**Disability Resource Center**

**MISSION STATEMENT**
The mission of the Purdue Disability Resource Center (DRC) is to provide leadership, guidance and facilitation of equal access for disabled students resulting in students’ full participation in curricular and co-curricular offerings.

**VISION STATEMENT**
The DRC aims to provide institution-wide advisement, consultation, and training on disability-related topics including: legal and regulatory responsibilities; inclusive design; disability history and scholarship. The DRC will promote an informed and inclusive campus environment that actively addresses institutional barriers. It will empower students with self-advocacy skills related to civil rights and social justice while providing individual services and facilitating accommodations for disabled students. The DRC strives to develop a national reputation as a leader in higher education disability services.

**PROGRAM GOALS**
DRC staff will:

- Educate the campus community resulting in an increased percentage of students with disabilities registered with the DRC at Purdue University.
- Educate and raise awareness within the campus community referencing disability as a form of diversity with its tenets of social justice and civil rights.
- Proactively promote a truly accessible, inclusive Purdue environment.
- Provide guidance to the campus community toward achieving full access to buildings, programs, activities, education, and online resources (from project planning to implementation).
- Develop processes to reduce or eliminate burden on student DRC participants and faculty.
- Raise the campus profile of the DRC as the primary student resource for disability matters on campus.
- Improve partnerships among campus intersections with diversity.
- Increase DRC student’s utilization of the Center for Career Opportunities (CCO)—focusing specifically on career counseling, job-seeking strategies, accommodations and self-advocacy skills.
- Explore and initiate opportunities to develop partnerships resulting in facilitating inclusive design of instruction.

**LEARNING OUTCOMES**
- DRC students will increase their understanding of the historical medical model of disability and what distinguishes it from the present social model of disability.
- Through their interactions with the DRC, students will understand that barriers they face are environmental design flaws as opposed to the traditional model of individual failing.
- Students will understand the role of the Letter of Accommodation (LOA) in their work with faculty and the DRC in achieving access.
- Students will understand the LOA can be a flexible working document that can be modified in relation to the individual’s learning environment.
- As a result of meeting with an access consultant, DRC students will understand the role of the DRC in assisting with implementing accommodations.
- Students will increase their knowledge of legal rights and responsibilities, in addition to understanding the process of solving a complaint, up to and including filing a grievance.
- As part of the DRC’s partnership with CCO, students will improve their knowledge and participation in focused initiatives employers offer to increase recruitment and retention of students with disabilities.
**ASSESSMENT PLAN**

To ensure progress is being made toward the aforementioned DRC goals and desired learning outcomes, the following assessment practices will be initiated and/or continued this year:

- Develop and maintain an accurate understanding of who our students are and their outcomes over time.
- Rigorously collect and continuously study transactional information on all of the DRC’s interactions with students.
- Systematically evaluate the programs stated Learning Outcomes.
- Evaluate DRC student participants’ academic performance when compared to the general population.
- Systematically collect feedback from participants after presentations, workshops, and campus events. Specific opportunities include March Disability Awareness Month events and programming.
- Develop an improved approach toward evaluating DRC programs such as student advisory committee, Eye to Eye, GAME group and DRC Peer Mentoring program. Evaluation will follow similar mentoring campus models of assessment.
- Explore new opportunities to evaluate DRC case management and student-DRC interactions pending the implementation of a new integrated system. This system (to be implemented in 2017) may also be used to explore trends and demographics in DRC student population.
- Perform a self-assessment using the Council for the Advancement of Standards (CAS), with a long-term goal of requesting assessment from a third-party evaluator.
- Evaluate SmartPen™ technology pilot using student surveys and anecdotal feedback.

**CONTRIBUTIONS TO STUDENT SUCCESS**

The DRC contributes to the institutional goal of enhancing retention rates, graduation rates, GPA success, and satisfaction levels of Purdue students by:

- Facilitating conversations on campus regarding universal design.
- Developing academic accommodations when a design solution is not available.
- Facilitating accommodated testing environments.
- Providing continued support to DRC students who participate in the Eye to Eye mentoring program, DRC Peer Mentoring program, and GAME group.
- Referring students to key campus resources including the Assistive Technology Center (ATC), Counseling and Psychological Services (CAPS), CCO, Academic Success Center, Supplemental Instruction, and Veterans Success Center.
- Providing access to alternative format course print materials.
- Conducting meetings with academic advisors, administrators and other key stakeholders to help shift the disability paradigm to one of diversity with tenets of social justice and civil rights.

