

Accessibility and Universal Design in Career Transitions Programming and Services: Final Report – February 2019

Prepared by:

National Educational Association of Disabled Students (NEADS)

Prepared for:

CERIC



**National Educational Association
of Disabled Students**
Association nationale des étudiant(e)s
handicapé(e)s au niveau postsecondaire

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Project Title: Accessibility & Universal Design in Transitional Programming and Services for Students with Disabilities: Final Report - February 2019

Project Team: The following team members contributed to various sections of this report: Adele Furrie; Dr. Christine Arnold, Co-Investigator (Memorial University); Dr. Michelle Pidgeon, Co-Investigator (Simon Fraser University); Dr. Deanna Rexe, Co-Investigator (Assiniboine Community College); Kathleen Clarke Moore (University of Toronto), Researcher; Olivia Auriat, Researcher NEADS (Assiniboine Community College); Michaela Burton, Researcher NEADS; Natalie Gieger, Researcher NEADS; Dr. Mahadeo Sukhai, Principle Investigator. We thank the authors.

The document was compiled and edited by Nadine Powell, NEADS Researcher and Frank Smith, National Coordinator, National Educational Association of Disabled Students (NEADS).

Key Messages - Found In The Following Reports:

- Comparison of Specific Populations of Graduate Students with Disabilities using the 2016 Canadian Graduate and Professional Student (CGPSS)
- Comparison of Full-time and Part-time Graduate Students with Disabilities using the 2016 Canadian Graduate and Professional Student Survey (CGPSS) - report (Enrollment Status)
- Comparison of STEM and Non-STEM Graduate Students with Disabilities using the 2016 Canadian Graduate and Professional Student Survey (CGPSS)
- A Snapshot of the Experiences of Graduate Students with Disabilities who identify as Aboriginal Ottawa using the 2016 Canadian Graduate and Professional Student Survey (CGPSS), October 23, 2018
- National Educational Association of Disabled Students (NEADS) releases The Landscape of Accessibility and Accommodation for Post-Secondary Students with Disabilities in Canada report
- Graduate Students With and Without Disabilities: A Comparison – The Canadian Graduate and Professional Student Survey (CGPSS)
- Post-Secondary Students With Disabilities: Their Experience Past and Present: An Analysis of the Statistics Canada 2012 Canadian Survey on Disability

Executive Summary

National Educational Association of Disabled Students (NEADS) profile:

The National Educational Association of Disabled Students (NEADS), founded in 1986, operates under the mandate to support full access to education and employment for post-secondary students and graduates with disabilities across Canada.

NEADS is a consumer-controlled, cross-disability charitable organization. NEADS is governed by a national Board of Directors representative of all provinces and territories.

Stakeholders and beneficiaries of NEADS include students and graduates with disabilities from Canadian colleges and universities. NEADS serves its constituents through the development and participation in various projects, resources, research publications and partnerships. The organization has comprehensive online resources through its websites: www.neads.ca <https://www.disabilityawards.ca/> and <http://breakingitdown.neads.ca/>.

Our work as an organization focuses on three core strategic program areas:

1. Student debt reduction
2. Student experience in class and on campus
3. Student and graduate employment

NEADS National Office Support and Services:

The Association effectively delivers a number of core programs. Our primary activities include: maintaining a comprehensive, unique web site www.neads.ca and financial aid portal www.disabilityawards.ca; offering skill training resources relevant to students with disabilities in post-secondary education and employment; conducting relevant research on access to post-secondary education and employment opportunities; and, holding regular regional events across Canada to provide resources and skill development to students with disabilities. NEADS has also developed a feature rich Breaking It Down employment portal: <http://breakingitdown.neads.ca/>

The Association provides information and referrals to thousands of post-secondary students with disabilities through its national office. It also responds to requests for information and advice from: employers, provincial and federal government departments, service providers and faculty members/teachers on college and university campuses, the offices of federal members of parliament and provincial and territorial members of parliament/legislature, and other non-profit organizations.

NEADS National Student Awards Program, The NEADS Holly Bartlett Memorial Award and The NEADS Christine Nieder Memorial Award

NEADS runs three scholarship programs: the \$3,000 NEADS National Student Awards Program, the \$1,000 NEADS Holly Bartlett Memorial Award and the \$1,000 NEADS Christine Nieder Memorial Award. These programs support students with disabilities in undergraduate university, graduate university and college and cegep level programs.

These awards provide funding to students in all fields of study and are the only programs of their kind in the country that recognize the academic and community achievements of post-secondary students with disabilities. The National Student Awards Program, currently in its seventh year, has received more than 1,000 applications, and has awarded 63 scholarships to date to outstanding applicants across the country. The NEADS National Student Awards Program supports disabled students, who often need additional financial assistance to be successful in their studies due in part to accommodating their needs in the campus setting. The scholarships in the NEADS National Student Awards Program are valued at \$3,000 each, and are tuition awards, payable directly to the students school.

The Holly Bartlett Memorial Award was established in memory of former NEADS board member Holly Bartlett, who passed away in March, 2010. The award was created the following year and is a \$1,000 scholarship awarded each year by the Association, with the same criteria as the NEADS Student Awards Program.

The Christine Nieder Memorial Award was established in 2015 to commemorate the life and contributions of Ms. Christine Nieder, NEADS Board member, who passed away in July 2014. The award will be offered to a graduate student with a disability in the amount of \$1,000 in recognition of Christine's passionate work to address barriers faced to participation in graduate programs of study.

AMI Robert Pearson Memorial Scholarship

The Accessible Media Inc. (AMI) Robert Pearson Memorial Scholarship was launched in 2012, and is open to Canadian students enrolled in a diploma or degree program at a Canadian post-secondary school. Two scholarships valued at \$5,000 each are awarded annually to students with a disability, one in English and one in French. The National Educational Association of Disabled Students (NEADS) manages the application system for the AMI Scholarship and promotes this program throughout its network.

Project description: purpose, goals and objectives, timeline

Gaps identified

While the data in our research for this project *Accessibility and Universal Design in Career Transitions Programming and Services* revealed some global developments regarding the inclusivity of college and university students who identify as having a disability in education and

career development environments, there is still much work to be done to reduce structural barriers, discrimination and alienation from access to these spaces. Some general highlights in existing gaps include continued issues with educational transitions, the ongoing need for training and support for teaching and tertiary staff and insufficient economic support for education and training, including student assistance from provincial and federal governments through grants and loans for college and university study. Students with disabilities clearly need greater opportunities to build their skills and career-related experience. This is possible through part-time work while in school, summer employment; internships, co-op placements, mentorship and volunteer experiences and other co-curricular experiences many of which may be part of the academic program of study. Findings included in the summaries of various reports to follow (which look at different data-sets and populations of disabled students) will provide further details on the existing gaps for students with disabilities, educators and professionals seeking resources to help them these students achieve their goals and objectives. Our purpose is to convey an understanding gained from the research that will help guide current and future best practice models for accommodations and universal design in career education for students with disabilities. Secondly, we want to identify the gaps in service delivery and professional development that may exist for career educators.

Mission, vision and priorities

In keeping with CERIC's mission to advance education and research in career counselling and career development for the social and economic well-being of all Canadians, NEADS has utilized CERIC grant funding to gather analyze and compile data related to career education and skills development of post-secondary students and graduates in Canada. As part of the NEADS mission, we pay particular attention to students with disabilities engaged in post-secondary studies.

Much of our work that was supported by CERIC was shared in Ottawa at the 2019 Cannexus Career Development Conference, Canada's largest bilingual career development conference hosted annually by CERIC. We provide the full Powerpoint of that presentation embedded in this report.

Purpose for which resources are needed:

Learning within the co-curricular environment, including student learning in the context of career transitions, is increasingly recognized as a crucial component of the student experience within post-secondary education. However, for students with disabilities, the potential to experience significant barriers while accessing the co-curricular learning environment and the employment market exists. For instance, disability services centres on Canadian college and university campuses are funded to provide accommodations in academic settings but not accommodations in other learning environments, such as internships or co-op placements. Therefore appropriate staff resources devoted to working with other student services portfolios, such as the career educators on campus, who are qualified to work with students

with disabilities is often lacking at colleges and universities in Canada. Hence, there is a significant need for professional development resources for career educators that will enable them to work effectively with students with disabilities. This will help to equip staff and professionals to recognize and assist with the unique career transition barriers these students face as they graduate from post-secondary education. A necessary first step in the development of such resources is a research effort to understand the current landscape of accessibility, accommodation and the application of universal design principles in the career education space within post-secondary education.

Project Outline (as outlined in the CERIC application for fall 2016)

Building on our previous efforts, and harmonized with our concurrent research to profile the landscape of accessibility and accommodation policy and practice in Canadian post-secondary education, the National Educational Association of Disabled Students (NEADS) proposed to undertake a nationwide research initiative *Accessibility and Universal Design in Career Transitions Programming and Services* with the following main objectives: First, to understand the current best practices around accessibility, accommodation and universal design in career education of students with disabilities. Also, to identify the gaps in service delivery and professional development that may exist for career educators working with this population.

Leveraging the research capacity established through the NEADS' Government of Canada, Social Development Partnerships Program (SDPP)-funded project, *Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Postsecondary Education (2016-2018)*, the research initiative would utilize online and in person consultations with students with disabilities and career educators to identify best practices and gaps in service delivery and professional development. This project also leveraged existing Canada-wide student datasets, including the Canadian Graduate and Professional Student Survey 2016 (CGPSS), the National Survey on Student Engagement (NSSE) and the Community College Survey on Student Engagement (CCSSE) and the Canadian Survey on Disability (Statistics Canada 2012) to obtain an overview of the experiences of students with disabilities in campus-based, career education.

Uniqueness:

This project is unique within the field for its focus on accessibility and universal design in the career education/career transition space. NEADS has been the nationwide - and, in some cases, international - leader in higher education policy and practice research as it relates to students with disabilities over the past decade, and has also led nationally on student and career educator professional development initiatives related to accessibility and career transitions for more than 15 years. This project builds on many of those previous initiatives of the National Educational Association of Disabled Students (NEADS), including *Working Towards A Coordinated National Approach to Services, Accommodations and Policies For Post-Secondary Students With Disabilities – Ensuring Access To Higher Education and Career Training (NEADS*

1999), and *Understanding Accessibility for Graduate Students with Disabilities in Canadian Postsecondary Education* (NEADS 2016), focused on the graduate student experience. As noted previously, this project harmonizes with NEADS' current work, and the work of our partners, looking at the landscape of accessibility and accommodation in the Canadian post-secondary education sector. The project benefitted greatly from the outstanding work of our Co-Investigators -- and their student research assistants -- at Simon Fraser University, Assiniboine Community College and Memorial University.

Objectives and Activities:

Objective: To define best practices and "fillable gaps" in policy, practice and professional development requirements as they relate to accessibility and universal design in working with students with disabilities in the career education/career transition space within Canadian post-secondary education.

Activity 1: Examining large national student engagement/student experience survey datasets (Canadian University Survey Consortium (CUSC), Canadian Survey on Disability (CSD 2012), and the Canadian Graduate and Professional Student Survey (CGPSS), for relevant data related to career transitions in the context of disability.

