

Canadian Graduate and Professional Student Survey

A Mental Health Snapshot of the 2016 CGPSS Data



Prepared by:
Kathleen Clarke, Ph.D. Candidate
Research Associate, NEADS



NEADS

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

The National Educational Association of Disabled Students (NEADS) gratefully acknowledges funding support for this research from the Social Development Partnerships Program, Employment and Social Development Canada, the Ontario Human Capital Research and Innovation Fund and the Canadian Education and Research Institute for Counseling.

Table of Contents

Introduction.....	4
SECTION 1: PERSONAL DEMOGRAPHICS	7
SECTION 2: DISABILITY	16
SECTION 3- EDUCATIONAL STATUS.....	17
SECTION 4- GENERAL SATISFACTION	32
SECTION 5- SATISFACTION WITH PROGRAM, QUALITY OF INTERACTIONS, AND COURSEWORK	35
SECTION 6- PROFESSIONAL SKILLS DEVELOPMENT	42
SECTION 7- RESEARCH EXPERIENCE	50
SECTION 8- PRESENTATIONS AND PUBLICATIONS.....	54
SECTION 9- ADVISOR AND THESIS/DISSERTATION/RESEARCH PAPER	60
SECTION 10- FINANCIAL SUPPORT	67
SECTION 11- UNIVERSITY RESOURCES AND STUDENT LIFE	71
SECTION 12- SOCIAL LIFE	77
SECTION 13- GENERAL ASSESSMENT	81

Introduction

The Landscape of Accessibility and Accommodation Project

The Landscape research project is an 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.

The objectives of the overall 18-month project include:

1. an assessment of the landscape of academic accommodations;
2. an assessment of the landscape of co-curricular and experiential learning accommodations;
3. an assessment of the landscape of accessibility and accommodation practices in transitional spaces;
4. an assessment of the evolution toward the principles of accessibility and universal design;
5. an understanding of trends in accessibility and accommodation within Canadian postsecondary education;
6. identification of best practices and benchmarks; and
7. establishment of a national collaborative network.

One of the components of the research project involves secondary analyses of existing datasets. The research team examined various outlets such as professional organizations and Statistics Canada for datasets that focused on the post-secondary student population and which asked demographic questions concerning disabilities. The objective was to analyze these datasets and use these findings to supplement the primary data collection that was being done as part of the Landscape project. The research team was granted access to several datasets, one of which was the Canadian Graduate and Professional Student Survey, which is organized and run by the Canadian Association of Graduate Studies (CAGS).

The Canadian Graduate and Professional Student Survey (CGPSS)

Various institutions across Canada disseminated the CGPSS in 2007, 2010, 2013, and 2016. The purpose of the survey is to obtain information about graduate student satisfaction and the student experience. In Canada, it is the largest and most comprehensive source of data concerning these topics. More information about the CGPSS can be found on the website for CAGS (http://www.cags.ca/cgpss_home.php)

Institutional participation in the survey increased from 38 universities in 2010 to 50 in 2016. As participation in data collection has grown, the survey instrument has also undergone several changes. Most relevant to the current analyses is that for the first time since its inception, the 2016 CGPSS survey included questions concerning disability. These inclusions mean that these data are now the biggest source of data about Canadian graduate students with disabilities. Analyses of these data allow for a more comprehensive understanding of this specific population of students.

This Report

In this report, we share the analyses in which three groups were compared: students without mental health disabilities (but who did have other disabilities); students with a mental health disability only; and students with mental health disability and other disabilities.

Total number of students who selected ‘yes’ when asked if they self-identified with any disability or impairment: 2,327

138 of these respondents said they ‘prefer not to respond’ when asked to specify their specific condition(s). Because the focus of this report is comparing across different types of conditions, these participants were dropped from the analyses.

This left a total of 2,189 students with disabilities remaining in the sample.

23 respondents who indicated they had a disability did not respond when asked what type of disability they had, and also did not click the ‘prefer not to respond’ option. Again, because we are aiming to compare across different subgroups of students with disabilities and we cannot tell which disabilities these respondents have, they were excluded from the analyses.

This left a total of 2,166 respondents in the sample.

Concerning the type of disability, the data are as follows:

	<i>n</i>	%
Autism	80	3.69
Chronic	397	18.33
Learning	693	31.99
Mental health	991	45.75
Mobility	255	11.77
Sensory	308	14.22
Other	334	15.42

Note. Respondents were able to select more than one type.

Number of Disabilities

	<i>n</i>	%
1 disability	1,487	68.65
2 disabilities	517	23.87
3 disabilities	127	5.86
4 or more disabilities	35	1.62

Of those who had only 1 disability, 33.29% of them identified mental health disabilities as their disability.

For those who selected 1 disability:

	<i>n</i>	%
Autism	25	1.68
Chronic	183	12.31
Learning	356	23.94
Mental health	495	33.29
Mobility	111	7.46
Sensory	189	12.71
Other	128	8.61

Looking specifically at those with mental health disabilities ($n = 991$):

	<i>n</i>	%
Only mental health disability	495	49.95
Mental health disability + 1	366	36.93
Mental health disability +2	100	10.09
Mental health disability + 3	20	2.02
Mental health disability + 4 or more	10	1.01

The breakdown of the approximate number of respondents for each of these groups is as follows:

Students with disability (not mental health disability):

$2,166 - 991 = 1,175$ participants

Group 1

Students with one disability (but not mental health): $n = 992$

Group 2

Students with more than one (no mental health disability): $n = 183$

Group 3

Students with a mental health disability (no other disabilities): $n = 495$

Group 4

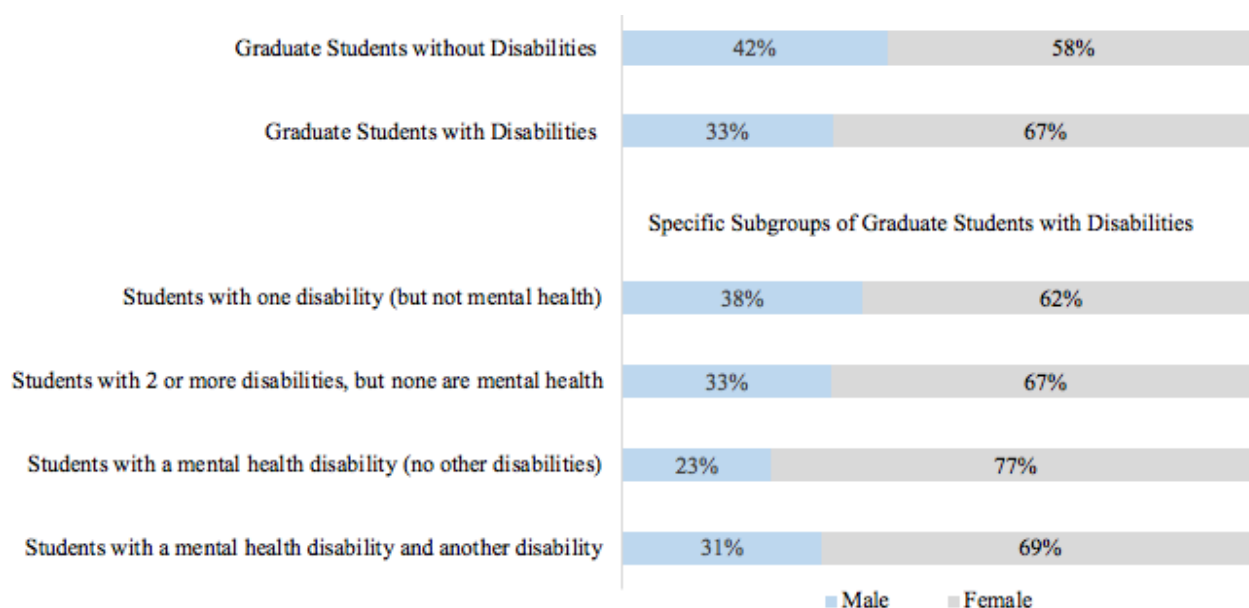
Students with a mental health disability and another disability: $n = 496$

SECTION 1: PERSONAL DEMOGRAPHICS

Table 1. *Gender – University Data*

	Male		Female	
	<i>n</i>	%	<i>n</i>	%
Graduate Students without Disabilities	17,870	41.63	25,051	58.37
Graduate Students with Disabilities	766	32.93	1,560	67.07
Students with one disability (but not mental health)	374	37.70	618	62.30
Students with 2 or more disabilities, but none are mental health	60	32.79	123	67.21
Students with a mental health disability (no other disabilities)	116	23.43	379	76.57
Students with a mental health disability and another disability	155	31.31	340	68.69

- 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%).



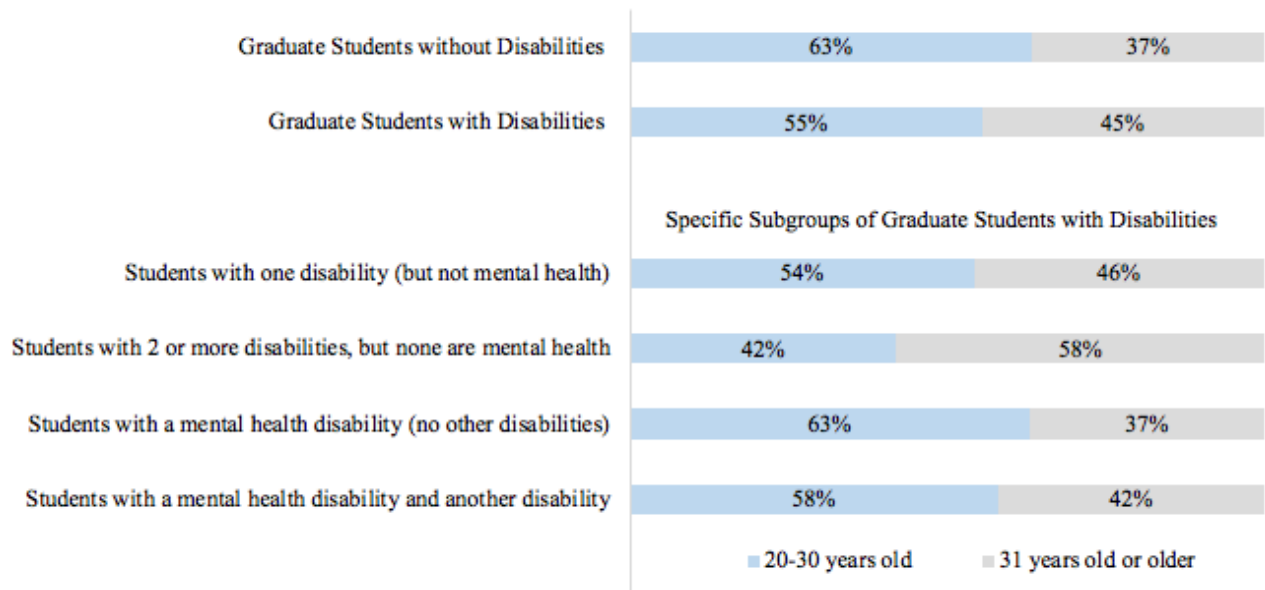
- Some variation across the specific groups
- Fewer males identified as having only a mental health disability

- The highest number of males was in group 1 (38%), with students who identified as having 1 disability that wasn't mental health

Table 2. *Age*

	20-30 years old		31 years old and above	
	<i>n</i>	%	<i>n</i>	%
Graduate Students without Disabilities	27,142	63.39	15,669	36.60
Graduate Students with Disabilities	1,285	55.41	1,034	44.60
Students with one disability (but not mental health)	537	54.19	454	45.81
Students with 2 or more disabilities, but none are mental health	76	41.99	105	58.01
Students with a mental health disability (no other disabilities)	311	62.96	183	37.04
Students with a mental health disability and another disability	285	57.93	207	42.07

- 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.



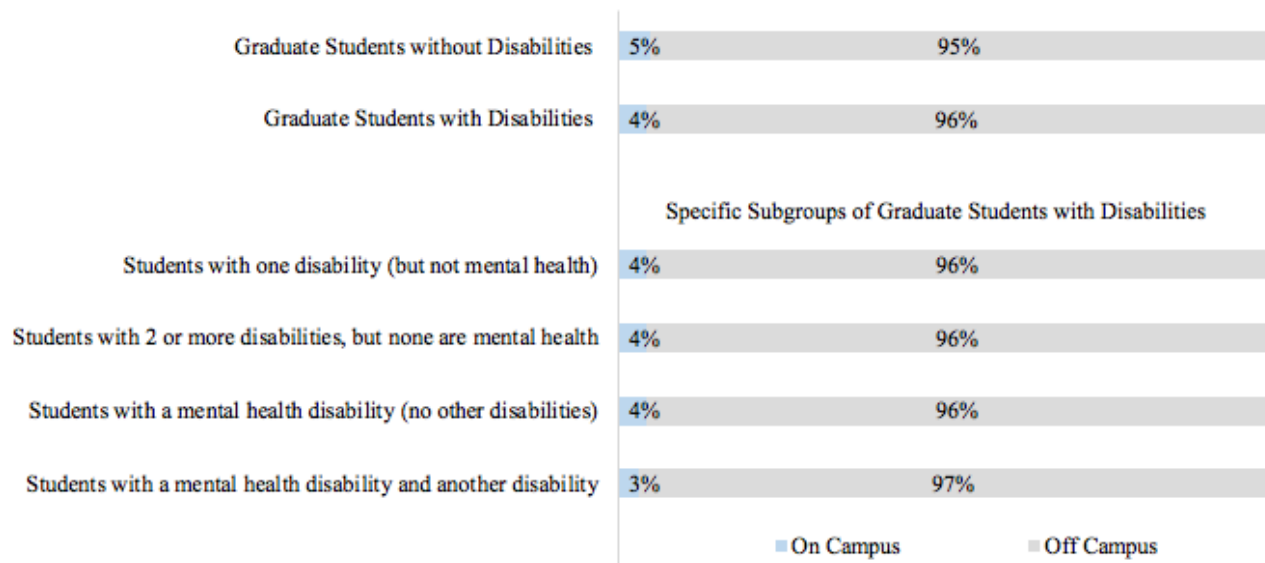
- Large variation when looking at the subgroups:

- The ‘youngest’ groups were those in groups 3 and 4: those with a mental health disability.
- The ‘oldest’ group were those who identified as having 2 or more disabilities but none of which were mental health (58%).
- These findings suggest there may be some relationship between age and number of disability / type of disability.

Table 3. *Current Residence*

	On-Campus		Off-Campus	
	<i>n</i>	%	<i>n</i>	%
Graduate Students without Disabilities	2,133	4.99	40,599	95.01
Graduate Students with Disabilities	99	4.27	2,220	95.73
Students with one disability (but not mental health)	44	4.45	945	95.55
Students with 2 or more disabilities, but none are mental health	8	4.40	174	95.60
Students with a mental health disability (no other disabilities):	22	4.45	473	95.50
Students with a mental health disability and another disability	16	3.25	477	96.75

- The graph below shows that there were similar rates of students with and without disabilities live in off-campus housing not owned by the university (94% and 93%).

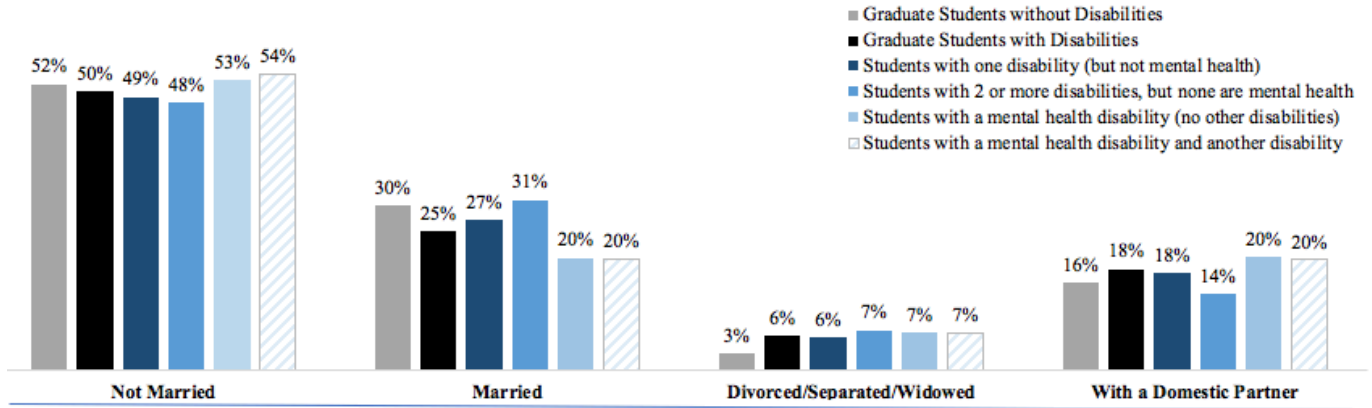


- No differences on where students live based on number and type of disability.

Table 4. *Marital Status*

	Not Married	Married	Divorced/ Separated/ Widowed	With a Domestic Partner
	% of Respondents			
Graduate Students without Disabilities ($n = 42,777$)	51.79	29.66	2.84	15.7
Graduate Students with Disabilities ($n = 2,316$)	50.47	25.09	6.17	18.26
Students with one disability (but not mental health)	49.44	27.20	5.76	17.59
Students with 2 or more disabilities, but none are mental health	48.35	30.77	7.15	13.74
Students with a mental health disability (no other disabilities):	52.54	20.28	6.69	20.49
Students with a mental health disability and another disability	53.54	20.12	6.61	19.92

- Similar rates of students with and without disabilities identify as being with a domestic partner (16% of students without disabilities and 18% with disabilities).
- The greatest difference that exists is 5%, when comparing rates of respondents who identified as being married. While 30% of those without disabilities identified as being married, 25% of students with disabilities identified in this way.

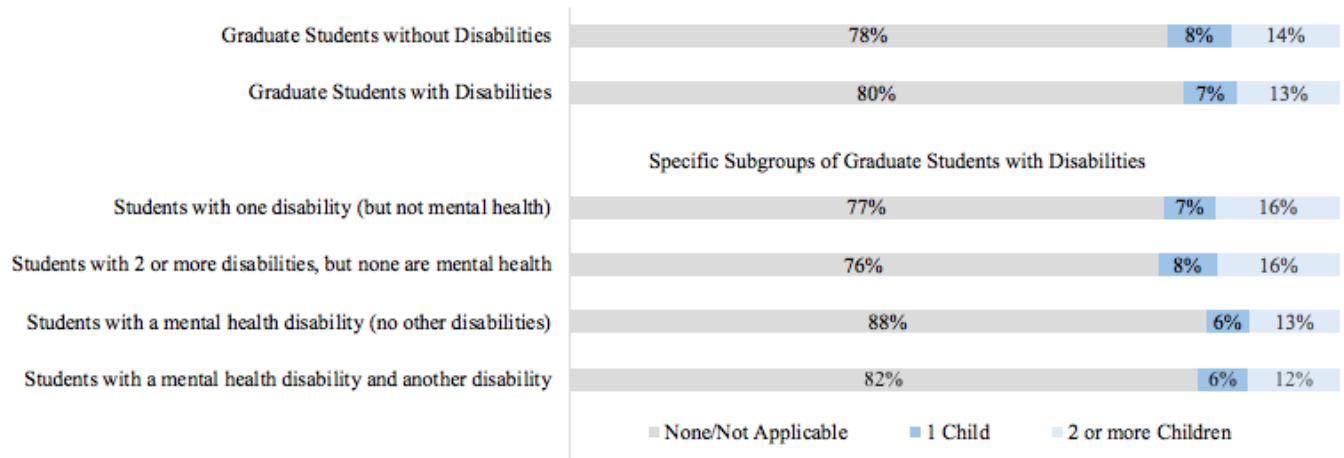


- Slight differences across the groups for the ‘not married’, ‘Married’, and ‘With a Domestic Partner’ response option.
 - **Not Married:** Slightly more students in groups 3 and 4 (those with mental health conditions) identified with this category in comparison to the other two subgroups.
 - **Married:** More students in groups one and two (those without mental health conditions) identified with this response option.
 - **With a Domestic Partner:** Those in group 2 (2 or more disabilities but none are mental health) had the lowest response rate for this option, but more of these students identified as married in comparison to the other subgroups.
 - Overall, more students without a mental health condition identified as being married.

Table 5. *Number of Children*

	None/Not Applicable	1 Child	2 or more Children
	% of Respondents		
Graduate Students without Disabilities ($n = 42,805$)	77.63	8.28	14.09
Graduate Students with Disabilities ($n = 2,320$)	79.78	6.85	13.36
Students with one disability (but not mental health)	77.09	6.86	16.04
Students with 2 or more disabilities, but none are mental health	76.37	7.69	15.94
Students with a mental health disability (no other disabilities)	87.83	5.88	12.58
Students with a mental health disability and another disability	81.58	6.48	11.94

- Similar rates of students with and without disabilities responded they did not have any children or that this question was not applicable to them (78% of those without and 80% of those with disabilities).

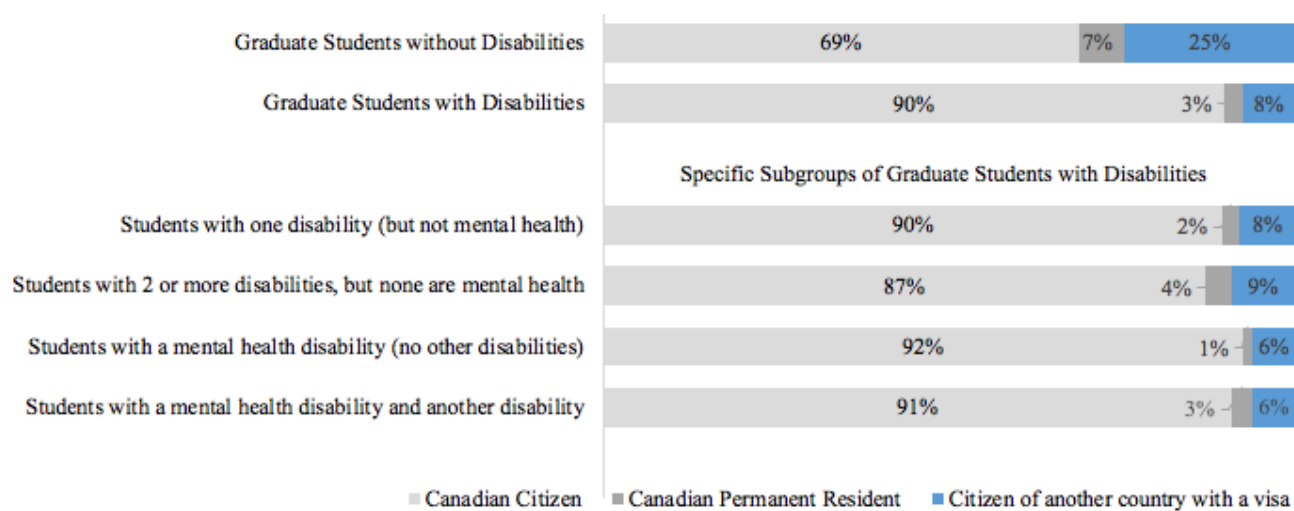


- Overall, more students with mental health conditions identified as having no children/not applicable in comparison to the other subgroups. The greatest gap between the groups was when comparing group 3 (students with a mental health disability and no other disabilities) and group 2 (students with 2 or more disabilities, none are mental health) where there was a difference of 12%.
- 16% of students in groups 1 and 2 (those without mental health conditions) identified as having 2 or more children.

Table 6. *Current Citizenship Status*

	Canadian Citizen	Canadian Permanent Resident	Citizen of another country with a visa
	% of Respondents		
Graduate Students without Disabilities (<i>n</i> = 42,861)	68.66	6.58	24.76
Graduate Students with Disabilities (<i>n</i> = 2,324)	89.72	2.58	7.70
Students with one disability (but not mental health)	89.52	2.42	8.06
Students with 2 or more disabilities, but none are mental health	86.89	3.83	9.29
Students with a mental health disability (no other disabilities)	92.32	1.41	6.26
Students with a mental health disability and another disability	90.69	3.04	6.28

- 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%).

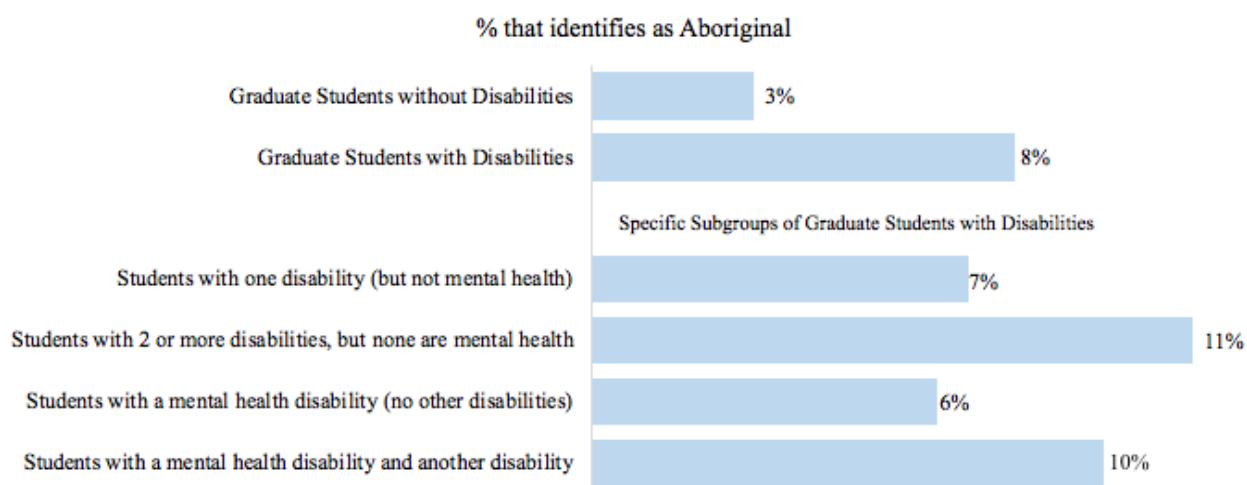


- Slight differences between the groups, with the greatest difference of 5% for the Canadian citizen response option being between group 2 (2 or more disabilities, none mental health) and group 3 (students with a mental health disability).

Table 7. *Participant Responses: Do you self-identify with, or have ancestry as an Aboriginal person (status or non-status Indian, Métis or Inuit)?*

	No		Yes	
	<i>n</i>	%	<i>n</i>	%
Graduate Students without Disabilities	41,477	97.04	1,265	2.96
Graduate Students with Disabilities	2,126	91.84	189	8.16
Students with one disability (but not mental health)	918	93.10	68	6.90
Students with 2 or more disabilities, but none are mental health	162	89.01	20	10.99
Students with a mental health disability (no other disabilities)	460	93.69	31	6.31
Students with a mental health disability and another disability	446	90.10	49	9.90

- Eight percent ($n = 189$) of students with disabilities self-identified as Aboriginal and 3% ($n = 1,265$) of students without disabilities identified in the same way. The prevalence of students identifying as Aboriginal is slightly higher within the students with disabilities group than in the students without disabilities group.



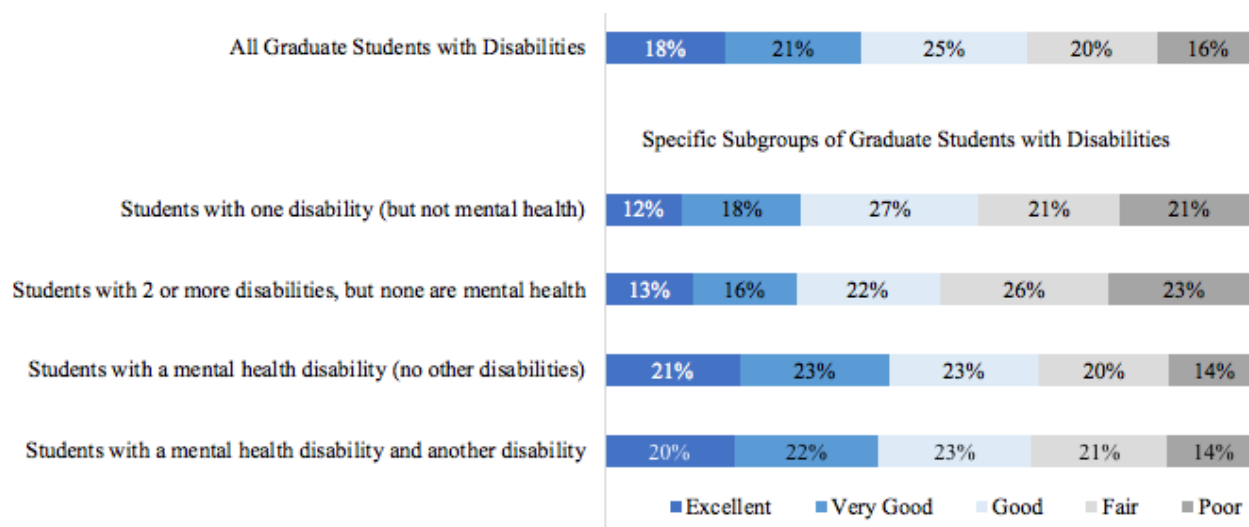
- Overall, the two groups that have participants with more than 1 disability (groups 2 and 4) had a higher proportion of students who identified as Aboriginal.

SECTION 2: DISABILITY

Participants' Responses: How would you rate your institution's efforts to accommodate your disability or impairment in your graduate program?

	All Graduate Students with Disabilities (n = 2,177)	Students with one disability (but not mental health) (n = 917)	Students with 2 or more disabilities, but none are mental health (n = 178)	Students with a mental health disability (no other disabilities) (n = 473)	Students with a mental health disability and another disability (n = 471)
Excellent	18.28	11.67	13.48	20.72	19.75
Very good	20.99	18.21	15.73	22.62	22.08
Good	25.17	27.48	21.91	23.04	23.35
Fair	19.94	21.37	25.84	19.87	20.81
Poor	15.62	21.26	23.03	13.74	14.01

- Overall, respondents rated institutional efforts favorably. While 64% rated institutional efforts as Excellent, Very Good, or Good, 36% rated as Fair or Poor.