**CONTRIBUTIONS TO THE UNIVERSITY’S DIVERSITY ACTION PLAN**

The DRC contributes to the Provost’s Advisory Committee on Diversity (ACD) Action Items in the following ways:

- **Increase diversity in student enrollment:**
  - The DRC will continue to develop a more welcoming environment for prospective students through messaging on their website, publications, processes, and procedures whereby we reduce the number of steps a student has to take to gain access versus the nondisabled student experience.
  - The DRC will promote disability as another form of diversity when the department has an opportunity to speak with graduate and undergraduate academic program faculty and staff.
  - The DRC will invest in systems that allow the department to improve its reporting of undergraduate and graduate/professional student enrollment numbers who are registered with the DRC.
• **Retain diverse students:**
  - By definition, the services provided by the DRC are designed to ameliorate environmental barriers to full participation and learning that impact registered disabled students. The DRC’s current focus is to provide academic accommodations, thus impacting in a positive manner the retention of students who identify as disabled.
  - Over the next year, the DRC will explore more concrete data gathering opportunities from which it can better assess analytically student retention rates of disabled students compared to their nondisabled peers.

• **Increase diversity in faculty and staff hiring:**
  - All future staff hiring opportunities will emphasize consideration of a broad pool of diverse applicants. This will be assured through strategic position announcement postings in an effort to attract a diverse applicant pool. The DRC will work closely with human resources in these efforts.

• **Retain diverse faculty and staff members:**
  - DRC staff will explore the opportunity to assure university professional development resources focused on retention of diverse faculty and staff members include disability as a form of diversity.
  - DRC staff will act as a resource for these training activities.

• **Embed diversity in the curriculum and create inclusive classroom settings:**
  - DRC staff will continue to seek opportunities to influence the larger campus community to think in terms of disability as another aspect of diversity, civil rights, and social justice. This will be accomplished through public speaking opportunities, including class presentations.
  - DRC staff will work with instructional designers in an effort to identify opportunities to develop inclusive classroom practices that recognize disability.
  - DRC staff will also advocate for the inclusion of the Disability Studies Academic field in the design of course content. In conjunction with faculty from the Disability Studies minor, the DRC will co-sponsor a Disability Studies Symposium or other visiting Disability Studies scholars’ public speaking offerings.

• **Provide co-curricular activities in support of diversity and inclusion mission:**
  - DRC staff will work to assure that Disability is considered a form of Diversity in co-curricular activities planning.
  - The DRC currently participates with West Lafayette Junior/Senior High School in a peer mentoring program which involves Purdue students mentoring West Lafayette students. This is an opportunity to engage the West Lafayette community in the concept of Disability as another form of Diversity.
  - The DRC will develop a Student Advisory Committee to inform the DRC, and ultimately the greater University Community about the disability experience.
  - DRC staff will engage Intramural sports administration to begin conversations aimed at making adaptive sports part of the fabric of intramural sports programming.

• **Educate leaders to foster diversity and inclusion:**
  - DRC staff will offer to participate in training educational leaders through a presentation titled: Rethinking the Disability Paradigm: Disability as another form of Diversity, Social Justice, and Civil Rights. This presentation reviews the social construct of disability with the goal of reframing disability through a social justice lens.
  - The DRC will develop a Student Advisory Committee to inform the DRC, and ultimately the greater University Community about the disability experience. This group will act as a resource pool to educational leaders.

• **Inspire involvement in enhancing diversity and reward a culture shift:**
  - DRC staff will develop a relationship with the Disability Studies minor faculty. This will be for the purpose of developing faculty diversity allies.
  - The DRC will continue to support and participate in the Focus Awards.