Activity 2: Conducting a nationwide survey of career education professionals in order to understand their experiences working with students with disabilities

Activity 3: Conducting focus groups and key informant interviews to understand the narrative around engagement of students with disabilities in career transition programming

Activity 4: Understanding gaps in student need through a nationwide survey of students with disabilities

Activity 5: Data synthesis, development of research report and recommendations

Activity 6: Dissemination of interim and final project findings through academic publication, conference presentations, and sharing within NEADS' partnership network.

Overview/list of Data outcome reports:

1. Project Report for CERIC: Accessibility and Universal Design in Career Transitions Programming and Services (August to end of October 2018)
2. Nation-wide Accessibility Research Opportunity for Post-Secondary Career Educators (August 1, 2018)
3. Presentation at the Cannexus conference in Ottawa in January 2019
4. Comparison of Full-time and Part-time Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016) (Reported - Ottawa, October 24, 2018)

5. Comparison of STEM and Non-STEM Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016) (Reported - Ottawa, October 23, 2018)
6. A Snapshot of the Experiences of Graduate Students with Disabilities who identify as Aboriginal using The Canadian Graduate and Professional Student Survey (2016) (Ottawa, October 23, 2018)
7. National Educational Association of Disabled Students (NEADS) releases The Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities in Canada report (Ottawa, October 1, 2018)
8. Post-Secondary Students With Disabilities: Their Experience Past and Present: An Analysis of the Statistics Canada 2012 Canadian Survey on Disability

Project Report for CERIC: Accessibility and Universal Design in Career Transitions Programming and Services

Overview:

With credit to CERIC for its support of the research, the full "Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities in Canada" was released in October of 2018. In addition, CERIC support aided in the compilation and distribution of a number of comparative studies and data which included the:

- Graduate Students With and Without Disabilities: A Comparison – The Canadian Graduate and Professional Student Survey (CGPSS) (2016)"
- Comparison of Full-Time and Part-Time Graduate Students With Disabilities Using 2016 CGPSS Data;
- Snapshots of The Experiences of Graduate Students With Disabilities who Identify as Aboriginal Using 2016 CGPSS Data;
- Comparison of Graduate Students With Disabilities in STEM and Non-STEM Disciplines Using 2016 CGPSS Data.

Each of these reports have significant analyses and findings relating to the student experience with academic and co-curricular endeavours in Canadian post-secondary education, including internships, co-op placements and mentorships. This research and reporting builds on the analysis performed by Adele Furrie for NEADS from the 2012 Canadian Survey on Disability (Statistics Canada) in terms of education and employment accommodations and success. Our project team has conducted some preliminary analysis of the Canadian University Survey Consortium (CUSC) data-set

The following reflects the status of each of our primary Objectives and Activities for the **“Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities in Canada”** project:

Activity 1: *Examining the large national student engagement/student experience survey datasets (Canadian Survey on Disability (CSD) 2012, Canadian Graduate and Professional Student Survey (CGPSS 2016) and the Canadian University Survey Consortium (CUSC) 2016 for relevant data related to career transitions in the context of disability:*

CSD 2012 reporting was completed by Adele Furrie. The research and analyses have been published on the NEADS website. This includes significant reporting on both the education and employment experiences of post-secondary students with disabilities and accommodations required versus those provided. The data produced will be of interest and use to career service professionals on post-secondary campuses and policy makers. There is a press release below with a link to the report.

Four separate reports were compiled from our analyses of the CGPSS data-set looking at different populations of students with disabilities. Press releases are also included below, with executive summaries of main findings – focusing where possible on career related aspects. Reporting and analyses of the Canadian Professional and Graduate Student Survey (2016) has been completed by Kathleen Clarke Moore. Kathleen has also generated charts and tables from the Canadian University Survey Consortium data-set and we've provided some analysis here.

Our analysis and reporting thus far in the CPGSS on the student experience of graduate students with disabilities includes use of career and employment centres on campus by disabled students and information on the extent ratings of these services. Plus, we examine the accessibility and utilization by disabled students of co-curricular experiences including mentorships, internships, co-op placements etc. We also addressed the concept of "universal design" as it applies to our objectives in the CERIC project.

Press releases related to the research are included below.

- National Educational Association of Disabled Students (NEADS) releases The Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities in Canada report:
<http://www.neads.ca/en/about/media/index.php?id=680><http://www.neads.ca/en/about/media/index.php?id=671>
- Comparison of Full-time and Part-time Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016):
<http://www.neads.ca/en/about/media/index.php?id=680>
- Comparison of STEM and Non-STEM Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016):
<http://www.neads.ca/en/about/media/index.php?id=680><http://www.neads.ca/en/about/media/index.php?id=678>
- A Snapshot of the Experiences of Graduate Students with Disabilities who identify as Aboriginal:
<http://www.neads.ca/en/about/media/index.php?id=680><http://www.neads.ca/en/about/media/index.php?id=679>

Activity 2: *Between August 2nd and September 30th of 2018, we conducted a nationwide survey of career education professionals in order to understand their experiences working with students with disabilities.*

A recruitment announcement was posted to the NEADS website and social media and shared widely throughout our network including the Canadian Association of Career Educators (CACEE) and Employers (CACEE) and its members:

<https://www.neads.ca/en/about/media/index.php?id=654>

It is important to note that the National Educational Association of Disabled Students (NEADS) is a CACEE member group.

Overview of data from Career Educators Survey

A total of 35 people responded to the survey. The demographics of the respondents are as follows. Of those who responded as having professional affiliations, forty percent (14) of the respondents reported as holding the role of career educator with another 11% (4) affiliated with career counseling services. Seventeen percent (6) were affiliated with co-op, field or other placement services. Employer services (1); (1) professor; (1) did not specify; (1) disability. More than half (18) of the respondents were from the Ontario region with 14% (5) the next highest representation coming from the province of Newfoundland. Approximately 1% reported coming from the province of Quebec. Some of the noted challenges include issues and questions students have regarding disclosure to employers, lack of awareness or resources to support diverse conditions by institution or employers; employers are still slow to hire people with diverse abilities due to lack of awareness, will or supports; structural barriers that exist within the institution. Nearly all respondents felt that services in their environment either is or should be accessible to all.

Activity 3: We have delivered presentations on our research and received feedback on our work at about 15 conferences across Canada from May, 2017 to July, 2018. Groups consulted include the following:

- Senior academic administrators (college and university)
- Students with disabilities
- Graduate deans
- Faculty and higher education researchers
- Teaching and learning staff and faculty
- Student services directors
- Student life and professional development professionals
- Career educators
- Co-op placement officers
- Student financial aid administrators
- Disability services staff
- Accessibility experts
- Counsellors and campus mental health staff
- Librarians
- Providers of academic materials in accessible formats

Among the highlights were three conferences which included the University of Toronto Career Fair – Diversity and Inclusion Breakfast, February 2018, the Healthy and Productive Employment Workshop for Youth with Disabilities, Holland Bloorview Kids Rehabilitation

Hospital, April 2018 and the Career and Disability Symposium – University of Toronto, Scarborough, April 2018. The student experience with career and employment services on campus and co-curricular experiences including internships, co-op places and mentorships is amply represented in the large data-sets that we have undertaken to analyze and report on.

Activity 4: *Understanding gaps in student need through a nationwide survey of students with disabilities.*

The Survey of Canadian Students With Disabilities in Post-Secondary Education was developed by our team, led by Sue Coffey at the University of Ontario Institute of Technology (UOIT) and launched in June, 2018. Close to 200 students with disabilities across Canada responded and addressed two principle areas: 1. What is the current landscape of accessibility, services, accommodations, technical equipment and supports for students with disabilities at publicly-funded post-secondary institutions? 2. What are the college-university transfer experiences of post-secondary students with disabilities? We have focused on analyzing the transfer experiences at this stage. Any analysis of this survey is compared with the other larger data-sets. Survey recruitment was conducted through our website and communications to stakeholders through our network using the NEADS-L and ACCESS-EDU listservs:

<https://www.neads.ca/en/about/media/index.php?id=631>

Experiences and Perceptions of College-University Transfer among Students Disabilities

For this component of the project, a partnership was formed between researchers at UOIT, Durham College, Memorial University of Newfoundland, Nipissing University, Seneca College, and York University and the National Educational Association of Disabled Students (NEADS). The goal was to collaboratively conduct research that focused on the transfer experience of students with disabilities in Ontario.

Fortuitously, NEADS was in the process of developing a study that aimed to be a thorough examination of the current landscape of accessibility, services, accommodations, technical equipment and supports for students with disabilities at publicly-funded postsecondary institutions across Canada. The focus on experiences and perceptions of college-university transfer among students with disabilities was not specific to the NEADS landscape study, and therefore this project was complementary to the NEADS focus, while not overlapping it.

The experiences of students with disabilities and accommodations received in post-secondary programs of study speak directly to our CERIC project objectives and deliverables and relates specifically to the Ontario landscape as it pertains to preparing students with disabilities for post-secondary education and training – gaps, barriers and best practices.

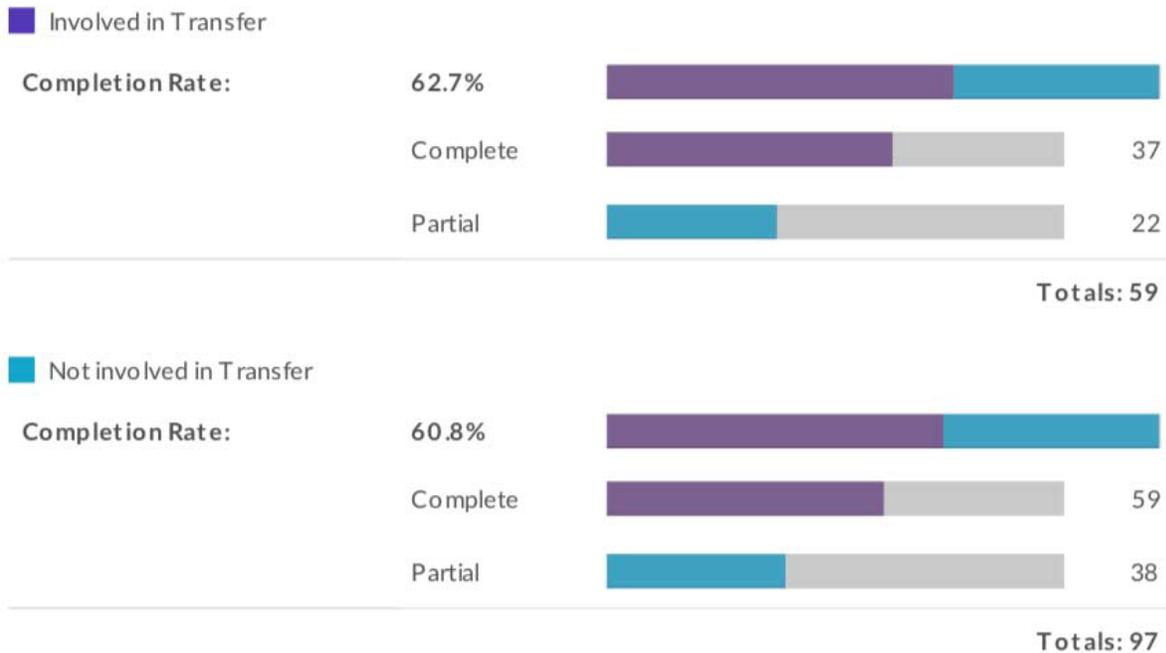
Findings

Since the launch of the online survey, a total of 197 responses have been recorded. Of those responses, 112 are considered complete, while 85 are partial surveys. Of the 197 responses, 59

were from participants who were involved in college-university transfer (37 complete and 22 partial responses).