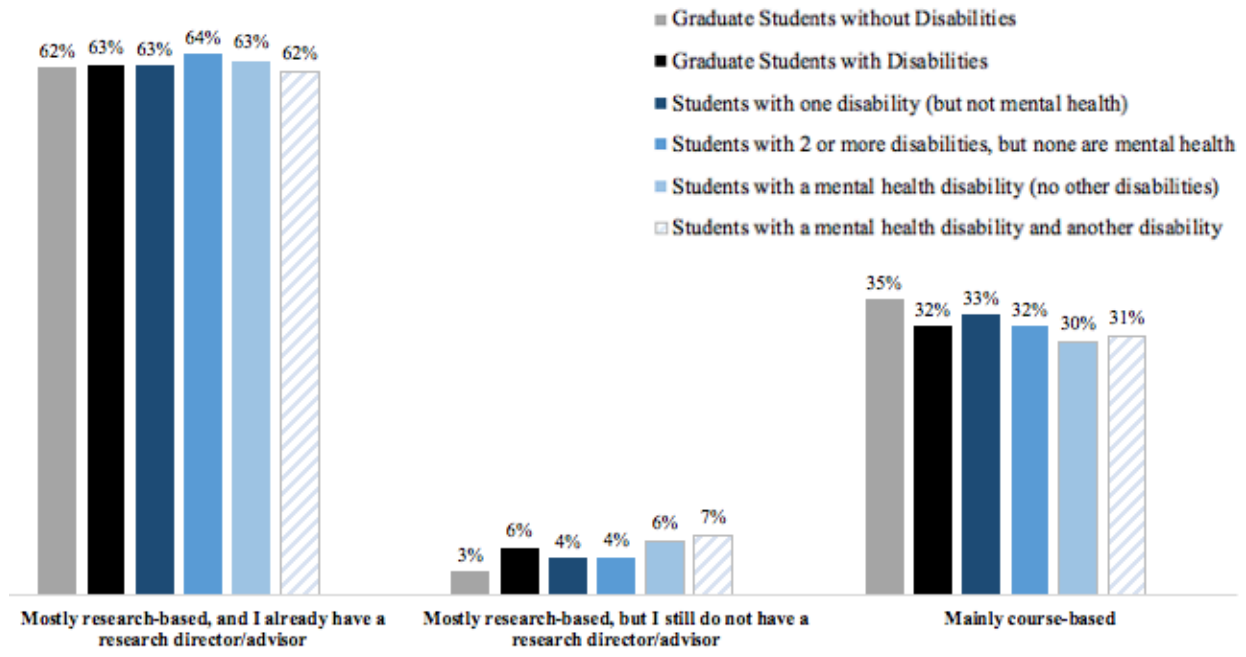
- Based on responses of 'Excellent/Very Good/Good' there were some slight differences between subgroups. For example, students who identified as having a mental health condition (groups 3 and 4) rated the institutional efforts more favourably in comparison to those without mental health conditions (groups 1 and 2).

SECTION 3- EDUCATIONAL STATUS

Table 8. *Participants' Responses*: Is your program research-based, under the supervision of a research director/advisor, or is more course-based without the same level of supervision?

	Mostly research-based, and I already have a research director/advisor	Mostly research-based, but I still do not have a research director/advisor	Mainly course-based
	% of Respondents		
Graduate Students without Disabilities (<i>n</i> = 42,924)	62.37	2.73	34.90
Graduate Students with Disabilities (<i>n</i> = 2,327)	62.74	5.50	31.76
Students with one disability (but not mental health)	62.60	4.23	33.17
Students with 2 or more disabilities, but none are mental health	63.93	4.37	31.69
Students with a mental health disability (no other disabilities)	63.43	6.46	30.10
Students with a mental health disability and another disability	62.10	7.06	30.85

- When comparing graduate students with and without disabilities, most students in both groups were in a research-based program and already had a research director/advisor (62% of students without and 63% of students with disabilities). Slightly more students with disabilities still did not have a research director/advisor (6% versus 3%).

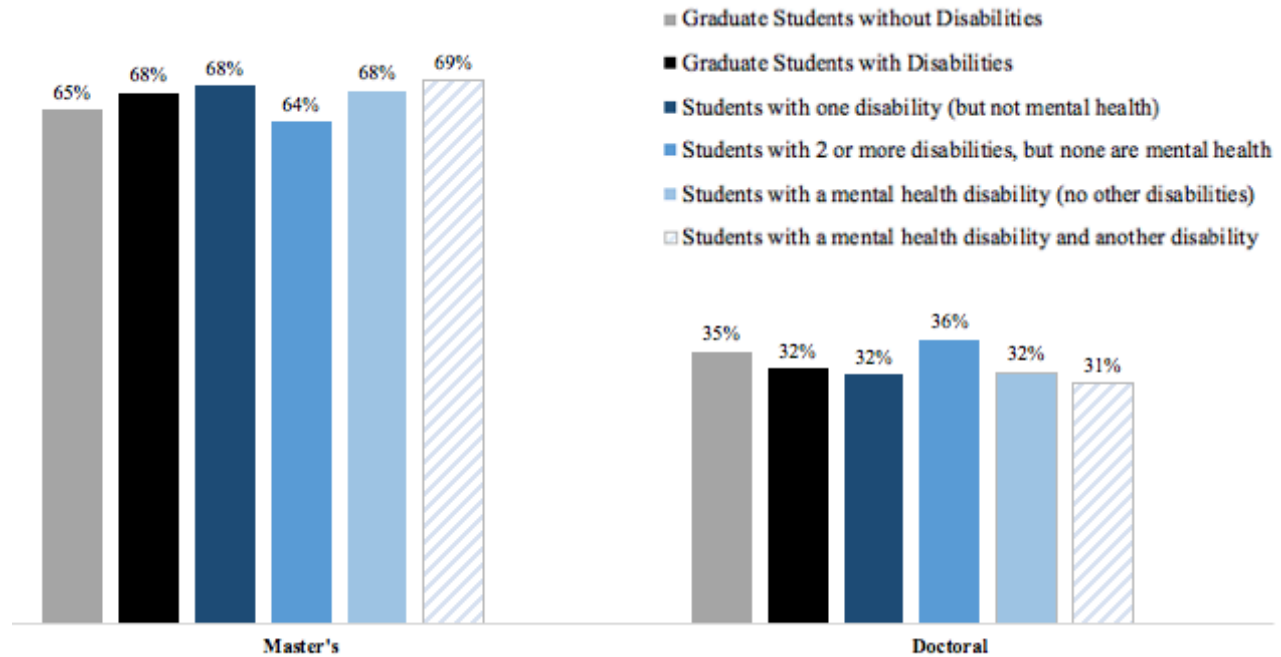


- In addition to there only being slight differences between students with and without disabilities in the type of program, only slight difference exist when looking at responses for students with different types and numbers of disabilities.

Table 9. *Degree Level- University Data*

	Master's		Doctoral	
	<i>n</i>	%	<i>n</i>	%
Graduate Students without Disabilities	28,067	65.43	14,826	34.57
Graduate Students with Disabilities	1,573	67.63	753	32.37
Students with one disability (but not mental health)	679	68.45	313	31.55
Students with 2 or more disabilities, but none are mental health	117	63.93	66	36.07
Students with a mental health disability (no other disabilities)	336	68.02	158	31.98
Students with a mental health disability and another disability	344	69.35	152	30.65

- 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), according to data provided by participating universities.



- More students in group 2 (more than 1 condition but none are mental health) were in a doctoral program in comparison to all other groups. The greatest difference was between this group and group 4 (more than 1 condition and one was mental health), where 31% were in a doctoral program.

Table 10. *Disciplines*

	Architecture/ Landscape	Arts/Culture	Biological Science	Business/ Management	Education	Engineering	Environmental Science	Finance/ Math/ Computing
	% of Participants							
Students without Disabilities ^a	0.90	0.80	7.33	8.54	9.52	15.32	4.04	0.96
Students with Disabilities ^b	0.78	1.34	5.39	3.71	10.69	5.47	2.89	0.34
Students with one disability (but not mental health) ^c	0.91	1.21	5.05	4.94	11.91	6.16	3.13	0.30
Students with 2 or more disabilities, but none are mental health ^d	0.00	1.10	2.20	4.95	13.74	6.59	1.10	0.55
Students with a mental health disability (no other disabilities) ^e	0.61	1.22	7.91	2.23	8.11	4.46	3.85	0.20

Students with a mental health disability and another disability ^f	0.81	1.83	5.68	2.03	11.16	3.65	2.43	0.20
--	------	------	------	------	-------	------	------	------

Note.

$n^a = 42,761$

$n^b = 2,320$

$n^c = 991$

$n^d = 182$

$n^e = 493$

$n^f = 493$

	Fine and Applied Arts	Health Science	Humanities	Journalism	Law	Library and Information Sciences	Other	Physical and Mathematical Sciences
	% of Participants							
Students without Disabilities	2.50	14.22	8.11	0.08	0.58	0.99	5.72	5.79
Students with Disabilities	2.93	11.72	14.78	0.34	0.43	2.41	6.77	4.44
Students with one disability (but not mental health)	2.52	14.03	12.71	0.40	0.61	1.51	6.76	4.44

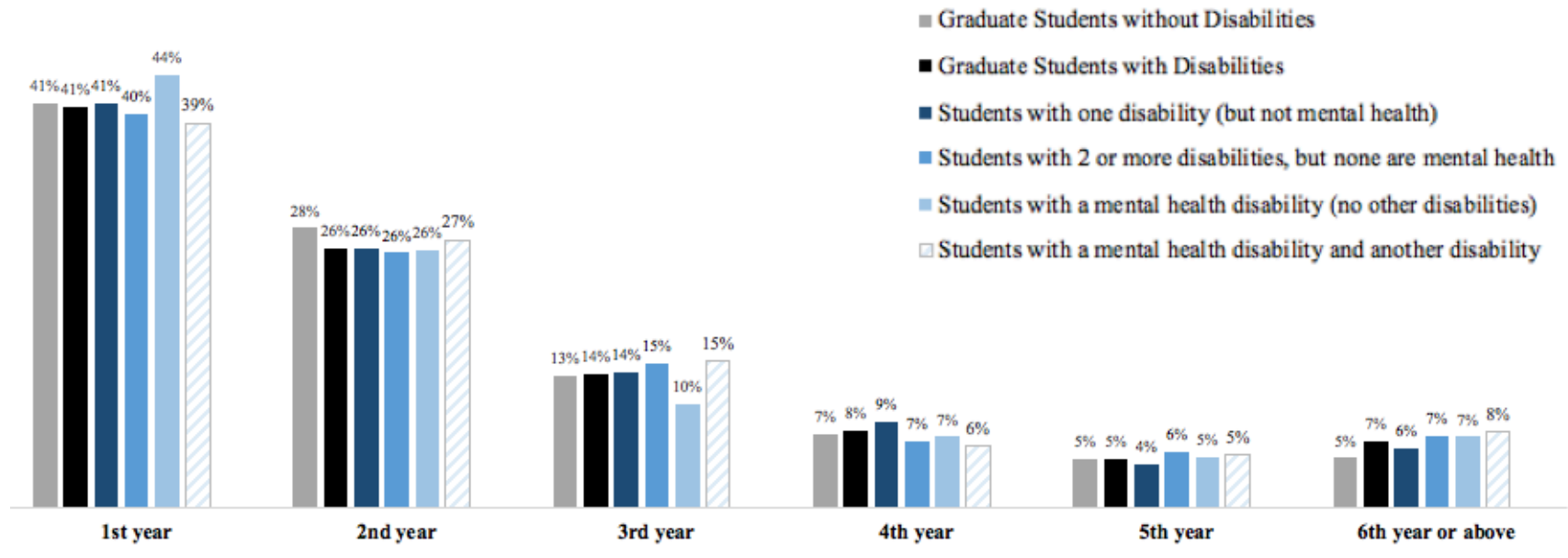
Students with 2 or more disabilities, but none are mental health	3.85	10.99	13.19	0.00	1.10	1.65	8.79	3.85
Students with a mental health disability (no other disabilities)	2.23	8.92	15.82	0.41	0.20	3.25	6.69	3.85
Students with a mental health disability and another disability	4.67	9.74	16.63	0.20	0.20	3.45	5.68	5.27

	Public Administration/ Policy	Social Sciences	Social Work
	% of Participants		
Students without Disabilities	1.85	11.37	1.39
Students with Disabilities	1.68	20.13	3.75
Students with one disability (but not mental health)	1.82	18.67	2.93
Students with 2 or more disabilities, but none are mental health	1.10	20.88	4.40
Students with a mental health disability (no other disabilities)	2.03	23.12	4.87
Students with a mental health disability and another disability	1.22	20.89	4.26

Table 11. *Year of Study – University Data*

	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year or above
	% of Respondents					
Graduate Students without Disabilities (<i>n</i> = 42,174)	41.00	28.37	13.28	7.44	4.91	5.01
Graduate Students with Disabilities (<i>n</i> = 2,286)	40.73	26.29	13.56	7.83	4.90	6.69
Students with one disability (but not mental health)	41.03	26.26	13.64	8.72	4.41	5.95
Students with 2 or more disabilities, but none are mental health	39.89	25.84	14.61	6.74	5.62	7.30
Students with a mental health disability (no other disabilities)	43.97	26.18	10.43	7.16	5.11	7.16
Students with a mental health disability and another disability	39.01	27.10	14.78	6.16	5.34	7.60

- Most students in both the students with disabilities and without disabilities samples were in 1st year (41% in each group) and 28% of students without disabilities and 26% of students with disabilities were in 2nd year. For students with disabilities, 12% were in 5th year or above, and this value was 10% for students without disabilities.

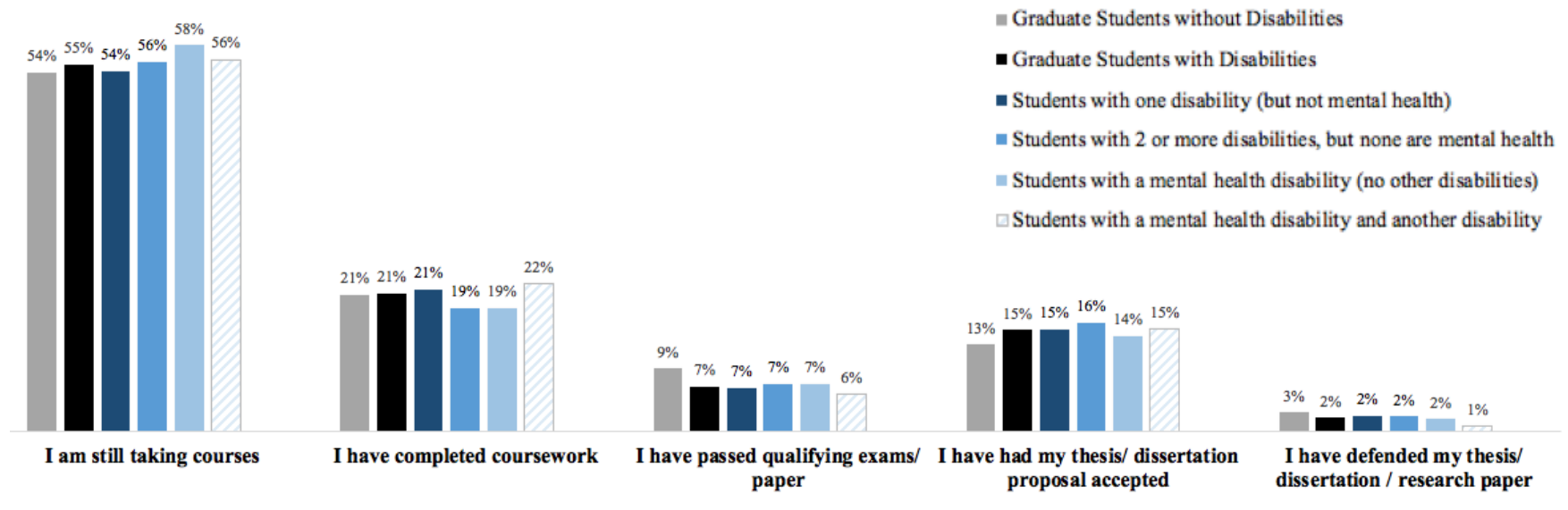


- Only slight differences between the subgroups of students. Slightly more students in group 3 identified as being in first year and fewer in third year, in comparison to the other subgroups. Other than this difference, the proportion of responses for each option are fairly consistent across the subgroups.

Table 12. *Current Program Status*

	I am still taking courses	I have completed coursework	I have passed qualifying exams/ paper	I have had my thesis/ dissertation proposal accepted	I have defended my thesis/ dissertation / research paper
	% of Respondents				
Graduate Students without Disabilities (<i>n</i> = 42,882)	54.10	20.60	9.44	13.04	2.82
Graduate Students with Disabilities (<i>n</i> = 2,234)	55.34	20.78	6.67	15.23	1.98
Students with one disability (but not mental health)	54.34	21.41	6.57	15.35	2.32
Students with 2 or more disabilities, but none are mental health	55.74	18.58	7.10	16.39	2.19
Students with a mental health disability (no other disabilities)	58.18	18.59	7.07	14.34	1.82
Students with a mental health disability and another disability	56.05	22.18	5.65	15.32	0.81

- Most students in both the graduate students with and without disabilities samples were still taking courses (54% of those and 55% of those with disabilities). For both groups, 21% of the respondents had completed their coursework but had not yet passed their qualifying exams/paper.

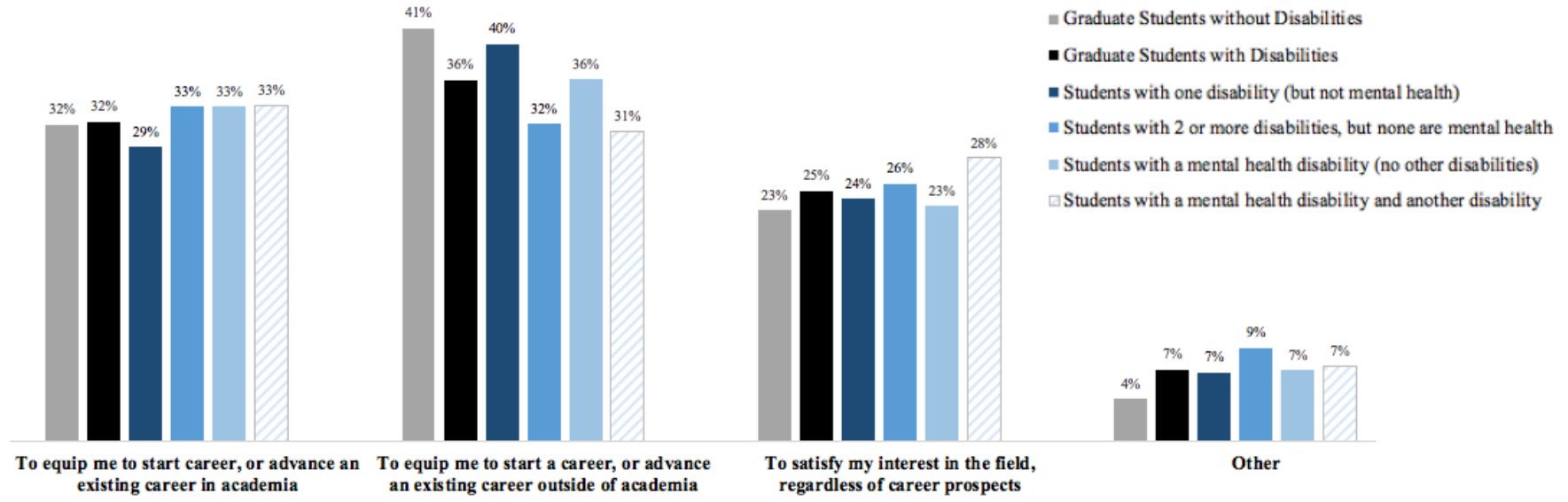


- Fairly consistent percentages for each response option across the subgroups. Only slight differences of 1%-4% between the groups.

Table 13. *Reason for Enrolling in Current Program*

	To equip me to start career, or advance an existing career in academia	To equip me to start a career, or advance an existing career outside of academia	To satisfy my interest in the field, regardless of career prospects	Other
	% of Respondents			
Graduate Students without Disabilities ($n = 42,894$)	31.56	41.23	23.05	4.23
Graduate Students with Disabilities ($n = 2,326$)	31.86	36.03	24.98	7.14
Students with one disability (but not mental health)	29.33	39.62	24.19	6.85
Students with 2 or more disabilities, but none are mental health	33.33	31.69	25.68	9.29
Students with a mental health disability (no other disabilities)	33.33	36.16	23.43	7.07
Students with a mental health disability and another disability	33.47	30.85	28.23	7.46

- 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 disabilities and 36% of students with disabilities recorded this response. 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

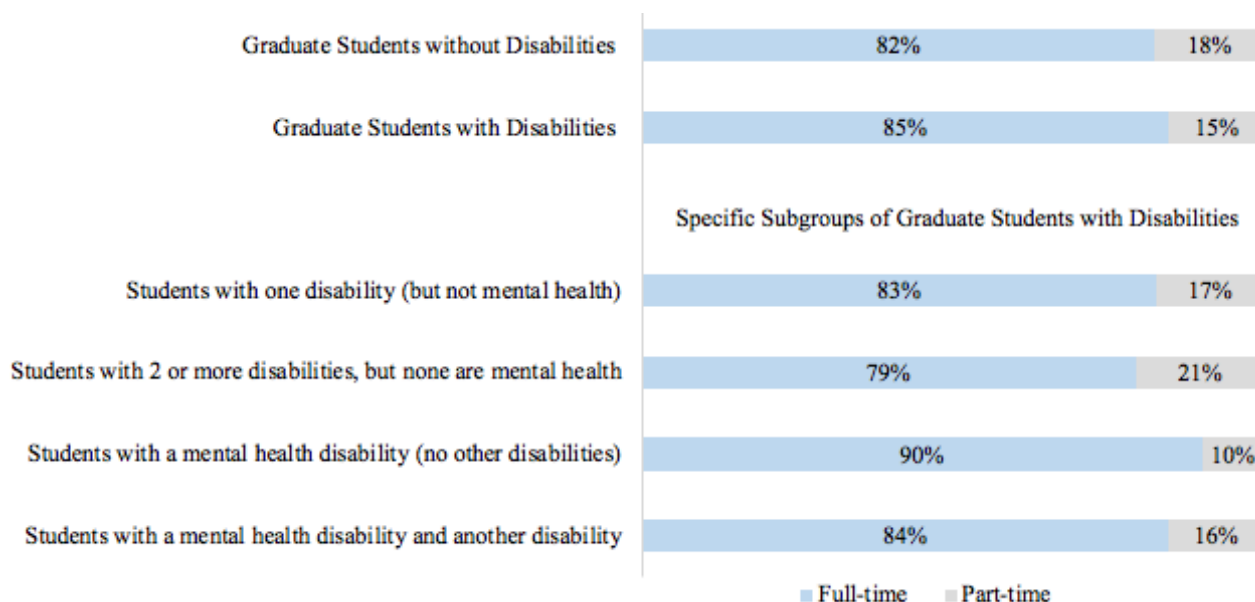


- Several differences can be seen when looking at the subgroups of students:
 - For the response option ‘to equip me to start a career, or advance an existing career outside of academia’ a higher number of students in groups 1 and 3 (those with 1 disability) responded that this was their reason for enrolling. Meaning, fewer students with comorbid conditions identified that they were enrolled to move a career outside of academic forward.
 - For the response option ‘to equip me to start a career, or advance a career in academia’ the lowest number of students responding with this were those in group 1 (students with one disability, not mental health), where 29% responded in this way.

Table 14. *Academic Load*

	Full-time		Part-time	
	<i>n</i>	%	<i>n</i>	%
Graduate Students without Disabilities	35,304	82.26	7,611	17.74
Graduate Students with Disabilities	1,964	84.51	360	15.49
Students with one disability (but not mental health)	819	82.56	173	17.44
Students with 2 or more disabilities, but none are mental health	145	79.23	38	20.77
Students with a mental health disability (no other disabilities)	443	89.86	50	10.14
Students with a mental health disability and another disability	418	84.44	77	15.56

- Most students in the students with and without disabilities groups were enrolled full-time, with 82% of students without and 85% of students with disabilities indicating this.

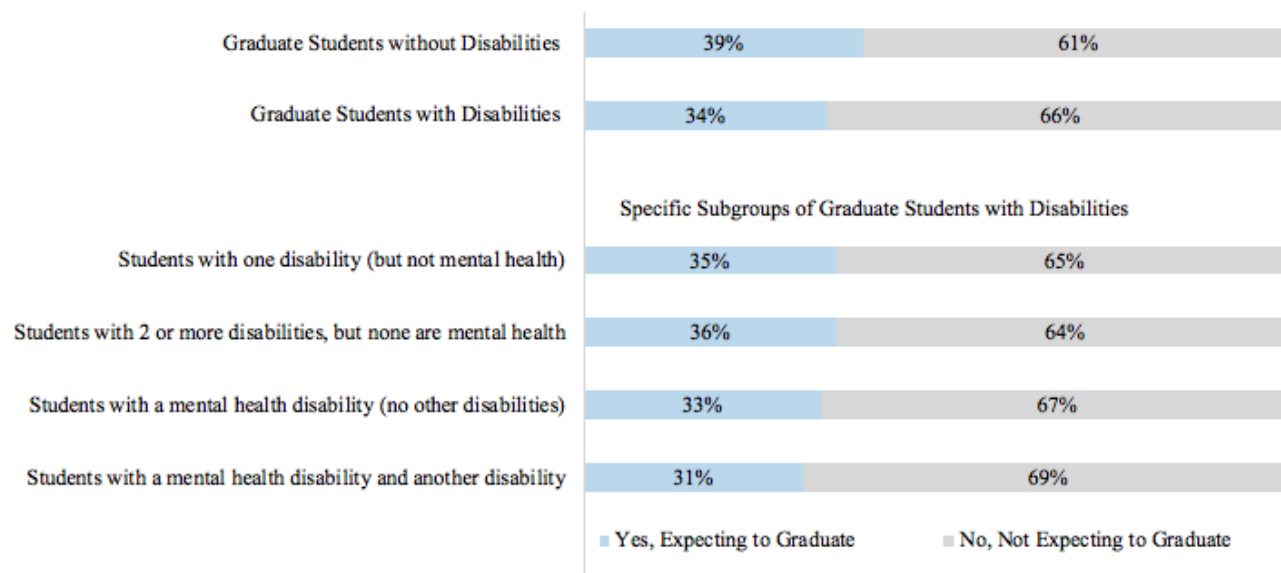


- Group 2 (students with 2 or more disabilities, none are mental health) had the fewest full-time students, with only 79% responding that they were full-time.
- Group 3 (students with a mental health disability and no other disabilities) had the highest number of full-time students, with 90% responding in this way. This is much higher than the 79% of Group 2 who were full-time.

Table 15. *Expect to Graduate in Next Year*

	Yes		No	
	<i>n</i>	%	<i>n</i>	%
Graduate Students without Disabilities	16,866	39.32	26,029	60.68
Graduate Students with Disabilities	797	34.29	1,527	65.71
Students with one disability (but not mental health)	351	35.45	639	64.55
Students with 2 or more disabilities, but none are mental health	65	35.52	118	64.48
Students with a mental health disability (no other disabilities)	165	33.33	330	66.67
Students with a mental health disability and another disability	153	30.85	343	69.15

- Students without disabilities were slightly more likely to respond that they were expecting to graduate this year (39%), in comparison to students with disabilities (34%).

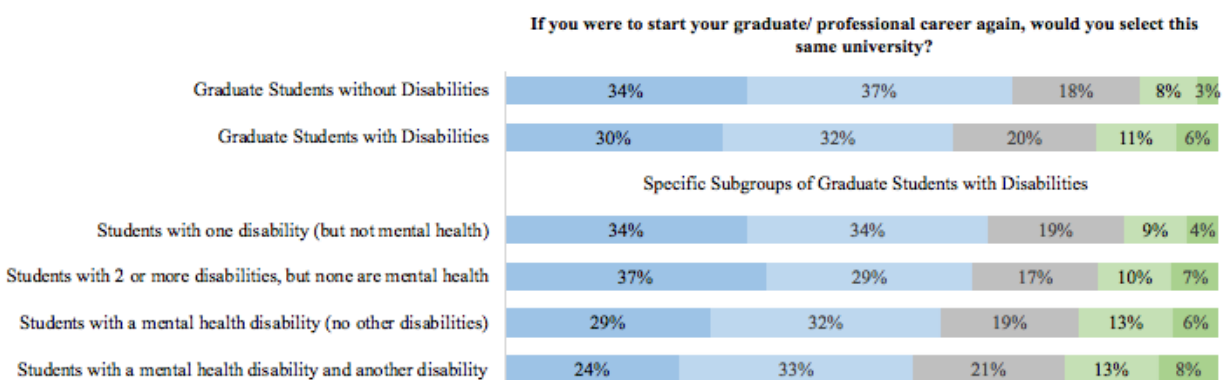


- Only slight differences between the subgroups when looking at the proportion of respondents who were expecting to graduate. The greatest difference (5%) is between students in group 2 (students with 2 or more disabilities, none are mental health) where 36% were expecting to graduate and group 4 (students with a mental health disability and another disability), where 31% were expecting to graduate.

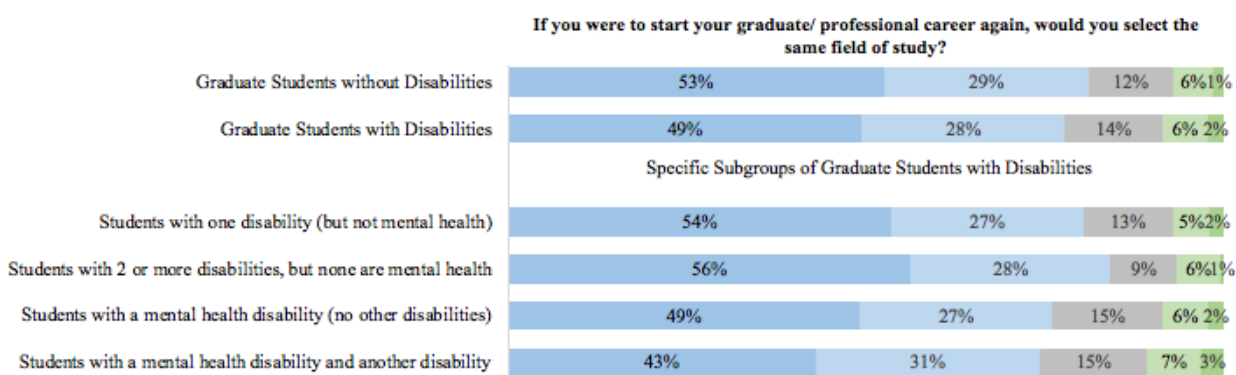
SECTION 4- GENERAL SATISFACTION

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

■ Definitely ■ Probably ■ Maybe ■ Probably Not ■ Definitely Not

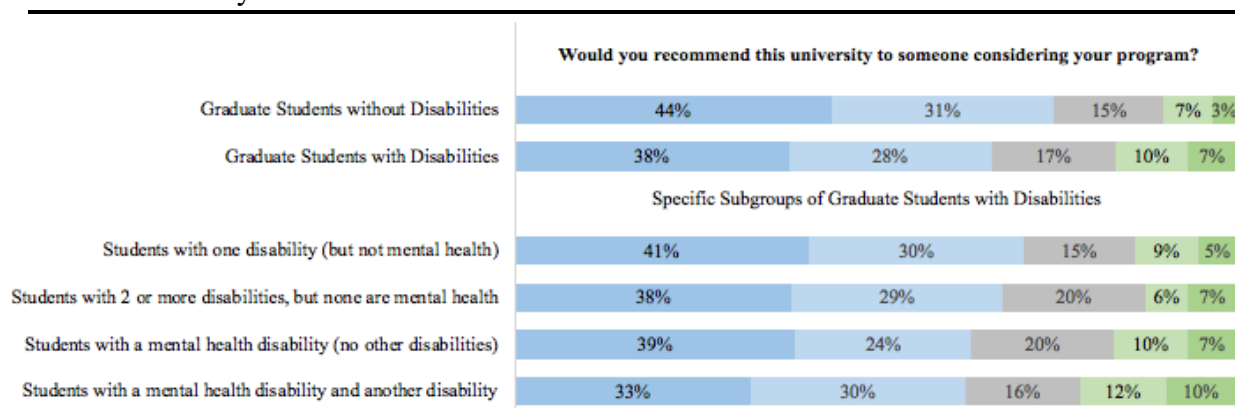


- 71% of students without disabilities and 63% of student with disabilities said they would either ‘Definitely’ or ‘Probably’ select the same university if they started their graduate/professional career again.
- More students from group 1 (students with one disability but not mental health) said they would ‘definitely’ or ‘probably’ select the same university (68%) in comparison to the other subgroups.
- The smallest percentage of students indicating they would select the same university was group 4 (students with a mental health disability and another disability), where 57% responded in this way.
- Overall, fewer students with a mental health disability (groups 3 and 4) indicated they would select the same university.

