

2022-23 PROGRAM OVERVIEW

MISSION STATEMENT

The Disability Resource Center (DRC) provides leadership, guidance, and facilitation of equal access for disabled students resulting in their full participation in curricular and co-curricular offerings. The DRC contributes to the design of inclusive environments for all campus participants through education and collaboration with students, faculty, staff, and community partners.

VISION STATEMENT

The DRC will be a global leader in developing environments that promote full inclusion for all participants in curricular and co-curricular offerings. The DRC's vision for Purdue is that all offerings are developed through the lens of "inclusion by design."

PROGRAM ELEMENTS

The DRC offers a comprehensive and coordinated approach in meeting a diverse set of needs across the Purdue campus. Program elements include:

- Individual meetings with students via an interactive process that captures environmental barriers to access and results in individual solutions on a per-student basis.
- Developing alternative formatted course learning materials that are useable by students.
- Consultation with faculty/instructors on the implementation of course-related accommodations without fundamentally altering the course.
- Referral and liaison interactions with campus and community people, programs and resources that can benefit student development.
- Participation in campus recruitment events and outreach to students and families considering enrollment at Purdue.
- Consultation with instructors, staff on Purdue's Innovative Learning team, and Purdue's Center for Instructional Excellence (CIE) on concepts of inclusive design of instruction.
- Assisting Purdue Testing Services (PTS) in providing accommodated testing support to faculty.
- Consulting with physical plant and new building initiatives to inform and encourage designing for useable and inclusive physical spaces.
- Class presentations centered on Disability Awareness, Inclusive Design, and Disability Culture.
- Staff/Instructional presentations that clarify the role and scope of the DRC.
- Regular ongoing interactions with University Residences and Dining and Catering regarding housing and dining accommodations.
- Consulting with Offices of Legal Counsel and Institutional Equity on an as-needed basis during the academic year.
- Development and sponsorship of a Peer Mentor program for disabled students.
- Representation of disability on a variety of diversity and inclusion initiatives and committees across campus to advance the campus understanding of how environmental design barriers affect the full participation and equitable use for all.
- Consultation with other campus-supported offerings to assure these offerings are accessible by design.
- Serve as resource to the broad campus community on re-thinking the disability paradigm.

Program OUTCOMES

The DRC supports an environment focused on reducing student burden to have equal access to curricular and co-curricular activities. As a result of their interactions with the DRC, students will:

- Gain an improved understanding of their rights to equal access related to all elements of the University environment.
- Learn more about the ways the DRC can support their access (e.g., educational programming, course accessibility letters, accommodated testing, collaboration with faculty, etc.).
- Better understand the role of the DRC in facilitating the implementation of accommodations through engagement with the DRC versus direct negotiation with instructors.
- Succeed and persist at rates similar to or better than their nondisabled peers.

NOTABLE CHANGES FROM 2022-23 Academic Year

- The DRC continues to see increased growth of registered students. The DRC is serving an additional 473 students compared to the previous year. This is a 0.7% growth.
- Effective May 2023, the Disability Resource Center (DRC) Testing Center and the Purdue Testing Center have merged to form a new unit – Purdue Testing Services (PTS). PTS will be a “one stop shop” for testing services at Purdue and is no longer housed under the DRC.
- The Usable Materials Center (UMC) was fully operational and completed 5,860 document remediations. 27 Faculty members chose to send materials for 25 courses and 18 Staff members utilized the UMC service. The UMC did 6 presentations on how to create accessible documents.
- The DRC continues to make modifications to the case management software called [Accessible Information Management](#) (AIM). As processes are refined, the features of AIM are modified to suit the unique needs of the DRC.
- The DRC Peer Mentor Program (PMP) continues to see record participation. Participation by students set new records of 57-mentees and 34-mentors. Students have taken a larger responsibility for planning and organizing events which was conducted by eight senior mentors. The DRC hosted a total of 11 social events, 8 educational workshops, and 14 outreach/tabling events. There was an 87% participation rate of students attending 6 events a semester.
- The DRC, in conjunction with the Teaching and Learning leadership, developed and launched a Faculty Advisory committee during Spring 2022. This group developed curriculum designed to educate instructors on “Neurodiversity in the College Classroom: Improving Educator and Peer Support.” They also developed and launched a DRC Student Survey (Spring 2023).
- The DRC conducted an Accessibility Audit of a makerspace for the Purdue Library (Knowledge Lab). The point of the project was to do an assessment of the usability of that space for diverse users. A report and recommendations were provided to increase the usability of that space.
- Parking accommodations were rated the most unsatisfactory for student experience on the 2023 DRC Student Survey. To address these concerns, a liaison relationship was created between Purdue University Parking and the DRC. University Parking and the DRC developed a more streamlined process for accessing parking accommodations. University Parking opened more spaces for students with disabilities and made the pass type and price more equitable.
- The DRC onboarded and trained 7 new staff members. There was a significant investment in time and resources with recruiting, onboarding, and training staff.
- Mandie Greiwe started as the new DRC director in November of 2023.

- We have begun planning for the implementation of Purdue Indy. The DRC plans to have two staff members on site. One starting in January 2024 and one starting in July 2024.

Program Assessment

A review of the 2022-2023 cohort retention of DRC registered students shows that those students who requested their course accommodations were retained at a higher level than those students who chose not to request course accommodations. However, their retention rates were lower than the general population.

The DRC is in the early stages of developing an internal self-study that will evolve into an external review of program elements. This is part of a larger initiative by the Provost Office with the DRC being an early adopter. It is anticipated this will continue into the next academic year.

A long-term goal is to gain an understanding of the reasons why students with disabilities in general have poorer outcomes than all other students and what actions can be taken to mitigate barriers to success.

