

## 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 aims to be a global leader in contributing to full access for all students participating in curricular and co-curricular activities.

## PROGRAM ELEMENTS

The DRC provides a thorough and coordinated approach to address the diverse needs of the Purdue community. Key program elements include:

### DIRECT STUDENT SUPPORT

- **Individualized Student Support:** Conduct one-on-one meetings with students through an interactive process to identify environmental barriers and create personalized access solutions.
- **Accessible Material Development:** Produce alternative format course materials that are accessible and usable for students with diverse learning needs.
- **Campus and Community Resource Liaison:** Facilitate referrals and connect students with beneficial campus and community programs, resources and support networks.
- **Accommodated Testing Assistance:** Support faculty in providing necessary accommodations for testing to ensure student access is met and establish dedicated testing support for instructors in Indianapolis through a newly created testing center, with all procedures managed and overseen by DRC staff based in Indianapolis.
- **Peer Mentor Program Development:** Develop and sponsor a peer mentorship program to support the social and academic growth of disabled students.

### COLLABORATION AND SUPPORT

- **Faculty Consultation for Accommodations:** Advise faculty on implementing course accommodations that maintain the integrity and elements of the course while meeting student accessibility needs.
- **Outreach Engagement:** Participate in events and outreach activities for prospective students and families, emphasizing Purdue's commitment to accessibility and support.
- **Collaborative Accessibility and Inclusion Support:** Contribute to university-wide collaboration to advance accessible practices, offer guidance on inclusive instructional design, consult on accessible physical space planning, promote a shift toward viewing accessibility as a shared campus responsibility, and serve as a resource to nurture a culture that values and prioritizes inclusion for all members of the university community.
- **Disability Awareness and Culture Education:** Deliver class presentations on topics including disability awareness, inclusive design, and disability culture to foster campus-wide understanding and empathy.

- **DRC Scope and Role Presentations:** Provide presentations for staff and instructional personnel to clarify the role and services of the DRC.
- **Housing, Dining and Parking Accessibility Coordination:** Maintain ongoing communication with University Residences and Dining Services to ensure students' housing, dining and parking accommodations are met.
- **Legal and Equity Consultation:** Collaborate with the Offices of Legal Counsel and Institutional Equity as needed to ensure compliance and promote equity.

## PROGRAM OUTCOMES

The DRC promotes an environment that reduces barriers for students so they can achieve equal access in all curricular and co-curricular activities. Through their engagement with the DRC, students will:

- **Understand Their Right to Equal Access:** Gain a deeper comprehension of their legal and institutional rights to equal access across all aspects of the university experience.
- **Recognize Available DRC Services and Support:** Become familiar with the various DRC services available, including educational programming, course accommodation letters, testing accommodations and faculty collaboration.
- **Clarify the DRC's Facilitative Role:** Develop a clear understanding of the DRC's role in facilitating accommodations and rely on DRC staff for support rather than independently negotiating with instructors.
- **Achieve and Persist Academically:** Perform and persist at similar or better rates than their nondisabled peers, fostering academic success and retention.

These outcomes align with Purdue's commitment to fostering an equitable and accessible educational environment for all students.

## NOTABLE CHANGES FROM 2022-23 ACADEMIC YEAR

- **New Leadership:** Mandie Greiwe joined as the new DRC director in November 2023, marking a new chapter in leadership and strategic direction.
- **Purdue Indianapolis:** The DRC in Indianapolis formally launched July 1, 2024, and is staffed by Assistant Director Jordan Grammas and Access Consultant Betsy Kiel. There are roughly 200 students engaged, and the staff oversees a testing center to support accommodated exams.
- **Consultant Team Expansion:** The DRC expanded its team in West Lafayette to include three senior access consultants and nine access consultants. It also added an assistant director and an access consultant in Indianapolis to better meet student needs.
- **New Staff Onboarding:** Eight new staff members were recruited and trained — six in West Lafayette and two in Indianapolis. This required a significant investment in onboarding resources.
- **New Case Management Software:** The DRC launched an updated version of the Accessible Information Management (AIM) software, significantly improving case management efficiency.
- **Consistent Accommodation Application and Language:** All accommodations were reviewed and updated to ensure consistency in language, application and understanding for DRC staff, students and faculty.
- **Procedure Updates for Flexible Deadlines and Attendance:** Revised processes were implemented to enhance support for reasonable access accommodations related to flexible deadlines and attendance.