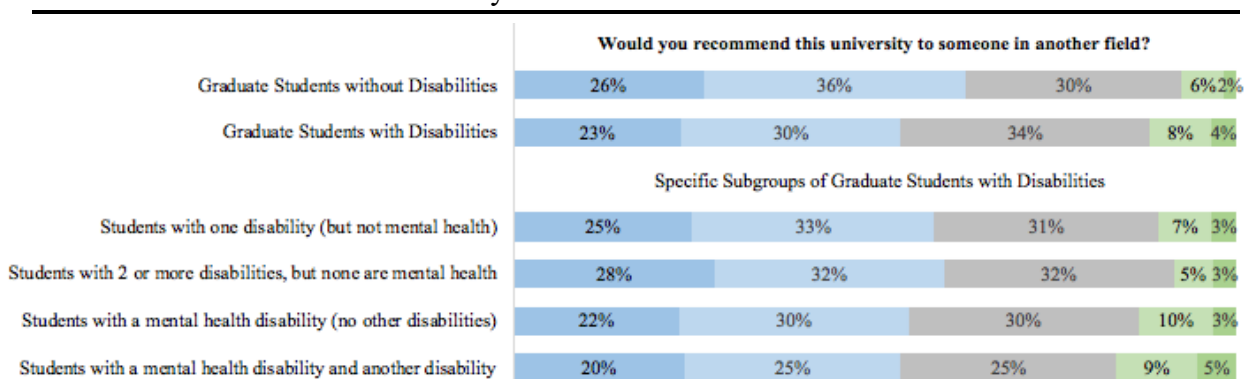


- 82% of students without disabilities and 77% of students with disabilities said they would ‘Definitely’ or ‘Probably’ select the same field of study if they started their graduate/professional career again.

- Across the subgroups, more students in group 2 (students with 2 or more disability but none are mental health) said they would definitely/probably select the same field of study, with 84% responding in this way.
- The group who responded the least favourably was group 4 (students with a mental health disability and another disability), with 25% responding with maybe/probably not/definitely not.



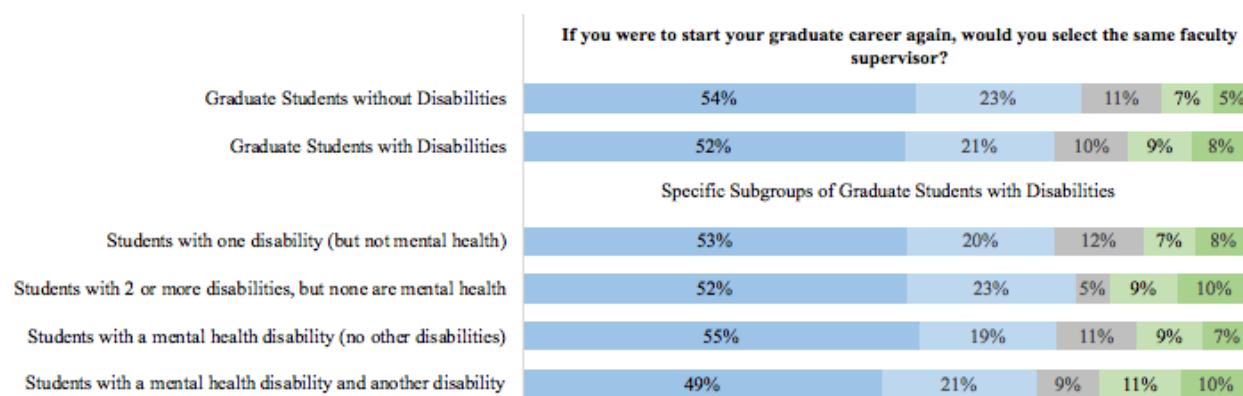
- 74% of students without disabilities and 66% of students with disabilities said they would either 'Definitely' or 'Probably' recommend the university to someone considering their program.
- More students from group 1 (students with one disability but not mental health) said they would 'definitely' or 'probably' recommend the university to someone considering their program (71%) in comparison to the other subgroups.
- The smallest percentage of students indicating they would recommend the university to someone considering their program was group 4 (students with a mental health disability and another disability), where 63% responded in this way.
- Overall, fewer students with a mental health disability (groups 3 and 4) indicated they would recommend the university.



- 62% of students without disabilities and 53% of students with disabilities responded that they would 'Definitely' or 'Probably' recommend the university to someone in another field. This is a fairly large difference.
- One aspect of this graph that makes this question stand out from the others in this section is the percentages for the 'maybe' response option across students with and without

disabilities, as well as within the specific subgroups. With percentages at 30% or above, the rates of responses for ‘maybe’ are much higher than the responses of ‘maybe’ for each of the other questions in this section. What is unclear, however, is what factors might push a student to recommend the university to someone in another field or not.

- When looking at the specific subgroups of students with disabilities, a few differences stand out:
 - The two subgroups with the highest percentages for ‘definitely’ or ‘probably’ recommending the university to someone in another field were group 1 (students with one disability, but not mental health) (58%) and group 2 (students with 2 or more disabilities, but none are mental health (60%).
 - Group 4 (students with a mental health disability and another disability) had the lowest percentage of respondents for definitely/probably (45%) in comparison to the other groups.

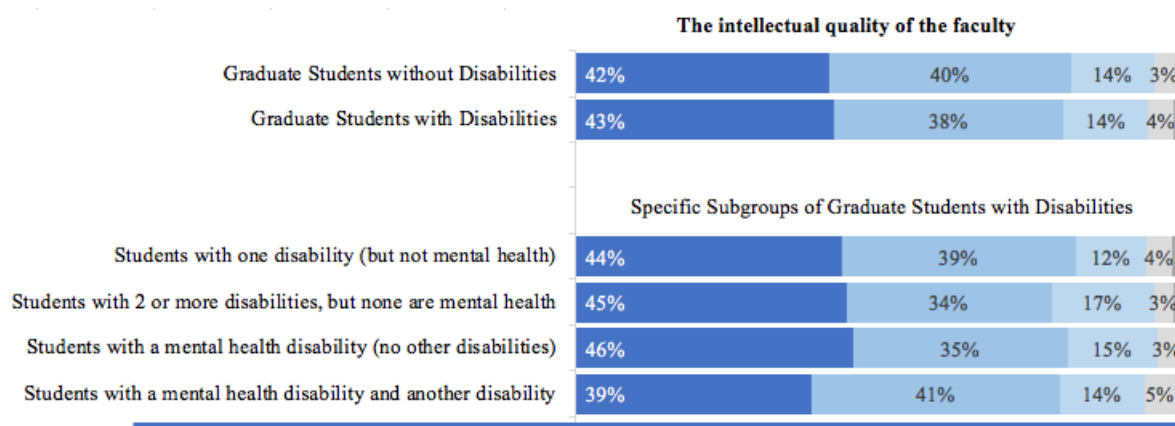


- 77% of students without disabilities and 73% of students with disabilities responded that they would ‘Definitely’ or ‘Probably’ select the same faculty supervisor if they started their graduate career again.
- Based on responses of definitely/probably, students in group 2 (those with 2 or more disability, none are mental health) appear to be the most content with their supervisor: 75% responded that they would definitely/probably select the same faculty supervisor.
- Students in group 4 (those with multiple disabilities and one consisting of a mental health disability) responded the least favourably, with 70% indicating they would select the same supervisor. However, this is only a 5% difference when comparing it to group 2, who responded the most favourably.

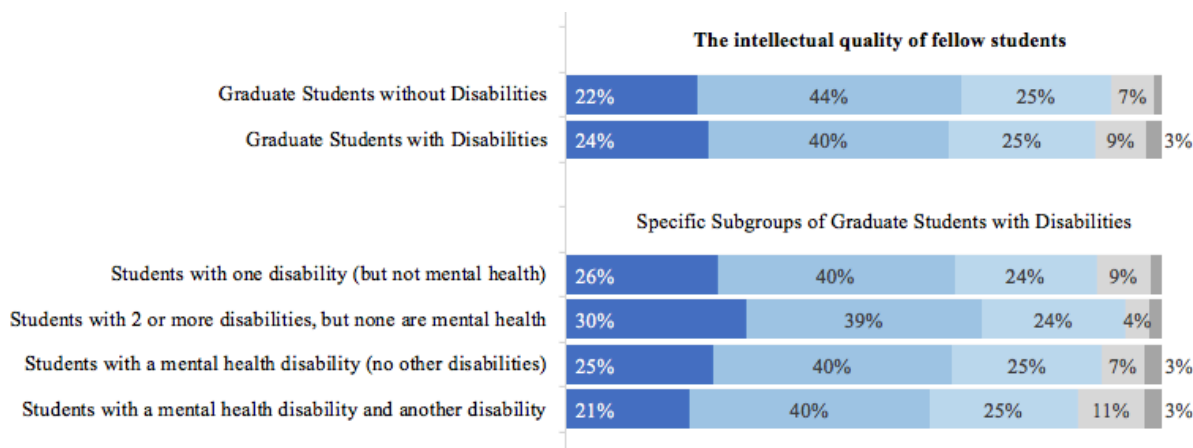
SECTION 5- SATISFACTION WITH PROGRAM, QUALITY OF INTERACTIONS, AND COURSEWORK

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

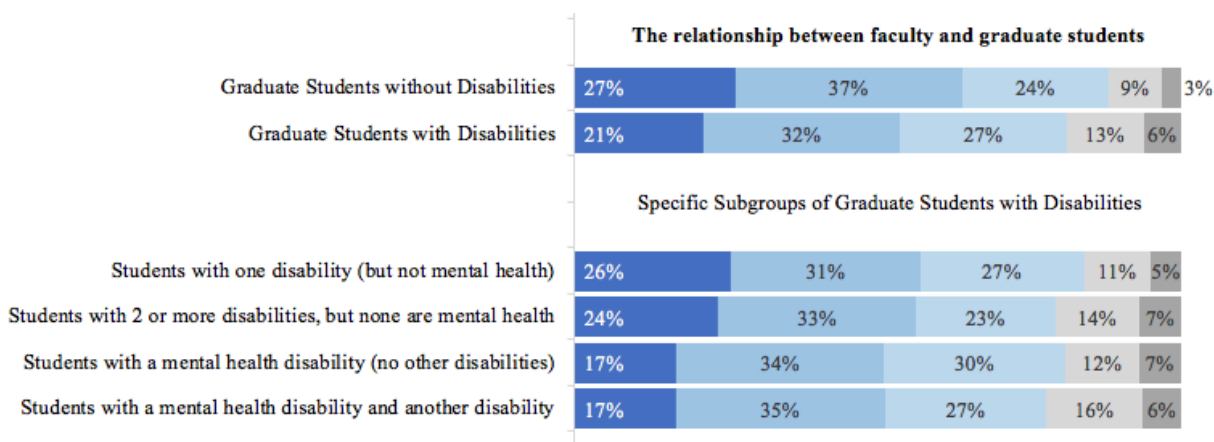
■ Excellent ■ Very Good ■ Good ■ Fair ■ Poor



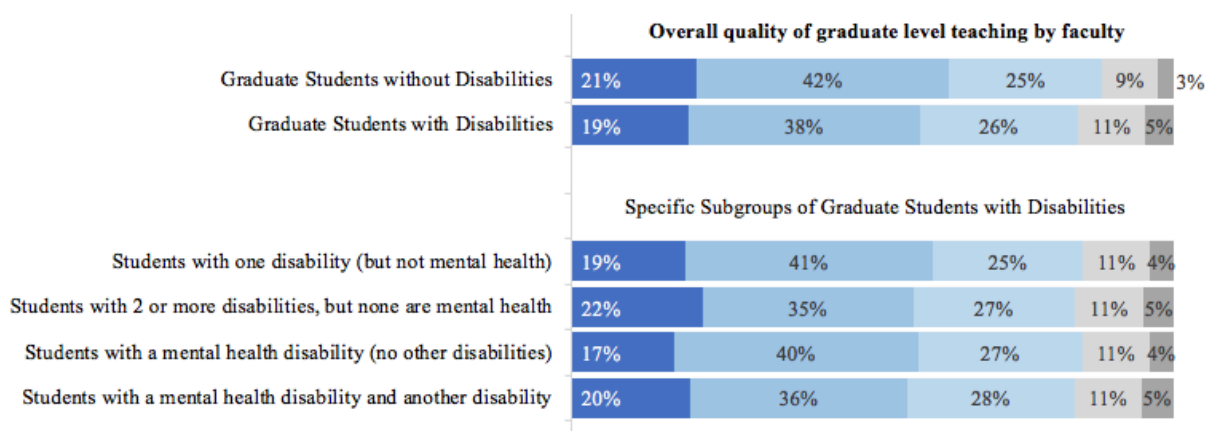
- Similar responses when comparing graduate students with and without disabilities. Overall, the item is rated very favourably by both groups
- Slight differences between the subgroups. Group 4 rated the item least favourably, based on the 'excellent' response option, with only 39% of the group responding on this way.



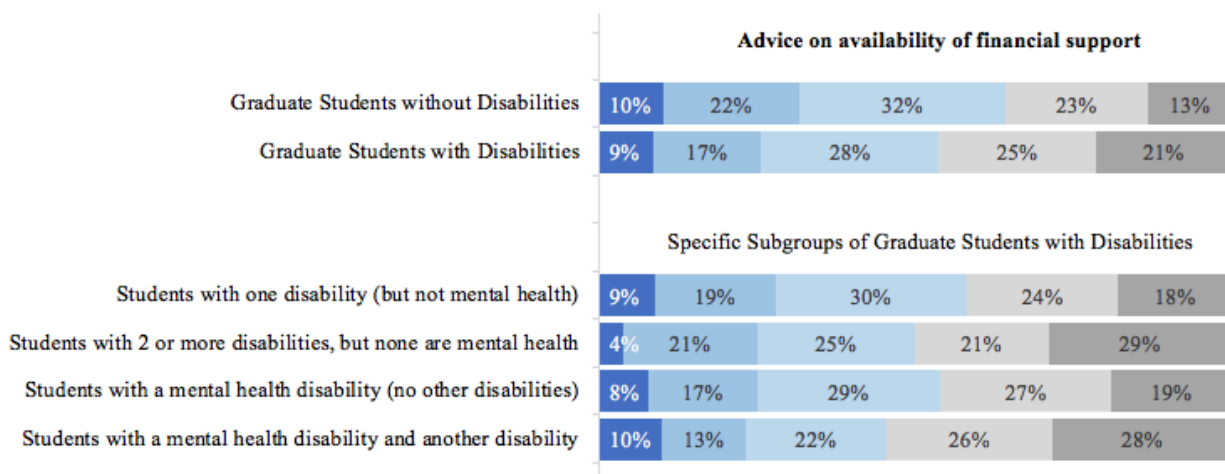
- Similar responses when comparing graduate students with and without disabilities. Overall, item is rated very favourably by both groups.
- Group 2 (students with 2 or more disabilities, none are mental health) rated the item the most favourably, with 93% of those in this group rating the item as excellent/very good/good.
- Group 4 rated the item least favourably, based on the 'excellent' response option, with only 21% of the group responding on this way. This is much lower than the 30% of respondents from group 2 who responded in this way.



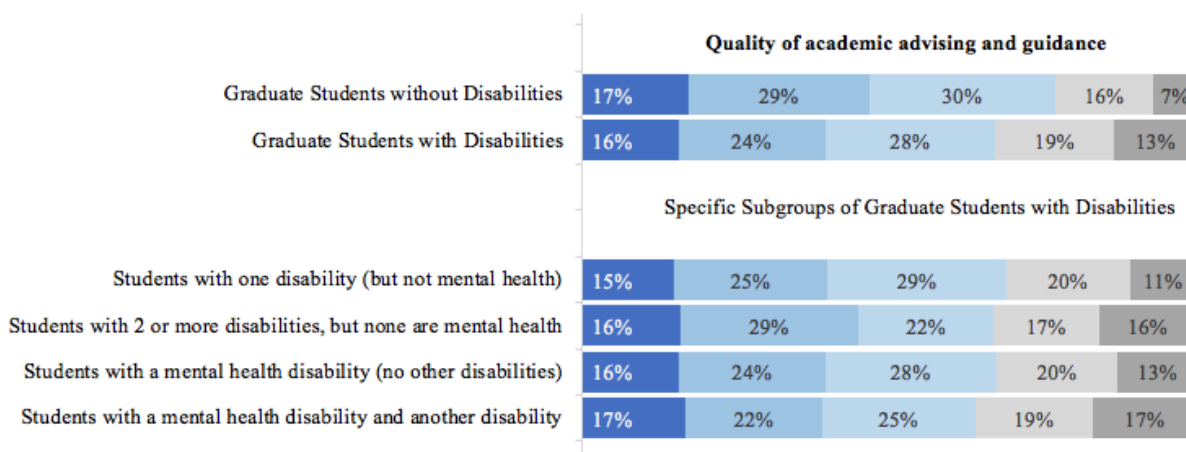
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (88%) in comparison to students with disabilities (80%).
- Group 1 (students with one disability, not mental health) rated the item the most favourably, with 84% of them responding with excellent/very good/good.
- Students in groups 1 and 3 (those with only one disability) rated the item the most favourably when looking at combined responses of excellent/very good/good.
- When looking at response of 'excellent' more participants in groups 1 and 2 selected this option in comparison to the other groups.



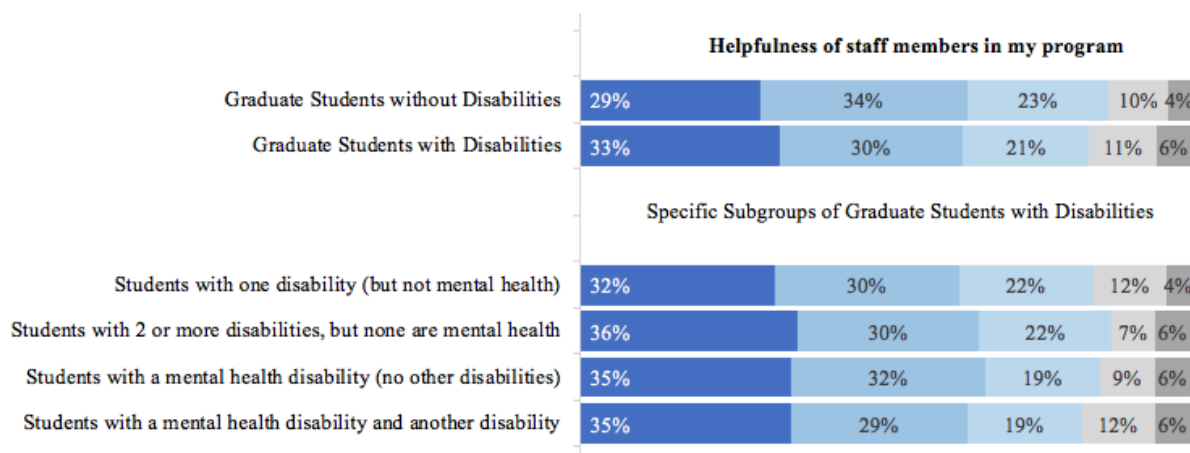
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (88%) in comparison to students with disabilities (83%).
- Looking at the combined Excellent/Very Good/Good responses, the item was rated fairly similarly across the groups.
- Looking at only responses of 'Excellent', students in group 2 rated the item more favourably, with 22 % responding in this way.



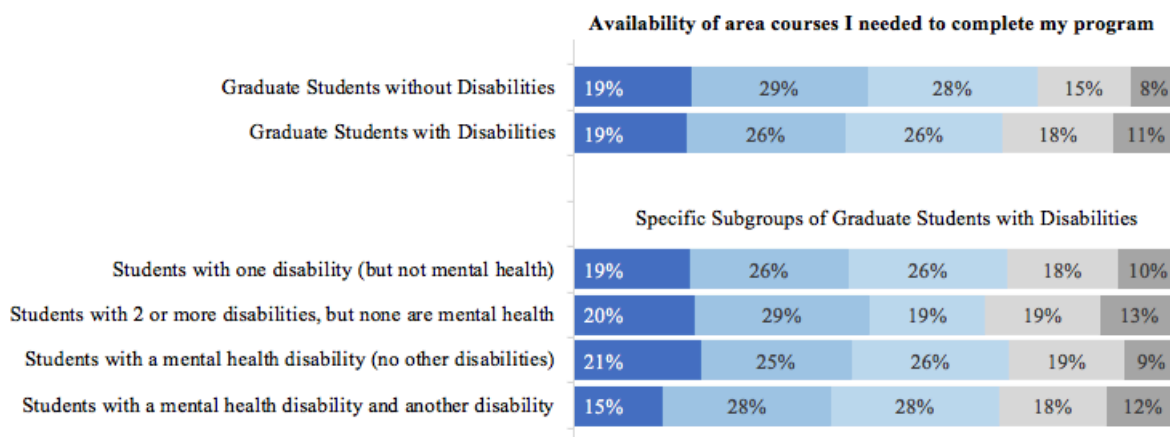
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (64%) in comparison to students with disabilities (54%).
- Students in groups 1 and 3 (those with only one disability) rated this item the most favourably with 58% of those in group 1 and 54% of those in group 3 responding with Excellent/Very Good/Good.
- Students in group 4 (those with a mental health disability and another disability) rated the item the least favourably, with 54% of participants selecting Fair/Poor.



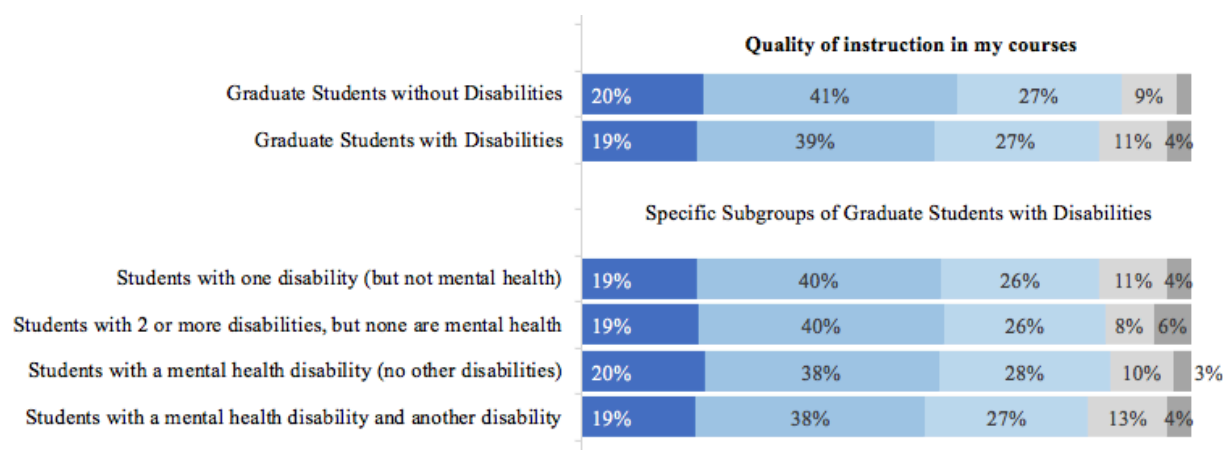
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (76%) in comparison to students with disabilities (68%).
- When looking at combined responses of Excellent/Very Good/Good, students in group 1 (one disability, not mental health) rated the item most favourably (69%) and students in group 4 (students with a mental health disability and another disability) rated the item least favourably 64%.



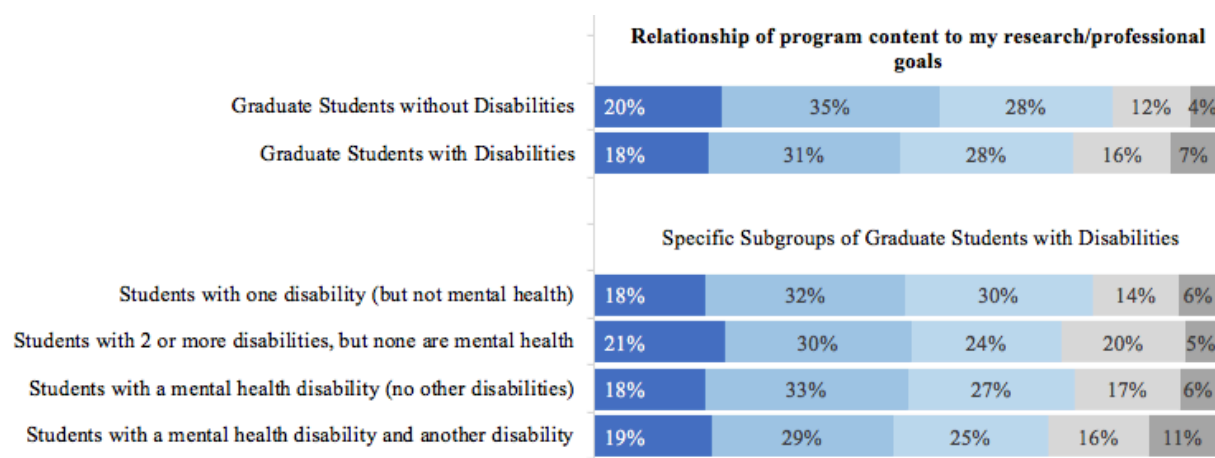
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Participants responded in very similar ways across each of the groups.



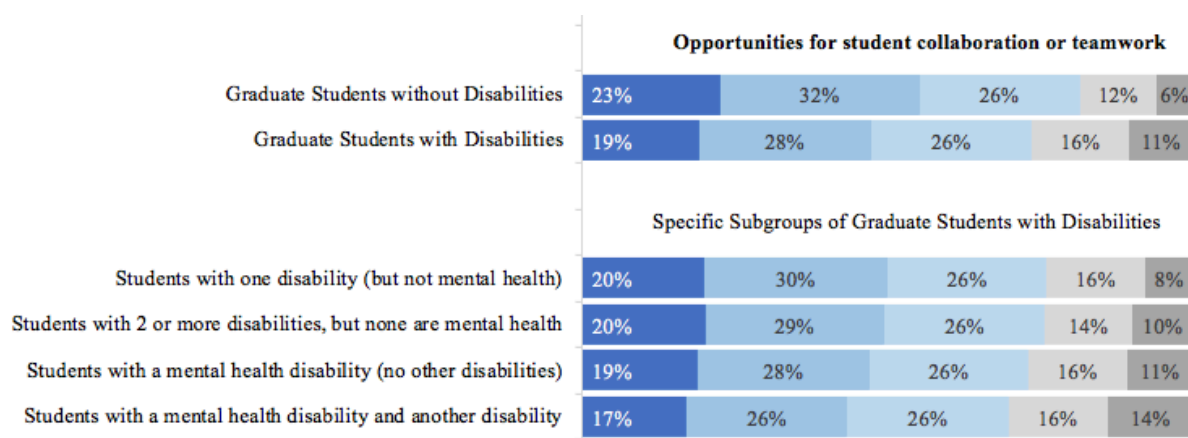
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (76%) in comparison to students with disabilities (71%).
- Overall, those with only one disability rated the item most favourably (groups 1 and 3).
- Students in group 2 (2 or more disability but none are mental health) rated the item the least favourably based on responses of Excellent/Very Good/Good, with 68% of them responding in this way.
- Students in group 4 had the fewest participants respond with 'excellent', with 15% responding in this way. This is lower than the 19%-21% of the other groups.



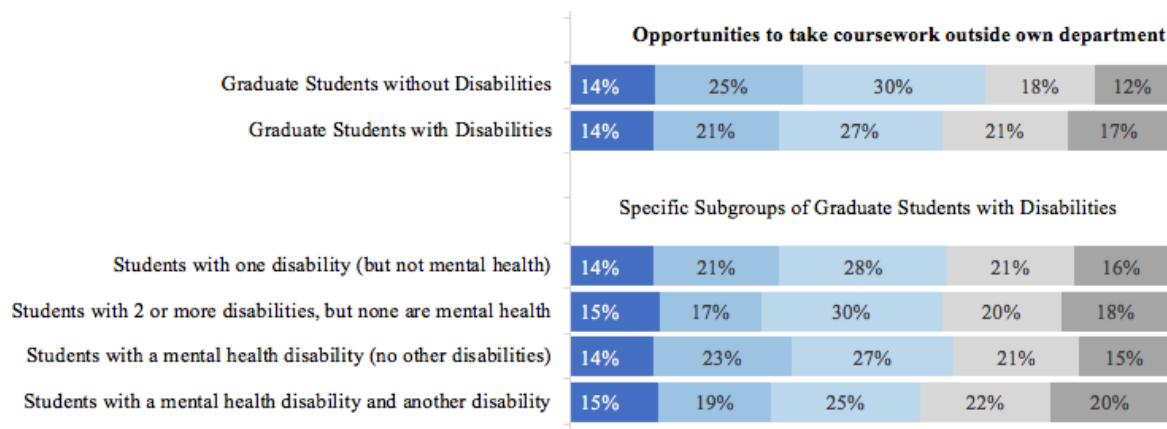
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Participants responded in very similar ways across each of the groups.



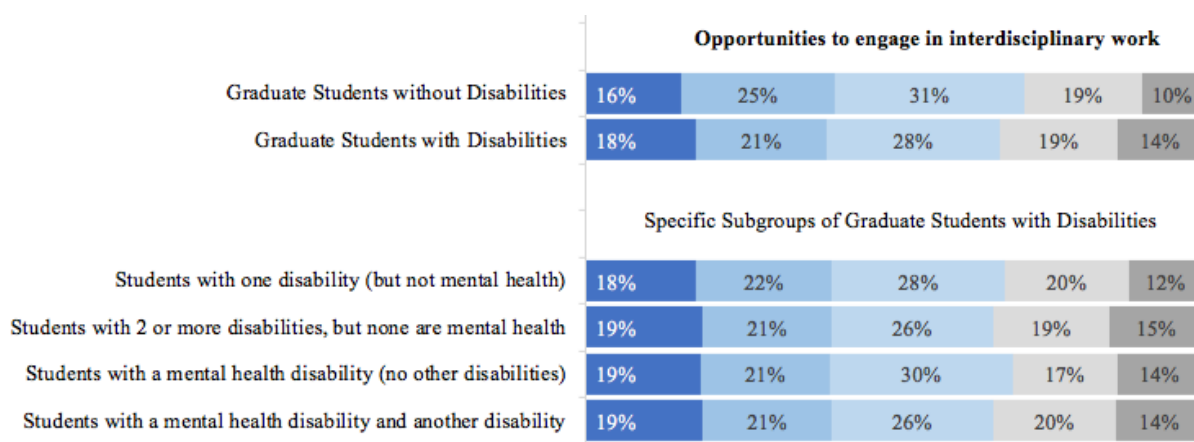
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Overall, those with only one disability rated the item most favourably (groups 1 and 3).
- Students in group 1 (one disability but not mental health) rated the item the most favourably with 80% responding with Excellent/Very Good/Good.
- Students in group 4 (those with a mental health disability and another disability) rated the item the least favourably, with 27% of those in this group selecting Fair/Poor.