• **Coordinate and communicate diversity efforts:**
  - DRC staff will contribute to the communication of disability as diversity efforts to the greater campus community as those events take place.
  - The DRC also is represented on various committees that are focused on inclusive design and campus Diversity efforts.

• **Evaluate progress toward achieving diversity goals:**
  - The DRC publishes an annual report which includes progress towards stated goals. A section of future annual reports will include the contributions DRC makes towards the overall ACD action items.

**NOTABLE CHANGES AND ACCOMPLISHMENTS SINCE 2014-2015**

- Changed title of “accommodation specialist” to “access consultant” to be more reflective of the work performed and better aligned with higher education disability services.
- Expanded accommodated testing hours.
- Implemented a courier service to expedite pickup and delivery of accommodated exams.
- Hired a new director, Randall Ward, who also serves on the Association on Higher Education and Disability (AHEAD) professional development committee. Is also the AHEAD liaison with FARE (Food Allergy Research & Education).
- Continued to serve increasing numbers of students with disabilities (85 percent growth from fall 2010 to fall 2015).
- Experienced continued growth in use of the DRC Testing Center.
- Worked with Student Success Programs to provide information and increased outreach to new students and parents during orientation events.
- Initiated campus orientation and mobility services for individuals with vision impairments through a contract with a third-party vendor in Indianapolis.
- Participated in all major information fairs and events.
- Completed a business case analysis to buy an electronic system to automate DRC business practices (implementation scheduled for 2017).
- Continued work toward updating and revising all accommodation policies and procedures.
- Completed transition to using the Daisy Format for all e-text in Alternative Formats.
- Reviewed and updated all test center policies and practices.
- Used data kept in Banner to produce data reports summarizing student disability and demographic information (i.e., gender, veteran program status, residency, student population, classification, term GPA, cumulative GPA, academic standing, college, STEM counts, campus, and ethnicity) and DRC Testing Center counts.
- Joined newly formed Provost Advisory Committee on Diversity.
- Met with the new Faculty Advisory Committee in fall and spring.
- Arranged for a free pilot of an electronic note-taking system, which will begin in 2017.
- Improved procedures for housing and dining accommodations.
- Worked with the Provost’s office and Space Management to develop a plan for moving DRC to a more accessible location.
- DRC staff attended the national AHEAD conference in Indianapolis in July. Other staff attended conferences including National Test Center Administrators (NTCA) and Accessing Higher Ground accessibility conference in Colorado. Alternate format staff attended a training hosted by National Federation of the Blind regarding E-Pub.
- Established relationship with faculty member involved in development and instruction of new disability studies minor (started in fall 2016). Established an additional relationship with faculty member teaching English 106, which included embedding Disability into the curriculum.
- Established student advisory committee.
- Launched an updated website.
-Introduced SmartPen™ technology to broader Student Success initiatives to improve note-taking (being piloted in Academic Success Center).
• Partnered with Purdue Testing Center to develop on-call system to provide both PTC and DRC with proctored exam coverage.

**OUR DATA**
See attached:
APPENDIX A: DRC DATA

**OUR STORY**
In the 1970s, a group of Purdue students pioneered a movement at Purdue to increase disability accessibility on campus. The Rehabilitation Act of 1973, prohibiting discrimination based on disability in programs supported by federal agencies, gave students the foundation to propose that changes be made to increase physical access. Changes included ramps, curb cuts, new elevators, additional accessible seating and restrooms in athletic facilities, and increased numbers of handicap-accessible parking spots. In 1987, Dr. Betty Nelson became the Purdue University Dean of Students. As Dean, Dr. Nelson helped establish Purdue’s first Disability Resource Center.

In 1990, the Americans with Disabilities Act became law. Title II of the ADA prohibits all state and local governmental entities, including public colleges and universities, from discriminating against people with disabilities. Universities must make reasonable accommodations to provide students with disabilities an equal opportunity to participate in courses, programs, and activities. This includes extracurricular activities. These accommodations include academic adjustments or modifications such as extended time for test taking or completing course work; substitution of specific courses to meet degree requirements; modification of test taking or performance evaluations. Accommodations can also take the shape of auxiliary aids and services such as qualified sign language interpreters, note takers, readers, braille, large print, and electronic formats of print materials (e-text), and adaptive equipment.