- **Faculty Accessibility Consultant Collaboration:** DRC staff are working collaboratively with the Center of Instructional Excellence's faculty accessibility consultant to support proactive access in the classroom.
- **Rebuilding Departmental Relationships:** The DRC prioritized efforts to rebuild and strengthen relationships with departments that previously experienced tension or challenges when collaborating with the DRC.
- **Increased Student Registration:** The DRC experienced continued growth, serving an additional 679 students compared to the previous year. This was a 1.1% increase in the total percentage of Purdue students engaged with the DRC.
- **Temporary Accommodations:** The DRC saw an 81% increase in temporary accommodation support from the 2022-23 school year. Staff have made a concerted effort to ensure that faculty, staff and students understand the DRC supports temporary disabilities.
- **Parking Accommodations Overhaul:** The DRC worked closely with Parking Services to create a streamlined process for accessible parking, including connecting students with the state BMV for accessible placards.
- **Peer Mentor Program:** A graduate student was hired to coordinate the program and foster a sense of belonging among students with disabilities. This redesigned is intended to provide balance for full-time staff members in the DRC.
- **IDA+A Project:** The DRC is engaged with IDA+A and other campus partners on a project to understand factors that contribute to achievement differences between disabled and non-disabled students. By identifying and analyzing these gaps, the hope is to pinpoint actionable opportunities to enhance equity and support disabled students' academic success.

## Program Assessment

The 2023-24 academic year marked transformative growth for Purdue University's Disability Resource Center through new leadership, an expanded team and enhanced operational processes. All of these efforts were aimed at reinforcing an inclusive, accessible environment for students.

A review of retention rates shows that DRC-registered students who utilized course accommodations were retained at higher levels than those who did not, though their retention still falls below that of the general student population.

Looking ahead, the DRC plans to address ongoing retention challenges with information from the IDA+A project, foster a campus culture of accessibility through continued collaboration and education with campus partners, and expand outreach that furthers Purdue's commitment to academic success and equity for all students.

The DRC intends to begin collecting and reporting on Purdue in Indianapolis students for the Fall 2024 cohort and those moving forward.

OUR DATA

See attached data summary.