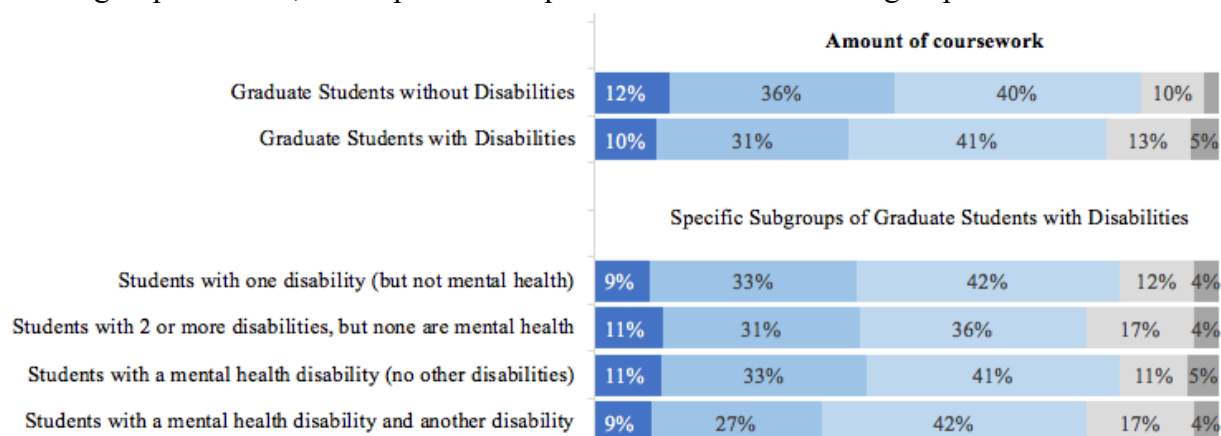
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Students in group 4 (those with a mental health disability and another disability) rated the item the least favourably, with 30% of those in this group selecting Fair/Poor.
- Students in group 1 (those with one disability, not mental health) rated the item the most favourably with 76% responding with Excellent/Very Good/Good.



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Students in group 4 (those with a mental health disability and another disability) rated the item the least favourably, with 30% of those in this group selecting Fair/Poor.



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Slightly more students in group 3 rated the item with 'good' in comparison to the other groups. Overall, the responses are quite similar across the subgroups.



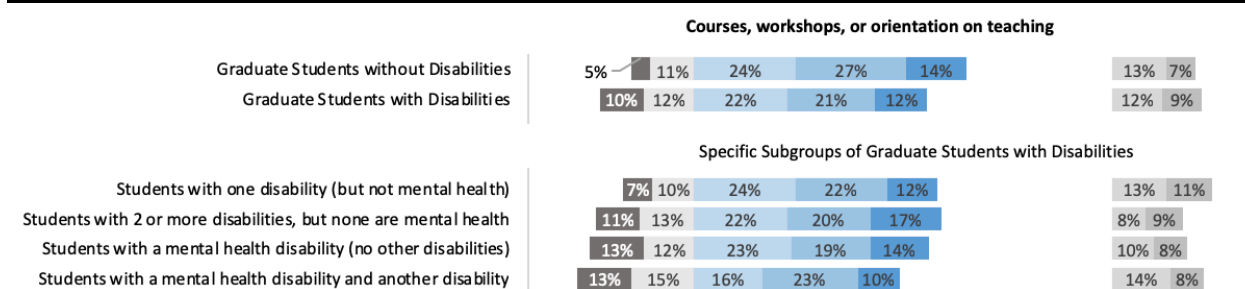
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Students in groups 1 and 3 (those with only one disability) rated this item the most favourably with 84% of those in group 1 and 85% of those in group 3 responding with Excellent/Very Good/Good.

SECTION 6- PROFESSIONAL SKILLS DEVELOPMENT

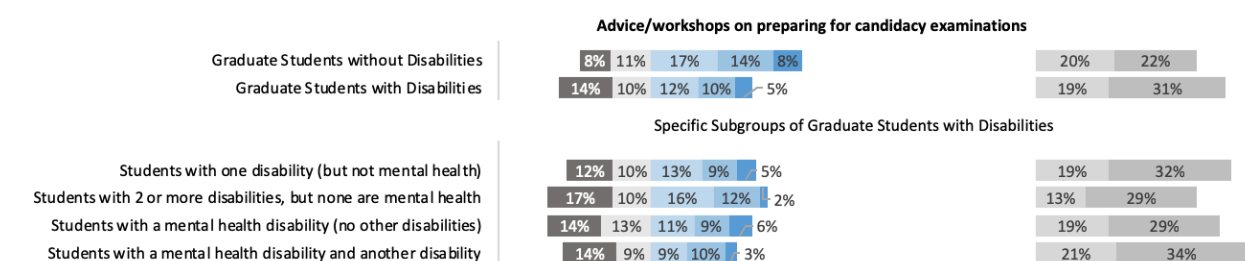
Participants' Responses: How would you rate the quality of the support and training you received in these areas? (Long and Medium Streams only)

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

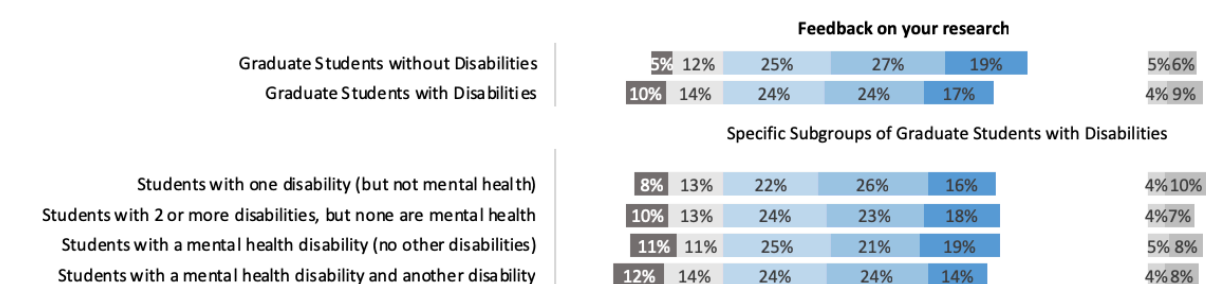
■ Poor ■ Fair ■ Good ■ Very Good ■ Excellent ■ Did not participate ■ Not Applicable



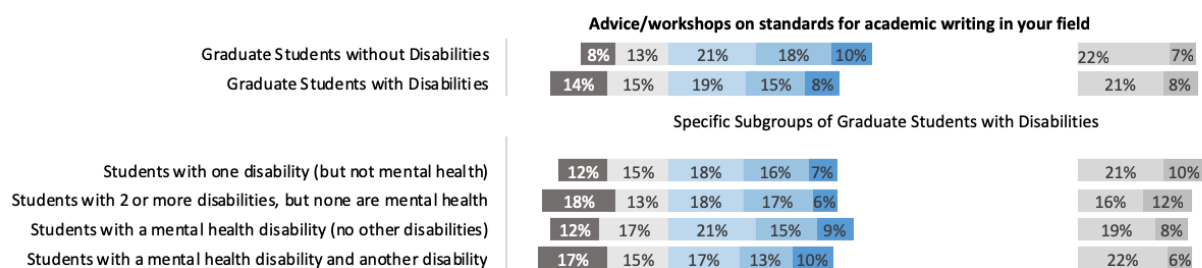
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (65%) in comparison to students with disabilities (55%).



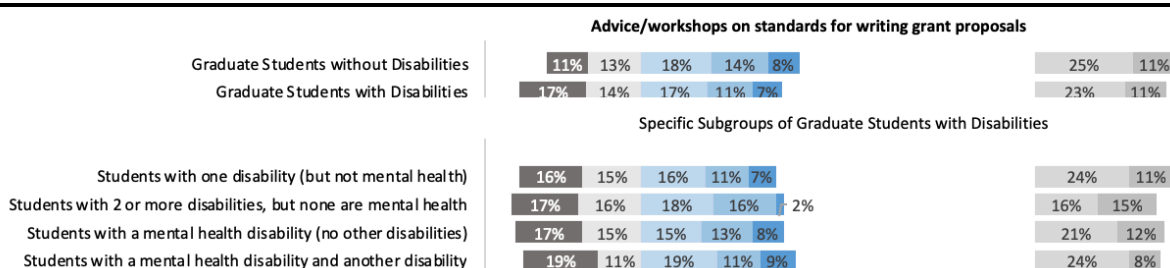
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (39%) in comparison to students with disabilities (27%).



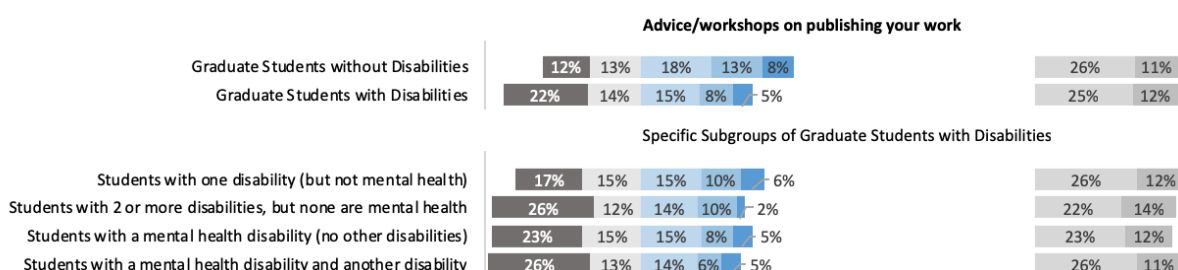
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (71%) in comparison to students with disabilities (65%).



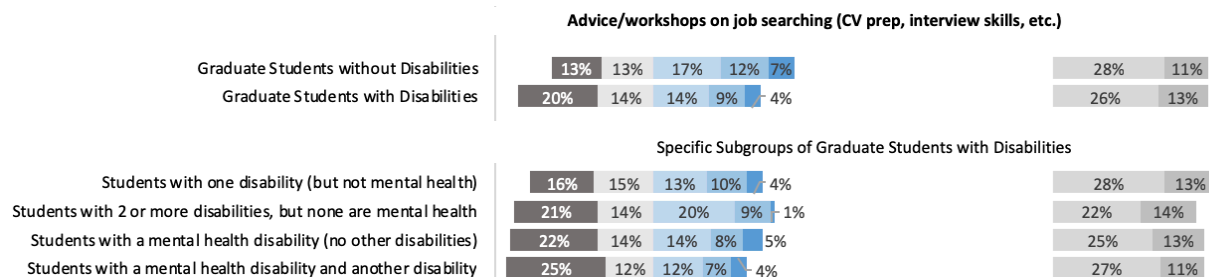
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (49%) in comparison to students with disabilities (42%).



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (40%) in comparison to students with disabilities (35%).



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (39%) in comparison to students with disabilities (28%).

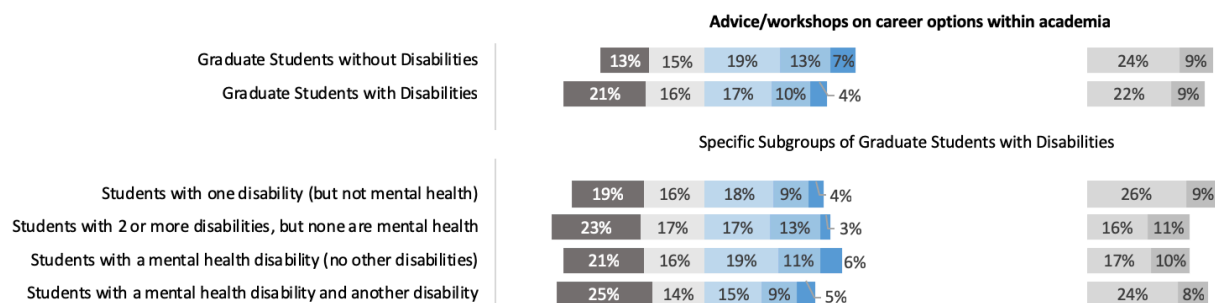


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (36%) in comparison to students with disabilities (27%).

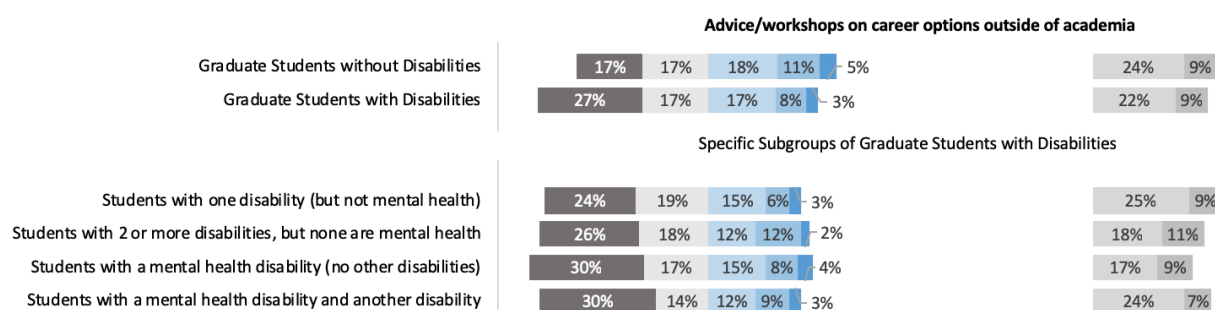
Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

■ Poor ■ Fair ■ Good ■ Very Good ■ Excellent ■ Did not participate ■ Not Applicable

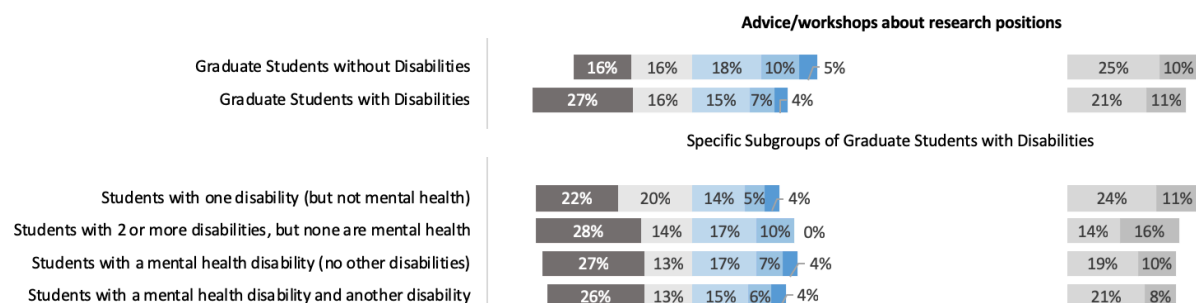
Participants' Responses: How would you rate the quality of the support and training you received in these areas? (Long and Medium Streams only)



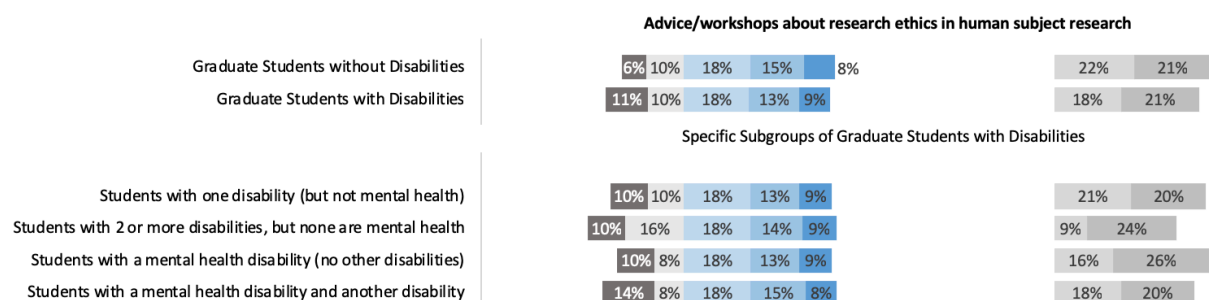
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (39%) in comparison to students with disabilities (31%).



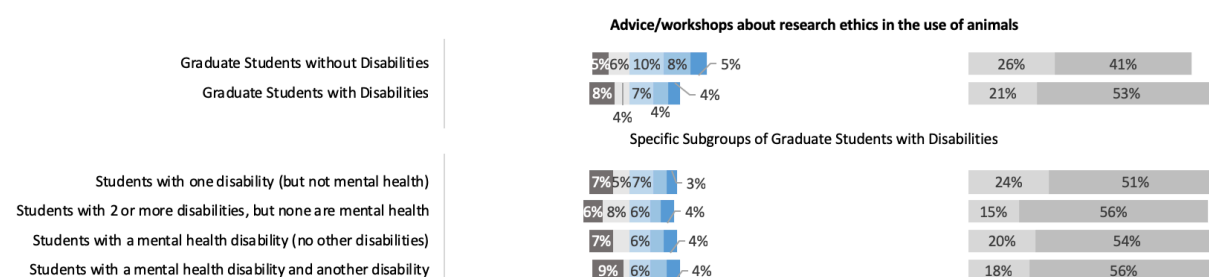
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (34%) in comparison to students with disabilities (28%).



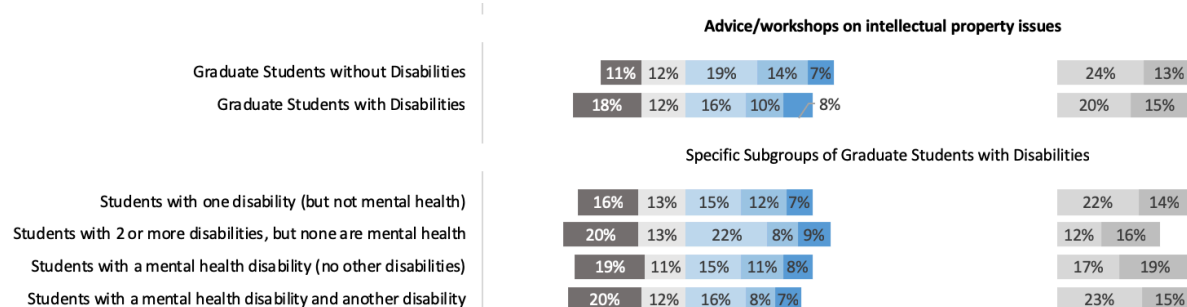
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (33%) in comparison to students with disabilities (26%).



- Based on responses of Excellent/Very Good/Good, graduate students with and without disabilities rated the item similar with 41% of students without and 40% of students with disabilities responding in this way.



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (23%) in comparison to students with disabilities (15%).
- More graduate students with disabilities responded that they either 'Did not participate' or that the item was 'Not applicable' in comparison to students without disabilities.

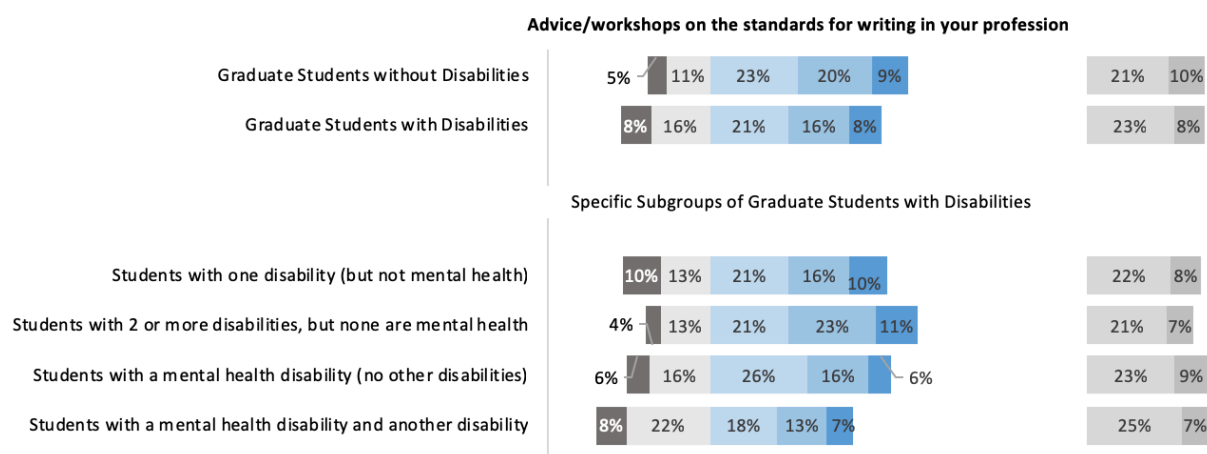


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (40%) in comparison to students with disabilities (34%).

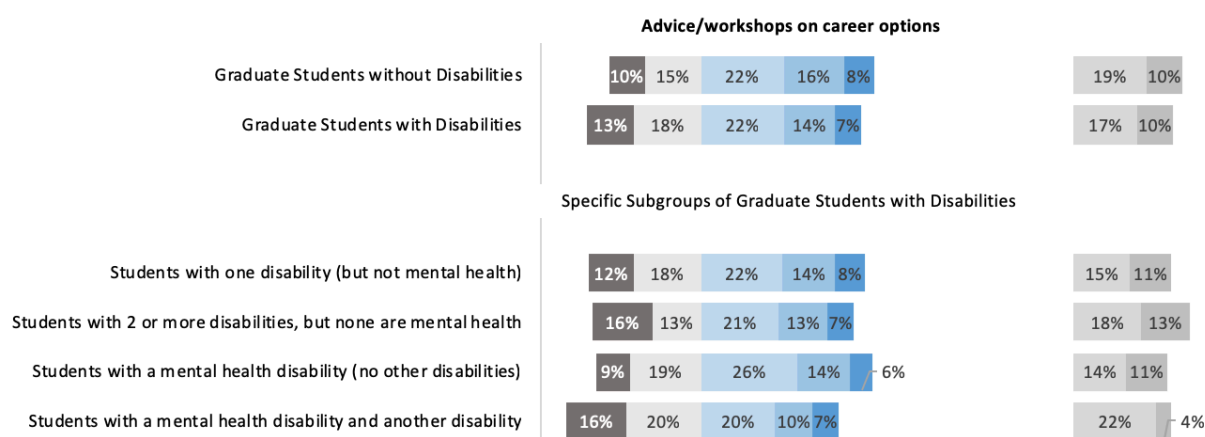
Participants' Responses: How would you rate the quality of the support and training you received in these areas? (Short Stream only)

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

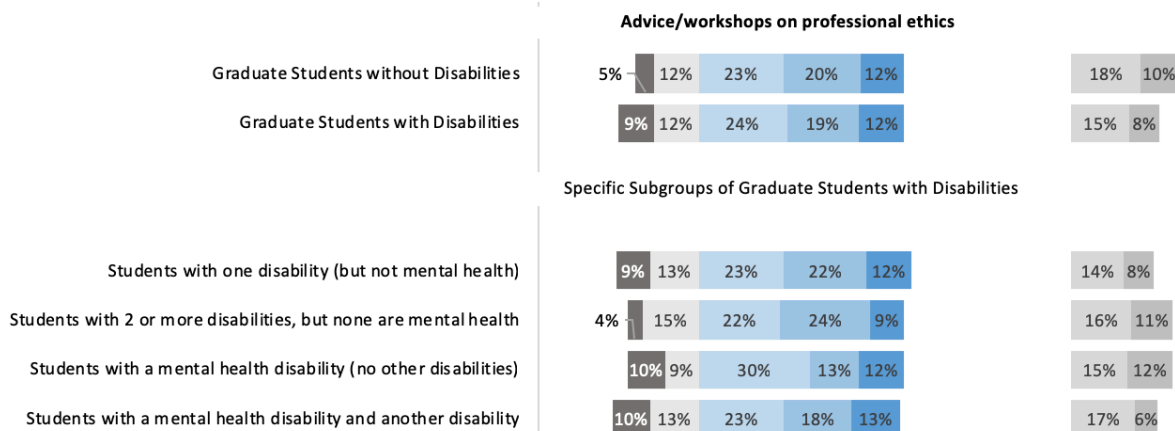
■ Poor ■ Fair ■ Good ■ Very Good ■ Excellent ■ Did not participate ■ Not Applicable



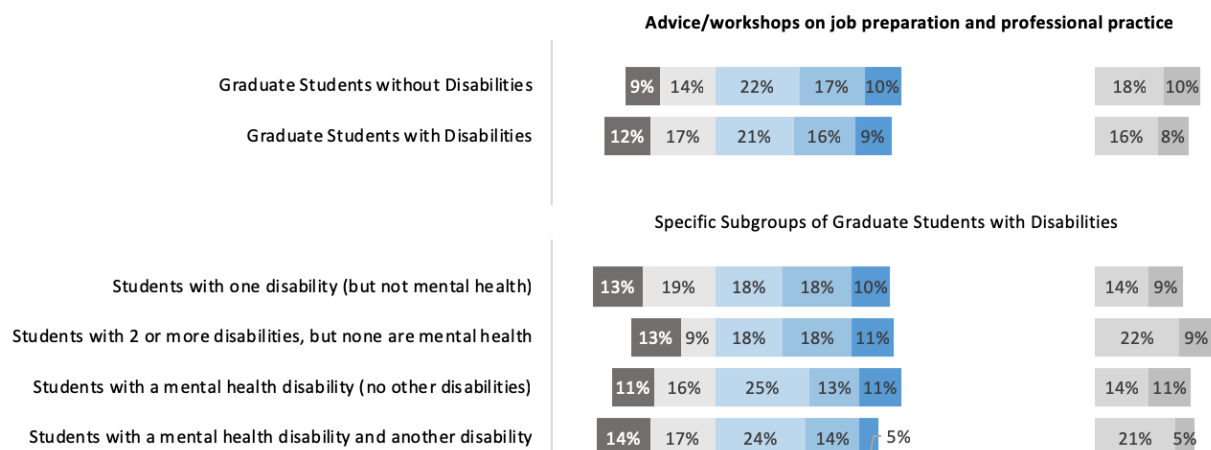
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (52%) in comparison to students with disabilities (45%).



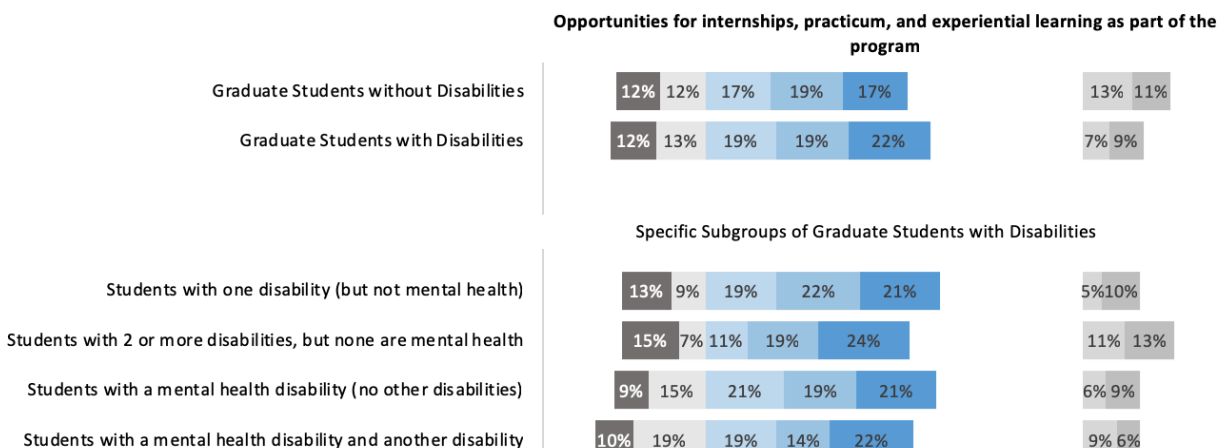
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item slightly more favourably (46%) in comparison to students with disabilities (43%).



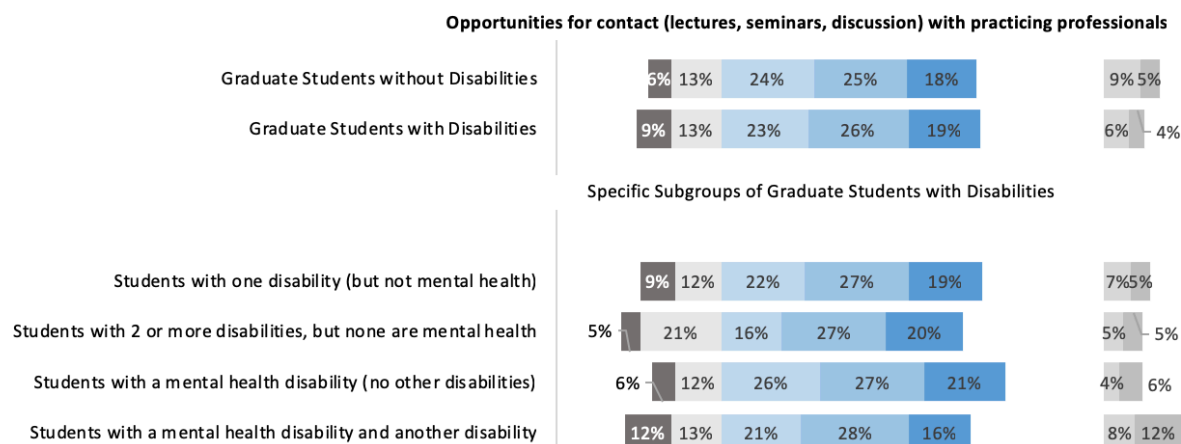
- Based on responses of Excellent/Very Good/Good, graduate students with and without disabilities rated the item similarly, with 55% of respondents from each group responding in this way



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item slightly more favourably (49%) in comparison to students with disabilities (46%).



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (53%) in comparison to students with disabilities (60%).
- Slightly more students with disabilities (7%) responded that they ‘did not participate’ in these types of initiatives in comparison to the 13% of students without disabilities who responded in this way.



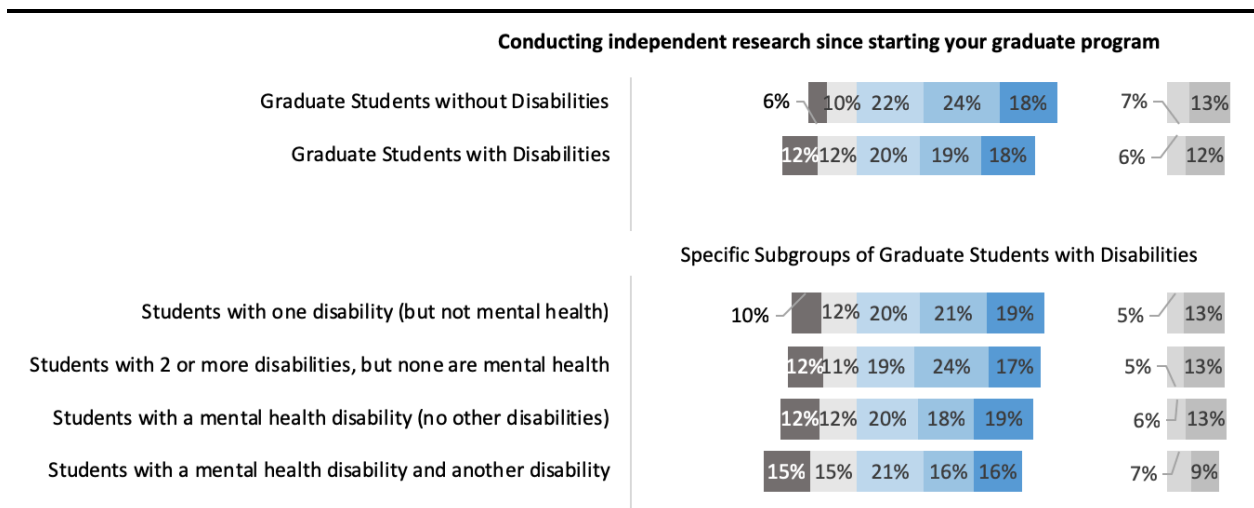
- Based on responses of Excellent/Very Good/Good, graduate students with and without disabilities rated the item similarly with (67%) of those without disabilities and (68%) of those with disabilities responding in this way.

