Presentation of Main Findings

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Introducing the Study

• Anniversary of ADA
• Today’s recent college graduates grew up with the ADA

#ThanksToTheADA
Increased Participation in Higher Ed

• Since the ADA, number of college students with disabilities has more than tripled
• 6% in 1995-96 (Horn & Berktold, 1999)
• 20% in 2016 (National Science Foundation, 2019)
Employment Gap Persists: Labor Force Participation Rate

D = Disability

Ages 18-64
34%
78%

(Ages 18-64) (Kessler Foundation & UNH, 2020)

Ages 20-34
48%
81%

Research Questions

• 30 years after the ADA, to what extent is college paying off for people with disabilities?
• Are college students with disabilities engaging in career preparation during college in ways that are like their peers without disabilities?
• Are they successfully transitioning to work after they graduate?
• How do employment outcomes (job characteristics, job quality) of recent college graduates with and without disabilities compare?
SURVEY RESULTS
Sample Characteristics

- 4,738 respondents from all 50 states
- Ages 20 to 35
- Graduated in previous 5 years
- 49% men, 49% women, 2% non-binary, trans
- 61% White, 11% Black, 17% Hispanic
- 35% annual household income < $45,000
- Quotas: 49.8% self-reported disability
## Respondents with Disabilities

<table>
<thead>
<tr>
<th>Disability Type</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>5.3</td>
</tr>
<tr>
<td>Vision</td>
<td>11.3</td>
</tr>
<tr>
<td>Lower mobility</td>
<td>10.9</td>
</tr>
<tr>
<td>Upper mobility</td>
<td>11.0</td>
</tr>
<tr>
<td>Cognition</td>
<td>17.8</td>
</tr>
<tr>
<td>Learning</td>
<td>12.2</td>
</tr>
<tr>
<td>Mental health</td>
<td>23.1</td>
</tr>
<tr>
<td>IDD</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>1.2</td>
</tr>
</tbody>
</table>
DEGREE & INSTITUTION
Degree Type

• Reported on undergraduate experiences, even if advanced degree

D = Disability

Associate’s
- 19% Disability
- 16% General

Bachelor’s
- 61% Disability
- 64% General

Advanced
- 20% Disability
- 21% General
Institution Type

D = Disability

Community college
- 18% Disabled
- 15% Non-disabled

State college or university
- 56% Disabled
- 61% Non-disabled

Private college or university
- 26% Disabled
- 25% Non-disabled
## Reasons Degree from Community College

<table>
<thead>
<tr>
<th>Reason</th>
<th>Dis. %</th>
<th>No Dis. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial (lower cost)</td>
<td>48</td>
<td>44</td>
</tr>
<tr>
<td>Easier to get to*</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td>Better chance of acceptance</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Better match for interests</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Schedule better fits commitments</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

- RCG with disabilities more likely ever took courses at community college: 50% vs 44%
CAREER PREPARATION DURING COLLEGE
Career Helpfulness of Internships

Disability

- Had internships: 68%
- Related to intended field: 88%
- Helpful to career so far: 82%

No Disability

- Had internships: 65%
- Related to intended field: 91%
- Helpful to career so far: 81%
Career Services Used During College

D = Disability

- Job fair or recruiter on campus: 40% D, 42%
- Met with career counselors: 40% D, 38%
- Resume or cover letter training: 33% D, 32%
- Interview training, mock int.: 23% D, 23%
- Career explorations: 22% D, 21%

D = Disability
Academic Advising

- Assigned faculty advisor or mentor: 49%
- Academic advising center: 41%
- Informal faculty advisor or mentor: 37%
- Assigned peer advisor or mentor: 21%
- Informal peer advisor or mentor: 15%
- Assigned faculty advisor or mentor: 16%
- Assigned peer advisor or mentor: 16%
- Informal peer advisor or mentor: 10%
- Informal peer advisor or mentor: 9%
Work for Wages at a Typical Job During College

Disability

- Work for wages: 68%
- Related or prepared for intended field: 62%

No Disability

- Work for wages: 66%
- Related or prepared for intended field: 62%
Self-Employed During College

Disability
- 11% Self-employed
- 73% Related or prepared for intended field

No Disability
- 9% Self-employed
- 76% Related or prepared for intended field
POST-COLLEGE EMPLOYMENT
Striving to Work

Disability

- Currently working: 79.8%
- Worked in past (since grad): 10.2%
- Worked in past (not since): 4.9%
- Never worked, looking for job: 2.3%

No Disability

- Currently working: 78.9%
- Worked in past (since grad): 10.6%
- Worked in past (not since): 3.4%
- Never worked, looking for job: 2.8%
Sector

Disability

- Private, for-profit: 57%
- Government: 20%
- Self-employed: 11%
- Nonprofit: 11%

No Disability

- 63%
- 18%
- 10%
- 9%
Working Arrangement

Disability
- Regular, permanent position: 66%
- Consultant, freelancer, intermittent, on-call, temporary agency: 34%

No Disability
- Regular, permanent position: 72%
- Consultant, freelancer, intermittent, on-call, temporary agency: 28%
## Top 5 Job Categories