In 2014, DRC was realigned from Dean of Students to Student Success Programs, along with the Purdue Testing Center. The Purdue Testing Center now reports to the DRC director.

The mission of the Purdue Disability Resource Center (DRC) today is to ensure qualified students with disabilities (long-term or short-term) equal access to all University programs, services, and activities. The DRC supports students with disabilities by coordinating accommodations, educating the University community about disability issues and rights, and promoting an informed and inclusive campus environment that actively addresses institutional barriers.

**YEARLY CYCLE & TIMELINE**
Students requesting accommodations must identify themselves to the office and provide documentation of their disability. Students may self-identify at any time during the year.

Based on documentation and information provided by students, a professional judgment is made to determine whether or not students are eligible to receive academic adjustments and auxiliary aids. Students who are deemed eligible for services are then registered with the DRC. Academic adjustments and auxiliary aids and services are determined on a case-by-case basis.

Students are then provided with accommodation letters to share with their faculty members. The letters outline the accommodations that need to be provided. Students, according to their choice, participate in courses with or without accommodations. Course accommodations may be re-evaluated on an as-needed basis.

DRC administers accommodated examinations with faculty request throughout the semester and during final exams week.
**BENCHMARK PROGRAMS**

The DRC benchmarks against the following programs:
- University of Arizona
- University of Arkansas-Little Rock
- Missouri State University
- Miscellaneous disability services programs and legal precedent

The DRC also utilizes the following resources to stay up-to-date on research and best practices:
- AHEAD (Association for Higher Education and Disability)
- Council for the Advancement of Standards in Higher Education
- Disability Compliance and Higher Education (newsletter summarizing legal decisions pertaining to disabilities)
- Professional conferences and webinars
  - AHEAD (Association for Higher Education and Disability)
  - IN-AHEAD (Indiana Association for Higher Education and Disability)
  - LDA-IN (Learning Disability Association of Indiana)
  - ASA (Autism Society of America)
  - Great Lakes ADA (Americans with Disabilities Act) webinars
  - ADA Accessibility Education seminars

**OPPORTUNITIES FOR FUNDRAISING AND DEVELOPMENT**

**General opportunities:**
- DRC is planning to move to a more accessible and central location to better serve our students. The move should afford some opportunities for raising funds for the new space.
- DRC will work with the Faculty Advisory Committee to increase faculty outreach in the coming year.
- DRC will incorporate a fundraising section into its new website.
- DRC leadership is planning to participate in Purdue’s next Day of Giving.

**Future growth: Students**
- Develop broader environment for adaptive athletics.
- Continue to develop relationship with Veterans Success Center and explore overlapping initiatives and opportunities.
- Become more active in the transition process for students coming from Indiana’s K-12 disability environment.

**LEGEND**

Assistive Technology Center (ATC)
Center for Career Opportunities (CCO)
Counseling and Psychological Services (CAPS)
Disability Resource Center (DRC)
Asperger’s Support Group (GAME)
Association on Higher Education and Disability (AHEAD), national professional organization for disability services in higher education
DRC INFOGRAPHIC

DRC facilitates access for students with disabilities to all University offerings. We develop accommodations with students while also informing the campus community about inclusive design.

**We Accommodate:**
- Exams
- Classrooms
- University
- Communications

**Peer Mentor Program**
Pairing incoming students with disabilities with upper class students with disabilities

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**Students with Disabilities**

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**Program Goals**
- Collaborate with faculty, staff and students to make Purdue accessible to all
- To help the university community reframe disability as an aspect of diversity
- To partner with students and faculty regarding the implementation of accommodations
- To be a campus wide resource
### APPENDIX A: DRC DATA

#### Primary Disability

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#### All Disabilities (Students with multiple disabilities are counted more than once)

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### Classification

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### Academic Standing (End of Semester)

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### DRC Undergraduate vs All Purdue Undergraduate Retention and Graduation Statistics 2011-2015

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