SECTION 7- RESEARCH EXPERIENCE

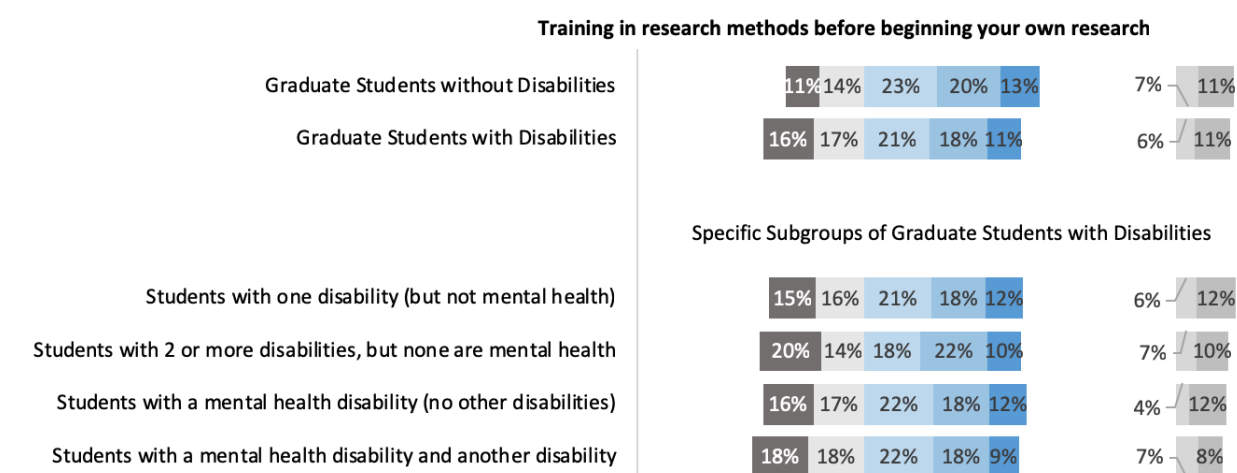
Participants' Responses: How would you rate the quality of the support and opportunities you received in these areas?

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

■ Poor ■ Fair ■ Good ■ Very Good ■ Excellent ■ Did not participate ■ Not Applicable

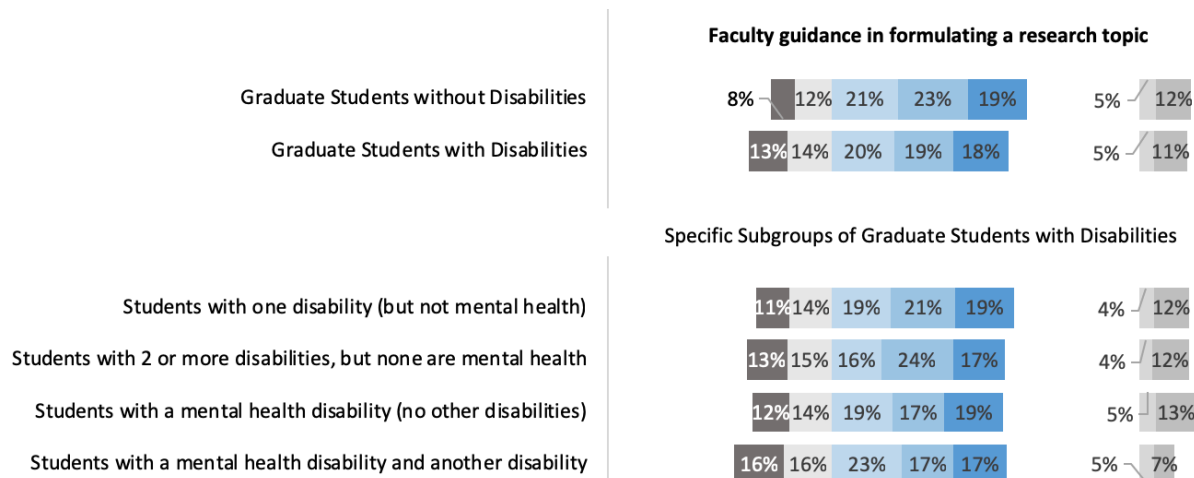


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (64%) in comparison to students with disabilities (57%).
- Only slight differences between the subgroups.
- Based on the 'poor' rating, students in group 4 rated the item least favourably, with 15% of them responding in this way.



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (56%) in comparison to students with disabilities (50%).

- Only slight differences between the subgroups.
- Based on the 'poor' rating, students in group 2 rated the item least favourably, with 20% of them responding in this way.

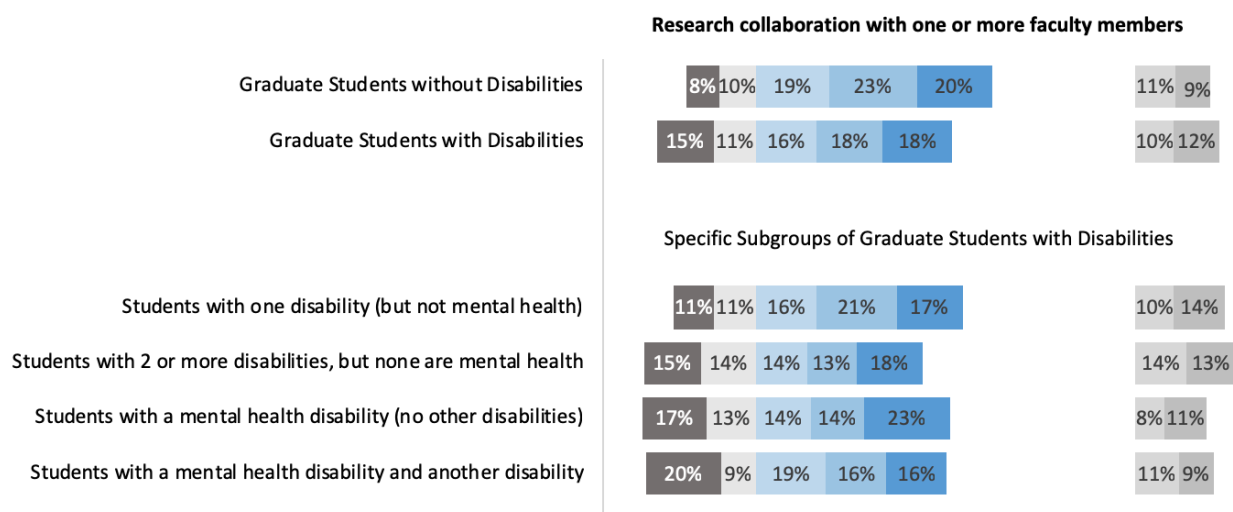


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (63%) in comparison to students with disabilities (57%).
- Only slight differences between the subgroups.
- Based on responses of 'poor', those in group 4 (students with a mental health disability and another disability) rated the item least favourably, with 16% of them responding in this way.

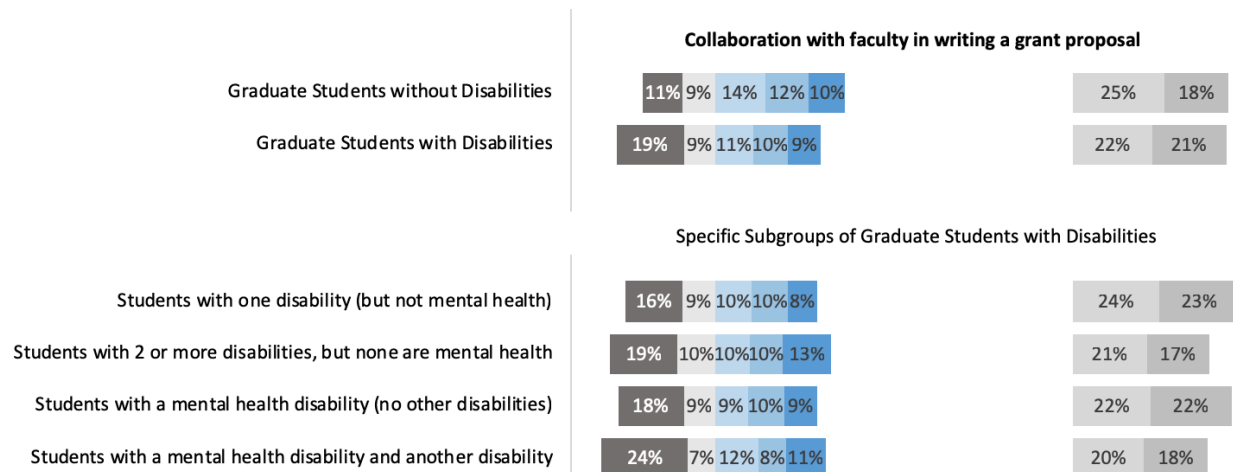
Participants' Responses: How would you rate the quality of the support and opportunities you received in these areas? (Long and Medium Streams only)

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

■ Poor ■ Fair ■ Good ■ Very Good ■ Excellent ■ Did not participate ■ Not Applicable



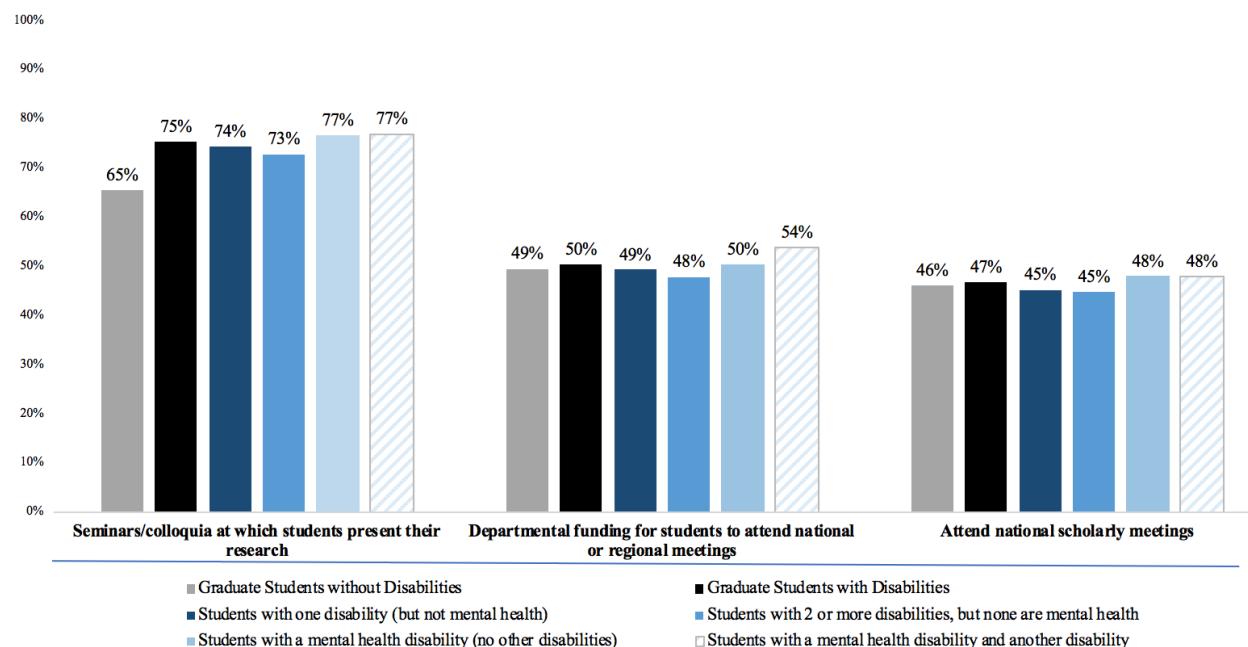
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (62%) in comparison to students with disabilities (52%).
- Slight differences between the groups:
 - More students in groups 1 and 2 (those without mental health disabilities) indicated that this was not applicable to them, in comparison to the other groups.
 - Students in group 1 (those with one disability, not mental health) rated the item the most favourably, with 54% of them responding with Excellent, Very Good, Good.



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (36%) in comparison to students with disabilities (30%).
- Differences between the subgroups:
 - More students with only one disability (groups 1 and 3) indicated this was not applicable to them, in comparison to those with multiple disabilities (group 2 and 4).
 - Based on the 'poor' response option, those in group 4 (mental health disability and another disability) rated this item the least favourably, with 24% responding in this way.

SECTION 8- PRESENTATIONS AND PUBLICATIONS

Participants' responses: Please select if the following occurs in your department.



Seminars/Colloquia at which students present their research

- 10% difference between students with and without disabilities: More students with disabilities feel these initiatives take place in their department.
- More students in groups 3 and 4 (those with mental health conditions) indicated these took place in their department in comparison to the other groups.

Departmental funding for students to attend national or regional meetings

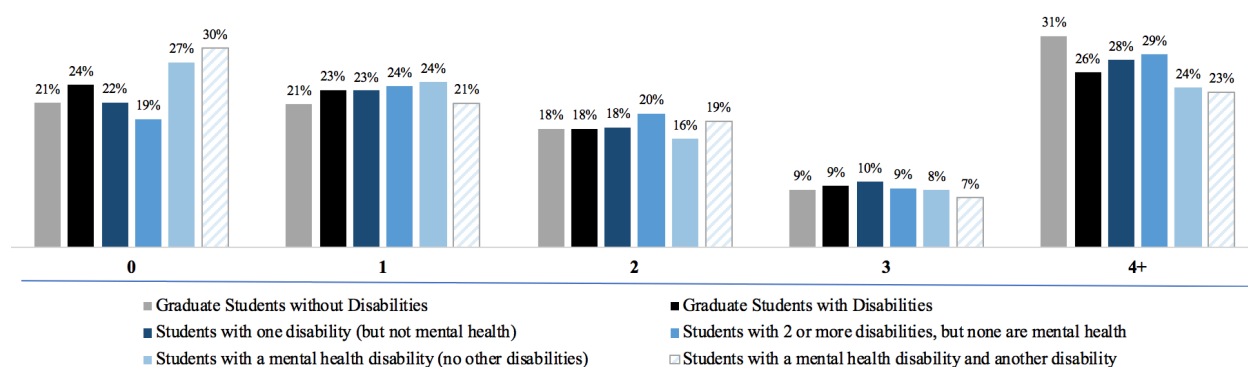
- Only a 1% difference between graduate students with and without disabilities.
- Slightly more students in group 4 (mental health disability and another disability) indicated these took place, in comparison to the other groups.

Attend national scholarly meetings

- Only a 1% difference between graduate students with and without disabilities.
- There is a 3% difference between those with and without mental health conditions, indicating responses were similar across all the subgroups.

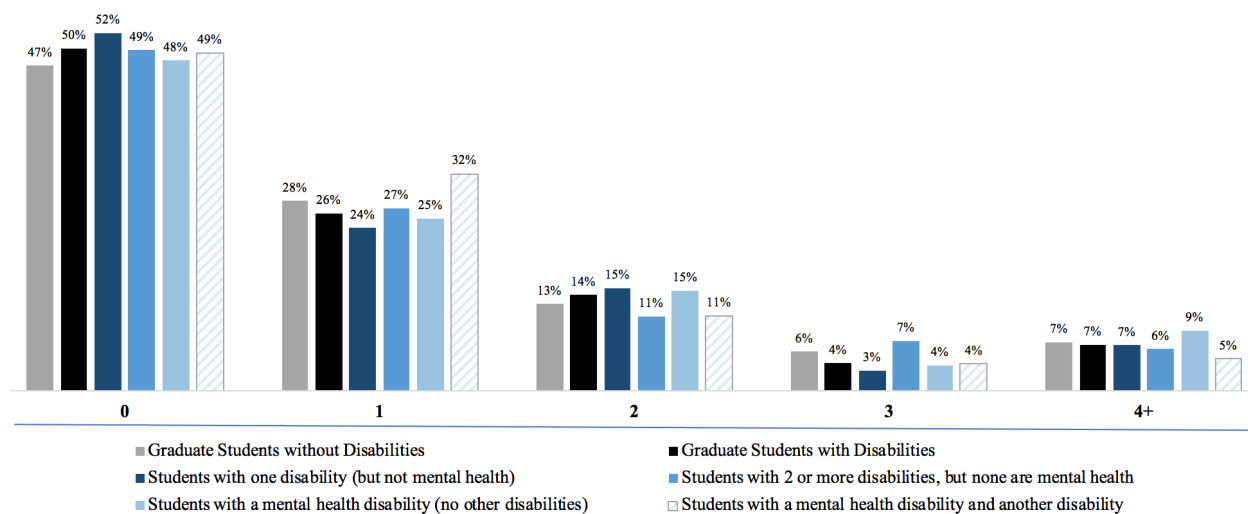
If participants responded 'Yes' they were then asked to provide the number of occurrences.

Seminars/colloquia at which students present their research



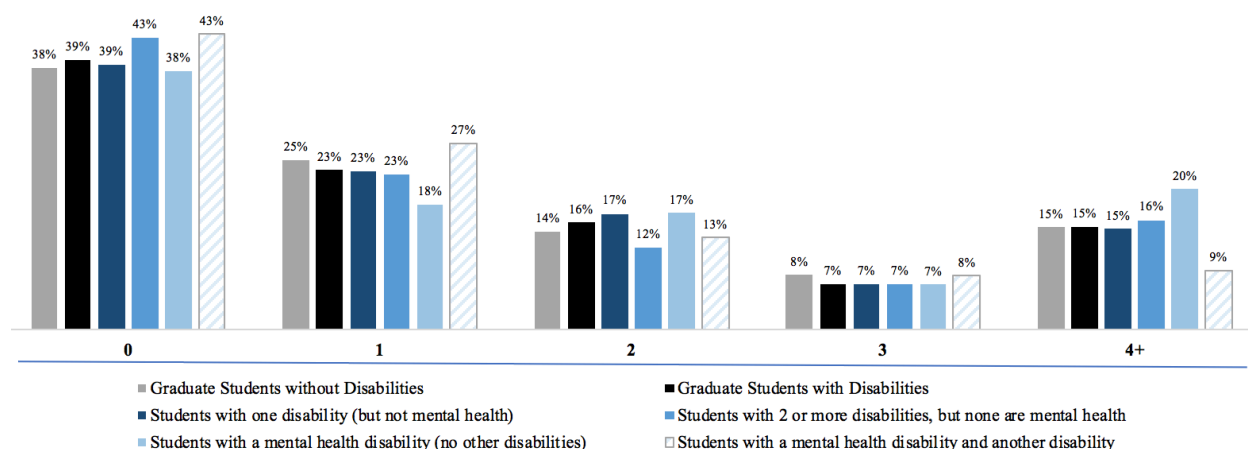
- Graduate students with disabilities felt these initiatives took place less frequently in comparison to graduate students without disabilities.
- Overall, more students with mental health conditions (groups 3 and 4) felt these initiatives did not take place.
- Students in group 2 (2 or more disability, none are mental health) felt these took place the most often.

Departmental funding for students to attend national or regional meetings



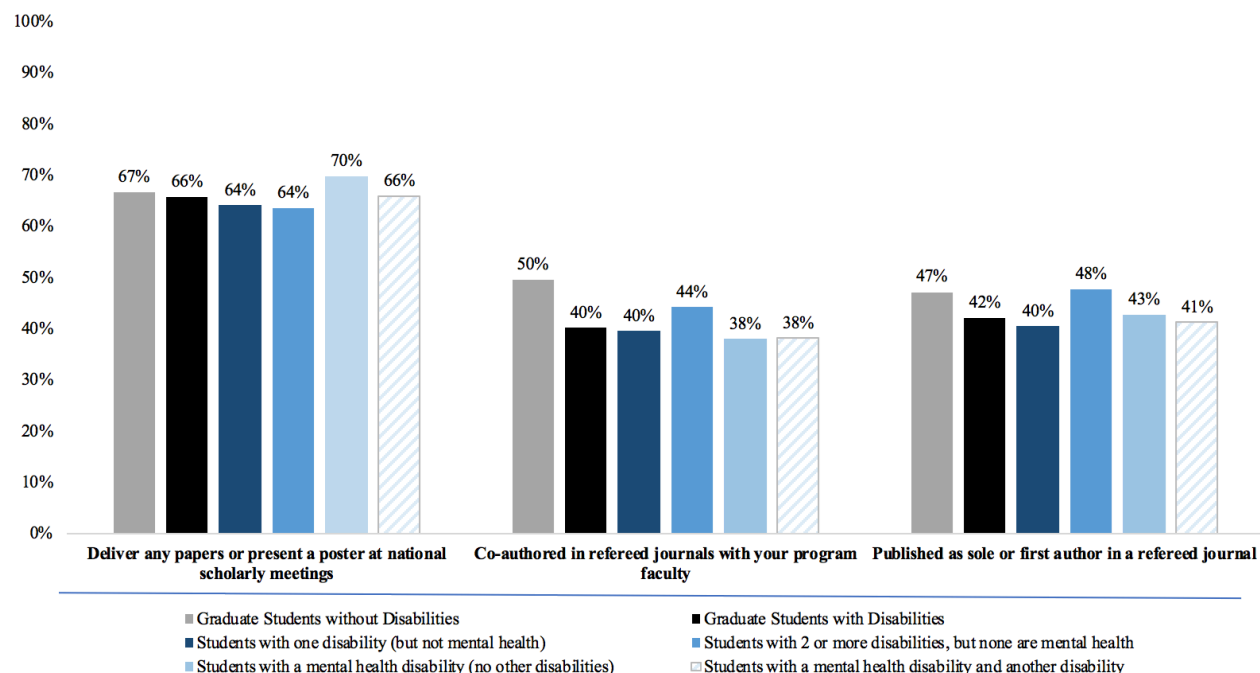
- Graduate students with and without disabilities responded in similar ways. 47% of students without disabilities and 50% of those with disabilities said departmental funding did not occur.
- Slight differences between the groups on each of the response options. Group 3 (those with only a mental health condition) appear to feel that there are more opportunities for funding to attend conferences.

Attend national scholarly meetings



- Graduate students with and without disabilities responded in similar ways. 38% of students without disabilities and 39% of those with disabilities said they did not attend national scholarly meetings.
- Overall, Group 3 (those with only a mental health condition) appear to feel that there are more opportunities to attend conferences.

Participants' responses: Please select if the following occurs in your department (Long Stream only)



Deliver any paper or present a poster at national scholarly meetings

- Similar responses between graduate students with (66%) and without (67%) disabilities.
- Slight difference between the subgroups: more students in group 3 (those with only 1 disability, mental health related) felt this took place, with 70% responding that it occurred. This is a 6% difference in comparison to groups 1 and 2, where 64% responded that it occurred.

Co-authored in refereed journals with your program faculty

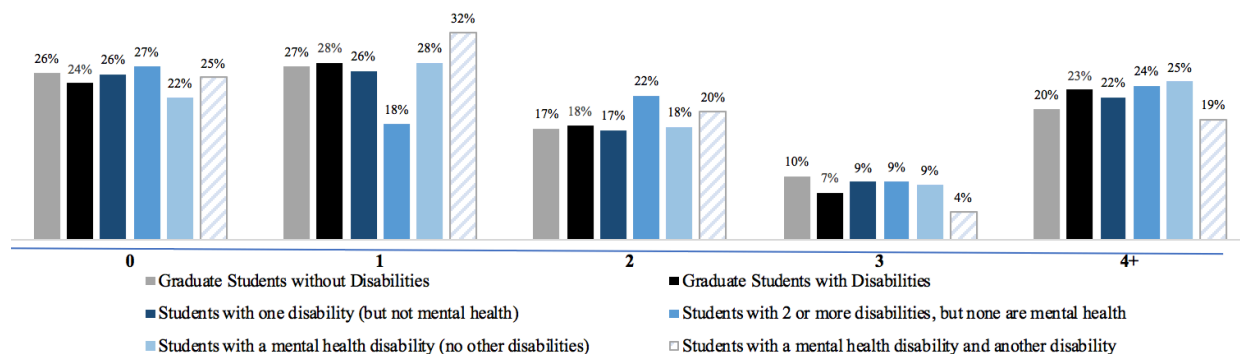
- 10% difference between students with and without disabilities: More students without disabilities feel these take place, in comparison to students with disabilities.
- Slight difference between the subgroups: more students in group 2 (those with only 1 disability, mental health related) felt this took place, with 44% responding that it occurred. This is a 6% difference in comparison to groups 3 and 4, where 38% responded that it occurred.

Published as sole or first author in a refereed journal

- 5% difference between students with and without disabilities: More students without disabilities felt this took place.
- Slight difference between the subgroups: more students in group 3 (those with only 1 disability, mental health related) felt this took place, with 44% responding that it occurred.

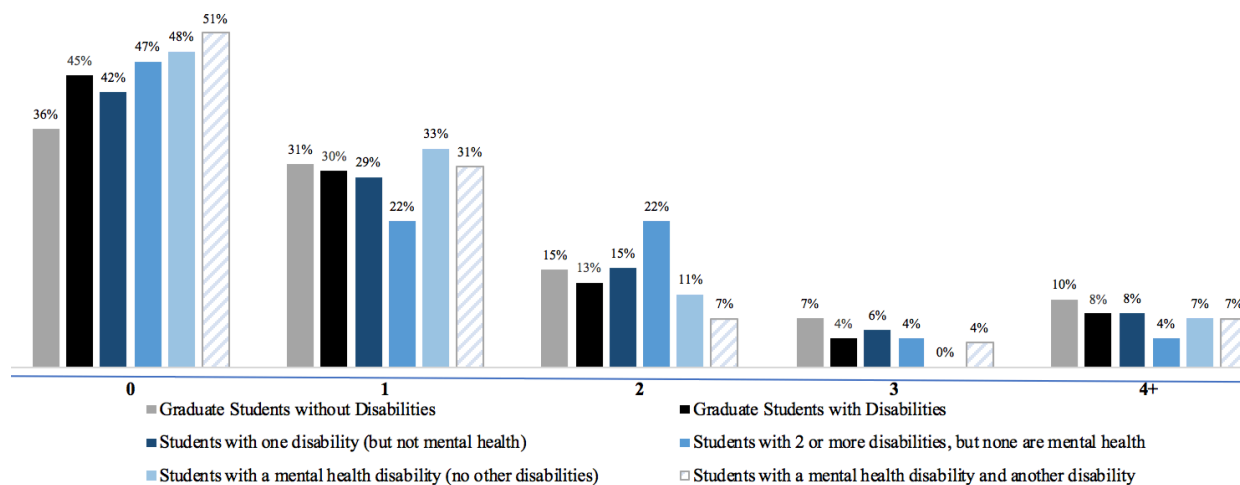
If participants responded 'Yes' they were then asked to provide the number of occurrences.

Deliver any papers or present a poster at national scholarly meetings



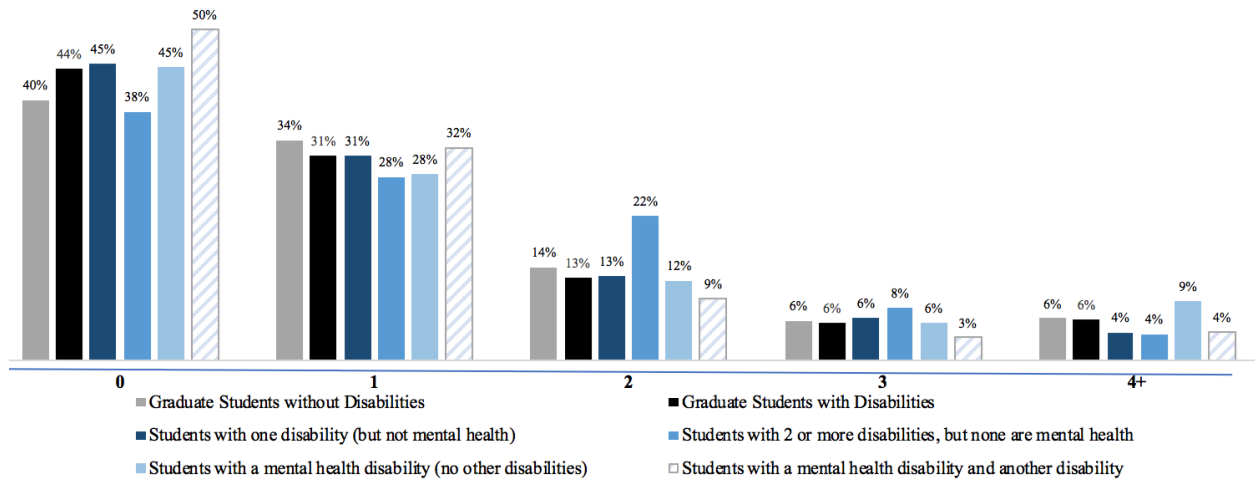
- Graduate students with and without disabilities responded in similar ways.
- Overall, students in group 4 (multiple disability, one is mental health) felt there were fewer opportunities to deliver papers at national meetings.

Co-authored in refereed journals with your program faculty



- Graduate students with disabilities felt these opportunities happened fewer times in comparison to students without disabilities. While 36% of students without disabilities felt this never occurred, 45% of students with disabilities felt this way.
- Overall, students in groups 3 and 4 (those with mental health conditions, felt there were fewer occurrences of co-authoring with faculty.