Fostering Belonging and Campus Culture of Inclusive Excellence

The DRC program includes several initiatives to foster a sense of belonging and promote a campus culture of inclusive excellence. First, the DRC developed a stronger liaison relationship with Purdue Horizons and Purdue Promise. Both programs seek to ensure equal educational opportunities regardless of race, ethnic background, or economic circumstance for Purdue students. Secondly, the DRC did numerous programs across student organizations and academic programs to educate on how disability is a form of diversity and to promote inclusivity. Finally, the DRC Peer Mentor program directly programs to address belonging for students with disabilities. Every month, students in the Peer Mentor program had access to a social event and an educational workshop. There was an 87% participation rate for the Peer Mentor program.

OUR DATA

See attached data summary:

2022-2023 DRC Data

Overall DRC Population

Figure 1: Total DRC Students by Academic Year as a Percent of the Total Purdue Population

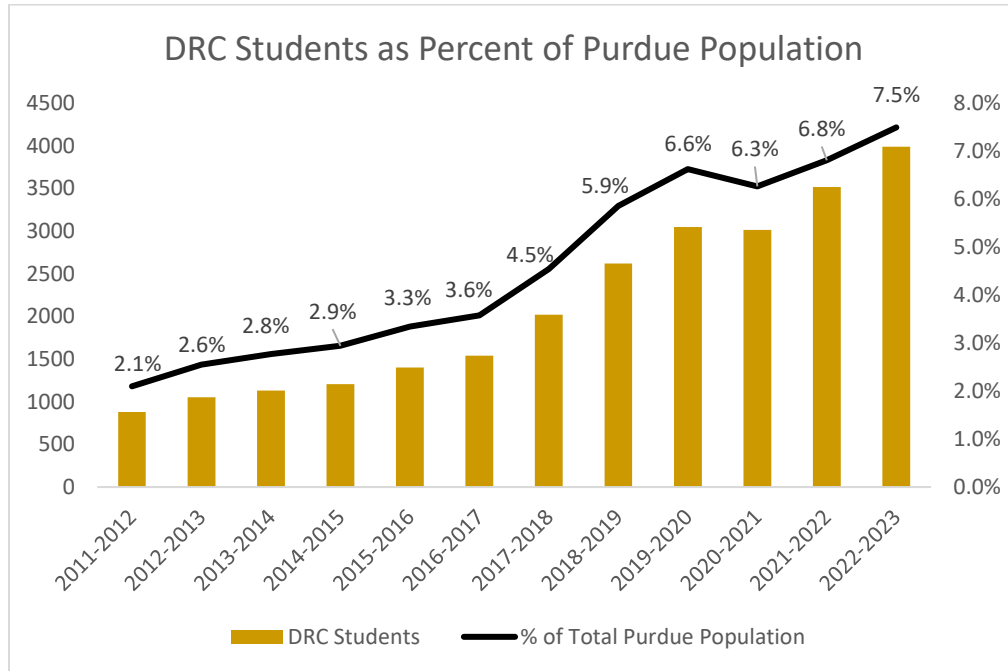
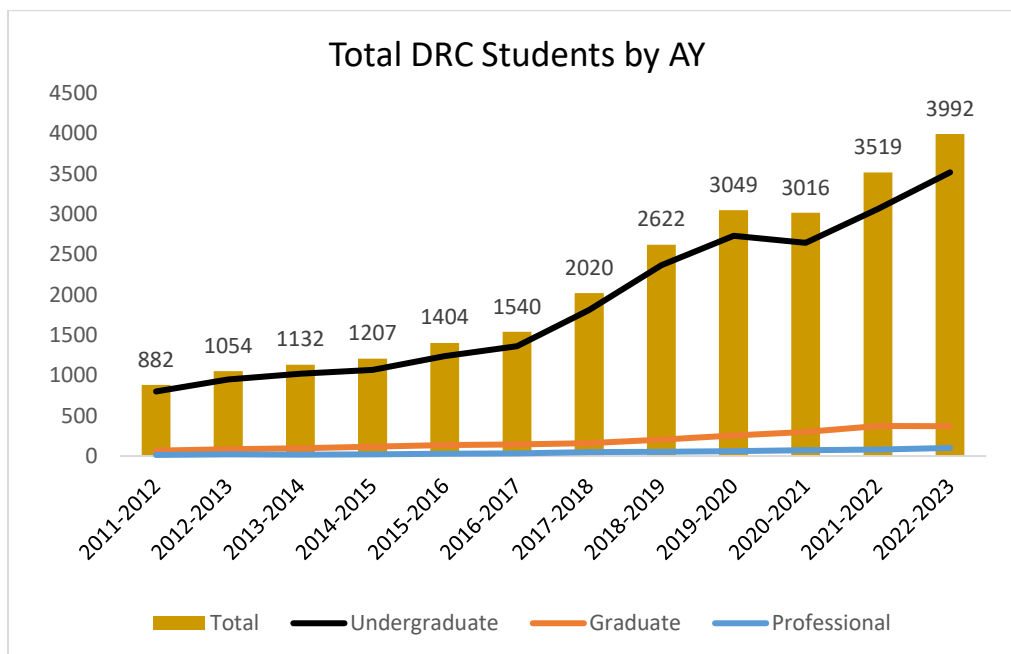


Figure 2: Total DRC Students by Academic Year with Student Level



DRC Student Demographics

Table 1: Total DRC Students by Academic Year

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Undergraduate	1239	1363	1810	2366	2729	2644	3065	3519
Graduate	135	144	160	202	257	298	373	372
Professional	30	33	50	54	59	74	81	101
Total	1404	1540	2020	2622	3049	3016	3519	3992