Completion rates for both the college-university transfer survey and the larger landscape survey were similar (62.7% for the larger survey; 60.8% for the transfer survey). These data are presented in Table 1.

Table 1.



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

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

() I have transferred between a college and university program

() I was/am thinking about transferring or trying to transfer

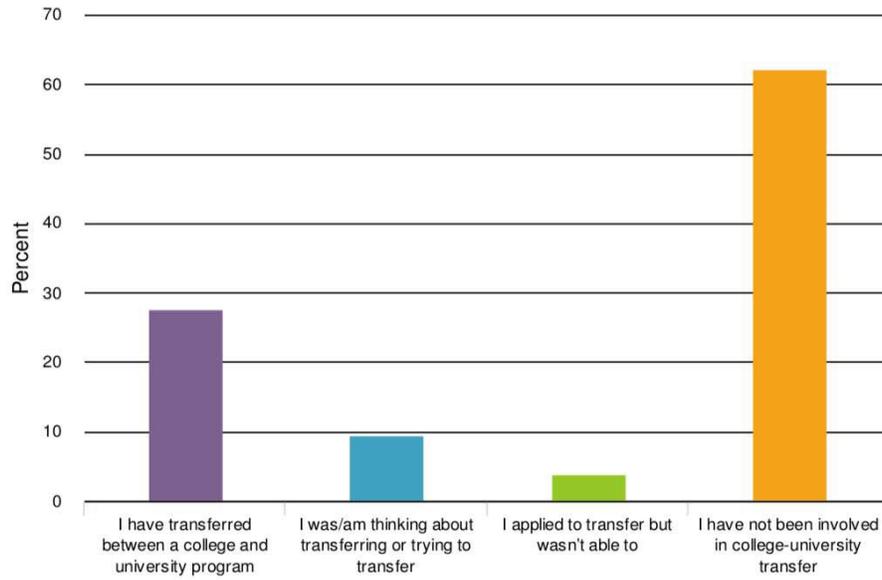
() I applied to transfer but wasn't able to

() I have not been involved in college-university transfer

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

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

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



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

Labour force characteristics based on reporting from the Canadian Survey on Disability (Statistics Canada, 2012)

Table 2 provides data concerning the employment status of post-secondary students at the time of the Canadian Survey on Disability Survey (Statistics Canada 2012). Overall, almost six out of 10 post-secondary students were employed at the time of the survey and there was little difference between those attending non-university post-secondary institutions and those attending university. However, the data show that there were significant differences when the post-secondary student population was divided into those currently attending and those who had recently attended. Just over seven out of 10 post-secondary students who had attended university during 2007 and 2011 were employed and only 2.6% were unemployed. Contrast this to non-university post-secondary students where 67.5% are employed but 7.3% were unemployed. Table 2 also provides some insights into perceived discrimination in the workforce. Across four of the five measures, non-university post-secondary students report higher rates of discrimination than their university peers.

Discussion

When age is factored in, the percentages who were employed at the time of the survey shows major differences. Among university students who were attending school during 2007 and 2011 and are no longer attending, 79.1% who are aged 15 to 24 years and 81.4% who are aged 25 to 34 years were employed. Contrast this to non-university post-secondary students where only 73% aged 15 to 34 and 73.7% aged 25 to 34 years were employed.

Table 2. Labour force characteristics of post-secondary students with disabilities by current versus recent past attendance

| Labour force characteristics | Post-secondary students with disabilities | | |
|--|---|----------------|----------------|
| | Non-university | University | Total |
| Number of students with disabilities | 207,180 | 118,000 | 325,180 |
| % employed | 58.4% | 59.8% | 58.9% |
| Currently attending | 51.7% | 52.0% | 51.8% |
| Attended between 2007 and 2011 | 67.5% | 71.8% | 69.0% |
| % unemployed | 13.5% | 8.3% | 11.6% |
| Currently attending | 16.2% | 11.1% | 14.3% |
| Attended between 2007 and 2011 | 7.3% | 2.6% | 5.5% |
| % who believe they have been refused a job interview because of disability | 12.3% | 9.9% | 11.4% |
| Currently attending | 11.6% | 12.5% | 12.0% |
| Attended between 2007 and 2011 | 13.2% | 6.0% | 10.7% |
| % who believe they have been refused a job because of disability | 17.2% | 14.7% | 16.3% |
| Currently attending | 17.4% | 16.8% | 17.1% |
| Attended between 2007 and 2011 | 17.0% | 11.6% | 15.2% |
| % who believe they have been refused a job promotion | 14.0% | 8.3% | 12.0% |
| because of disability | | | |
| Currently attending | 9.5% | 8.7% | 9.2% |
| Attended between 2007 and 2011 | 20.1% | 7.8% | 15.8% |
| % who consider themselves to be disadvantaged in employment because of disability | 43.0% | 35.0% | 40.1% |
| Currently attending | 35.3% | 28.9% | 32.9% |
| Attended between 2007 and 2011 | 53.3% | 44.4% | 50.2% |
| % who believe they that their current employer or any potential employer would be likely to consider them disadvantage in employment because of disability | 35.3% | 35.9% | 35.5% |
| Currently attending | 31.3% | 30.9% | 31.2% |
| Attended between 2007 and 2011 | 40.7% | 43.6% | 41.7% |

Source: Unpublished data, 2012 Canadian Survey on Disability

Activity 5: *Data synthesis, development of research report and recommendations.*

Reports Released as Part of the larger Landscape Project:

- Comparison of Full-time and Part-time Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016) – NEADS, October 2018
- Comparison of STEM and Non-STEM Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016) – NEADS, October 2018
- The Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities in Canada report (2018) – NEADS, October 2018
- Post-Secondary Students With Disabilities: Their Experience Past and Present: An Analysis of the Statistics Canada 2012 Canadian Survey on Disability – NEADS, May 2018
- Currently analyzing Canadian University Survey Consortium data, 2015 Graduating University Student Survey which includes 36 universities and over 18,000 graduating university students across Canada of which 17% self-identify as having a disability.
- Final report to CERIC for project “Accessibility and Universal Design In Career Transitions Programming and Services” due end of February, 2019

Reports that we have released on our analyses of the CSD 2012, CGPSS2016 and the larger Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities contain extensive analyses and recommendations that relate directly to our CERIC funded *Accessibility and Universal Design in Career Transitions Programming and Services* project.

Activity 6: *Dissemination of interim and project findings through academic publication, conferences and presentations and sharing within the NEADS’ partnership network.*

This has been an ongoing activity with the various reports. An article was published on the CERIC website on April 18, 2018 which now features links to reports we have released: <https://ceric.ca/project/accessibility-and-universal-design-in-career-transitions-programming-and-services/>

The announcement of our career educators survey that was posted on our website with a link to the survey is included on the next page.

Nation-wide Accessibility Research Opportunity for Post-Secondary Career Educators

(August 1, 2018)

Are you a Post-Secondary Career Services Professional (Career Educator) or Co-op Placement Coordinator? Do you find it particularly challenging and/or rewarding to engage and support students with disabilities in Career Education? Do you experience challenges with implementing inclusive and accessible career education programming at your institution?

Study summary

- Gathering perspectives on current practices and experiences on supporting students with disabilities in Career Education at Canadian post-secondary institutions
- Examining the current landscape in Canadian Post-secondary Education of accessible and inclusive Career Education programming

Who can participate?

Canadian Post-secondary Career Services Professionals – e.g., Career Counsellor/Advisor, Employment/Co-op Placement Coordinator, Career Services Event Planner, Career Centre Director, etc.

Consider participating in this study.

Survey Link: <http://ca.surveygizmo.com/s3/50017149/Landscape-of-Accessibility-and-Accommodation-for-Postsecondary-Students-with-Disabilities-in-Canada-Career-Educator-Survey>

Survey method:

- Online survey using Canadian survey development platform, Survey Gizmo
- This survey will take approximately 20 minutes to complete
- There are no known risks to participating! All individuals and institutions will remain confidential in the analysis and reporting of results

Benefits to participation

- You will provide feedback to post-secondary education institutions and the Canadian federal government on the following:
- Career Education programming for post-secondary students with disabilities
- Policies, Procedures, and Best Practices in accessibility and accommodations for the engagement of students with disabilities in post-secondary career education programming

- Preparing post-secondary students with disabilities for transitions to the workplace

The funding for this study was provided to the National Educational Association of Disabled Students (NEADS) by CERIC under the project Accessibility and Universal Design in Career Transitions Programming and Services.

Presentation at the Cannexus Career Education conference in Ottawa in January 2019:

The presentation abstract submitted reads as follows:

As part of NEADS' **Landscape of Accessibility and Accommodation for Postsecondary Students with Disabilities in Canada** project, career service professionals at Canadian post-secondary institutions were surveyed to better understand current practices for students with disabilities in career transition programming. Findings from our Career Educators survey implemented by NEADS with funding support from CERIC will be shared, along with key findings relating to career transitions for students and graduates with disabilities from the larger Landscape project report. The presenters will also provide relevant statistics on education and employment of disabled students and graduates from extensive analysis of the Canadian Survey on Disability (Statistics Canada, 2012) and the Canadian Professional Graduate Students Survey (2016). The presentation will conclude with a group discussion exploring innovative practices in career transition programming.

Presenters included Frank Smith, National Coordinator for NEADS who spoke about the project research at the Cannexus Conference held in Ottawa in January 2019. Additional speakers, Danial Patterson (Communications and Social Media Support Officer with NEADS) and Laura Brawn (Research and Development Officer of the David C. Onley Initiative at Carleton University), provided a student experience perspective for the presentation.

Key learning outcomes:

1. Understanding of the unique career challenges of and opportunities for post-secondary students and graduates with disabilities.
2. Gaining key insight from significant data in this area.
3. Collaborating with Canada's only national organization that represents college and university students with disabilities.

Summaries and findings from the project were presented at Cannexus 2019. The PowerPoint is embedded below:



Microsoft PowerPoint
Presentation

Comparison of Full-time and Part-time Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016)

(Ottawa, October 24, 2018)

As part of the *Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities in Canada* national study, the National Educational Association of Disabled Students (NEADS) has conducted a detailed analysis of the 2016 [Canadian Graduate and Professional Student Survey](#) (CGPSS) to examine the experiences of 2,324 graduate students who identify as having a disability. Specifically, we first compared their experiences to those of their non-disabled peers and found several key differences. [In our report](#), we detailed findings such as how more graduate students without disabilities said they would recommend their program or university to others and that students without disabilities were typically more satisfied with their program, the quality of interactions, and their coursework, in comparison to students with disabilities. Because of such differences, further analyses were completed to examine what differences might exist between various subpopulations of students with disabilities.