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Dis. %</th>
<th>No Dis. %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td><strong>Clerical</strong></td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td><strong>Sales, marketing</strong></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>15</td>
<td>49</td>
</tr>
</tbody>
</table>

The table above shows the percentage of workers in different job categories with and without disabilities. The data indicates that the top 5 job categories are Health, Engineering, Teaching, Clerical, and Sales, marketing, with a subtotal of 15% and 49% respectively.
Job Category, continued

• Bachelor’s degree:

Person-related, helping

- D: 29%
- 22%

STEM

- D: 19%
- 23%
### Earnings (Hourly Wage)

<table>
<thead>
<tr>
<th>Hourly wage*</th>
<th>Dis. %</th>
<th>No Dis. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7.25 or less</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>$7.26 – 14.99</td>
<td>28</td>
<td>20</td>
</tr>
<tr>
<td>$15.00 – 21.99</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>$22.00 – 40.00</td>
<td>27</td>
<td>35</td>
</tr>
<tr>
<td>&gt; $40.00</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Average</td>
<td>$25.66</td>
<td>$27.99</td>
</tr>
<tr>
<td>Median</td>
<td>$18.00</td>
<td>$20.00</td>
</tr>
</tbody>
</table>
## Job Search Barriers

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Dis. %</th>
<th>No Dis. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not enough training</td>
<td>44</td>
<td>48</td>
</tr>
<tr>
<td>Employers assume can’t do job*</td>
<td>37</td>
<td>25</td>
</tr>
<tr>
<td>Lack of transportation</td>
<td>31</td>
<td>24</td>
</tr>
<tr>
<td>Less pay than others*</td>
<td>31</td>
<td>21</td>
</tr>
<tr>
<td>Negative employer attitudes*</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>Not enough education</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>
IMPACT OF COLLEGE ON POST-GRAD EMPLOYMENT
College Major: Impact on Employment

D = Disability

Health sciences vs. other majors

73% D
81% D

Education vs. other majors

85% D
79% D

Computer science vs. other majors

85% D
78% D
Services Used: Impact on Employment

- **Accessibility services**: 82% D, 74% D
- **Academic advising**: 81% D, 71% D
- **Career services**: 81% D, 74% D

D = Disability
Internships: Impact on Employment

Disability

- Currently employed: 72%
- Not currently working: 54%

No Disability

- Currently employed: 68%
- Not currently working: 53%
Work during College: Impact on Employment

Disability

Currently employed: 72%
Not currently working: 53%

No Disability

Currently employed: 71%
Not currently working: 47%
PREVIEW OF FUTURE ANALYSES
Further Analyses Planned

• Quantitative:
  - Outcomes by disability type
  - Variation by type and location of institution

• Qualitative:
  - Advice for future college students to help prepare for work after graduation
Sample of General Comments

• Examples of general advice given by RCG:

  “Learn how to interview…”
  “Experience is everything. If you can, job shadow someone in your field…”
Sample of Disability-Specific Comments

• RCG with mental health disabilities:

  “Take everything a day at a time…”
  “Be open and do not be afraid to ask for help…”
  “Know you’re not alone…”
  “Your difficulties do not make you unemployable…”
KEY TAKEAWAYS
Employment Prospects Post-College

- A college education pays off for people with disabilities
- 90% of RCG with disabilities reported holding jobs after college
- RCG with disabilities were as likely to be employed post-college as their peers without disabilities
Community College as Pathway to Employment

• RCG with disabilities were more likely than those without disabilities to use community college as a steppingstone toward completion of a 4-year degree

• About 1 in 5 RCG with disabilities earned their primary degree from community college

• Reasons cited for attending community college include lower cost, greater ease of access
Engagement in Career Preparation Activities

- RCG who engaged in career preparation activities like internships, career counseling services, and paid employment during college were more likely to be working after graduation.
- RCG with disabilities engaged in career preparation activities during college as much as their peers without disabilities.
• Because engagement in career preparation is associated with greater likelihood of post-college employment, and
• Because RCG with disabilities are participating at equivalent rates as RCG without disabilities
• Important to ensure that services (e.g., advising, career counseling) and opportunities (e.g., internships) at college are fully accessible, inclusive, and universally designed to benefit all students equitably
Striving to Work

• RCG with disabilities are striving to work
• About 1 in 5 who were currently employed overcame job search barriers related to transportation, negative employer attitudes, and employers assuming they could not do the job
• Despite being as likely to be employed as peers without disabilities after graduation, inequities remain in average earnings, typical hours worked, working arrangements, and job satisfaction
Majoring and Working in STEM

• RCG with disabilities were less likely to have majored in STEM fields and less likely to be working in STEM-related jobs after graduating.

• Among computer science majors, there was no increased likelihood of post-college employment for RCG with disabilities, as there was for RCG without disabilities.
Second Webinar

The ADA Generation and the Workplace: A Dialog with Recent College Graduates

June 24, 2020 from 12:00 to 1:00pm
Question & Answer

• Help us improve future offerings and submit questions for second webinar