Table 2: All Disabilities by Academic Year (Students with multiple disabilities are counted more than once)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ADD/ADHD	507	566	667	791	848	1019	1162	1449
Autism Spectrum Disorder	63	68	86	116	121	159	172	211
Chronic Health Condition	224	314	432	602	717	715	609	754
Communication Disorder	12	15	22	24	19	16	8	9
Hearing	41	37	42	59	51	63	66	70
Learning Disability	254	285	312	377	371	394	423	432
Physical Disability	22	21	27	44	43	43	50	79
Neurological Condition	65	85	99	96	98	91	53	29
Mental Health	295	412	571	852	914	1037	1053	1350
Temporary	132	100	154	203	176	152	116	93
Traumatic Brain Injury	17	15	26	32	34	33	41	41
Vision	43	43	36	39	42	48	53	61

Table 3: Gender (Percent of Total Population in Parentheses)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Female	640 (3.6%)	798 (4.3%)	1022 (5.3%)	1394 (6.9%)	1654 (7.9%)	1658 (7.6%)	1959 (8.9%)	2075 (10.05%)
Male	764 (3.2%)	818 (3.3%)	998 (4.0%)	1228 (4.7%)	1391 (5.2%)	1358 (4.8%)	1560 (5.3%)	1622 (5.83%)

Table 4: Underrepresented Minority (Percent of Total Population in Parentheses)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
URM	168 (4.5%)	219 (5.6%)	297 (7.0%)	384 (8.5%)	434 (8.7%)	455 (8.0%)	542 (9.7%)	546 (10.17%)
Non-URM	1236 (3.2%)	1397 (3.6%)	1723 (4.3%)	2238 (5.4%)	2611 (6.1%)	2561 (5.7%)	2977 (6.5%)	3151 (7.31%)

Table 5: Ethnicity (Percent of Total Population in Parentheses)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
White	1056 (4.3%)	1184 (4.7%)	1437 (5.6%)	1831 (6.8%)	2114 (7.6%)	2096 (7.2%)	2394 (8.2%)	2696 (9.2%)
Hispanic	82 (4.6%)	89 (4.7%)	138 (6.4%)	190 (8.2%)	222 (8.4%)	255 (8.3%)	311 (10.1%)	325 (9.7%)
2+ Races	42 (4.7%)	59 (6.2%)	81 (6.9%)	116 (8.3%)	146 (9.1%)	147 (7.9%)	195 (10.0%)	227 (10.7%)
Asian	52 (2.1%)	66 (2.4%)	88 (2.9%)	137 (3.8%)	173 (4.2%)	172 (3.6%)	535(4.8%)	313 (5.2%)
Black	61 (4.6%)	88 (6.4%)	101 (7.0%)	125 (8.7%)	125 (8.5%)	114 (7.2%)	109 (7.5%)	138 (9.8%)
Unknown	42 (4.4%)	56 (5.2%)	76 (7.4%)	76 (8.0%)	92 (10.0%)	78 (9.5%)	88 (10.5%)	93 (10.3%)
International	67 (0.7%)	68 (0.7%)	93 (1.0%)	139 (1.5%)	265 (2.8%)	146 (1.6%)	152 (1.6%)	191 (2.0%)
Other	2 (1.9%)	6 (5.2%)	6 (6.0%)	8 (8.7%)	8 (8.5%)	8 (8.2%)	15 (14.6%)	9 (10.6%)

Table 6: Veteran Program (Percent of Total Population in Parentheses)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Veteran	18 (8.7%)	18 (8.8%)	16 (7.7%)	17 (8.3%)	20 (9.4%)	16 (7.6%)	17 (6.2%)	10 (6.3%)

Table 7: Residency (Percent of Total Population in Parentheses)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Resident	772 (4.0%)	855 (4.4%)	1052 (5.3%)	1351 (6.5%)	1545 (7.3%)	1478 (6.7%)	1621 (7.7%)	1803 (8.4%)
Non-Resident	564 (4.3%)	694 (5.0%)	874 (5.9%)	1132 (7.0%)	1339 (7.7%)	1396 (7.2%)	1748 (8.3%)	1998 (9.1%)
International	68 (0.7%)	67 (0.7%)	94 (1.0%)	139 (1.5%)	161 (1.7%)	142 (1.6%)	150 (1.6%)	191 (2.0%)

Table 8: Classification

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Freshman	270	350	407	536	497	412	686	735
Sophomore	244	327	443	537	688	526	600	826
Junior	281	324	433	553	643	708	667	730
Senior	444	430	527	740	901	998	1112	1124
Graduate	135	150	160	202	257	298	373	372
Professional	30	35	50	54	59	74	81	101

Table 9: College (Percent of Total College Population in Parentheses)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
CLA	156 (5.1%)	157 (5.5%)	197 (6.8%)	255 (8.8%)	277 (10.7%)	259 (9.0%)	274 (10.4%)	318 (11.6%)
AG	105 (3.7%)	127 (4.4%)	145 (4.9%)	204 (6.8%)	264 (9.3%)	237 (8.1%)	265 (9.3%)	313 (10.5%)
HHS	157 (3.6%)	192 (4.5%)	260 (5.8%)	350 (7.2%)	428 (9.3%)	486 (9.2%)	503 (9.9%)	560 (10.6%)
EXPL	60 (4.5%)	79 (5.7%)	101 (7.3%)	120 (7.8%)	109 (8.6%)	93 (5.9%)	134 (7.8%)	128 (9.3%)
ED	29 (5.0%)	23 (3.8%)	27 (4.4%)	43 (6.4%)	50 (8.1%)	50 (7.8%)	57 (8.8%)	71 (11.0%)
Polytech	170 (4.7%)	196 (5.1%)	225 (5.5%)	277 (6.3%)	320 (7.7%)	340 (7.1%)	346 (7.6%)	746 (4.4%)
SCI	136 (3.6%)	148 (3.9%)	223 (5.3%)	292 (6.4%)	352 (7.7%)	349 (6.8%)	391 (7.4%)	454 (7.8%)
ENGR	314 (3.8%)	396 (4.5%)	489 (5.4%)	629 (6.6%)	698 (7.4%)	713 (6.9%)	843 (7.7%)	993 (8.7%)
VET	28 (4.4%)	26 (4.0%)	39 (5.5%)	47 (5.8%)	54 (7.1%)	62 (6.9%)	57 (6.2%)	86 (9.7%)
BUS	79 (2.7%)	77 (2.7%)	98 (3.6%)	140 (5.2%)	163 (6.9%)	172 (6.6%)	188 (6.8%)	230 (7.0%)
PHRM	35 (2.8%)	39 (3.0%)	50 (3.8%)	54 (4.2%)	61 (5.0%)	63 (5.0%)	79 (6.4%)	87 (6.9%)
GRAD	135 (1.3%)	150 (1.4%)	160 (1.4%)	203 (1.8%)	257 (2.6%)	299 (2.6%)	373 (2.9%)	372 (3.1%)