A series of reports for this work were completed by Kathleen Clarke, a Research Associate at NEADS. With the reports Kathleen offered the following statement:

“How can institutions, student services departments, and academic programs tailor support for subgroups of graduate students with disabilities? To answer this question, we must first learn more about what differences exist based on various student characteristics. NEADS will be releasing a series of reports that seek to broaden the understanding of specific subpopulations of graduate students with disabilities including: part-time/full-time students; STEM/non-STEM students; Aboriginal students; and students with different types of disabilities. This is important work that I hope informs the way students are supported throughout their educational journeys.”

NEADS is pleased to share the first report which presents findings from a comparison of part-time and full-time graduate students with disabilities. Among the findings were:

- Several demographic differences were found in terms of: age (part-time students typically older); marital status (more part-time students were married); number of children (more part-time students had children)
- Most common disability for both groups was mental health.
- More part-time students were in course-based programs and were enrolled in masters programs.
- Full-time and part-time students with disabilities had similar reasons for enrolling in their programs: 36% of full-time students and 39% of part-time students indicated that they enrolled to equip them to start a career, or advance an existing career in academia.

- Slightly more part-time students indicated they would recommend their program and university to others in comparison to full-time students.
- When rating the satisfaction with their program, the quality of interactions, and their coursework, part-time students typically rated items more favourably than full-time students.
- When rating various professional skills development activities, full-time students rated almost all items more favourably than part-time students. However, in most cases, slightly more part-time students responded that they either did not participate in these things or they were not applicable to them.
- For activities concerning research experience, more full-time respondents rated the items favourably. However, similar to the professional skills development activities, more part-time students said they either did not participate in these things or they were not applicable to them.
- 39% of part-time students and 21% of full-time students indicated they were away from campus most of the time.

The full report with the detailed findings can be found at the bottom of this press release in Word and PDF formats.

NEADS would like to thank the [Canadian Association of Graduate Studies](#) (CAGS) for organizing this survey and for also granting us access to the data for our analyses. Additionally, we gratefully acknowledge grant funding support for this research from the Social Development Partnerships Program, Employment and Social Development Canada, the Ontario Human Capital Research and Innovation Fund, Government of Ontario and the CERIC.

Visible minorities:

By looking more specifically at the specific subgroups of students with disabilities, further differences can be found in terms of visible minorities.

- In relation to the difference that exists between students with and without disabilities for the 'mixed origin' response option, the graph above shows that the high number of Aboriginal students (26%) who identified in this way would be the contributing factor.
- Even though fewer students with disabilities identified as Asian in comparison to students without disabilities, this graph shows some slight variation between the specific subgroups. Specifically, there is a higher number of students in STEM programs (17%) who identify as Asian in comparison to those in non-STEM programs (10%).
- In terms of the 'none' response option, it is perhaps not surprising that a much lower number of Aboriginal students selected this response option (50%), when a higher number of Aboriginal students selected 'Mixed origin.'

A graph allows for comparison between students with and without disabilities as well as amongst each of the subgroups. For some response options, the number of graduate students with disabilities responding in a certain way is higher than the number of graduate students without disabilities. In these instances, we can look at the specific subgroups to see which demographics might account for such differences

Download and read the report here in Word and PDF formats:

CGPSEnrollmentStatusComparison Oct22

PDF: http://neds.ca/en/about/media/CGPSEnrollmentStatusComparison_Oct22.pdf

CGPSEnrollmentStatusComparison Oct22

Word: http://neds.ca/en/about/media/CGPSEnrollmentStatusComparison_Oct22.docx

<http://www.neds.ca/en/about/media/index.php?id=680>

Comparison of STEM and Non-STEM Graduate Students with Disabilities using The Canadian Graduate and Professional Student Survey (2016)

(Ottawa, October 23, 2018)

As part of the **Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities in Canada** national study, the National Educational Association of Disabled Students (NEADS) has conducted a detailed analysis of the 2016 [Canadian Graduate and Professional Student Survey](#) (CGPSS) to examine the experiences of 2,324 graduate students who identify as having a disability. We previously released reports in which we compared [graduate students with and without](#) disabilities as well as part-time and full-time graduate students with disabilities. We are pleased to now share the next report in this series where we compare graduate students with disabilities in Science, Technology, Engineering, and Math (STEM) disciplines to those in non-STEM programs.

The reports that NEADS from this work were completed by Kathleen Clarke Moore, a Research Associate at NEADS. She offered the following comment:

“Research concerning students with disabilities in STEM disciplines has examined a variety of topics including the prevalence of types of disabilities, teaching strategies, and accommodations. The graduate education environment differs from the undergraduate level and in turn warrants research on STEM students with disabilities in this specific context. This work not only addresses a gap in our understanding of this specific group of students but it does so within a Canadian context, a perspective that has been underexplored.”

Findings from this work include:

- Several demographic differences were found in terms of: age (students in Non-STEM were typically older); marital status (more students in Non-STEM were married); number of children (more students in Non-STEM had children)
- Respondents rated institutional efforts to accommodate their disability similarly, with 67% of STEM students and 63% of non-STEM students responding with Excellent/Very Good/Good.
- Students’ reasons for enrolling in their current program differed based on discipline. While 39% of non-STEM students responded their reason was to ‘equip them to start a career or advance an existing career in academia’, only 29% of STEM students responded in this way. Slightly more STEM students responded they were looking to advance a career outside of academia, or to satisfy their interests in the field, in comparison to non-STEM students.

- For satisfaction with program, quality of interactions, and coursework, non-STEM respondents rated a few items more favourably than STEM students.
- The greatest difference between the two samples was on 'relationship of content to my research/professional goals' where 76% of STEM students and 85% of students in non-STEM programs responded with Excellent/Very Good/Good.
- STEM students meet with their advisor more frequently to discuss both ongoing research results as well as their dissertation writing.
- While 69% of STEM students responded that they are expected to meet at least annually with their advisory committee, only 45% of non-STEM students responded in the same way.
- One main difference was found in the financial support section: With off campus employment, 27% of non-STEM students and only 19% of STEM students indicated they used this type of support.
- Overall, graduate students with disabilities in STEM programs have a greater amount of debt at both the undergraduate and graduate levels, in comparison to graduate students with disabilities in non-STEM programs.
- The obstacle that was considered a 'major obstacle' by the highest number of respondents for both groups was 'work/financial commitments'. While 35% of STEM students responded that it was a major obstacle, this was much higher for students in non-STEM programs, at 47% (a difference of 12%).

The full report with the detailed findings can be found at the bottom of this press release in Word and PDF formats.

NEADS would like to thank the [Canadian Association of Graduate Studies](#) (CAGS) for organizing this survey and for also granting us access to the data for our analyses. Additionally, we gratefully acknowledge grant funding support for this research from the Social Development Partnerships Program, Employment and Social Development Canada, the Ontario Human Capital Research and Innovation Fund, Government of Ontario and the CERIC.

Download and read the report here in Word and PDF formats:

STEMAnalysis_Oct22 PDF: http://neads.ca/en/about/media/STEMAnalysis_Oct22.pdf

STEMAnalysis_Oct22 Word: http://neads.ca/en/about/media/STEMAnalysis_Oct22.docx

<http://www.neads.ca/en/about/media/index.php?id=678>

A Snapshot of the Experiences of Graduate Students with Disabilities who identify as Aboriginal

(Ottawa, October 23, 2018)

As part of the “Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities in Canada” national study, the National Educational Association of Disabled Students (NEADS) has conducted a detailed analysis of the 2016 Canadian Graduate and Professional Student Survey (CGPSS) to examine the experiences of 2,324 graduate students who identify as having a disability. We previously released reports in which we compared graduate students with and without disabilities, part-time/full-time graduate students with disabilities, and STEM/Non-STEM students with disabilities. We are pleased to now share the next report in this series where we compare look at the students with disabilities who identified as Aboriginal.

The analyses and report for this work were completed by Kathleen Clarke Moore, a Research Associate at NEADS. She offered the following comment:

“There has been increasing discussion of how students have multiple characteristics or identities that shape their experiences in the postsecondary environment. This work addresses yet another perspective to reflect on when considering how to support graduate student success.”

Some of the findings from this work include:

- Of the 2,327 participants who identified as having a disability, 189 self-identified as Aboriginal. This equates to 8% of the sample of students with disabilities.
- Most of the sample (71%) were in a master’s program.
- 68% of the sample rated institutional efforts to accommodate their disability as Excellent/Good/Fair.
- ‘If you were to start your graduate/professional career again, would you select the same field of study?’ was rated very favourably, with 83% of respondents indicating they Definitely/Probably would.
- ‘The intellectual quality of fellow students’ was rated very favourably, with 91% of the sample responding with Excellent/Very Good/Good.
- Advice on the availability of financial support: 42% of the sample rated this item as ‘Fair’ or ‘Poor’
- Opportunities to take coursework outside my department: 39% of the sample rated this item as ‘Fair’ or ‘Poor’

- Top 5 sources of financial support: (1) Loans, savings, or family assistance (48%); (2) Graduate teaching assistantship (35%); (3) University-funded bursary (33%); (4) Graduate research assistantship (24%); (5) Full tuition scholarships or waivers (16%)
- In comparing amount of debt at each level of education, while 42% of students said they have no debt after undergraduate education, this amount drops to 32% at the graduate level. So, graduate school resulted in at least some debt for a number of students who didn't have debt at the undergraduate level.
- While 73% of the sample said that 'seminars/colloquia at which students present their research' occurred in their department, the responses were closer to 50% for 'departmental funding for students to attend national/regional meetings' and 'attend national scholarly meetings.'
- In terms of co-authoring in journals with faculty, 44% (n = 50) of respondents indicated this occurred, while 40% (n = 45) indicated publishing as a sole/first author occurred.
- The greatest obstacle for students (based on percentages for 'a major obstacle') was 'work/financial commitments.'

The full report with the detailed findings can be found at the bottom of this press release in Word and PDF formats.

NEADS would like to thank the [Canadian Association of Graduate Studies](#) (CAGS) for organizing this survey and for also granting us access to the data for our analyses. Additionally, we gratefully acknowledge grant funding support for this research from the Social Development Partnerships Program, Employment and Social Development Canada, the Ontario Human Capital Research and Innovation Fund, Government of Ontario and CERIC.

Download and read the report here in Word and PDF formats:

Aboriginal Students Oct22

PDF: http://neads.ca/en/about/media/AboriginalStudents_Oct22.pdf

Aboriginal Students Oct22

Word: http://neads.ca/en/about/media/AboriginalStudents_Oct22.docx

<http://www.neads.ca/en/about/media/index.php?id=679>

National Educational Association of Disabled Students (NEADS) releases The Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities in Canada report

(Ottawa, October 1, 2018)

The 'Landscape of Accessibility and Accommodation' project represents a thorough examination of the current landscape of accessibility, services, accommodations, technical equipment and supports for students with disabilities at publicly-funded post-secondary institutions across Canada. This research on post-secondary access and services is timely. It contributes to the Government of Canada's and the Ontario government's emphasis on access to education and training for persons with disabilities, leading to their participation in the competitive labour market.

