

The Quality of Postsecondary Education Experienced by Young Adults with Disabilities – Fact Sheets

From *Inclusive Postsecondary Education and Decent Work:
Effective Links for Young Adults with Disabilities*

At a Glance

For this project, a measure of educational quality was developed that reads across many variables and assigns a score. The higher the score, the greater the number of positive educational conditions that are in place for young adults with disabilities attending postsecondary education (PSE) classes. The lower the score, the fewer the positive conditions. The issues included in the measure are the extent of needs that have been fully or largely met for built environmental, technological, curricular and procedural, material, human, and other supports for learning, as well as whether students experience being avoided, left out, or bullied at school because of disability, have additional costs for education because of disability, and the equity of participation across fields of study. Data are from the *Canadian Survey on Disability* (2017), which is Statistics Canada's "flagship" survey on disability. Wherever possible, this project provides details on "Indigenous" and "racialized" young adults, who are defined as distinct from one another. Together they form the diverse "BIPOC" group (Black, Indigenous, and People of Colour).

The research provides many details on young adults with disabilities who experience high-quality, midrange quality, and low-quality PSE at college/CEGEP/trade school and university, as well as for those with any recent (mainly postsecondary) education overall.

Holding a range of factors constant, some young adults with disabilities are significantly

more likely than others to experience *high-quality PSE*. They:

- Live in the prairie (1.7 times more likely) or Atlantic provinces (1.9 times)
- Live alone (nearly 1.8 times more likely)
- Live with unrelated others or extended family members beyond the parental home (2.1 times more likely)
- Have needs that are largely met for accessible buildings (5.5 times more likely), technology (4.9 times), learning materials (3.7 times), curriculum/procedures (22.2 times), human support (5.6 times), or other supports for disability while studying (16.1 times)
- Have not had additional expenses for education because of disability (6.6 times more likely)
- Have never felt avoided (4.5 times), left out (9.4 times), or bullied in PSE because of disability (7.4 times).

As well, those in high-quality PSE are more likely to study in the science, technology, engineering, and mathematics (STEM) disciplines, and in business and administration, which are academic fields in which relatively few students with disabilities study.

Young adults with disabilities and recent school attendance who are significantly less likely to experience low-quality PSE:

- Have disabilities of moderate (0.5 times as likely), severe (0.4 times), or very severe complexity (0.3 times).

Those who are significantly more likely than others to experience *low-quality PSE*:

- Live with unrelated others or extended family members beyond the parental home (nearly 2.9 times more likely).

As well, students with disabilities that are most likely to experience low-quality PSE pursue studies in the broad grouping of disciplines that includes the arts and humanities, and social and behavioural sciences. These are academic fields in which there are large numbers of students with disabilities.

Those who are significantly less likely than others to experience high-quality PSE:

- Live in low-income households (0.5 times as likely)
- Have a hearing disability (0.4 times).

Young adult students with disabilities who live with unrelated others or extended family members beyond the parental home have significantly high odds of experiencing both high-quality PSE *and* low-quality PSE; they seem to have a difficult time finding middle ground between these two extremes in PSE quality.

References

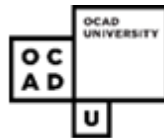
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