Table 10: Academic Standing (End of semester)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Good Standing	1263	1425	1717	2254	2676	2711	3133	3219
Academic Notice	140	190	280	342	337	278	369	312
Academic Separation	1	1	18	19	32	27	17	49

Table 11: Pell Eligible (Percent of Total Population in Parentheses)

	2022-2023
Pell Eligible	486 (9.7%)

DRC Academic Outcomes

Table 12: Undergraduate Average Term & Cumulative GPA Outcomes (Average of Total UG Population in Parentheses)

Academic Period	Fall 2022	Spring 2023
Average Cumulative GPA	3.15 (3.26)	3.17 (3.28)
Average Term GPA	3.03 (3.19)	3.05 (3.22)

DRC Student Retention and Graduation Rates

Table 13: Retention and Graduation Rates for FTFT Students who Registered with the DRC in Their First Year

		Cohort	1 Year Retention	2 Year Retention	3 Year Retention	4 Year Graduation	5 Year Graduation	6 Year Graduation
2011	DRC	124	91.13%	83.06%	76.61%	31.45%	66.94%	74.19%
	Purdue	6660	90.57%	84.34%	80.95%	51.49%	74.19%	78.74%
2012	DRC	151	85.43%	77.48%	77.48%	43.71%	64.90%	68.87%
	Purdue	6329	91.01%	86.10%	82.92%	55.85%	77.15%	81.18%
2013	DRC	157	91.08%	83.44%	78.34%	47.77%	66.88%	72.61%
	Purdue	6319	92.63%	87.69%	83.49%	58.52%	78.15%	82.20%
2014	DRC	153	81.70%	73.86%	66.01%	38.56%	58.17%	63.40%
	Purdue	6408	92.76%	88.03%	84.00%	60.25%	79.26%	83.27%
2015	DRC	245	88.16%	84.08%	76.73%	46.53%	68.98%	72.24%
	Purdue	6855	91.76%	87.26%	82.99%	60.55%	79.07%	83.03%
2016	DRC	314	84.71%	79.30%	75.80%	50.00%	70.38%	73.89%
	Purdue	7229	91.64%	87.44%	83.00%	62.64%	79.69%	83.51%
2017	DRC	420	92.62%	85.95%	79.05%	58.33%	75.71%	79.29%
	Purdue	7548	91.94%	87.80%	83.08%	65.01%	80.62%	83.82%
2018	DRC	565	89.20%	82.83%	79.65%	55.58%	75.04%	
	Purdue	8328	91.57%	87.43%	82.66%	65.69%	80.63%	
2019	DRC	499	90.98%	84.17%	77.76%	53.31%		
	Purdue	8011	93.55%	87.95%	82.32%	66.61%		
2020	DRC	414	90.82%	85.27%	80.43%			
	Purdue	8778	91.58%	86.96%	81.59%			
2021	DRC	685	89.93%	85.26%				
	Purdue	10142	90.68%	86.77%				
2022	DRC	728	89.15%					
	Purdue	9275	92.27%					

The table above includes students in the first-time, full-time fall cohorts who registered with the DRC in their first year. Many students register with the DRC for the first time after their first year. The table below shows the count of FTFT students who registered with the DRC for the first time in subsequent years & running total of FTFT registered students as a percentage.

Table 14: Number of new FTFT Students who Registered with the DRC in Each Year. Included percentages represent the running total of previous and current year(s) of FTFT Students Registered with the DRC.

	Purdue Cohort	Registered 1st Year	Registered 2nd Year	Registered 3rd Year	Registered 4th Year	Registered 5th Year	Registered 6th Year
2011	6660	124	59	34	26	19	0
		1.9%	2.7%	3.3%	3.6%	3.9%	3.9%
2012	6329	151	54	50	40	13	0
		2.4%	3.2%	4.0%	4.7%	4.9%	4.9%
2013	6319	157	55	47	27	14	4
		2.5%	3.4%	4.1%	4.5%	4.7%	4.8%
2014	6408	153	59	59	62	28	9
		2.4%	3.3%	4.2%	5.2%	5.6%	5.8%
2015	6855	245	102	88	72	22	5
		3.6%	5.1%	6.3%	7.4%	7.7%	7.8%
2016	7229	314	139	104	54	15	8
		4.3%	6.3%	7.7%	8.5%	8.7%	8.8%
2017	7548	420	149	91	45	25	13
		5.6%	7.5%	8.7%	9.3%	9.7%	9.8%
2018	8328	565	199	66	82	24	
		6.8%	9.2%	10.0%	11.0%	11.2%	
2019	8011	499	100	135	80		
		6.2%	7.5%	9.2%	10.2%		
2020	8778	414	238	147			
		4.7%	7.4%	9.1%			
2021	10142	685	254				
		6.8%	9.3%				
2022	9275	728					
		7.9%					

Preliminary review of the Fall 2021 first-time, full-time cohort of DRC students shows that students who request to use their DRC accommodations in a course are retained at a higher rate compared to students who do not request to use their course accommodations and students who do not utilize the DRC. This is not true for the Fall 2022 cohort.