More specifically, the purpose of this project and report has been to inform the Government of Canada's consultation on the development and implementation of a new federal disability act. The National Educational Association of Disabled Students gratefully acknowledges significant grant funding support for this research from the Social Development Partnerships Program, Employment and Social Development Canada, the Ontario Human Capital Research and Innovation Fund, Government of Ontario and CERIC. The project included a team of researchers working across Canada in Ottawa, Toronto, at Simon Fraser University in British Columbia, Assiniboine Community College in Manitoba and Memorial University of Newfoundland and Labrador. It's important to note that we employed 15 graduate students with disabilities to conduct most of the research in all locations across the country.

Through our consultations with students with disabilities, faculty, staff and policy makers across the country within the Canadian post-secondary system from the fall of 2016 to the end of June, 2018 we have consistently heard several key messages:

- In many ways, accessibility remains silo'ed within post-secondary education; progress toward models of inclusion and universal design is slow and exists in pockets across the country;
- Good faith efforts to improve accessibility and inclusion for students with disabilities exist within the post-secondary system;
- Accessibility and inclusion efforts in the post-secondary environment have lagged behind the evolution of the student experience, and are limited to the academic (classroom and online learning) environment; in particular, accessibility in the co-curricular, professional development and work-integrated learning spaces needs to be developed;

- The intersectionality among universal design for learning, differentiated instruction, and essential requirements for courses, programs and disciplines in the context of accessibility and individual student's learner pathways has not been effectively understood within the post-secondary context;
- Significant transition barriers into, between, and out of levels of post-secondary education remain, with particular challenges faced by students transitioning into post-secondary, and from post-secondary into the labour market;
- Accessibility and inclusion in the post-secondary environment are lagging behind technological advances; we continue to focus on specialized assistive solutions, as opposed to mainstream technological solutions, to accessibility challenges; and,
- Strong regional and provincial disparities exist with respect to institutional and provincial policies and practices around accessibility and inclusion in post-secondary education.

Continued progress toward a universally designed and inclusive post-secondary education environment for all students requires a renewed and nationwide commitment to achieve this goal. Ultimately, work in this space needs to adhere to two primary guiding principles:

1. Recognition of the student's individual lived experiences and learner journey, and the impact they have on the student's accessibility needs in education and employment, particularly as related to the interactions among social assistance, financial aid and lived circumstances with the educational environment.
2. Accessibility and inclusion legislation, policies, practices and guidelines must recognize the evolving nature of disability and accessibility for individuals over time (particularly for individuals with chronic, episodic and degenerative disabilities), and in consideration of the evolving nature of the interaction among disability, technology, and the learning and workplace environments.

In this report, we provide a series of legislative recommendations, as well as recommendations for key stakeholders (federal and provincial governments, institutions, service providers, and professional societies, among others) which are intended to further progress toward accessibility.

Roxana Jahani-Aval, Chair and Ontario Director of NEADS lauds the report and its recommendations: "This report is ground-breaking. I am so proud of the work of our Landscape of Accessibility and Accommodation for Post-Secondary Students With Disabilities research team. Over the course of the next few weeks we will be rolling out more reports from our extensive research of large national data-sets that I'm also very excited about."

The full report is now available in PDF and Word formats. NEADS is also publishing five separate reports, with more detailed analysis of disabled students' reported experiences from the

Canadian Graduate and Professional Student Survey (2016). We are beginning to review data reported by disabled students from the most recent Canadian University Survey Consortium (CUSC) survey. We have already released: Post-Secondary Students With Disabilities: Their Experience Past and Present: An Analysis of the Statistics Canada 2012 Canadian Survey on Disability <http://www.neads.ca/en/about/media/index.php?id=620> and Graduate Students With and Without Disabilities: A Comparison – The Canadian Graduate and Professional Student Survey (2016): <http://www.neads.ca/en/about/media/index.php?id=668>

Read the Landscape of Accessibility and Accommodation in Post-Secondary Education For Students With Disabilities report below:

[Landscape of Accessibility and Accommodation in Post-Secondary Education for Students with Disabilities \(PDF\)](#)

<http://www.neads.ca/en/about/media/index.php?id=671>

Post-Secondary Students With Disabilities: Their Experience Past and Present: An Analysis of the Statistics Canada 2012 Canadian Survey on Disability

The National Educational Association of Disabled Students (NEADS) has conducted a detailed analysis of the 2012 Canadian Survey on Disability (Statistics Canada) reporting on the education and employment experiences of Canadians with disabilities in college or university programs of study in 2012 and/or having been enrolled in post-secondary education at some point from 2007 to 2012. The analysis and report preparation were completed by Adele Furrie for NEADS, with funding from Employment and Social Development Canada with funding from the Social Development Partnerships Program, as part of the large national project: The Landscape of Accessibility and Accommodation for Students With Disabilities in Canada. An executive summary follows and the full report is included at the bottom of the major findings of the analysis of the 2012 Canadian Survey on Disability in a Word document.

Executive Summary

- This National Educational Association of Disabled Students' (NEADS) research initiative, "The Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education: 2016 – 2018" presents a comprehensive picture of the landscape of accessibility and accommodations for persons with disabilities pursuing higher education in publicly funded colleges and universities.
- This report contributes to the secondary analyses of existing surveys by providing an analysis of the data collected in the 2012 Canadian Survey on Disability (2012 CSD).
- Of the 3,775,910 Canadians with disabilities aged 15 years and older, there were 325,170 who:
- are attending school at the time of the 2012 CSD interview AND are attending a post-secondary institution OR
- who were not attending school at the time of the 2012 CSD interview but had since September 2007 AND has a post-secondary degree, diploma or certificate.
- Of the 325,170 who are attending post-secondary institutions or who attended recently, 190,290 or 58.5% are currently attending.
- The manner in which the data were collected on type of post-secondary education precludes the possibility of identifying the population who are attending or did recently attend non-university publicly-funded institutions. Therefore, the 2012 CSD can divide the population of 325,170 adults with disabilities who are attending or recently attended post-secondary institutions into those attending/recently attended university

((117,990) and those who are attending or recently attended non-university public and private post-secondary institutions (207,180).

- Of the 3,775,910 adults with disabilities in Canada, 42% had some post-secondary education.
- Of those, 980,090 (62%) had some post-secondary non-university education and 605,100 (38%) report some post-secondary university education.
- Among the 980,080 Canadians with disabilities who report post-secondary non-university education, 21% are part of our research population; among the 605,100 who report post-secondary university education, 19.5% are part of our research population.
- University students with disabilities are younger, slightly more likely to be female, much less likely to identify as Indigenous, more likely to be an immigrant and slightly less likely to be a member of the visible minority population than non-university students with disabilities. In the 2012 data, First Nations students were not a selected variable in the survey.
- University students with disabilities are less likely to report more than one type of disability, less likely to be classified as having severe or very severe disability, and slightly more likely to have had their disability since before the age of 19 than non-university students with disabilities.
- For both research populations (non-university and university), the most prevalent type of disability is pain. This type of disability is frequently reported together with mobility and/or flexibility disabilities and/or disability as a result of a mental health condition. Among university students with disabilities, mental health was the second most prevalent disability reported; among non-university students, flexibility disability was the second most prevalent.
- Almost one in three (30.4% or 99,010 out of 325,180) of post-secondary students with disabilities report only one type of disability. Among university students with disabilities, 37.3% or 43,955 out of 118,000 reports only one type of disability while among the 207,180 non-university students with disabilities, this drops to 26.6% or 55,055 students.
- Overall, almost six out of 10 post-secondary students were employed at the time of the survey and there was little difference between those attending non-university post-secondary institutions and those attending university. However, the data show that there were significant differences when the post-secondary student population was divided into those currently attending and those who had recently attended. Just over seven out of 10 post-secondary students who had attended university during 2001 and 2011 were employed and only 2.6% were unemployed. Contrast this to non-university post-secondary students where 67.5% are employed but 7.3% were unemployed.

- When age is factored in, the percentages who were employed at the time of the survey shows major differences. Among university students who were attending school during 2007 and 2011 and are no longer attending, 79.1% who are aged 15 to 24 years and 81.4% who are aged 25 to 34 years were employed. Contrast this to non-university post-secondary students where only 73% aged 15 to 34 and 73.7% aged 25 to 34 years were employed.
- There were 18.7% post-secondary students with disabilities who lived in households where the household income was below the low-income cut-off. Within that group, post-secondary non-university students who were currently attending were the worse off. Almost one in four (23.9%) were living in households below the low-income cut-off. By contrast, non-university students who had attended during 2007 to 2011 were the best off with the percentage dropping to 14.8.
- Few post-secondary students need adapted or modified building features to attend their chosen post-secondary institution. Of the 325,180 post-secondary students, only 7.7% needed this accommodation and this proportion was even less among university students with disabilities.
- Just over one in four (84,830 or 26.1%) needed assistive devices, support services, modification to curriculum or additional time for testing to follow courses. This need was higher among university students with disabilities. With this group, 37,970 or 32.2% needed at least one of these accommodations.
- Among those who need such accommodations, the highest need was for extended time to take tests and exams – 76.3% or 64,730 students with disabilities. This need was similar across the two types of institutions. However, the unmet need for this type of accommodation was significantly higher among non-university students with disabilities. Among university-based students with disabilities, unmet need was 8.3% while among non-university students with disabilities, this unmet need was 21.2% - over one in five who needed this accommodation did not receive it.
- Some insights into the impact that having a disability has had on the individual's ability to obtain his/her desired level of education are provided. The largest impact is among post-secondary students who had their disability before the age of 19. Read the full report here: [POST-SECONDARY STUDENTS WITH DISABILITIES: THEIR EXPERIENCE – PAST AND PRESENT](#)

Employment of Persons With Disabilities – Statistics Canada data - 2012 report

- In 2011, the employment rate of Canadians aged 25 to 64 with disabilities was 49%, compared with 79% for Canadians without a disability.

Employment rate among persons aged 25 to 64

| | |
|------------------------|-----|
| Mild disability | 68% |
| Moderate disability | 54% |
| Severe disability | 42% |
| Very severe disability | 26% |

- The difference in employment rates between persons with disabilities and those without a disability was lower among university graduates.
- Approximately 1 in 2 university graduates, with or without a disability, held a professional occupation. However, graduates with a disability were less likely to hold a management position and earned less than those without a disability, especially among men (source: Martin Turcotte – Statistics Canada).

