

## RESEARCH QUESTION

Are there differences in life outcomes for adults with ID who attend a college or university versus those who do not?

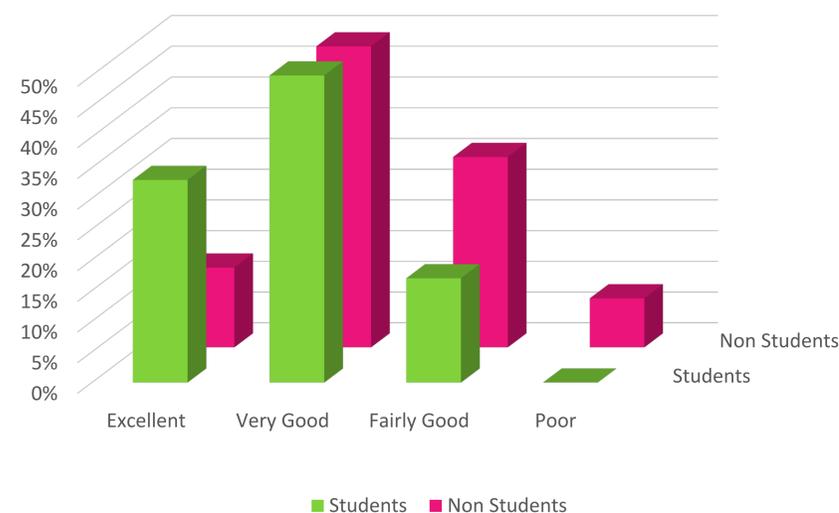
## METHODS

We surveyed life outcomes for students who have completed at least two semesters of college in Kentucky using the National Core Indicators (NCI) Adult Consumer Survey (ACS) (Human Services Research Institute & National Association of State Directors of Developmental Disabilities Services). We analyzed results in comparison to the state's ACS results. We used the results of the *NCI Adult Consumer Survey (ACS)* and the *Background Section* of the Survey.

Nineteen students represented the student group (response rate = 51.4%). The non-student group was 158 people between the ages of 18-30 in Kentucky who had been randomly selected to participate in NCI. We used Statistical Package for Social Sciences (SPSS) to generate descriptive and inferential statistics to measure differences between the two groups on a variety of life outcomes.

We will focus on areas recognized by the state's Quality Improvement Committee as lagging behind the country and the general population: health, medications, employment, and relationships.

## OVERALL HEALTH



## BACKGROUND

There has been a great migration of students with intellectual disability (ID) into the college world. The Higher Education Opportunities Act of 2008 (HEOA) has opened the door to postsecondary education to a previously untapped market of students. As a result, programs for students with intellectual disability have been developed around the country to support this historic systems change. Along with improved job prospects as one important measure of success, college participation also brings opportunity for personal and social development. With seven years passing since the HEOA, it is prudent to assess outcomes for those students who are choosing to continue their education beyond high school.

Kentucky has had focused efforts in higher education since 2008. In this study, we examine the life outcomes for individuals who have experienced higher education. Specifically, we will look at: community participation, relationships, choice making, employment, respect and rights, and health and wellness. Results for students in higher education will be compared with the state's overall NCI results. This will enable us to determine if differences exist between the groups.

## INITIAL FINDINGS

|             | Students % | Non Students % |
|-------------|------------|----------------|
| Exercise    | 73.7       | 37             |
| Medications | 50         | 69.2           |
| Employment  | 75         | 13             |
| Has friends | 83.3       | 54.2           |
| Loneliness  | 50         | 45.8           |

"Exercise" is percentage of respondents who have gone out for exercise in the past month.  
 "Medications" is percentage taking at least one psychotropic medication.  
 "Employment" is percentage of respondents working at least one hour in community-based employment in the past two weeks.  
 "Friends" is percentage responding "Yes, has friends who are not staff or family".  
 "Loneliness" is percentage of respondents feels lonely "sometimes" or "often"

## How Students Compare

to those not in higher ed



## IMPLICATIONS

It appears that participation in higher education can positively impact life outcomes across a variety of domains. It also further indicates that the loneliness indicator is multi-faceted, and lends support to the notion that, while students are included in integrated and inclusive higher education settings, true inclusion may not be taking place. To date, this is the first study of its kind, using a tool that has been adopted by a majority of states as a marker of service quality for individuals with developmental disabilities. Additional research is warranted, particularly as greater numbers take advantage of the changing landscape of postsecondary opportunities.

## LIMITATIONS

This study represents a first step in utilizing a nationally recognized instrument that takes a holistic view of outcomes for adults with IDD to assess impact of participation in higher education. While the results are promising, further study using larger samples is warranted.

## REFERENCE

Human Services Research Institute and National Association of State Directors of Developmental Disabilities Services. (2012). *Using national core indicators (NCI) data for quality improvement initiatives*. Retrieved from [http://www.nationalcoreindicators.org/upload/core-indicators/using\\_national\\_core\\_indicators\\_data.pdf](http://www.nationalcoreindicators.org/upload/core-indicators/using_national_core_indicators_data.pdf)