Published as sole or first author in a refereed journal

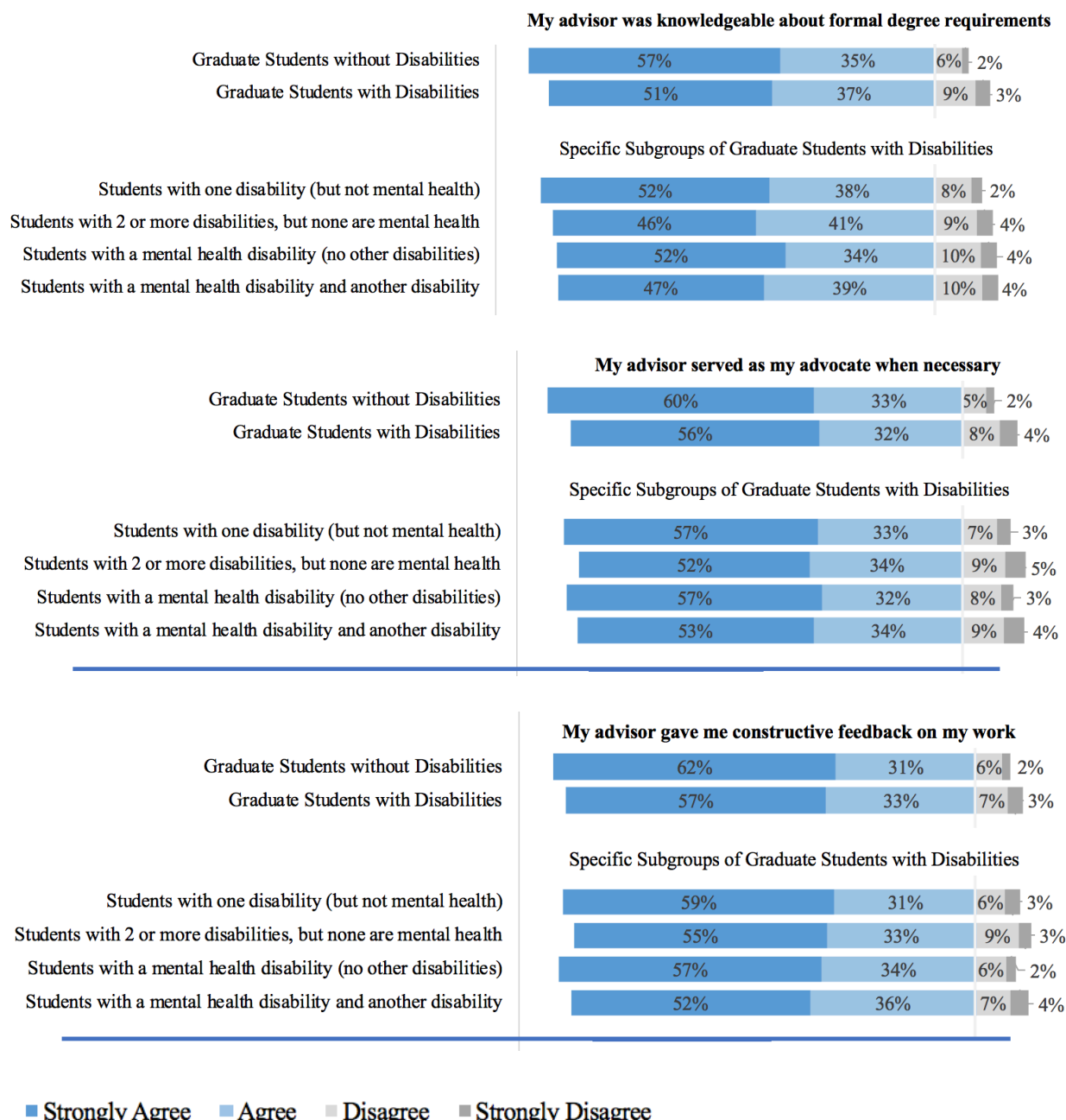


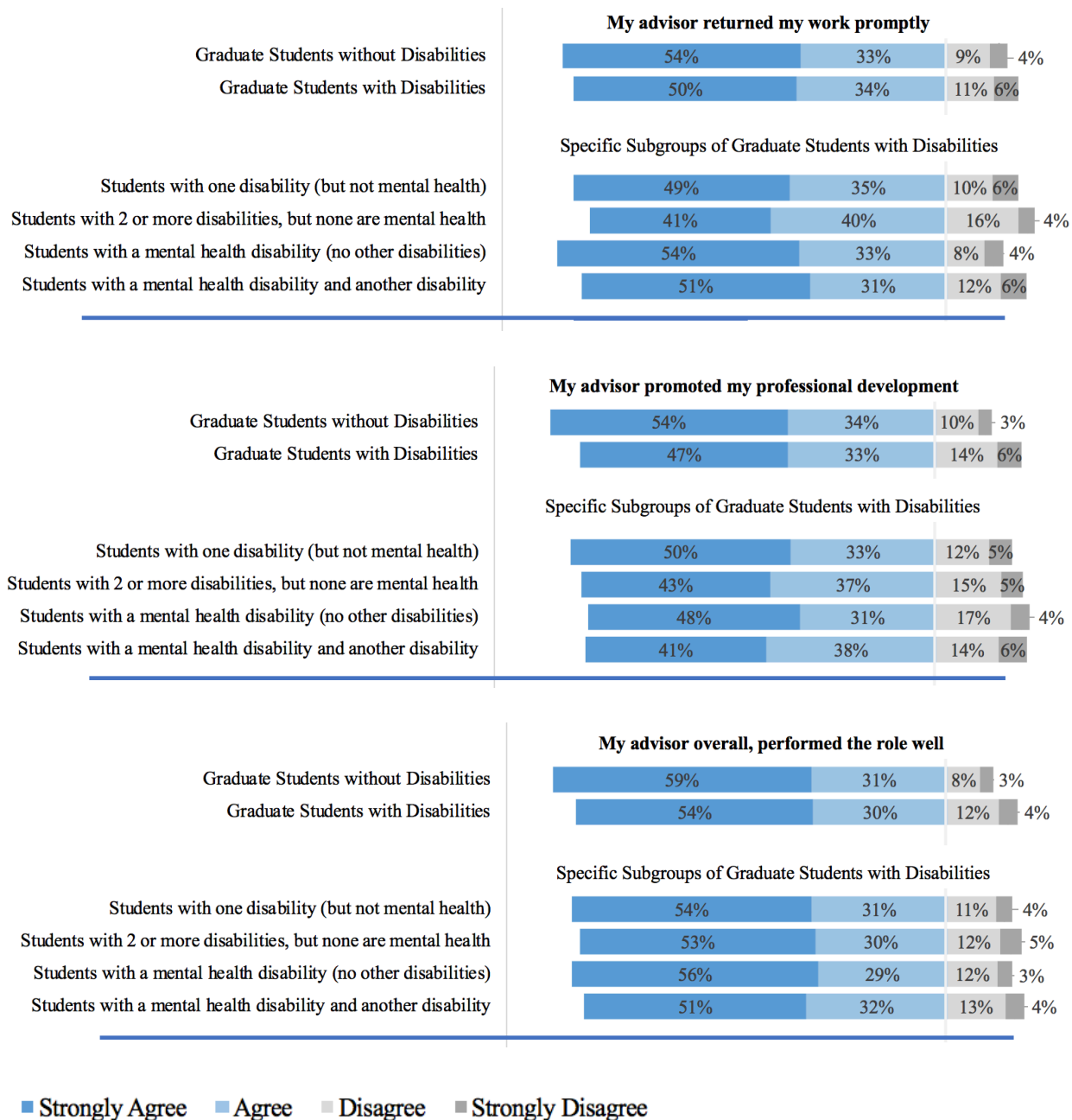
- Only a slight difference between students with and without disabilities in terms of there being no opportunities to publish as sole author or for it to occur once.
- Overall, students in group 4 (multiple disability, one is mental health) felt there were fewer opportunities to publish as first author.

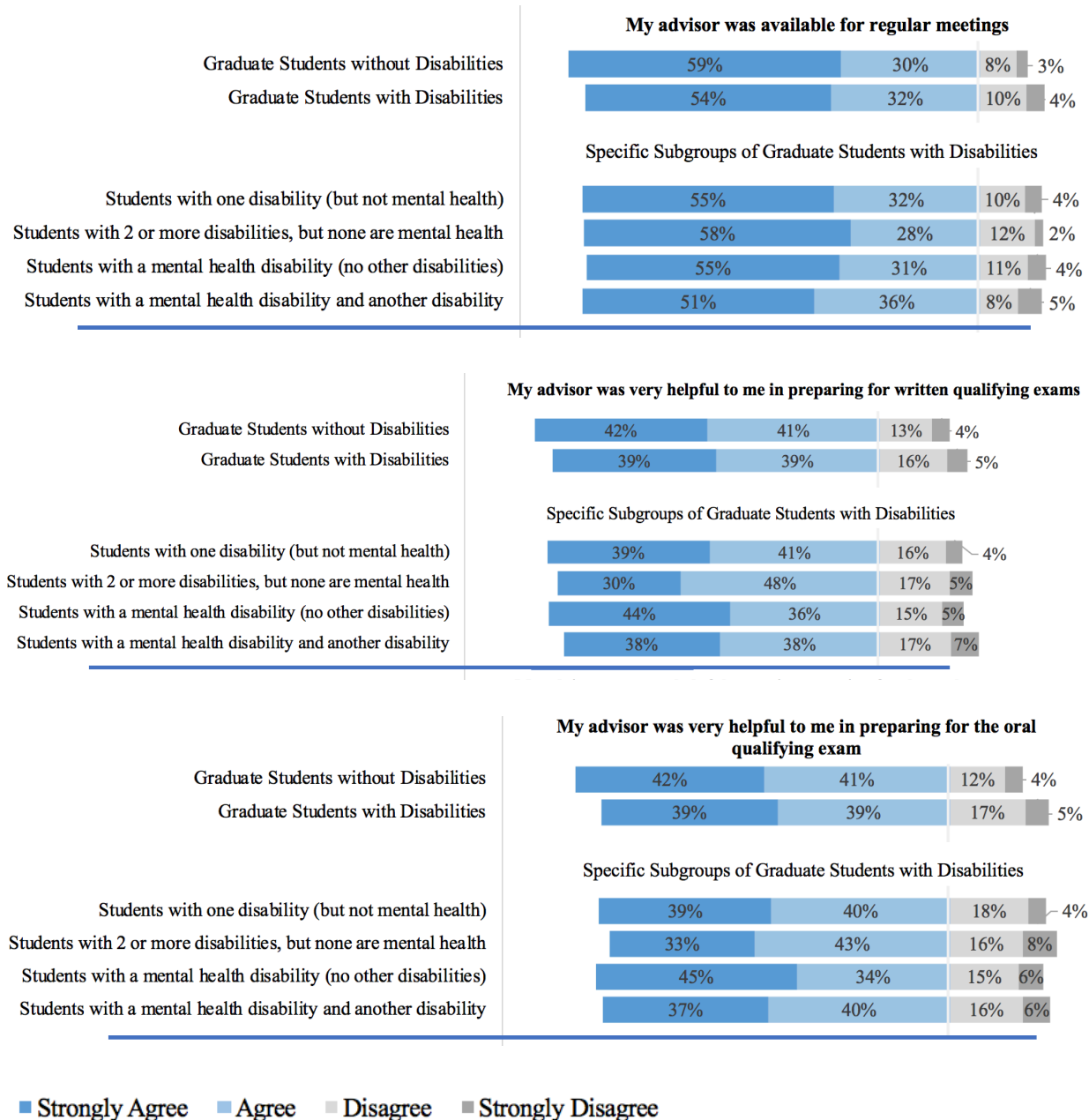
SECTION 9- ADVISOR AND THESIS/DISSERTATION/RESEARCH PAPER (Long Stream Only)

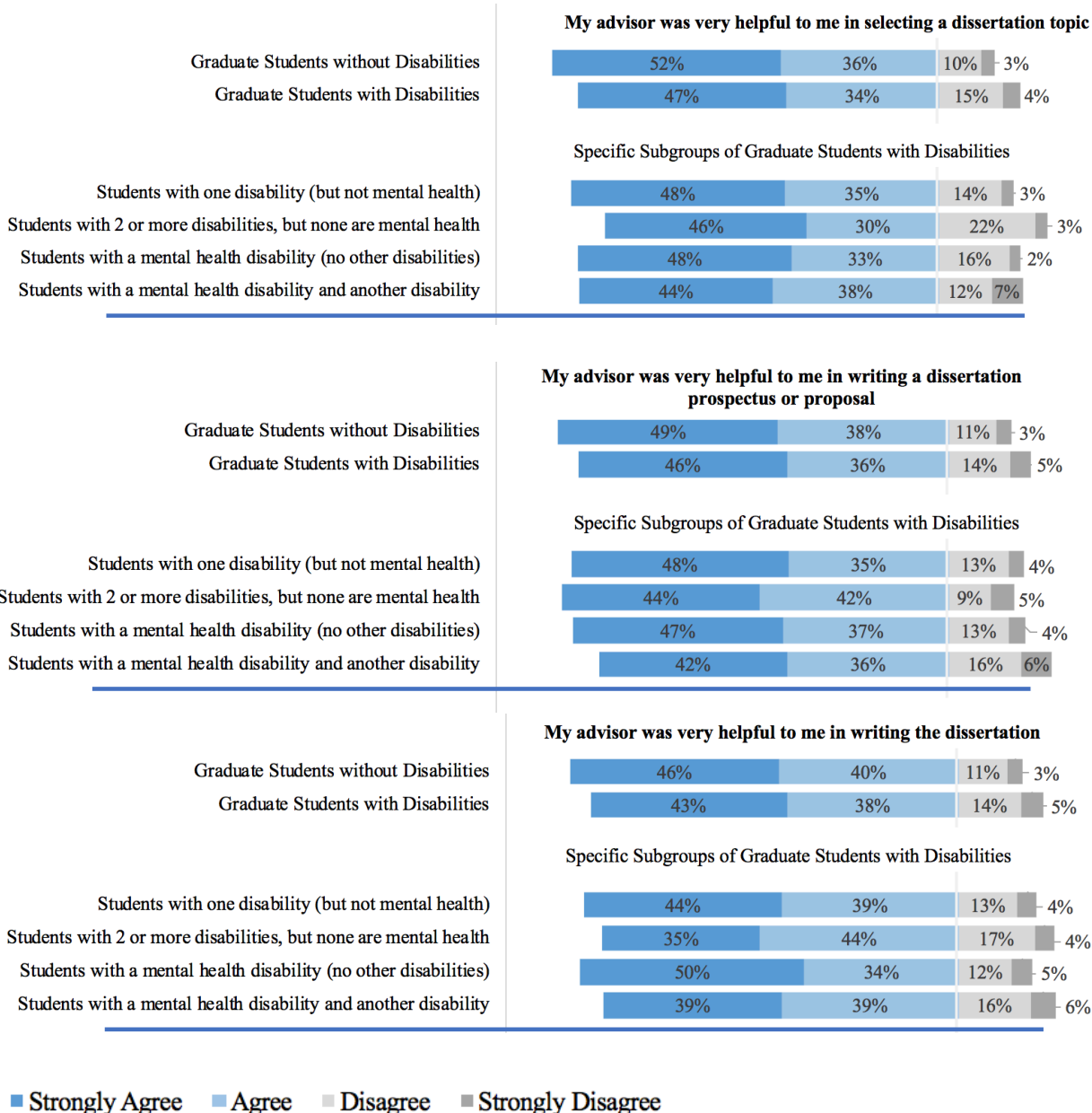
Participants' responses: Thesis/Dissertation advisors engage in a variety of mentoring activities. For each of the following statements, indicate the extent that it DESCRIBES THE BEHAVIOUR of your advisor.

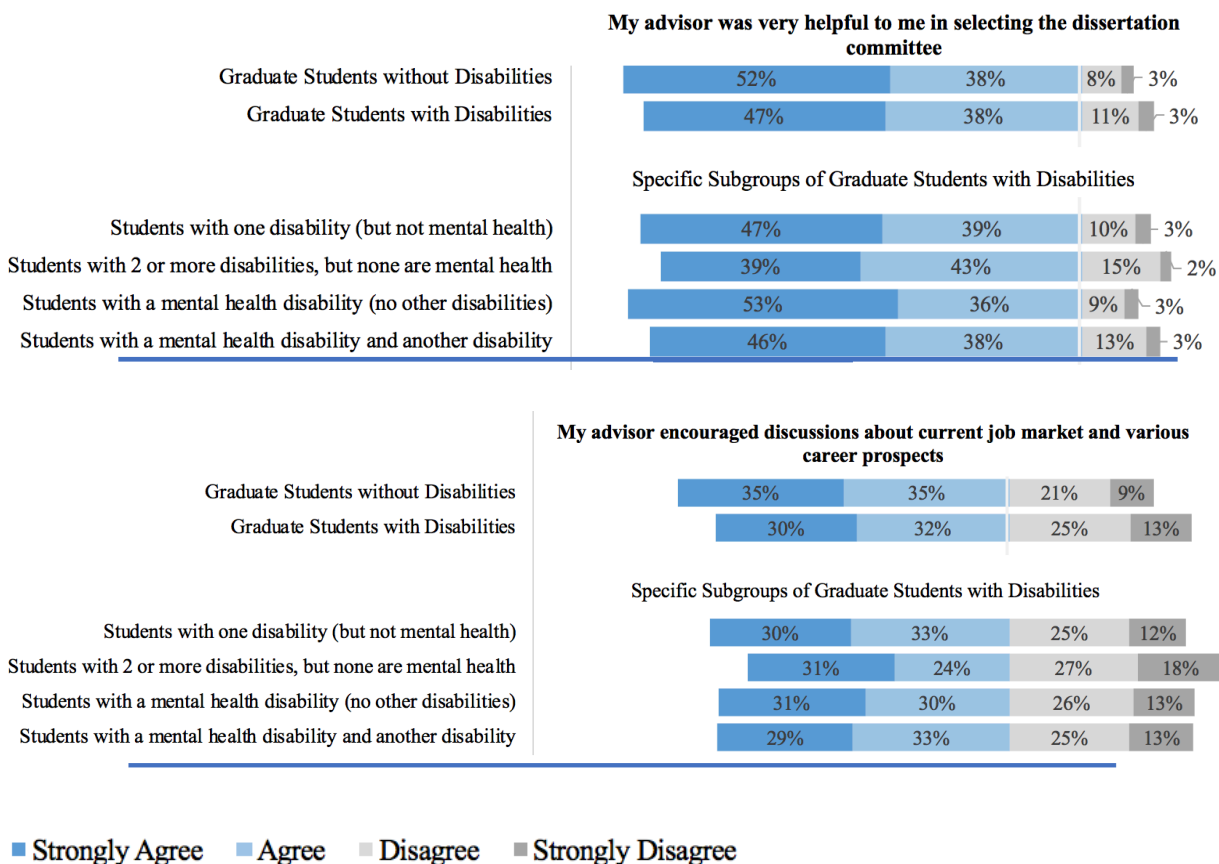
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree





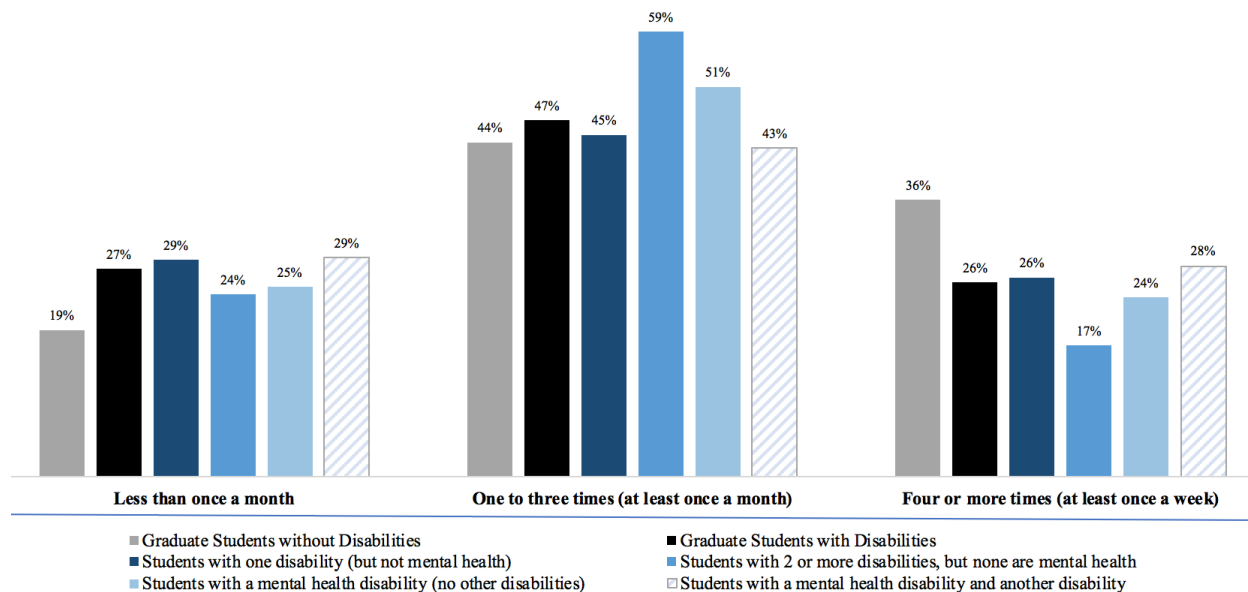






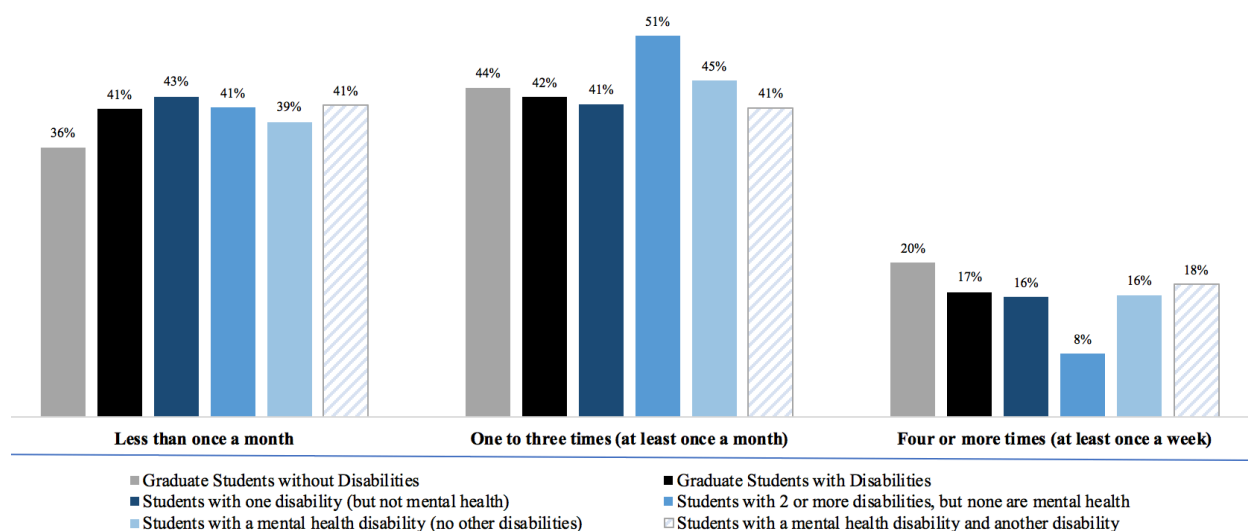
Participants responses: On average, how often per month do you meet or communicate with your dissertation advisor about:

Your ongoing research and results



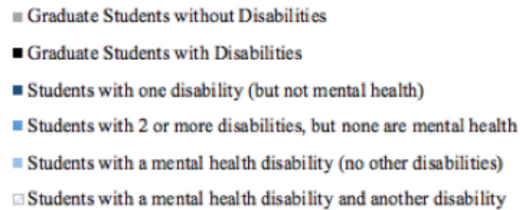
- More graduate students without disabilities (36%) met with their advisor four or more times per month in comparison to students with disabilities (26%).
- The most common response option for each of the subgroups was 'one to three times (at least once a month)'.
- Based on the 'four or more times' response option, fewer students in group 2 (multiple disabilities, not mental health) meet with their advisor about research and results in comparison to the other groups.

Your writing of the dissertation draft

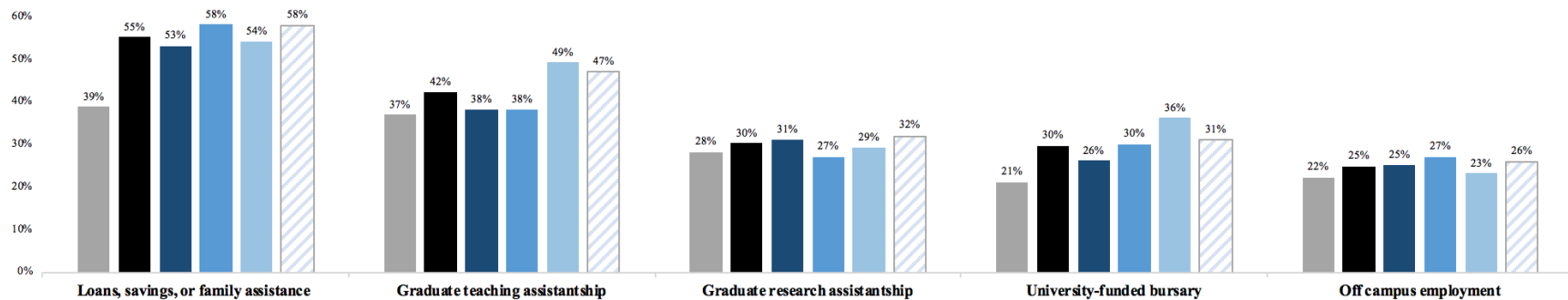


- Slight differences between graduate students with and without disabilities. Students with disabilities typically meet with their advisor less frequently in comparison to students without disabilities
- Based on the 'four or more times' response option, fewer students in group 3 meet with their advisor this often to discuss their dissertation draft.

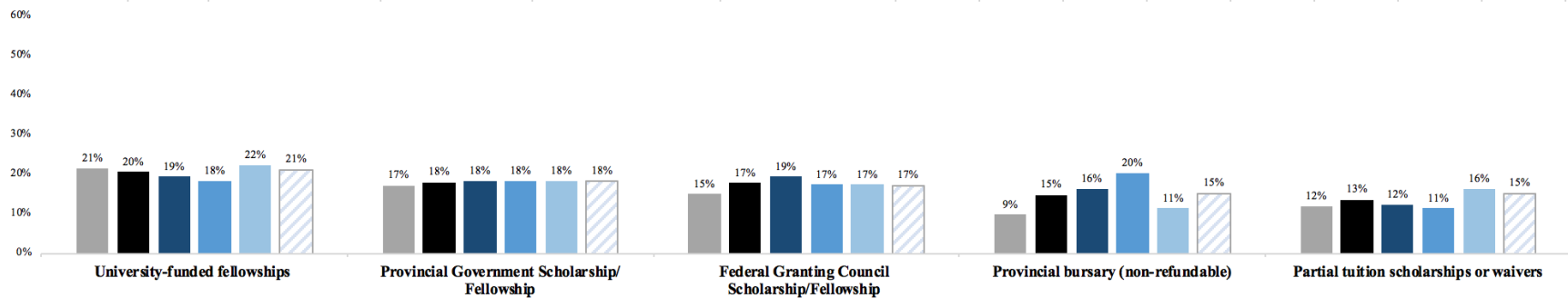
SECTION 10- FINANCIAL SUPPORT



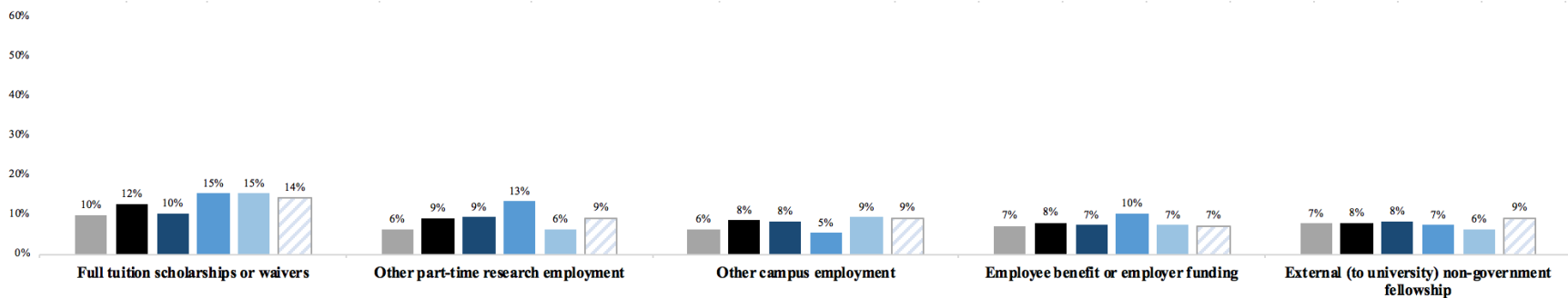
Participants' responses: Please check all of the following forms of support you received.



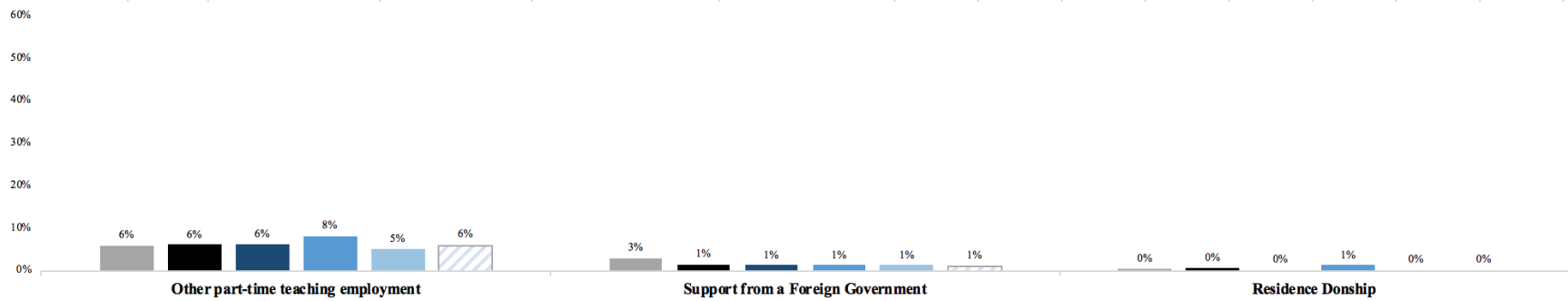
- For the items in the above diagram, more students with disabilities reported using all items in comparison to students without disabilities.
- For ‘loans, savings, or family assistance’ and ‘off campus employment’ more students in groups 2 and 4 (those with multiple disabilities) responded that they received these types of support in comparison to the other student groups who had 1 disability.
- For ‘graduate teaching assistantship’ and ‘university funded bursary’ more students in groups 3 and 4 (those with mental health disabilities) responded that they received these types of support in comparison to those with other forms of disabilities.