Comparison and developments since the 2012 Canadian Survey on Disability report

Since the release of the 2012 report NEADS research has contributed to some of the developments in the knowledge base related to post-secondary students with disabilities through the various reports we've published. For example, findings from the Canadian Graduate and Professional Student Survey 2016 study comparing students with and without disabilities revealed that mental health was among the most common form of disability reported among students. This correlates with findings in the 2012 Canadian Survey on Disability and the 2017 Canadian Survey on Disability. Mental health often presented as a co-disability with other disabilities and there was a positive correlation between number of disabilities and the presence or severity of mental health issues. Acknowledgement of this data has been highlighted in recent analysis with the release of initial data analysis from 2017 Canadian Survey on Disability (<https://www150.statcan.gc.ca/n1/daily-quotidien/181128/dq181128a-eng.htm>) and the Easter Seals web announcement reporting on the same data (https://easterseals.ca/english/webannouncement_idpd2018/). Furthermore, since 2012 greater efforts have been made to recognize the impact of diversity in race and ethnicity on access to education and resources as noted in the *Snapshot of the Experiences of Graduate Students with Disabilities who identify as Aboriginal* report. This report found that there has been an increase in the number of graduate students attending post-secondary institutions who identify as Aboriginal. This demographic also tends to enter post-secondary education and career paths at a more advanced age compared to the non-Aboriginal population. In terms of visible minorities, more students without disabilities identified as Asian compared those with disabilities. More research is needed for diverse and international populations to provide a more comprehensive data set.

In our efforts to broaden the understanding of specific subpopulations of graduate students with disabilities NEADS undertook a series of research initiatives analyses of part-time/full-time students; STEM/non-STEM students; Aboriginal students, as mentioned previously; and students with different types of disabilities. Some of the findings from the comparison of part time and full time students include differences related marital status and family profile (more part time respondents were married with children). For both part time and full time students a high number of respondents indicated that they enrolled to equip themselves for a future career or to advance an existing career in academia. When rating various professional skills development activities, full-time students rated almost all items more favourably than part-time students. However, in most cases, slightly more part-time students responded that they either did not participate in these things or they were not applicable to them.

Other key developments include updates in the Statistics Canada Canadian Survey on Disability takes into account a wider range of post-secondary educational paths in addition to university or college settings. The 2012 survey allowed respondents to choose only from University and Non-University categories of post-secondary education. There were also updates in surveys to capture the type and level of severity in disability. The 2017 Canadian Survey on Disability found that in terms of employment rates, men continue to show higher rates of employment than women for populations with no disabilities and milder disabilities marking little change since the 2012 report. However, there was little difference between male and female genders in rates of employment for those with severe disabilities. Employment rates were relatively equally low for both men and women with severe disabilities. The 2017 CSD report also found a positive correlation between educational attainment and rates of employment for adult populations with and without disabilities. However, severity of disability is still a relevant variable where higher levels of severity present greater barriers to employability.

Advancing Career Development for Graduate Students with Disabilities: A Snapshot of the 2016 CGPSS Data

Executive Summary

This section of the report, written by Kathleen Clarke Moore focuses on career education and professional development and is part of a larger research initiative called The Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education: 2016 – 2018, but more specific to the requirements for deliverables of our CERIC funded project *Accessibility and Universal Design in Career Transitions Programming and Services*.

The focus of this report is secondary analyses that was completed on questions concerning career education and professional development from the 2016 Canadian Graduate and Professional Student Survey (CGPSS).

This report focused on comparing students without ($n = 45,251$) and with ($2,324$) disabilities, as well as various subgroups of students with disabilities (Full-time, part-time, STEM, non-STEM, and Aboriginal status).

- Noticeable difference for gender when comparing students with and without disabilities. More students with disabilities are female (67%) in comparison to students without disabilities (58%).
- Noticeable difference in terms of age when comparing students with and without disabilities. Students with disabilities are typically older: While 45% of students with disabilities indicated they were 31 years old or older, only 37% of students without disabilities responded in the same way.
 - The ‘youngest’ subgroup of students with disabilities is found in STEM programs; 68% of the sample identified as being between the ages of 20 and 30 years old. The next ‘younger’ group of students is found in full-time time programs, where 59% indicated they were 20-30 years old.
 - The subgroup of students with disabilities which would be perceived as being the ‘oldest’ is part-time students, where 66% of part-time students indicated they were 31 years or older.
- Students with disabilities more likely to be Canadian citizens (90%) in comparison to students without disabilities (69%). Many more students without disabilities responded that they were citizens of another country with a student visa or other non-immigrant visa (25%) in comparison to students with disabilities (8%).

The most common disability was mental health, with 43% ($n=991$) of the sample of students with disabilities indicating they have this type of disability.

- About one third of the participants had more than 1 disability.
 - Of those who had only 1 disability ($n = 495$), 33.29% of them identified mental health disabilities as their disability.

- Respondents rated institutional efforts favourably. While 64% rated institutional efforts as Excellent, Very Good, or Good, 36% rated as Fair or Poor.
- For the ‘mostly research-based – with a research advisor’ response option, there is a very large difference between STEM students and part-time students with disabilities, where 79% of STEM students and only 41% of part-time students responded in this way.
- Similar rates of respondent from both groups were in master’s (65% without and 68% with disabilities) versus doctoral programs (35% without and 32% with disabilities).
- Far more part-time students indicated they were master’s students (85%) in comparison to the other groups.
- The second lowest rate of enrollment at the doctoral level is amongst the Aboriginal subgroup (29%).
- For students with and without disabilities, the most common reason for enrolling in the current program was: ‘to equip me to start a career, or advance an existing career outside of academia’ (41% of students without and 36% of students with disabilities). The second most common response for both groups was: ‘to equip me to start a career, or advance an existing career in academia; 32% of respondents in both groups recorded this response option.

Students without disabilities (83%) rated ‘relationship of program content to research/program’ slightly more favourably than students with disabilities (77%), based on responses of Excellent/Very Good/Good.

Students with disabilities in part-time (85%) and non-STEM programs (85%) rated ‘relationship of program content to research/program’ more favourably than students in other specific groups (Full-time 76%; STEM 76%; Aboriginal 78%), based on responses of Excellent/Very Good/Good.

- **Disciplines**

- Business/Management: 8.54% of students without and 3.71% of students with disabilities
- Engineering: 15.32% of students without and 5.47% of students with disabilities
- Humanities: 8.11% of students without and 14.78% of students with disabilities
- Social Sciences: 11.37% of students without and 20.13% of students with disabilities

- **Professional Skills Development**

More students with disabilities typically rated the items in this section as ‘poor’ in comparison to students without disabilities.

More part-time students with disabilities responded that they did not participate in these opportunities in comparison to other groups of students with disabilities

- **Behaviour of Thesis/Dissertation Advisor**

More students without disabilities (88%) strongly agreed/agreed with this item in comparison to students with disabilities (80%).

More part-time (85%) and Aboriginal students (83%) strongly agreed/agreed with this statement in comparison to the other subgroups of students with disabilities.

- **Career Services**

More students with disabilities (57%) appear to use the central office for career services than local offices, in comparison to students without disabilities (30%).

More part-time students with disabilities responded that they used both the central and local offices (25%) in comparison to the other subgroups that had 17-18% of participants responding in this way.

- More students with disabilities who identified as Aboriginal responded that they use the local office, in comparison to the other subgroups

Canadian University Survey Consortium 2015 Overview

The 2015 Canadian University Consortium was the 21st cooperative study carried out by the Canadian University Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). Included in the survey were 36 universities and more than 18,000 students preparing to graduate from across Canada. 17 percent of respondents reported having a disability.

The results from the survey were intended to create a profile of student demographic from across the country to generate data that could be used for future research or further studies. We thank members of our team at Simon Fraser University (Dr. Michelle Pidgeon) and Kathleen Clarke Moore for generating the most salient tables from the CUSC data-set.

The information collected produced profiles related to gender, age, marital status, citizenship status. Among the demographic data collected, were also options for participants to self-identify as a visible minority and as Aboriginal. As well, students could self-identify as having a disability, which covered a range of limitations including physical health and mobility to mental health. Questions from the study generated data on housing/accommodations during education attainment and modes of transportation used to commute to their university institution.

General Profile of Graduating Students across Canadian Universities

- Eighty nine percent of respondents were Canadian citizens. Sixty percent of respondents identified as female with an average age of 24 years old. Approximately, thirty two percent self-identified as a visible minority and four percent self-identified as being Aboriginal.
- Approximately, seventeen percent identified as having a disability, with mental health showing the highest representation at 8% of those respondents. Among the respondents with disabilities, 31% require accommodation or support. Among those requiring accommodation, 62% of students with a learning disability were most likely to require accommodation. Sixty one percent of respondents requiring accommodations reported that accommodation were adequate while nine percent reported that accommodations were not adequate.

Breakdown of respondents with disabilities

8% mental health

3% vision impairment

3% attention deficit

- Around 13% of graduating students reported as being first generation students (students of whom neither parent nor primary care giver had any post-secondary education).

Academic history of graduating students

The typical graduating student is more frequently one who studies full time (82%). A greater proportion of participants graduate with an average grade of B- to B+ (54%). Thirty four percent of respondents reported graduating with and final grade average of A- or higher.

Current employment

About 59% of graduating students are employed mostly part time, working approximately 18 hours per week. Nearly half (42%) say their work has at somewhat of a negative impact on their academic performance. From this information, we can extrapolate those students for whom cost of education is not a factor will perform better academically.

Financing education and current employment

- **Debt**

About 50% of students report debt related to financing their education with 40% attributing that debt to government loans. The average debt load of those reporting debt is \$26 819, with 29% of all students reporting debt to be carrying a load of \$20 000 or higher.

- **Financing**

On average student were found to rely on three sources to finance their education. The most common source of support reported came from parents, spouse or family at 60%. Many respondents also used earnings from current (49%) or summer (44%) employment. Forty one percent relied on government loans or bursaries. As of 2015, the time of the report, the typical student required just under \$15 800 from all sources to fund an academic year. For non-typical students this cost is higher.

Employment plans

Thirty one percent say they have employment arranged for work after graduating. Among those 44% report the work as having a strong correlation with the skills and knowledge they acquired and 38% say it required their specific degree.

Overall, 8 in 10 graduating students who have employment arranged are satisfied with the employment they have arranged.

Educational experiences

Most students reported having positive experiences with professors. Only two areas received a less than 70% agreement rating from respondents: professors take a personal interest in their academic progress and professors provide prompt feedback on academic work.

Evaluation of student experiences

A majority of students said that their experiences met their expectations with 235 stating their university experience exceeded their expectations. Eighteen percent reported their experiences fell short of their expectations.

Nearly 6 out of 10 respondents reported they were satisfied with the concern shown by the university toward them as an individual.

Roughly 8 out of 10 students said they satisfied with the overall quality of their education. Still for many the value for the cost of university remains an issue as only about 2 out of 3 respondents agreed that they received good value for their money.

Approximately 8 out of 10 agree that they felt as if they belonged at their respective university

Overall 88% would recommend their university to others. The most pertinent charts and tables from the Canadian University Survey Consortium data-set, relevant to the CERIC funded project “Accessibility and University Design in Career Transitions Programming and Services” follow.