Table 15: FTFT Cohort Retention by Course Accommodation Requests

		Cohort	1 Year Retention	2 Year Retention
2021	DRC Registered - Requested Course Accommodations	477	92.03%	87.63%
	DRC Registered - Did Not Request Course Accommodations	139	82.01%	76.26%
	DRC Registered - Campus Accommodations Only*	69	91.30%	86.96%
	Not DRC Registered	9457	90.74%	86.88%
2022	DRC Registered - Requested Course Accommodations	537	89.76%	
	DRC Registered - Did Not Request Course Accommodations	118	84.75%	
	DRC Registered - Campus Accommodations Only*	73	91.78%	
	Not DRC Registered	8547	92.54%	

*Students who only have accommodations for dining, housing, or parking

Accommodation Requests

Table 16: DRC Students with or without accommodation requests

Accommodation Requests	Students	Percent
Without Requests	1471	36.85%
With Requests	2521	63.15%
Total Registered Students	3992	100.00%

Table 17: Total number of course accommodations for all DRC Students.

	Total Course Accommodations
Accommodations	15251

Table 18: Term GPA for students with or without course accommodation.

Term GPA		
Academic Period	With Course Accommodations	Without Course Accommodations
Fall 2022	3.08	2.86
Spring 2023	3.06	2.92

Access Consultants

Access Consultants conduct the interactive process with students and determine what institutional barriers may exist. Access consultants work with instructors and staff to coordinate reasonable accommodations for students.

Table 19: Average Number of Students Assigned per Primary Advisor

Primary Access Consultants	Average Number of Students
Access Consultants*	671
Senior Access Consultants	647

Table 20: Average Number of Appointments per Access Consultant (Spring 2023)

Access Consultant Type	Average Appointments per Semester (Spring 23)
Access Consultants*	427
Senior Access Consultants	306

*‘Access Consultants’ are defined as established Access Consultants that have been employed long enough to manage a full workload of students. Newly hired consultants are omitted from this measure.

Figure 3: Access Consultant Appointment Meeting Type (Spring 2023)

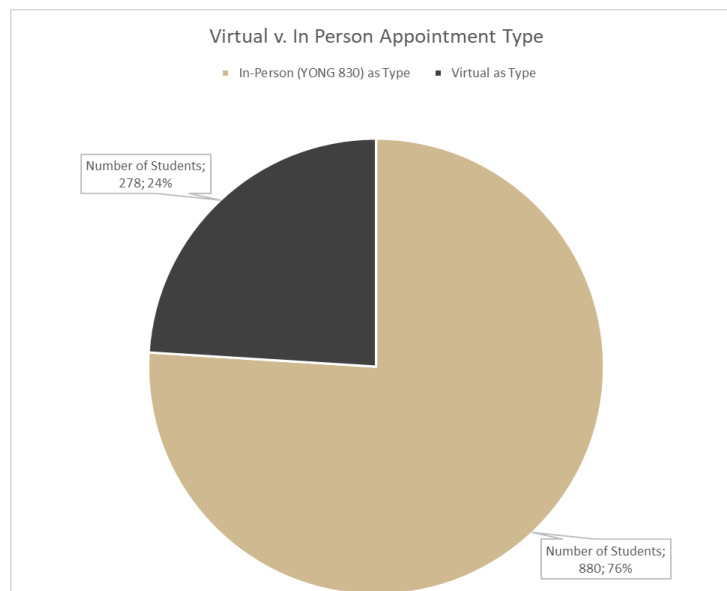


Table 21: Appointment Meeting Type (Spring 2023)

Appointment Meeting Type	Number of Students	Percent
In-Person	880	75.99%
Virtual	278	24.01%
Total Appointment Requests	1158	100.00%

Table 22: Appointment Meeting Status (Spring 2023)

Appointment Status	Number of Students	Percent
Attended	831	71.76%
Cancelled	166	14.34%
No-Show	103	8.89%
Scheduled	43	3.71%
Missed	14	1.21%
Follow Up Required	1	0.09%
Processing	0	0.00%
Grand Total	1158	100.00%

Figure 4: Access Consultant Appointment by Type (Spring 2023)

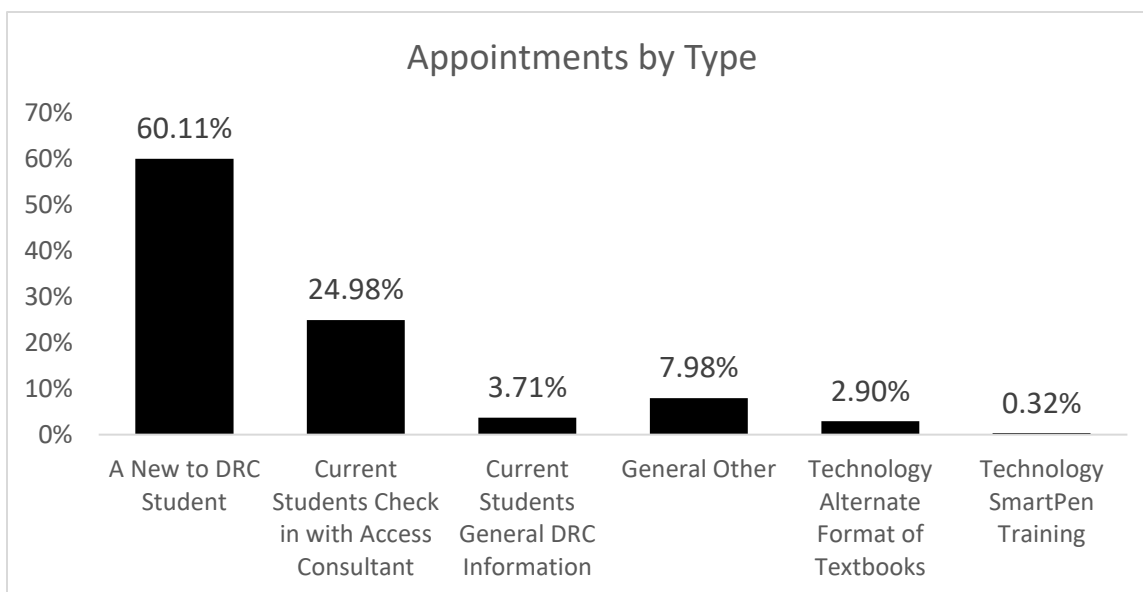


Table 23: Appointment Type (Spring 2023)