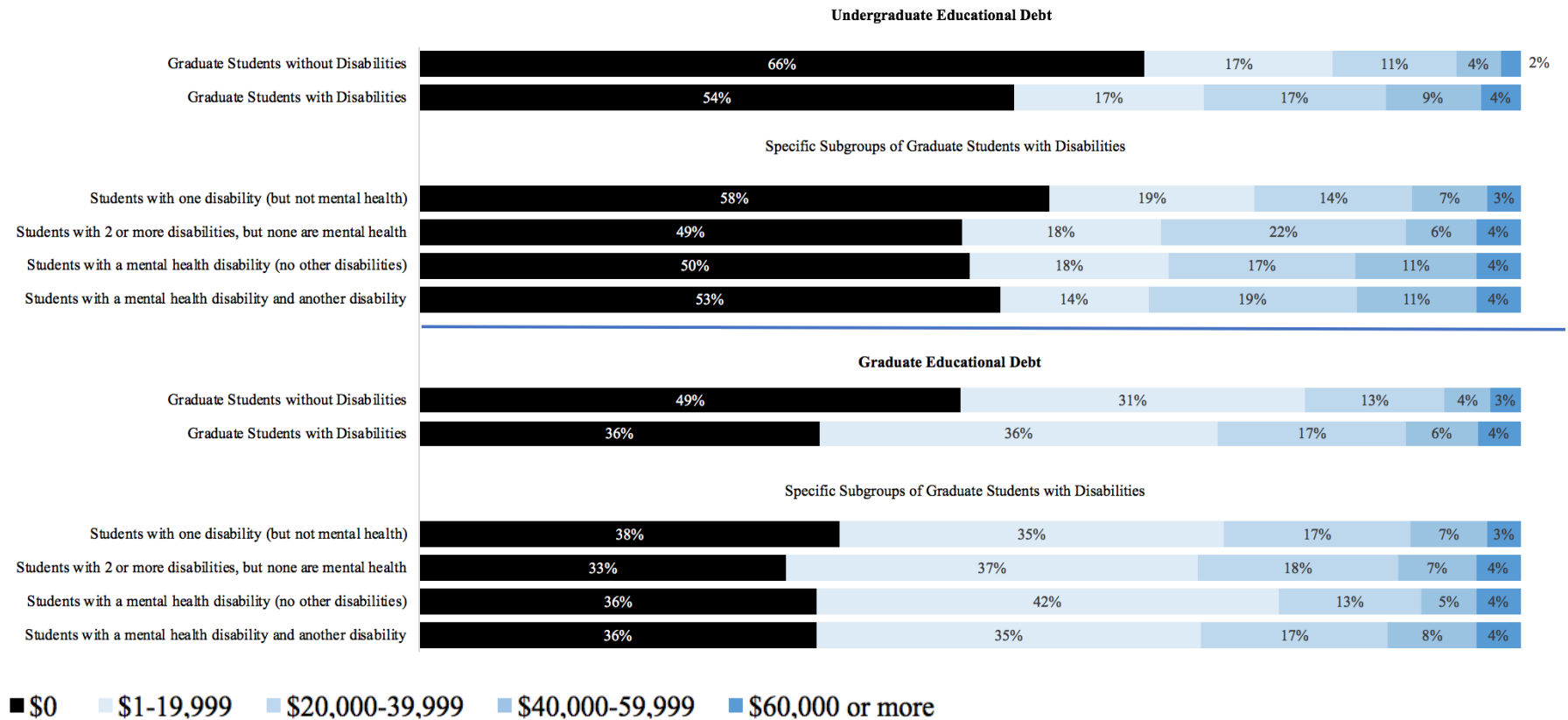
- The greatest difference between students with and without disabilities was for ‘*provincial bursary*’, with more graduate students with disabilities (15%) responding that they used this form of support in comparison to those without disabilities (9%).
- Fairly similar responses when looking at the subgroups. Two slight differences:
 - One difference can be found on the ‘*partial tuition scholarships or waivers*’ item with more students in groups 3 and 4 (those with mental health conditions) responding that they received this type of support.
 - The other difference was on the ‘*provincial bursary*’ item, where 20% students in group 2 (those with multiple disabilities, not mental health) received this type of support. This is much higher than the 11% of those in group 3 (those with solely a mental health disability) responded in this way.



- Only slight differences between students with and without disabilities: differences of 3% or less.
- Similar responses across the subgroups.



- These sources of support were not used by very many participants.
- Similar responses across all groups.



Undergraduate:

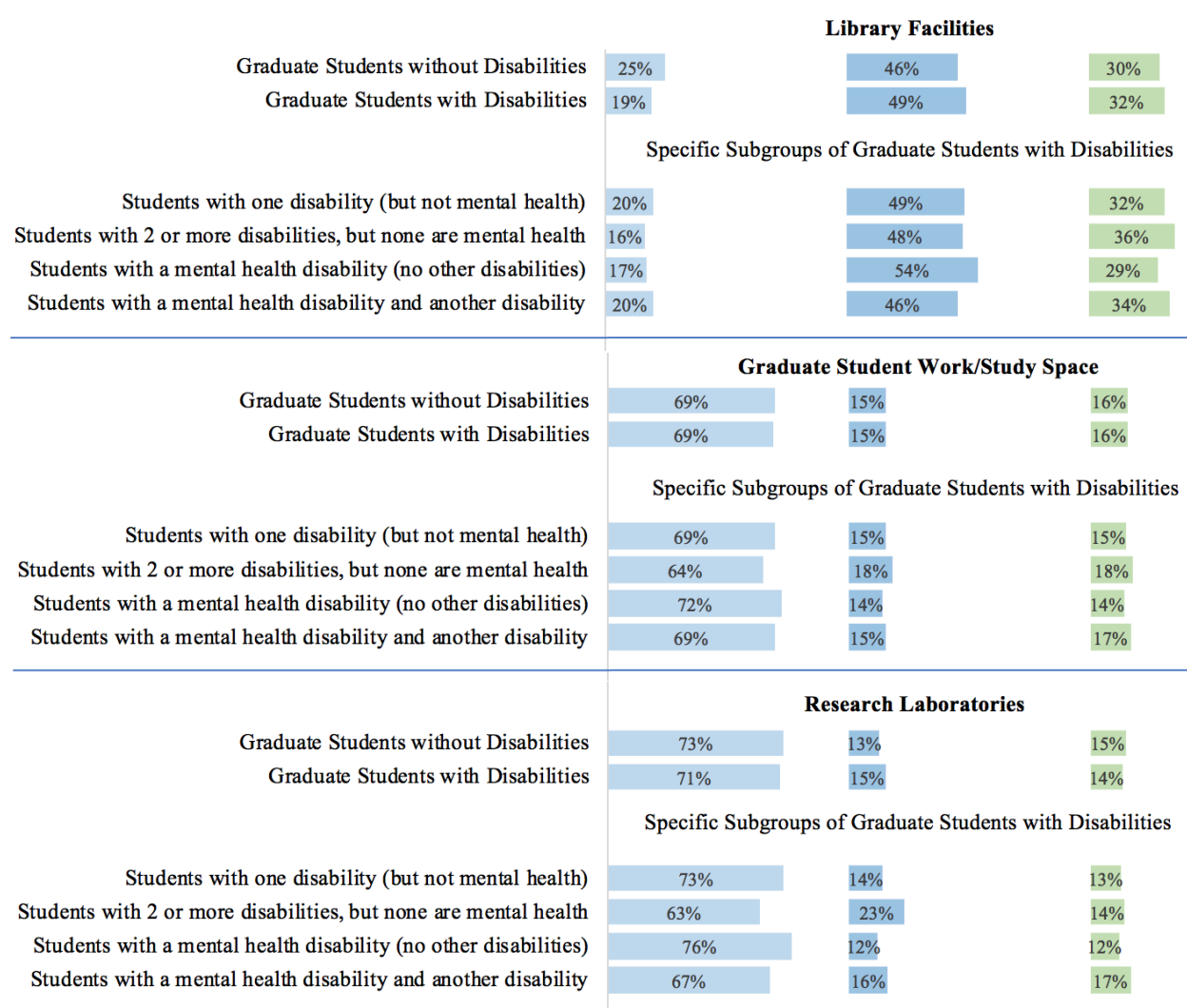
- Graduate students with disabilities have more undergraduate education debt in comparison to those without disabilities.
- More students in groups 1 and 4 had no debt in comparison to the other groups.

Graduate:

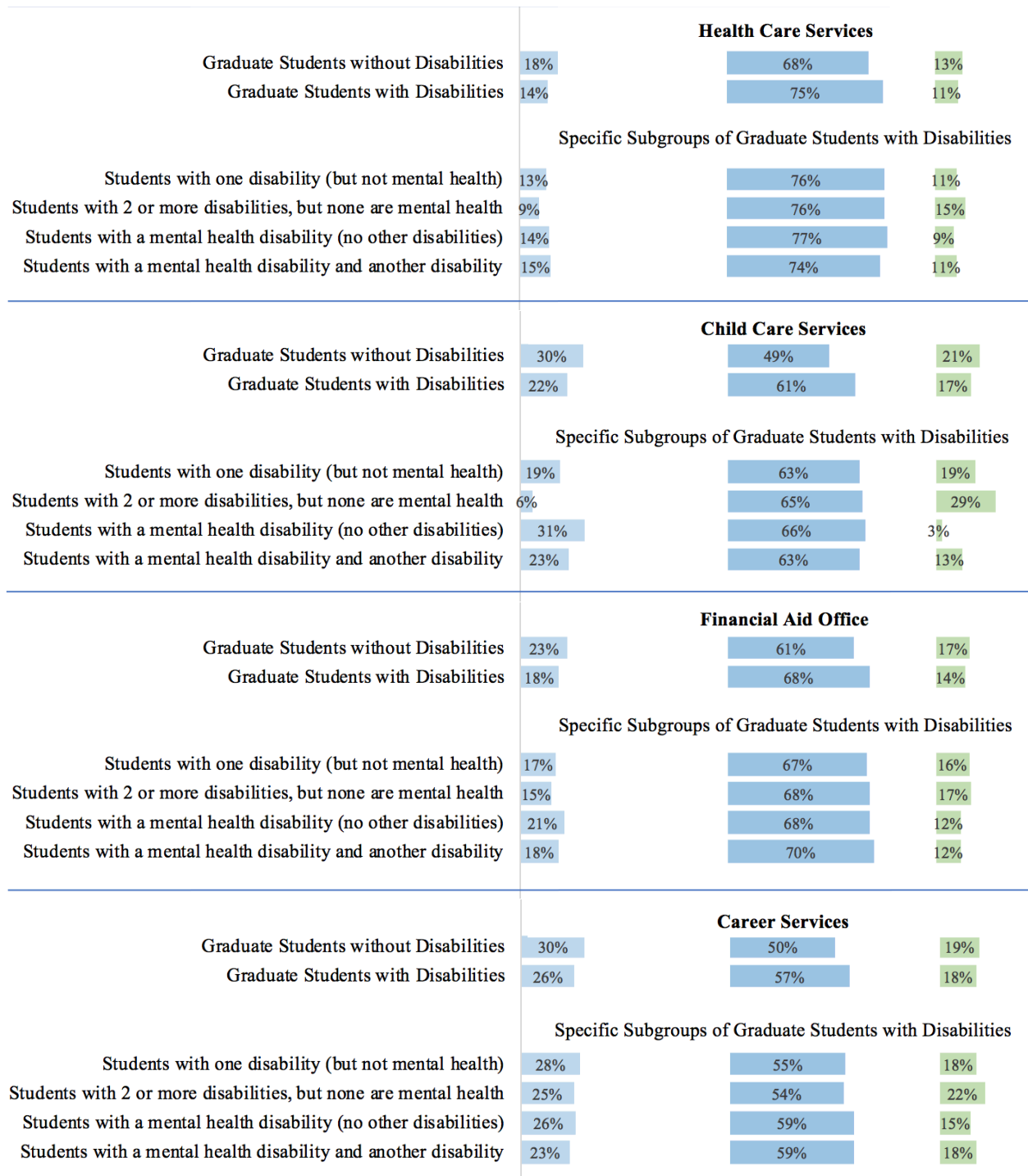
- Graduate students with disabilities have more graduate education debt in comparison to those without disabilities
- Students in group 2 (multiple disabilities, not mental health) had the highest amount of debt in comparison to the other groups.

SECTION 11- UNIVERSITY RESOURCES AND STUDENT LIFE

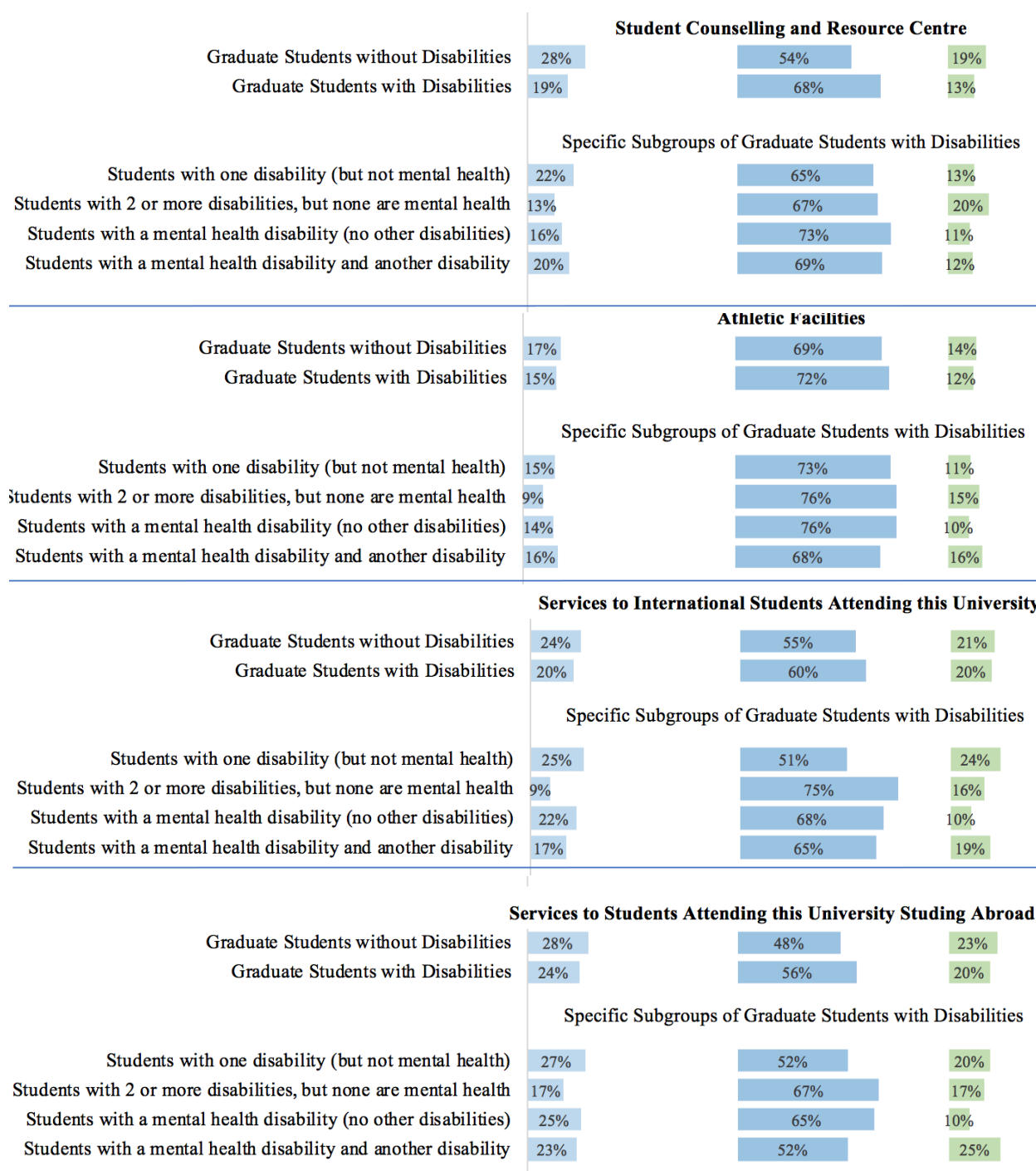
Participants responses: In some universities, resources are offered in multiple locations. To distinguish between resources or services that are offered by a "local office", for example based in a school, department or faculty, as opposed to a "central office" location offering their services campus-wide, please indicate if your rating applies to services received from a "local office" or from a "central office", or applies to both. Please answer regarding your most recent year's experience in the graduate school at this university. (Data collected only if item was ranked in previous question).



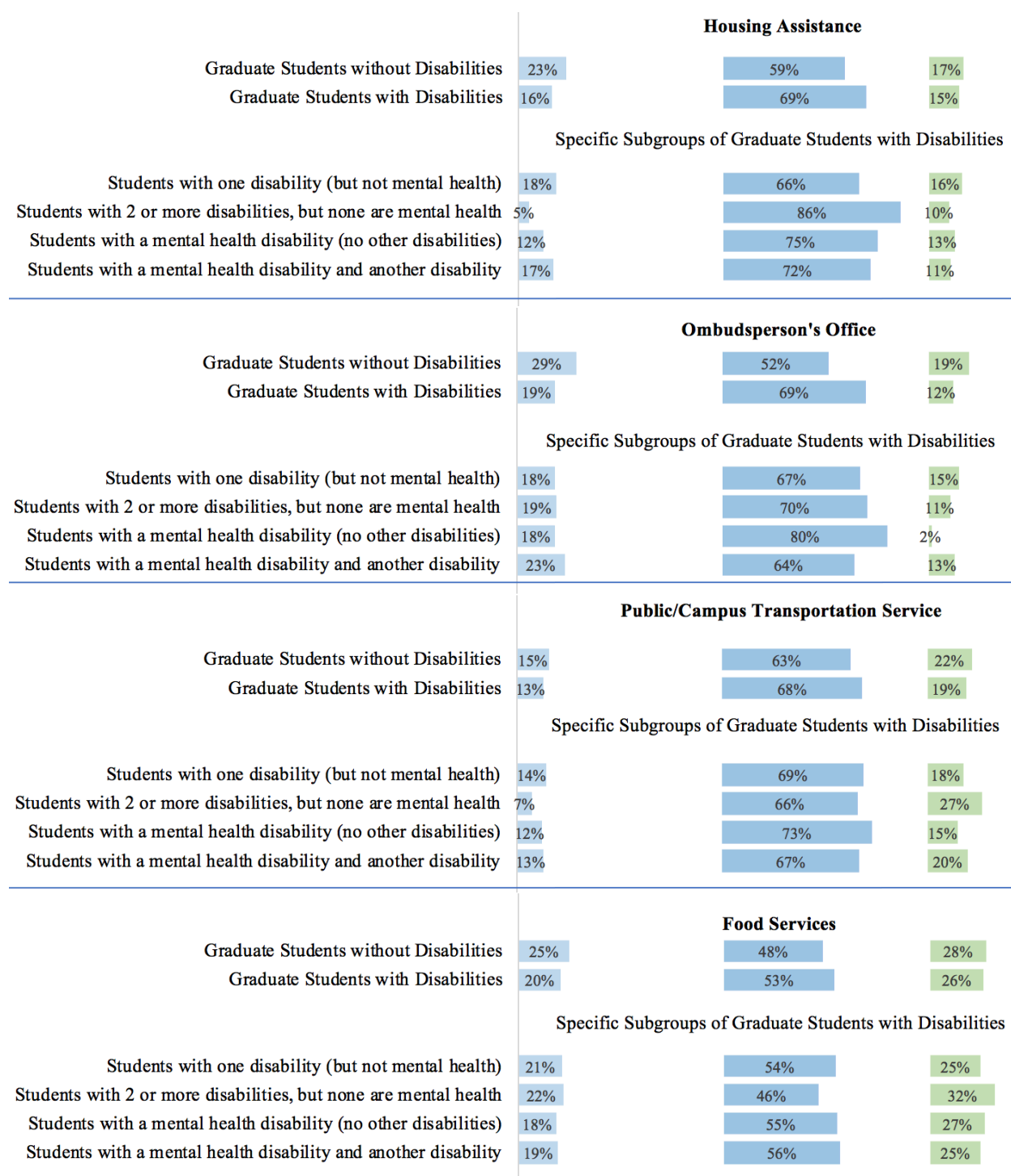
■ Local Office
 ■ Central Office
 ■ Both



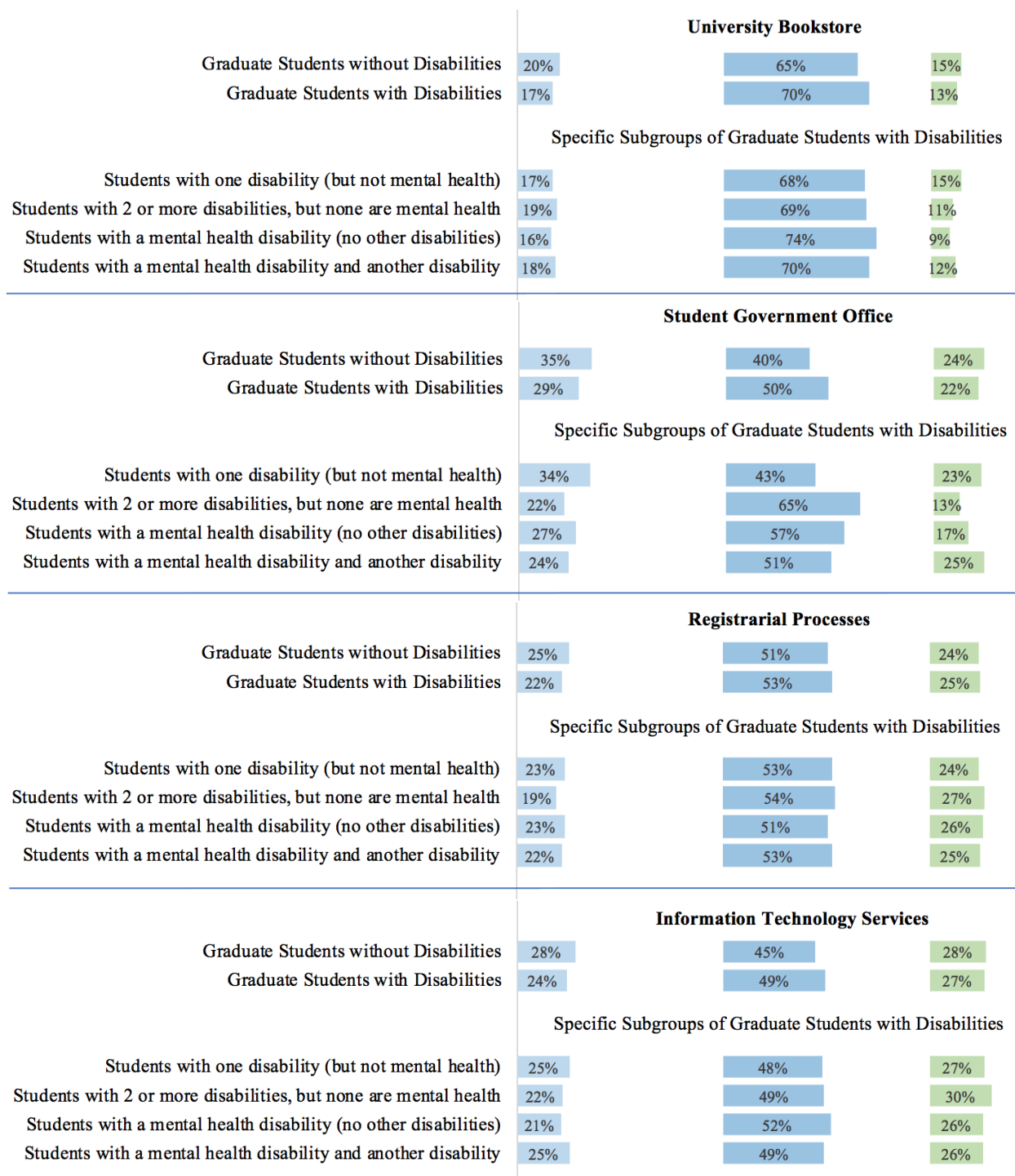
■ Local Office
 ■ Central Office
 ■ Both



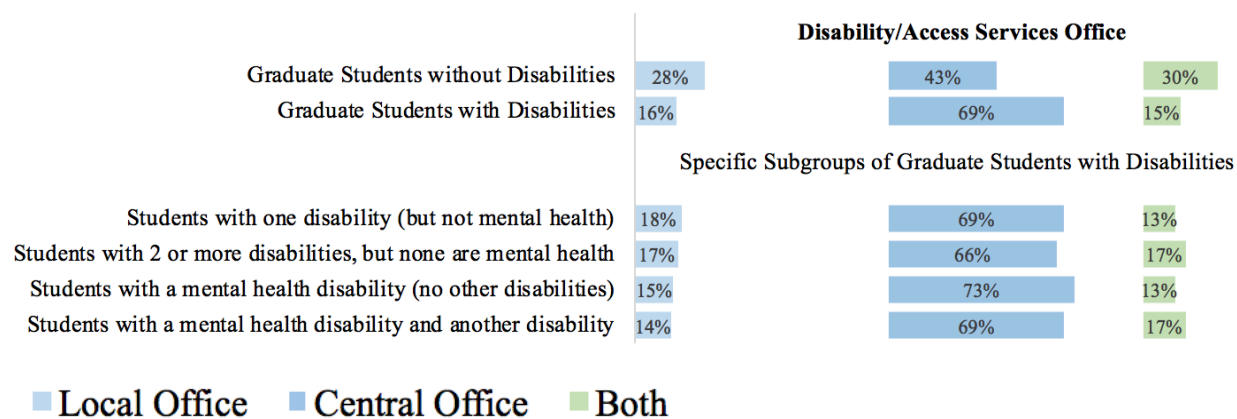
■ Local Office
 ■ Central Office
 ■ Both



■ Local Office ■ Central Office ■ Both



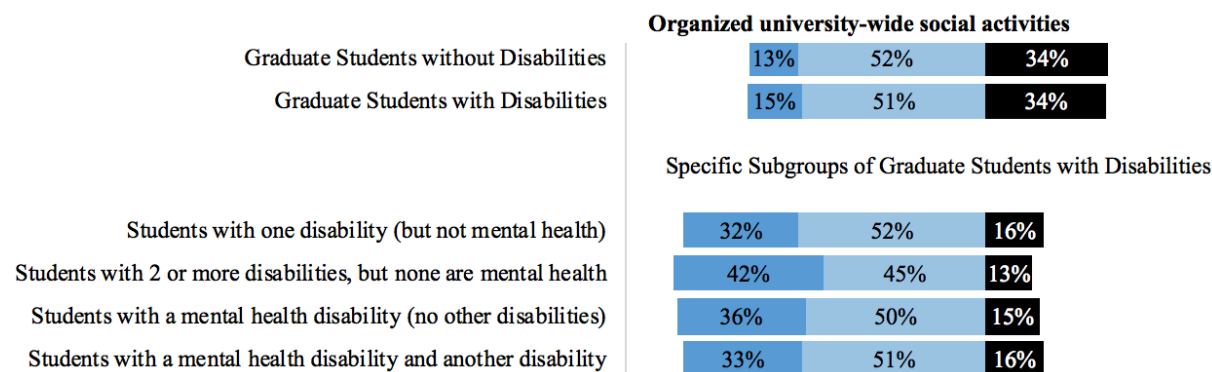
■ Local Office ■ Central Office ■ Both



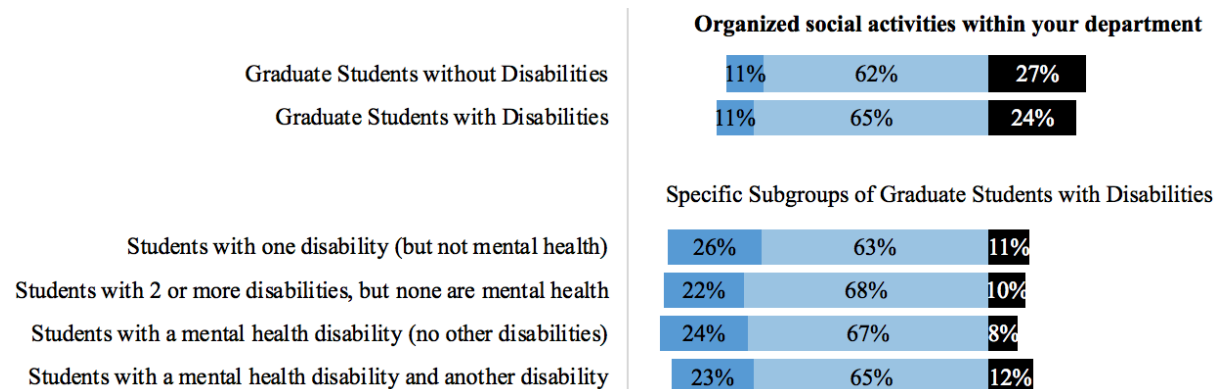
SECTION 12- SOCIAL LIFE

Participants responses: How often do the following social activities occur on campus?

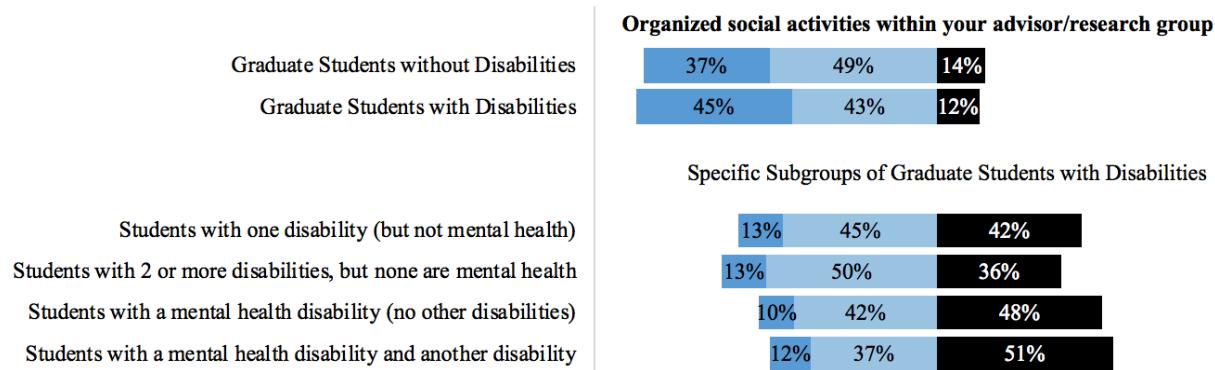
■ Frequently ■ Occasionally ■ Never



- Graduate students with and without disabilities responded similarly.
- More students in group 2 responded with ‘frequently’ in comparison to the other groups, but fewer of them responded with ‘occasionally.’



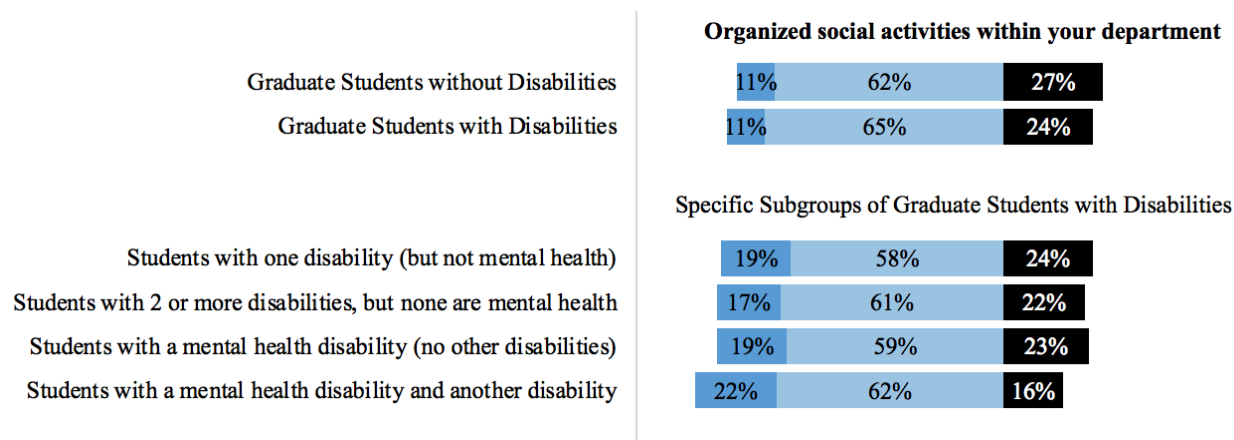
- Graduate students with and without disabilities responded similarly, with slightly more students without disabilities responding that these activities did not occur
- Only slight differences between the groups. More students in group 4 responded that these never took place in comparison to the other groups but it was only 1%-4% more.
- Overall, most students in all groups felt these departmental activities took place occasionally.