Data tables relating to educational experience

Hist 14-20 As part of your current program, did you participate in any of the following

***This table is not presented in percentage but reflects the actual number of respondents who indicated yes in each category.

| | First Year | | Middle Years | | Graduating | |
|---------------------|------------------------|---------------------------|------------------------|---------------------------|------------------------|-----------------------------|
| | Disability (N= n/a) | No Disability (N= n/a) | Disability (N= n/a) | No Disability (N= n/a) | Disability (N=3317) | No Disability (N=16 500) |
| Co-op | n/a | n/a | n/a | n/a | 247 | 1731 |
| Work Experience | n/a | n/a | n/a | n/a | 396 | 2021 |
| Practicum | n/a | n/a | n/a | n/a | 484 | 2646 |
| Internship (Unpaid) | n/a | n/a | n/a | n/a | 216 | 1040 |
| Internship (paid) | n/a | n/a | n/a | n/a | 137 | 784 |
| Service Learning | n/a | n/a | n/a | n/a | 492 | 2159 |
| None of the above | n/a | n/a | n/a | n/a | 1345 | 6119 |

CGPSS Data

Hist21-26- Did any of the following delay the completion of your program at this university
Please select all that apply.

***This table is not presented in percentage but reflects the actual number of respondents who indicated yes in each category.

| | First Year | | Middle Years | | Graduating | |
|--------------------------------|------------------------|---------------------------|------------------------|---------------------------|------------------------|-----------------------------|
| | Disability (N= n/a) | No Disability (N= n/a) | Disability (N= n/a) | No Disability (N= n/a) | Disability (N=3441) | No Disability (N=15 629) |
| Required courses not available | n/a | n/a | n/a | n/a | 598 | 2266 |
| Elective courses not available | n/a | n/a | n/a | n/a | 248 | 910 |
| Grades | n/a | n/a | n/a | n/a | 358 | 1350 |
| Financial issues | n/a | n/a | n/a | n/a | 369 | 980 |
| Other | n/a | n/a | n/a | n/a | 433 | 1106 |
| None of the above | n/a | n/a | n/a | n/a | 1435 | 9017 |

CGPSS Data

Campus and student activities

Since last September (2015), how often have you

| Act1-attended campus social events | | | | | | | |
|--|---------------|----------|----------------|-----------------------|----------------|---------------------|----------------------|
| | | N | Never % | Occasionally % | Often % | Very Often % | No Response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 37.35 | 48.03 | 9.69 | 3.82 | 1.11 |
| | No disability | 18 373 | 36.06 | 49.30 | 9.77 | 3.76 | 1.12 |
| Graduating | Disability | 2678 | 38.69 | 46.27 | 10.78 | 4.18 | n/a |
| | No disability | 13 591 | 38.58 | 47.22 | 9.96 | 4.25 | n/a |
| Act2 – attended public lectures and guest | | | | | | | |
| | | N | Never % | Occasionally % | Often % | Very Often % | No Response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 47.58 | 42.19 | 7.24 | 1.88 | 1.11 |
| | No disability | 18 373 | 49.91 | 40.68 | 6.60 | 1.69 | 1.12 |
| Graduating | Disability | 2678 | 42.42 | 45.67 | 9.45 | 2.46 | n/a |
| | No disability | 13 591 | 46.68 | 43.68 | 7.59 | 2.05 | n/a |
| Act3-attended campus cultural events | | | | | | | |
| | | N | Never % | Occasionally % | Often % | Very Often % | No Response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 54.25 | 35.90 | 6.87 | 1.88 | 1.11 |
| | No disability | 18 373 | 57.83 | 33.58 | 6.03 | 1.45 | 1.12 |
| Graduating | Disability | 2678 | 56.68 | 34.17 | 6.80 | 2.35 | n/a |
| | No disability | 13 591 | 61.91 | 31.37 | 5.29 | 1.43 | n/a |
| Act4-participated in student government | | | | | | | |
| | | N | Never % | Occasionally % | Often % | Very Often % | No Response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 72.88 | 15.75 | 6.81 | 3.45 | 1.11 |
| | No disability | 18 373 | 72.97 | 17.09 | 6.00 | 2.82 | 1.12 |
| Graduating | Disability | 2678 | 78.72 | 13.67 | 4.03 | 3.58 | n/a |
| | No disability | 13 591 | 81.30 | 12.41 | 3.54 | 2.76 | n/a |
| Act5-participated in student clubs | | | | | | | |
| | | N | Never % | Occasionally % | Often % | Very Often % | No Response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 51.85 | 24.42 | 12.54 | 10.09 | 1.11 |
| | No disability | 18 373 | 51.49 | 25.39 | 12.53 | 9.47 | 1.12 |
| Graduating | Disability | 2678 | 53.21 | 22.40 | 12.40 | 11.99 | n/a |
| | No disability | 13 591 | 58.12 | 22.00 | 10.18 | 9.68 | n/a |

| Act7-attended home games of university | | | | | | | |
|--|---------------|----------|----------------|-----------------------|----------------|---------------------|----------------------|
| | | N | Never % | Occasionally % | Often % | Very Often % | No Response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 68.46 | 22.34 | 5.19 | 2.91 | 1.11 |
| | No disability | 18 373 | 64.34 | 24.72 | 6.14 | 3.69 | 1.12 |
| Graduating | Disability | 2678 | 69.68 | 22.07 | 5.23 | 3.02 | n/a |
| | No disability | 13 591 | 66.85 | 23.75 | 5.71 | 3.69 | n/a |
| Act8-participated in on-campus community | | | | | | | |
| | | N | Never % | Occasionally % | Often % | Very Often % | No Response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 64.70 | 21.20 | 8.32 | 4.67 | 1.11 |
| | No disability | 18 373 | 63.72 | 22.87 | 8.14 | 4.15 | 1.12 |
| Graduating | Disability | 2678 | 62.06 | 22.55 | 8.92 | 6.46 | n/a |
| | No disability | 13 591 | 65.35 | 21.93 | 8.00 | 4.72 | n/a |
| Act9-participated in off-campus community | | | | | | | |
| | | N | Never % | Occasionally % | Often % | Very Often % | No Response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 55.87 | 22.91 | 12.22 | 9.00 | n/a |
| | No disability | 18 373 | 57.06 | 23.87 | 11.29 | 7.78 | n/a |
| Graduating | Disability | 2678 | 52.13 | 22.33 | 13.29 | 12.25 | n/a |
| | No disability | 13 591 | 58.95 | 22.18 | 10.82 | 8.06 | n/a |

CGPSS Data

Data tables related to motivation for pursuit of higher education, education and career goals: data provided by the Canadian University Survey Consortium.

Motivation

| Motiv1 - To prepare for a specific job or career | | | | | | | |
|---|---------------|----------|------------------------|-----------------------------|--------------------|-------------------------|----------------------|
| | | | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | n= n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n= n/a | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | n= n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n= n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n= n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n= n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv2 - To satisfy my intellectual curiosity | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | n3221 | 2.55 | 19.00 | 45.67 | 32.72 | 0.06 |
| | No disability | 11 272 | 2.50 | 18.07 | 48.18 | 31.25 | 0.00 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| motiv3 – concern shown for you as an individual | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 8.32 | 23.28 | 35.45 | 32.94 | n/a |
| | No disability | 11 272 | 7.25 | 19.90 | 37.89 | 34.96 | n/a |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |

| motiv4 – the overall quality of the education you have received at this university | | | | | | | |
|--|---------------|----------|------------------------|-----------------------------|--------------------|-------------------------|----------------------|
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 5.09 | 20.43 | 47.31 | 27.17 | 0.00 |
| | No disability | 11 272 | 3.38 | 18.05 | 48.07 | 30.49 | 0.01 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| motiv5 – opportunities to enhance your education through activities beyond the classroom (e.g., undergraduate research, service-learning) | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 1.71 | 9.07 | 33.22 | 56.01 | n/a |
| | No disability | 11 272 | 1.48 | 7.03 | 32.22 | 59.27 | n/a |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv6 – opportunities to become involved in campus life | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 14.28 | 33.31 | 36.11 | 16.24 | n/a |
| | No disability | 11 272 | 11.04 | 31.25 | 39.65 | 18.06 | n/a |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv7 – personal safety on campus | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 4.75 | 18.04 | 37.32 | 39.89 | n/a |
| | No disability | 11 272 | 3.81 | 17.65 | 40.17 | 38.36 | n/a |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |

| Motiv8 – your university’s commitment to environmental sustainability | | | | | | | |
|---|---------------|----------|------------------------|-----------------------------|--------------------|-------------------------|----------------------|
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 67.34 | 20.15 | 7.95 | 4.44 | 0.12 |
| | No disability | 11 272 | 70.65 | 19.13 | 7.25 | 2.96 | 0.01 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv9 – your decision to attend the university | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 2.33 | 8.32 | 36.95 | 52.41 | 0.00 |
| | No disability | 11 272 | 1.93 | 7.86 | 36.00 | 54.20 | 0.01 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv10 – Opportunities to participate in international study or student exchanges | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 18.50 | 26.14 | 30.15 | 25.21 | 0.00 |
| | No disability | 11 272 | 16.32 | 27.23 | 33.29 | 23.15 | 0.01 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv11-Learning new things is exciting | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 3.14 | 19.03 | 45.27 | 32.57 | 0.00 |
| | No disability | 11 272 | 2.32 | 17.77 | 47.64 | 32.27 | 0.01 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |

| Motiv12 – Most of my friends are going | | | | | | | |
|---|---------------|----------|------------------------|-----------------------------|--------------------|-------------------------|----------------------|
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 50.17 | 27.32 | 16.58 | 5.93 | 0.00 |
| | No disability | 11 272 | 47.78 | 29.40 | 17.17 | 5.64 | 0.01 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv13 – To meet new people | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 16.95 | 33.03 | 33.72 | 16.30 | 0.00 |
| | No disability | 11 272 | 14.12 | 34.08 | 35.46 | 16.32 | 0.01 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv14 – The chance to participate in varsity athletics | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 75.97 | 13.82 | 6.55 | 3.63 | 0.03 |
| | No disability | 11 272 | 69.94 | 17.71 | 7.83 | 4.51 | 0.01 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Motiv15 – To explore whether university is right for me | | | | | | | |
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 25.99 | 31.67 | 33.19 | 9.13 | 0.03 |
| | No disability | 11 272 | 25.38 | 33.19 | 32.55 | 8.85 | 0.03 |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |

| Motiv16 – Other reason | | | | | | | |
|------------------------|---------------|--------|-----------------|----------------------|-------------|------------------|---------------|
| | | N | Not important % | Somewhat important % | Important % | Very Important % | No response % |
| First Year | Disability | 3221 | 22.41 | 11.71 | 32.26 | 33.62 | n/a |
| | No disability | 11 272 | 28.19 | 13.92 | 28.52 | 29.37 | n/a |
| Middle Years | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a | n/a |

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Satisfaction with facilities and services

- **General facilities**

Among respondents with disabilities in the Canadian University Survey Consortium study, 35% of students were satisfied with library electronic resources, 35% with campus medical services, 35% with the on campus library and 30% with athletic facilities. Services showing the least satisfaction included 11% with food services and 6% with parking facilities.

- **Academic services**

Students generally reported high levels of satisfaction with academic services ranging from 80% to 90%.