Appointment Type	Count	Percent
A New to DRC Student	746	60.11%
Current Students Check in with Access Consultant	310	24.98%
Current Students General DRC Information	46	3.71%
General Other	99	7.98%
Technology Alternate Format of Textbooks	36	2.90%
Technology SmartPen Training	4	0.32%
Grand Total	1241	100.00%

Accommodations

Table 24: Number of DRC Students Accommodation by Accommodation Type

Accommodations	Number of Accommodations	
	Fall 2022	Spring 2023
Housing	514	500
Campus Access (Housing Excluded)	587	567
Alternative Formats	583	573
Classroom Access	1947	1970
Communication Access	70	62
Notetaking Services	133	111
Testing Accommodations	2771	2805

Accommodation Request Forms

Table 25: Average Number of days until first appointment after initial request is submitted.

	Appointment Wait Time (in days)	
	Fall 22	Spring 23 **
Time to First Appointment	13.3	15.2

**Two outliers over 50 days omitted from Spring average.

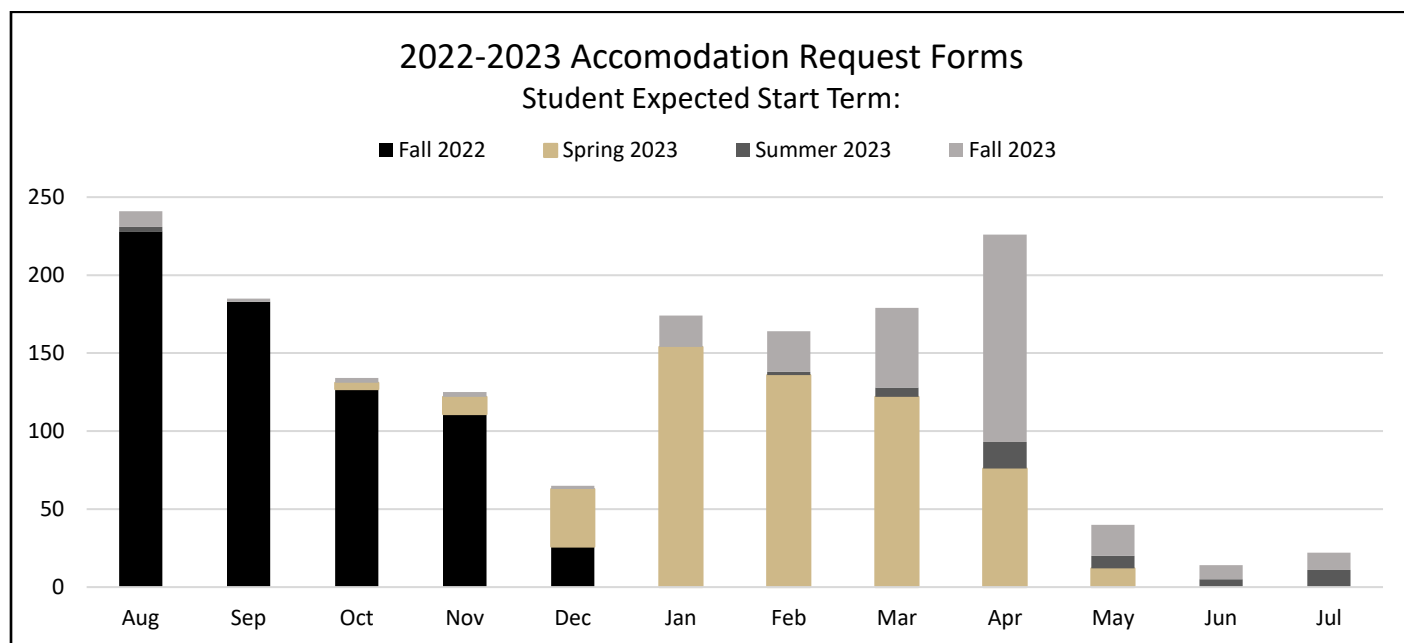


Figure 4: Number of Accommodation received throughout the 2022-2023 year*. Legend represents the student's upcoming expected start term.

*Not shown: 3 appointments for the Summer 2024, Spring 2024, & Fall 2024 terms.

UMC

- Projects: 8/01/22 through 8/31/23 total of 5860 items for projects of varying sizes and complexity uploaded to Trello; remediated, proofed, screen reader tested, and returned.
- 27 Faculty members chose to send materials for 25 courses.
- 18 Staff members utilized the UMC service.

Table 26: UMC Presentations by Type (Spring 2023)

UMC Presentations (Spring 2023)			
Date	Subject	Method	Number of Attendees
Jan. 2023	Liberal Arts	Virtual	10
Feb. 1, 2023	Liberal Arts	Virtual	1
March 6, 2023	Anthropology	Virtual	15
March 27, 2023	ASEC	Live	25
April 28, 2023	PU Online	Virtual	2

Peer Mentors

Participation:

- 8 Senior Mentors
- 34 Mentors
- 57 Mentees

Events:

- 11 Social Events
- 8 Workshops
- 14 Table Events
- 87% Full Participation Rate

Sense of Belonging

Table 27: SERU Spring 2023 Sense of Belonging Responses compared to All UG Purdue.

