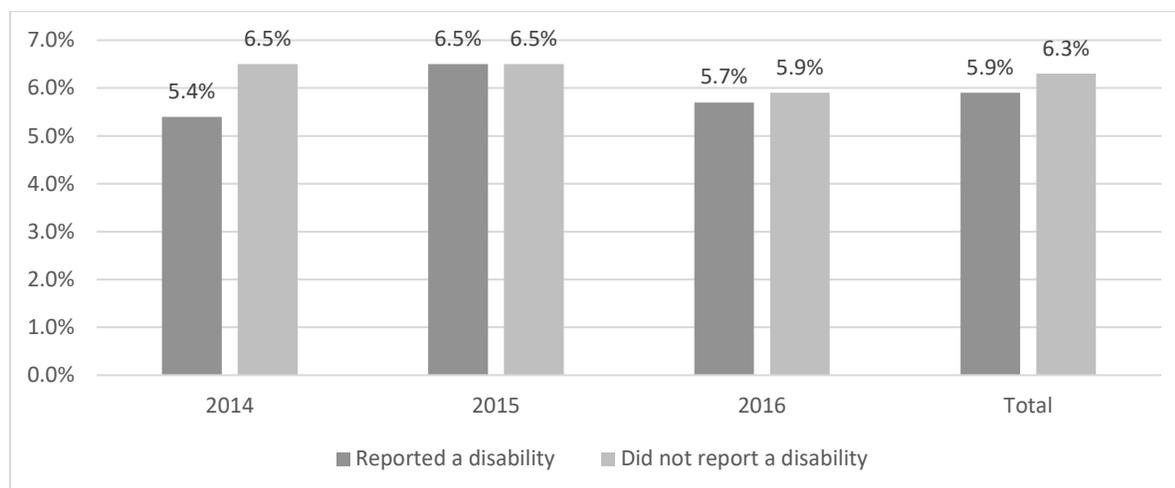
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It is well understood that students with a disability are somewhat less likely to attend postsecondary, and if they do attend, are far more likely to choose college than university. With Ontario's recent increase in the number of transfer opportunities between colleges and universities, determining whether students with a disability are taking advantage of college to university pathways is of great interest. This study compared the transfer rates and the transfer experience of Ontario college graduates who did and did not report a disability. This study included all Ontario college graduates from certificate or diploma programs during 2014-2016. The data used was from the Graduate Satisfaction Survey, administered six months after graduation.

FINDINGS

Of the over 100,000 respondents, 11% reported having a disability, and 9% indicated they used disability services. Whereas college graduates who reported a disability were slightly less likely to report having transferred to university, (5.9% vs 6.3%) they were much more likely to continue on in a college program (25% versus 19%).

Transfer rate to university, Ontario college graduates, 2014-2016



Graduates with a disability are more likely to transfer between college community service programs and university social sciences programs, and are less likely to transfer between business, engineering and related programs.

Of those who transfer to university, information sources used to aid transfer and reasons for transfer did not differ by reported disability status. However, transfer students reporting a disability are somewhat less likely to be satisfied with the transition experience (76.7% vs 80.8%) and 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 rates and satisfaction with transfer is 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.

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. Increase laddering from shorter to longer credentials, which are more likely to be eligible for transfer pathways to university.
4. 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).

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