- **Special services**

Seventy nine percent of those who accessed special services reported being satisfied. However, there were some notable differences among focus group reporting namely 46% for services for students with disabilities and 20% for employment services.

Educational and career goals

Approximately 60% of graduating students with disabilities plan to continue with further education or career development after graduation: with 38% expected to apply to graduate school and 22% expected to apply to professional school.

Nearly all graduating students with disabilities have taken at least one step to prepare for employment after graduating, usually informally through talking with peers, parents, professors about career options.

Tables and Questionnaire results relating to educational goal development -data compiled by the Canadian University Survey Consortium

| Goal1 – Have you chosen a major or discipline? | | | | | | |
|--|---------------|----------|--------------|-------------|-----------------|----------------------|
| | | N | Yes % | No % | Unsure % | No response % |
| First Year | Disability | 3221 | 74.67 | 25.12 | n/a | 0.22 |
| | No disability | 11 272 | 71.71 | 28.18 | n/a | 0.11 |
| Middle Years | Disability | 3510 | 91.60 | 8.40 | n/a | n/a |
| | No disability | 18 372 | 90.94 | 9.05 | n/a | n/a |
| Graduating | Disability | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a |
| Goal2 – Have you changed your major or program of study since you began your post-secondary studies? | | | | | | |
| | | N | Yes % | No % | Unsure % | No response % |
| First Year | Disability | n/a | n/a | n/a | n/a | n/a |
| | No disability | n/a | n/a | n/a | n/a | n/a |
| Middle Years | Disability | 3510 | 41.77 | 58.23 | n/a | n/a |
| | No disability | 18 372 | 34.98 | 65.01 | n/a | n/a |
| Graduating | Disability | 2678 | 45.37 | 54.63 | n/a | n/a |
| | No disability | 13 591 | 36.41 | 63.59 | n/a | n/a |
| Goal3 – After you have completed your undergraduate studies, do you intend to apply to a professional program (e.g., Medicine, Law, etc.) | | | | | | |
| | | N | Yes % | No % | Unsure % | No response % |
| First Year | Disability | 3221 | 28.62 | 36.79 | 34.47 | 0.22 |
| | No disability | 11 272 | 30.06 | 34.52 | 35.31 | 0.12 |
| Middle Years | Disability | 3510 | 26.10 | 45.47 | 28.43 | n/a |
| | No disability | 18 372 | 26.75 | 44.84 | 28.40 | n/a |
| Graduating | Disability | 2678 | 23.34 | 51.68 | 24.98 | n/a |
| | No disability | 13 591 | 22.71 | 54.79 | 22.51 | n/a |
| Goal4 – After you have completed your undergraduate studies, do you intend to apply to graduate school? | | | | | | |
| | | N | Yes % | No % | Unsure % | No response % |
| First Year | Disability | 3221 | 34.18 | 21.33 | 44.30 | 0.19 |
| | No disability | 11 272 | 32.86 | 21.54 | 45.54 | 0.06 |
| Middle Years | Disability | 3510 | 35.58 | 26.04 | 38.38 | n/a |
| | No disability | 18 372 | 31.28 | 28.37 | 40.34 | n/a |
| Graduating | Disability | n2678 | 39.02 | 27.86 | 33.12 | n/a |
| | No disability | 13 591 | 34.80 | 32.21 | 32.99 | n/a |

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Goal 5 – Which of the following best describes your career plans?

| | First Year | | Middle Years | | Graduating | |
|--|------------------------|-----------------------------|------------------------|-----------------------------|------------------------|-----------------------------|
| | Disability (n=3221) | No Disability (n=11 272) | Disability (n=3510) | No Disability (n=18 373) | Disability (n=2678) | No Disability (n=13 591) |
| I have a specific career in mind | 33.62 | 34.13 | 33.48 | 34.65 | 36.07 | 39.59 |
| I have several possible careers in mind | 32.13 | 31.38 | 36.44 | 36.27 | 36.97 | 36.89 |
| I have some general ideas but I need to clarify them | 21.67 | 22.97 | 26.41 | 26.40 | 24.31 | 22.29 |
| I am unsure, but I want to develop a career plan | 10.10 | 9.46 | n/a | n/a | n/a | n/a |
| I am not thinking about a career at this stage of my studies | 2.51 | 2.04 | 3.68 | 2.68 | 2.65 | 1.23 |
| No response | 0.06 | 0.03 | n/a | n/a | n/a | n/a |

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Goal 6 – How well do you know the career options your program or intended program could open for you?

| | | N | Very Well % | Fairly Well % | Only a little % | Not at all % | No response % |
|--------------|---------------|--------|-------------|---------------|-----------------|--------------|---------------|
| First Year | Disability | 3221 | 19.81 | 45.42 | 29.84 | 4.78 | 0.16 |
| | No disability | 11 272 | 19.57 | 48.92 | 28.12 | 3.35 | 0.04 |
| Middle Years | Disability | 3510 | 20.40 | 43.30 | 30.63 | 3.67 | n/a |
| | No disability | 18 372 | 21.26 | 46.61 | 28.39 | 3.73 | n/a |
| Graduating | Disability | 2678 | 22.85 | 41.56 | 30.17 | 5.41 | n/a |
| | No disability | 13 591 | 26.65 | 45.60 | 24.30 | 3.45 | n/a |

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Have you taken any of the following steps to prepare for employment/your career after graduation?

| Goal7 – Talked with professors about employment/career | | | | |
|---|---------------|----------|--------------|-------------|
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 24.81 | 75.19 |
| | No disability | 11 272 | 22.53 | 77.47 |
| Middle Years | Disability | 3510 | 43.79 | 56.21 |
| | No disability | 18 372 | 40.35 | 59.65 |
| Graduating | Disability | 2678 | 54.74 | 45.26 |
| | No disability | 13 591 | 52.37 | 47.63 |
| Goal8 – Talked with parents/family about employment/career | | | | |
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 76.03 | 23.97 |
| | No disability | 11 272 | 75.92 | 24.08 |
| Middle Years | Disability | 3510 | 76.75 | 23.25 |
| | No disability | 18 372 | 77.70 | 22.30 |
| Graduating | Disability | 2678 | 76.59 | 23.41 |
| | No disability | 13 591 | 76.87 | 23.13 |
| Goal9 – Talked with friends about employment/career | | | | |
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 65.54 | 34.46 |
| | No disability | 11 272 | 63.91 | 36.09 |
| Middle Years | Disability | 3510 | 77.18 | 22.82 |
| | No disability | 18 372 | 76.99 | 23.00 |
| Graduating | Disability | 2678 | 78.04 | 21.96 |
| | No disability | 13 591 | 77.74 | 22.26 |
| Goal10 – Created resume or curriculum vitae (CV) | | | | |
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 39.24 | 60.76 |
| | No disability | 11 272 | 39.25 | 60.75 |
| Middle Years | Disability | 3510 | 57.83 | 42.17 |
| | No disability | 18 372 | 58.67 | 41.32 |
| Graduating | Disability | 2678 | 73.04 | 26.96 |
| | No disability | 13 591 | 73.54 | 26.46 |

| Goal11 – Created an e-portfolio (an inventory of skills, abilities and experience maintained on the web) | | | | |
|---|---------------|----------|--------------|-------------|
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 10.15 | 89.85 |
| | No disability | 11 272 | 9.17 | 90.83 |
| Middle Years | Disability | 3510 | 16.21 | 83.79 |
| | No disability | 18 372 | 15.59 | 84.40 |
| Graduating | Disability | 2678 | 17.06 | 82.94 |
| | No disability | 13 591 | 16.75 | 83.25 |
| Goal12 – Attended an employment fair | | | | |
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 18.04 | 81.96 |
| | No disability | 11 272 | 19.04 | 80.96 |
| Middle Years | Disability | 3510 | 33.02 | 66.98 |
| | No disability | 18 372 | 33.48 | 66.51 |
| Graduating | Disability | 2678 | 34.65 | 65.35 |
| | No disability | 13 591 | 36.22 | 63.78 |
| Goal13 – Met with a career counselor | | | | |
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 17.29 | 82.71 |
| | No disability | 11 272 | 16.72 | 83.28 |
| Middle Years | Disability | 3510 | 25.21 | 74.79 |
| | No disability | 18 372 | 23.22 | 76.77 |
| Graduating | Disability | 2678 | 25.02 | 74.98 |
| | No disability | 13 591 | 21.45 | 78.55 |
| Goal14 – Worked in my chosen field of employment | | | | |
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 13.54 | 86.46 |
| | No disability | 11 272 | 13.98 | 86.02 |
| Middle Years | Disability | 3510 | 31.17 | 68.83 |
| | No disability | 18 372 | 31.33 | 38.67 |
| Graduating | Disability | 2678 | 40.85 | 59.15 |
| | No disability | 13 591 | 43.76 | 56.24 |

| Goal15 – Volunteered in my chosen field of employment | | | | |
|--|---------------|----------|--------------|-------------|
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 27.04 | 72.96 |
| | No disability | 11 272 | 22.34 | 77.66 |
| Middle Years | Disability | 3510 | 36.13 | 63.87 |
| | No disability | 18 372 | 32.28 | 67.72 |
| Graduating | Disability | 2678 | 42.49 | 57.51 |
| | No disability | 13 591 | 36.23 | 63.77 |
| Goal16 – I have a career mentor | | | | |
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 6.24 | 93.76 |
| | No disability | 11 272 | 5.20 | 94.80 |
| Middle Years | Disability | 3510 | 8.15 | 91.85 |
| | No disability | 18 372 | 7.29 | 92.70 |
| Graduating | Disability | 2678 | 9.00 | 91.00 |
| | No disability | 13 591 | 8.67 | 91.33 |
| Goal17 – None of the above | | | | |
| | | N | Yes % | No % |
| First Year | Disability | 3221 | 8.76 | 91.24 |
| | No disability | 11 272 | 8.37 | 91.63 |
| Middle Years | Disability | 3510 | 5.87 | 94.13 |
| | No disability | 18 372 | 5.32 | 94.67 |
| Graduating | Disability | 2678 | 8.37 | 91.63 |
| | No disability | 13 591 | 8.76 | 91.24 |

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Demographic profile – disabilities

Those who self-identified as having a disability reflected 17% of respondents, with 31% of those requiring accommodations. Sixty one percent reported that accommodations were adequate, 30% reported they were partly adequate and 9% said they were not adequate.

| Table 7: Disabilities | | | | |
|--|----------------------------|----------------|----------------|----------------|
| | All students (n=18,144) | | | |
| | | 1 (n=5,612) | 2 (n=7,916) | 3 (n=4,616) |
| Disability | | | | |
| Total self-identified | 17% | 16% | 18% | 16% |
| Required accommodation* | | | | |
| Yes | 31% | 29% | 31% | 32% |
| Accommodation is adequate** | | | | |
| Yes | 61% | 70% | 64% | 54% |
| Partly | 30% | 23% | 31% | 32% |
| No | 9% | 7% | 6% | 14% |
| *Portion is out of those who identify as having a disability | | | | |
| **The portion is out of those who identify as having a disability that requires accommodation. | | | | |

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