% of students responding "Agree" or "Strongly Agree" to each of the following statements:			
	DRC Students	All Other Students	Overall
<i>I am valued by the campus community.</i>	46.21%	61.01%	59.32%
<i>I am accepted by the campus community.</i>	64.71%	75.48%	74.25%
<i>I am a part of the campus community.</i>	53.45%	67.29%	65.71%
<i>I can be myself in the campus community.</i>	66.55%	75.55%	74.53%
<i>I am respected by the campus community.</i>	60.34%	73.59%	72.08%

Appendix A: WEBSITE ANALYTICS

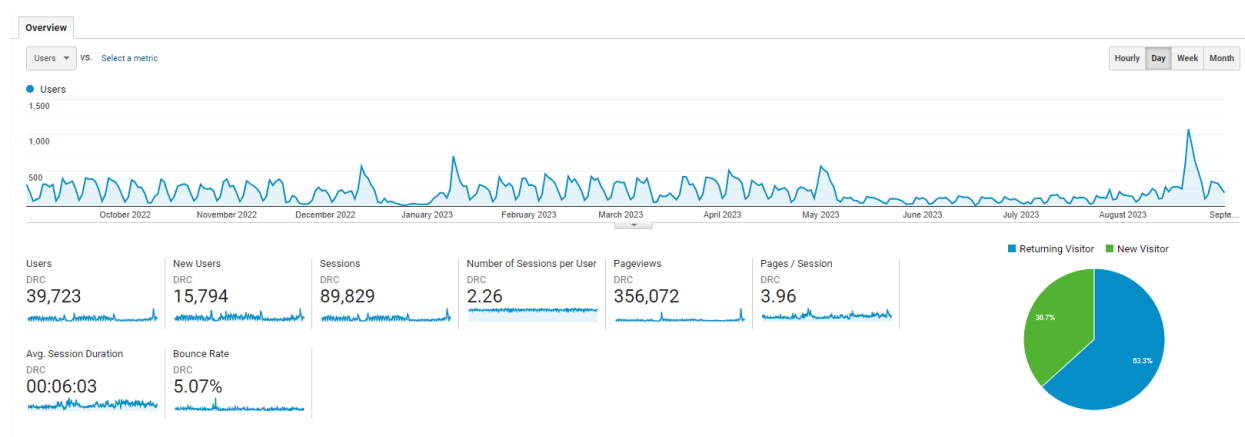
The following data is gathered from Google Analytics, a data tracking website used across the world to learn about website performance, user demographics, and more. In many places, data is taken from a small percentage of users, who may or may not accurately represent the whole dataset.

All data was collected from the following dates: **Sept. 1, 2022 – Sept. 1, 2023**

The following report is broken up into three main sections:

- **Website Usage**
 - These are general statistics about total numbers of website users, page views, session times, and more. Generally, these will help to see large trends across the site such as popular times for the site throughout the year, and how users interact with the site on a basic level.
 - This section also discusses which pages on the site are most popular, and is particularly interesting for noting the success/failure of newly created pages.
- **User Demographics**
 - This section explores the types of users on the website with categories such as age, gender, and geolocation. This section can be particularly interesting for sites with very particular expected audiences, such as “undergraduate students in West Lafayette”, because we can explore the expected vs. actual audiences.
- **Technology**
 - This section shares information about the types of devices and browsers that users are utilizing. This can be helpful for web development & design purposes, because it will help us know on which devices to test the website more extensively.
- **Acquisition**
 - This section shows the ways in which users reach the website, such as via a social media post or an email.

WEBSITE USAGE – GENERAL OVERVIEW













Notable Data Points:

Last updated: November 30, 2023

- On average, users during this time frame visited **3.96 pages per session**. This is far above the typical 2.0 that we expect, which is a positive sign that the website is engaging and users are willing to explore multiple pages to learn more.
- On average, users spent **just over 6 minutes per session** on the website. This is significantly longer than other Student Success Programs websites, and is indicative of one of two things:
 - 1) Users are willing to read our content deeply, not just skim OR
 - 2) Users are unable to find the information they are looking for in a short amount of time, and the site is too content heavy. More information will be needed to discover which is more correct
- There is a clear spike in website traffic in mid-August, and two small spikes in December and January. This is understandable given that many students want to connect with the DRC towards the start of the semester (August) and a small number of incoming students want to connect at the start of the Spring semester (January)

WEB USAGE – TOP VIEWED SECTIONS OF THE WEBSITE

DRC	157,970 % of Total: 0.10% (165,843,885)
1.  /	68,097 (43.11%)
2.  /students/	33,147 (20.98%)
3.  /testing/	31,964 (20.23%)
4.  /faculty/	8,355 (5.29%)
5.  /about/	7,036 (4.45%)
6.  /index.php	4,432 (2.81%)
7.  /news/	2,168 (1.37%)
8.  /usable-materials-center.php	1,071 (0.68%)
9.  /faq.php	967 (0.61%)
10.  /events.php	429 (0.27%)

