FACTORS THAT PREDICT GRADUATION AMONG
COLLEGE STUDENTS WITH DISABILITIES
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ABSTRACT
This exploratory study determined which set of student characteristics and
disability-related services explains graduation among college students with disabilities.
The records of 1,289 unidentified students with disabilities in three, public midwestern
universities were examined ex post facto to obtain information about students, disability-
related services they received, and student graduation status. A hierarchical logistic
regression framework was used to construct a model of factors that best predicts
graduation among students with disabilities in college. That model includes: being
female, being 23 years of age and older, having a physical disability, using alternative
format tests, taking distraction reduced testing, having flexibility in assignment/ test
dates, learning strategies assistance, and physical therapy/ functional training. Models
were also constructed to explain graduation among students with cognitive disabilities,
mental disorders, and physical disabilities. Factors that predicted graduation for students
with cognitive disabilities were being female, being 23 years of age and older, taking
distraction reduced testing, having flexibility in assignment/ test dates, and learning
strategies assistance. Factors that predicted graduation for students with mental disorders
were being white, being between 23 and 30 years of age, taking distraction reduced
testing, and receiving extended test time. Graduation for persons with physical
disabilities was explained primarily by students who were female and age 23 to age 30.