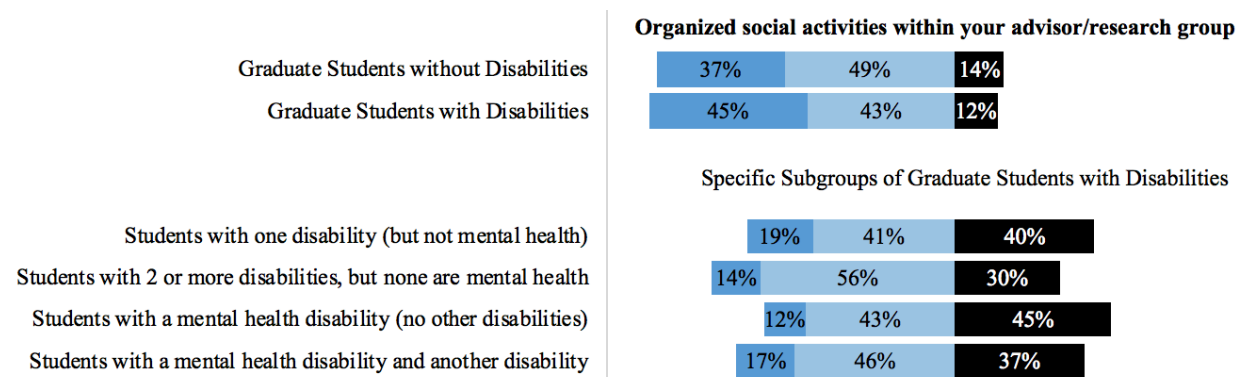
- More graduate students with disabilities felt these activities occurred *frequently*, while more students without disabilities responded with *occasionally*
- Slight differences between the subgroups:
 - Students in groups 1 and 2 (those without mental disabilities) tended to believe that these types of activities took place more often in comparison to those without mental health disabilities.

Participants responses: How often do you attend these social events?

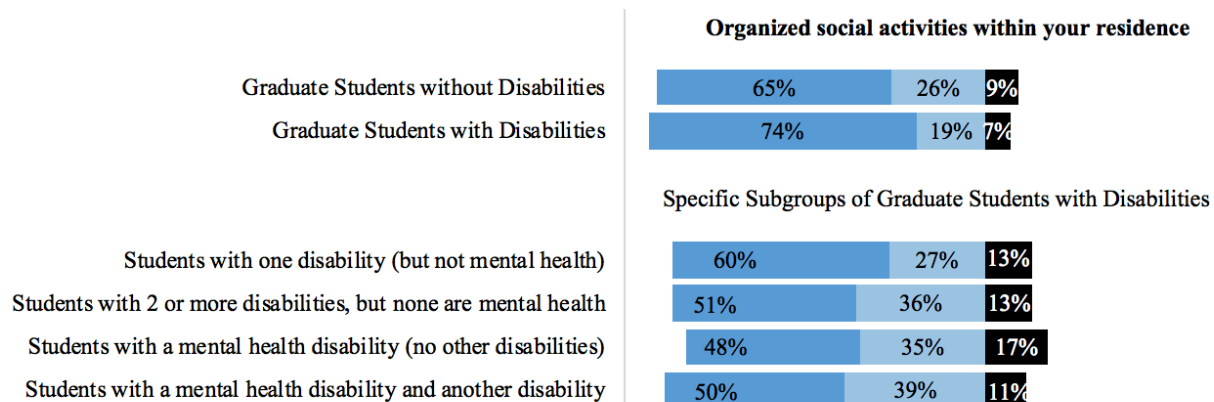
■ Frequently ■ Occasionally ■ Never



- Graduate students with and without disabilities responded in similar ways.
- Students in group 4 seem to attend these departmental events more often in comparison to those in other groups.



- More graduate students with disabilities responded that they attended these ‘frequently’ in comparison to those without disabilities.
- Large variation across the subgroups: Those with multiple disabilities (groups 2 and 4) seem to attend these events more often than those with one disability.

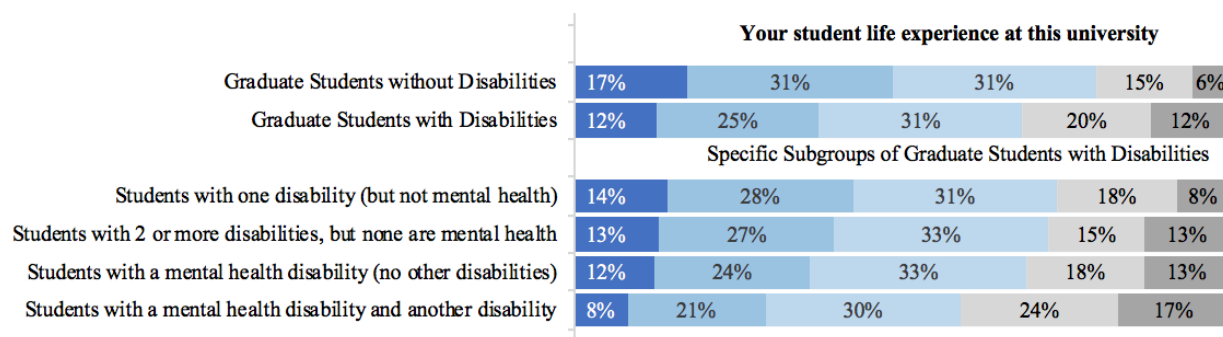


- More graduate students with disabilities responded that they attended these ‘frequently’ in comparison to those without disabilities.
- Looking at the subgroups, more students in group 1 responded that they attended these events ‘frequently’ in comparison to those in other groups, who typically responded with ‘occasionally’.

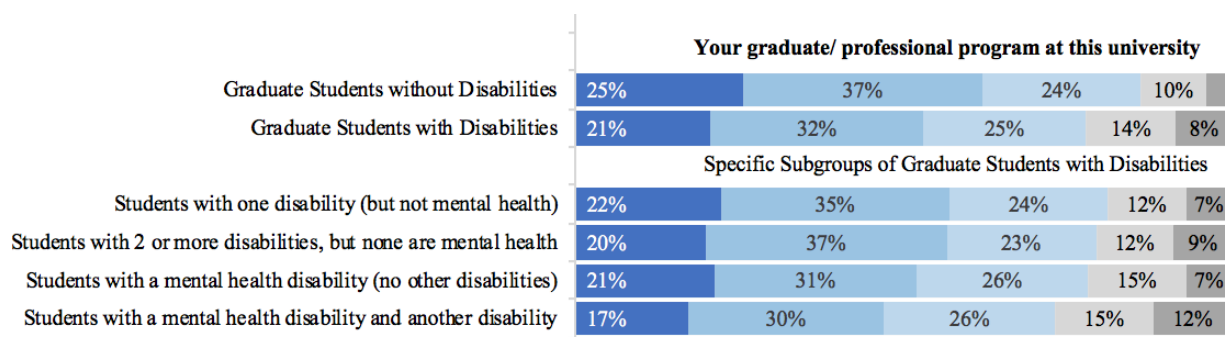
SECTION 13- GENERAL ASSESSMENT

■ Excellent ■ Very Good ■ Good ■ Fair ■ Poor

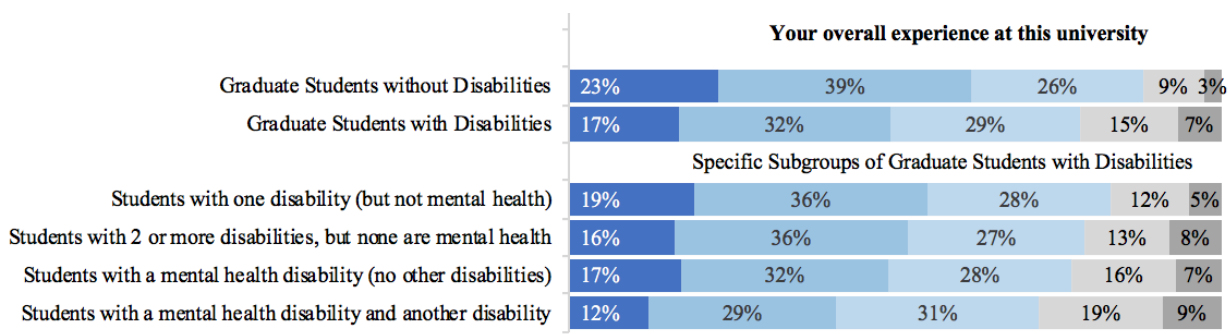
Participants' responses: Overall, how would you rate the quality of:



- Students without disabilities rated this item more favourably than students without disabilities. Based on responses of Excellent/Very Good/Good, 79% of students without disabilities responded in this way in comparison to 68% of students with disabilities.
- Slight differences between the subgroups of students with disabilities:
 - Based on responses of Excellent/Very Good/Good, students without mental health disabilities (Groups 1 and 2) rated the item the most favourably.
 - Based on responses of Fair/Poor, students in group 4 rated the item the least favourably, with 41% of participants in this group responding this way.



- Students without disabilities rated this item more favourably than students without disabilities. Based on responses of Excellent/Very Good/Good, 86% of students without disabilities responded in this way in comparison to 78% of students with disabilities.
- Slight differences between the subgroups of students with disabilities:
 - Based on responses of Excellent/Very Good/Good, students without mental health disabilities (Groups 1 and 2) rated the item the most favourably.
 - Based on responses of Fair/Poor, students in group 4 rated the item the least favourably, with 27% of participants in this group responding this way.

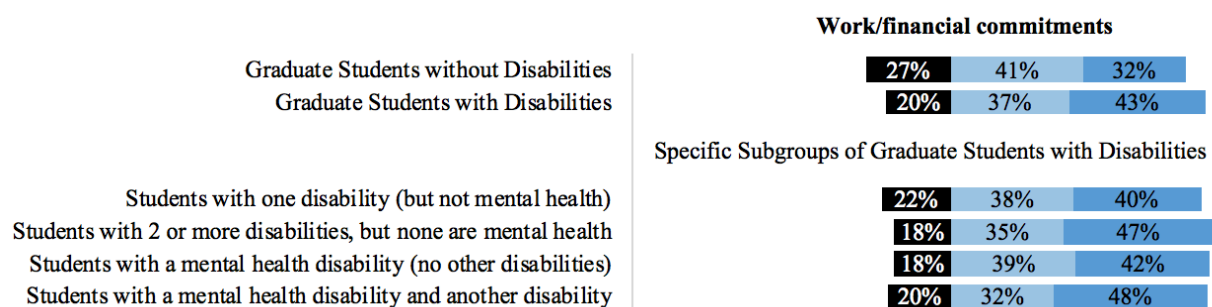


- Students without disabilities rated this item more favourably than students without disabilities. Based on responses of Excellent/Very Good/Good, 88% of students without disabilities responded in this way in comparison to 78% of students with disabilities.
- Slight differences between the subgroups of students with disabilities:
 - Based on responses of Excellent/Very Good/Good, students without mental health disabilities (Groups 1 and 2) rated the item the most favourably.
 - Based on responses of Fair/Poor, students in group 4 rated the item the least favourably, with 28% of participants in this group responding this way.

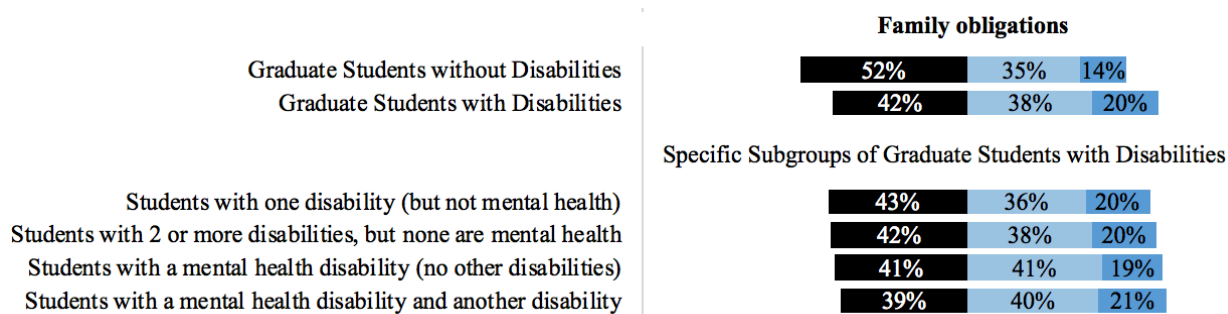
Participants responses: Rate the extent to which the following factors are an obstacle to your academic progress.

The scale that was used for the following items was:

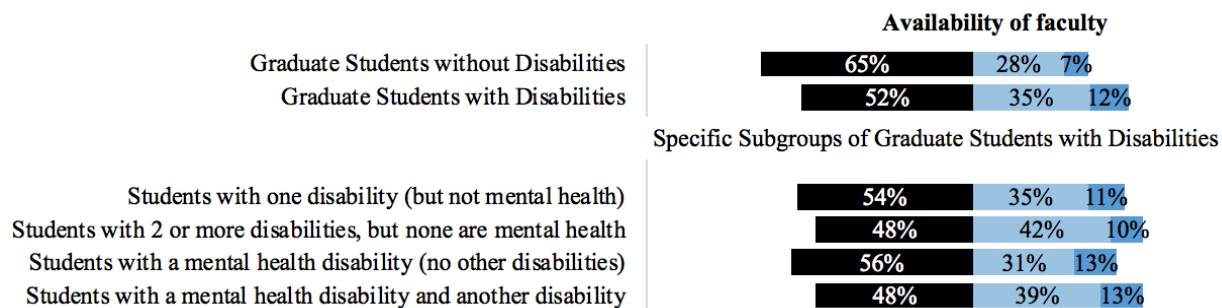
■ Not an obstacle ■ A minor obstacle ■ A major obstacle



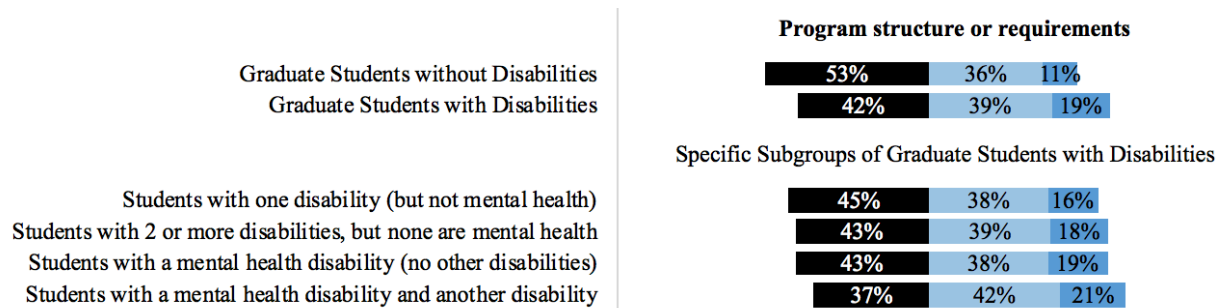
- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 43% of students with disabilities felt it was a major obstacle, only 32% of those without disabilities responded in this way.
- Greatest difference for the ‘not an obstacle’ response option was 4%, between group 1 (22%) and groups 2 and 3 (18%).



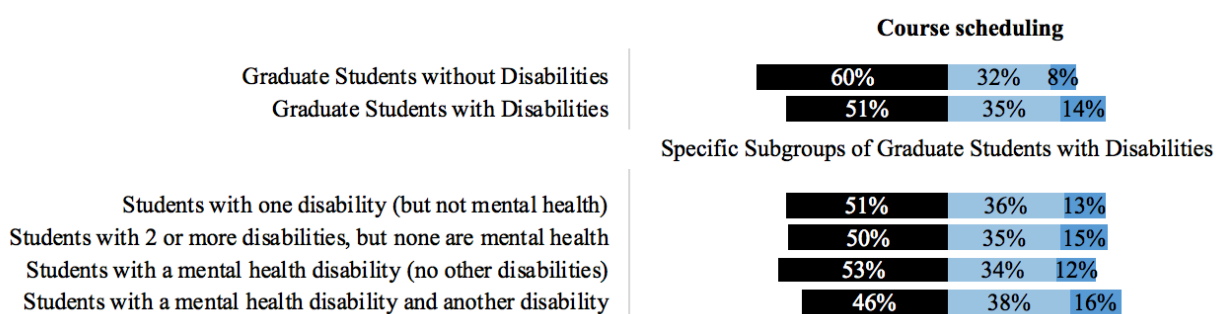
- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 58% of students with disabilities felt it was a minor or major obstacle, only 49% of those without disabilities responded in this way.
- Similar responses across the subgroups with differences of 4% or less.



- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 47% of students with disabilities felt it was a minor or major obstacle, only 35% of those without disabilities responded in this way.
- More participants in groups 2 and 4 (those with multiple disabilities) felt this was an obstacle in comparison to those with 1 disability (groups 1 and 3).



- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 58% of students with disabilities felt it was a minor or major obstacle, only 47% of those without disabilities responded in this way.
- Groups 1, 2, and 3 responded in similar ways, but slightly more students in group 4 indicated this was an obstacle for them.

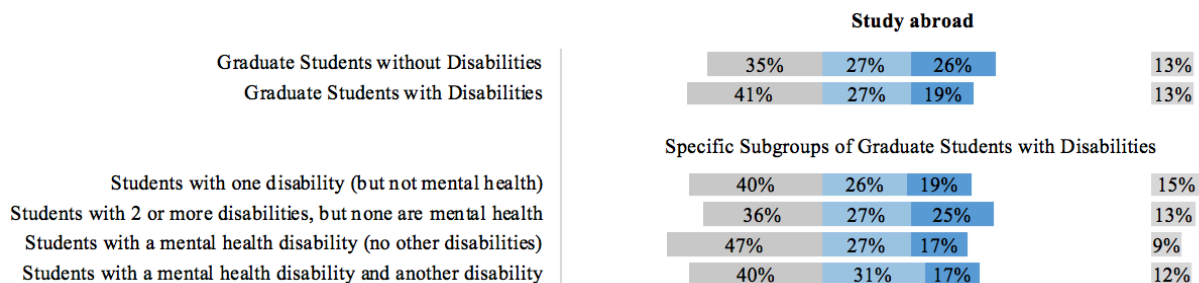


- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 49% of students with disabilities felt it was a minor or major obstacle, only 40% of those without disabilities responded in this way.
- Groups 1, 2, and 3 responded in similar ways, but slightly more students in group 4 indicated this was an obstacle for them.

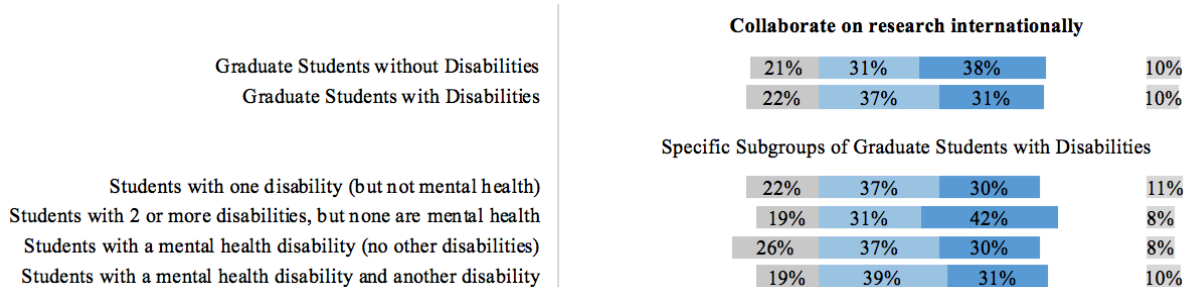
Participants' responses: As it relates to your current program, how important is it to have the opportunity to ...

Scale for these questions:

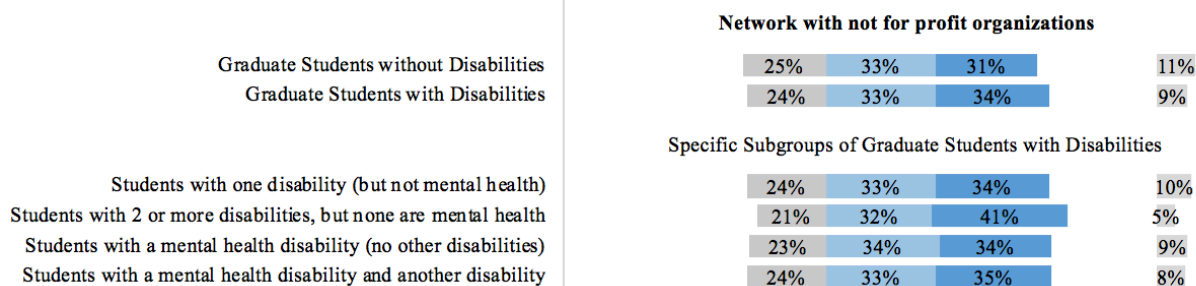
■ Not Important ■ Somewhat Important ■ Very Important ■ Not Applicable



- Overall, more students without disabilities felt these opportunities were somewhat/very important in comparison to students with disabilities
- Slightly more students in groups 2 and 4 (those with multiple disabilities) felt this was somewhat/very important in comparison to those in groups 1 and 3 (those with one disability).



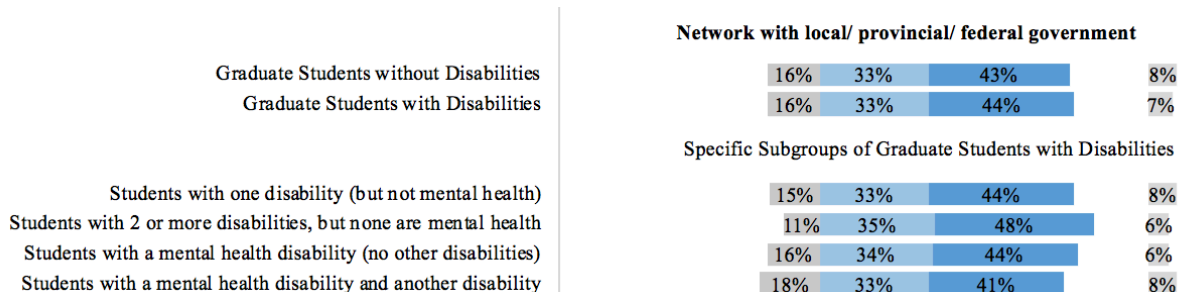
- More students without disabilities responded that these opportunities were very important (38%) in comparison to students with disabilities (31%). Conversely, more students with disabilities responded that they were somewhat important.
- Slightly more students in groups 2 and 4 (those with multiple disabilities) felt this was somewhat/very important in comparison to those in groups 1 and 3 (those with one disability).



- Only a slight difference between students with and without disabilities. While 34% of students with disabilities said these opportunities were *very important*, 31% of students without disabilities responded in this way.
- More students in group 2 felt this was somewhat/very important in comparison to the other groups.



- More students without disabilities responded that these opportunities were very important (40%) in comparison to students with disabilities (29%). Conversely, more students with disabilities responded that they were somewhat important (32%) and not important (30%).
- More students in groups 1 and 2 (those without mental health conditions) felt this was somewhat/very important in comparison to those in groups 3 and 4 (those with mental health conditions).

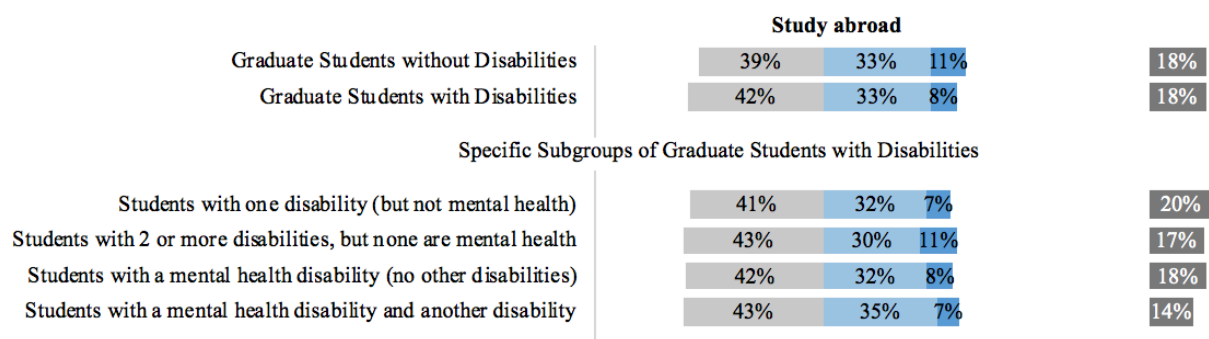


- Similar responses across graduate students with and without disabilities.
- More students in group 2 felt this was somewhat/very important in comparison to the other groups.

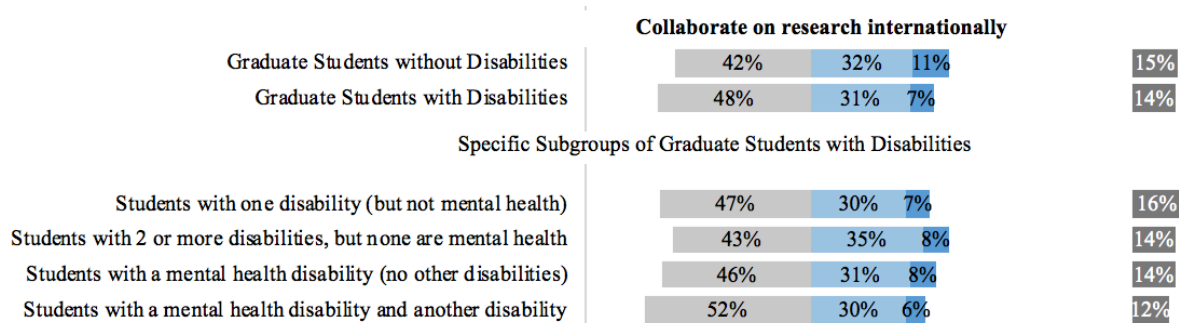
Participants' responses: As it relates to your current program, have opportunities been available to...

Scale for these questions:

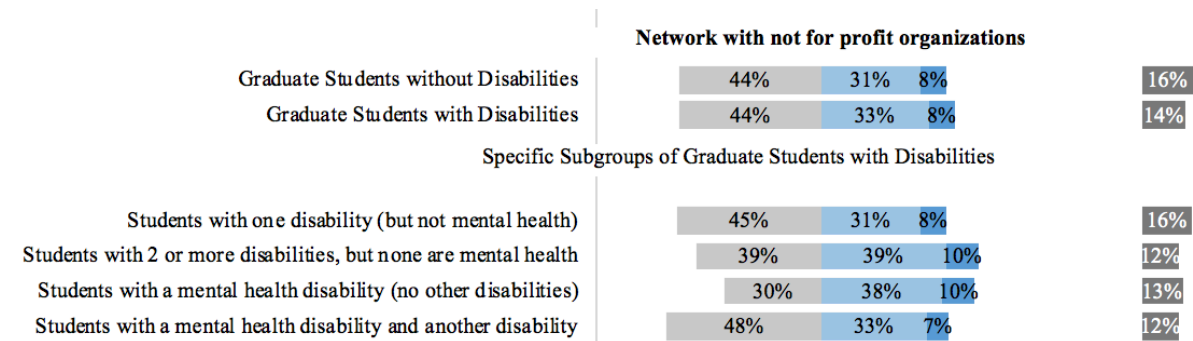
■ No opportunity ■ Yes, to some extent ■ Yes, to a great extent ■ Not Applicable



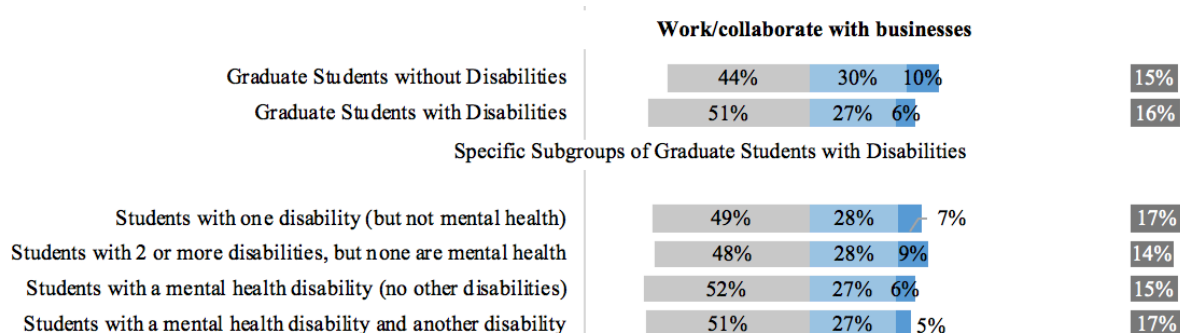
- Slightly more graduate students without disabilities felt there were opportunities to study abroad.
- Small differences across the subgroups:
 - More students in group 1 felt this question was not applicable to them (20%) in comparison to the other groups.
 - Based on responses of some extent/great extent, more students in group 4 felt there were opportunities to study abroad in comparison to the other groups.



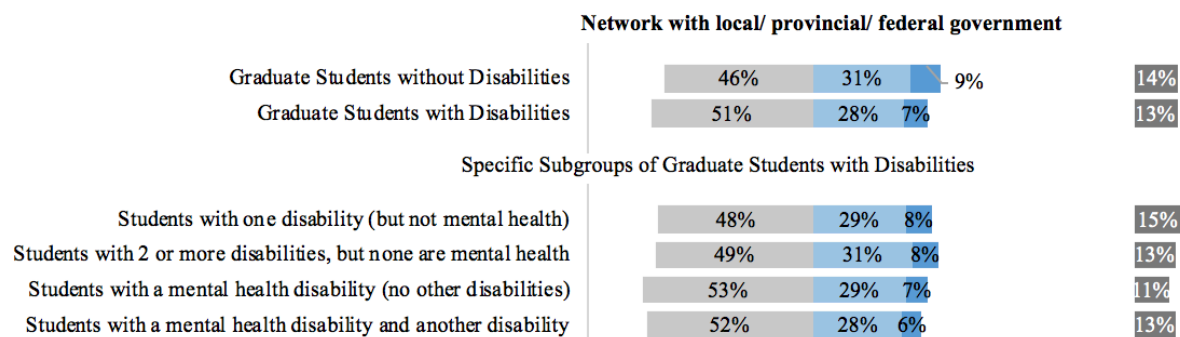
- More graduate students with disabilities felt there were no opportunities to collaborate on research internationally (48%), in comparison to those without disabilities (42%).
- Based on responses of some extent/great extent, more students in group 2 felt there were opportunities to collaborate on research internationally in comparison to the other groups.
- More students in group 4 felt there were no opportunities to do this in comparison to the other groups.
- More students in group 1 felt this question was not applicable to them (16%) in comparison to the other groups.



- Similar responses when comparing graduate students with and without disabilities, with 39% of those without and 41% of those with disabilities responding with *some extent* or *great extent*.
- More students in group 4 felt there were no opportunities to do this in comparison to the other groups.
- More students in group 1 felt this question was not applicable to them (16%) in comparison to the other groups.



- More graduate students without disabilities felt they had opportunities to work/collaborate with businesses, with 40% of those without disabilities and 33% of those with disabilities indicating they had opportunities to some/great extent.
- Only slight differences across the subgroups.



- More graduate students without disabilities felt they had opportunities to network with government, with 40% of those without disabilities and 35% of those with disabilities indicating they had opportunities to some/great extent
- Only slight differences across the subgroups.