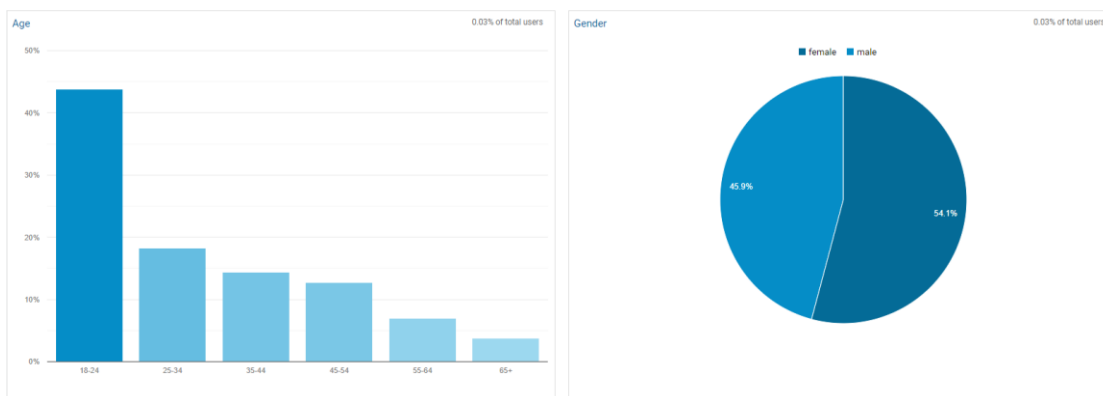
Explanation of Graphic

The chart pictured above shows the ten most viewed sub-sections associated with the URL “purdue.edu/drc/”. This also includes websites that users visited directly before or after our site.

Notable Data Points:

- Pages listed under the '/students' section of the website received significantly more traction than pages listed under the '/faculty' section (about 33k vs. 8k page views). **This implies that, although the audiences may be equal in importance for the DRC, the main audience of the website is clearly students.**
- Information under the '/testing' section of the website remains one of the most important sections of the website. This information has now been moved to <https://www.purdue.edu/studentsuccess/testing-services/>, to reflect the creation of Purdue Testing Services.
- The increased number of visits to the '/news' section of the website reenforces a need to have DRC-related news on the DRC website, as opposed to the Student Success website.

USER DEMOGRAPHICS



Explanation of Graphics

The charts above break down users by age range and gender. This data is gathered from three third-party sources who pay for user information for marketing/analytics usages.

Notable Data Points:

- **Less than half of all users were identified as undergraduate student age or below (18-24).** Although this data is not always reliable, this implies that a majority of users are staff/faculty. This is notable because the '/students' section of the website received far more views than any other section.
 - This may imply that students are willing to explore more of the website than a staff/faculty member.

TECHNOLOGY – DEVICE TYPE AND BROWSER

	DRC	39,723 % of Total: 0.10% (40,888,746)		DRC	39,723 % of Total: 0.10% (40,888,746)
<input type="checkbox"/>	1. desktop	27,207 (68.42%)	<input type="checkbox"/>	1. Chrome	20,712 (52.31%)
<input type="checkbox"/>	2. mobile	12,171 (30.61%)	<input type="checkbox"/>	2. Safari	13,853 (34.99%)
<input type="checkbox"/>	3. tablet	388 (0.98%)	<input type="checkbox"/>	3. Edge	3,114 (7.87%)
			<input type="checkbox"/>	4. Firefox	1,286 (3.25%)
			<input type="checkbox"/>	5. Safari (in-app)	173 (0.44%)

Explanation of Graphics

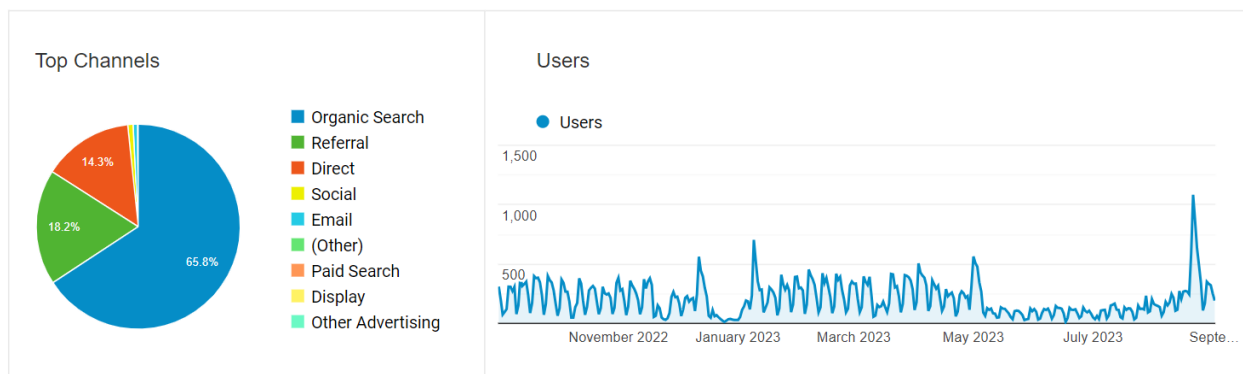
Left: The chart above breaks up website users into categories based on the type of device the user was using. The percentages are calculated based on a small number of users, assuming they are indicative of total usage.

Right: The chart above lists the most popular browsers for users on the Orientation Programs website, listed from most popular (top) to least popular (bottom)

Notable Data Points

- The device type data is particularly interesting because the total number of Mobile users is far lower (by percentage) than other Student Success Programs websites. This implies that, although mobile testing is still critical to a well-performing website, we may not need to employ a “mobile-first” strategy for future redesigns.
- Safari continues to sit towards the top of the list for Browser popularity, yet we remain unable to test our websites on Safari due to Purdue staff technology (e.g. Purdue uses Windows machines, which are unable to run Safari without additional administrative support). **This may be an issue for web and UX design.**

Acquisition



Explanation of Graphics

- “Organic Search” refers to users who found the site via a search engine (e.g. Google, Bing, Yahoo)
- “Direct” refers to users who came to the site via directly typing the link directly into their browser.
- “Social” refers to users who came to the site via a link on a social media platform
- “Referral” refers to users who came to the site via a link on another website
- “Email” refers to users who came to the site via a link from an email (this number is extremely unreliable, because these users are often lumped into other categories such as “Referral” or “Direct”)

Notable Data Points

- Nearly 20% of all users who visit the DRC website come from a link off of another website. This means that if we choose to rename any of our URLs or update our navigation, we will need to be diligent in searching for where those links exist (a list of top referral websites can be generated, if needed).