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.