Overall DRC Population

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

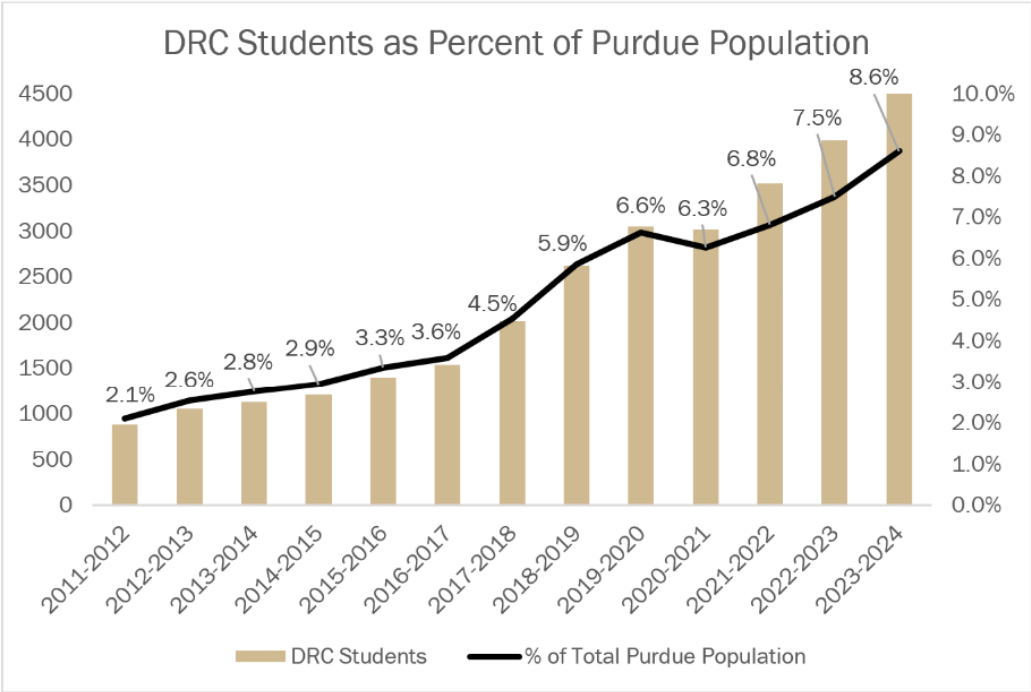
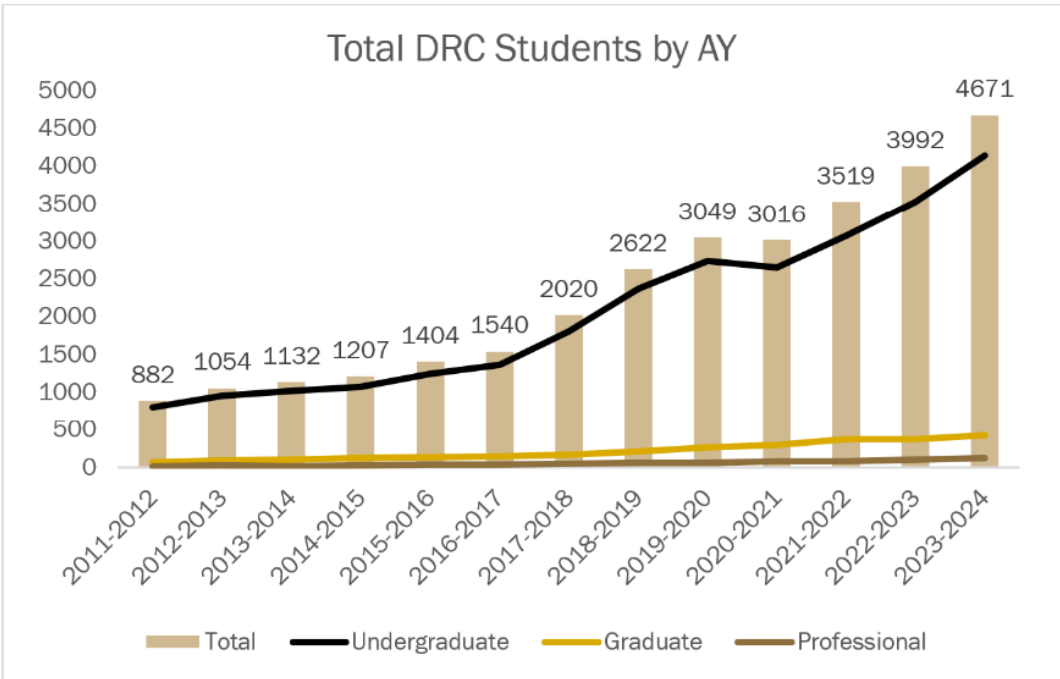


Figure 2: Total DRC Students by Academic Year with Student Level



## 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	2023-2024
Undergraduate	1239	1363	1810	2366	2729	2644	3065	3519	4133
Graduate	135	144	160	202	257	298	373	372	421
Professional	30	33	50	54	59	74	81	101	117
<b>Total</b>	<b>1404</b>	<b>1540</b>	<b>2020</b>	<b>2622</b>	<b>3049</b>	<b>3016</b>	<b>3519</b>	<b>3992</b>	<b>4671</b>

*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	2023-2023
ADD/ADHD	507	566	667	791	848	1019	1162	1449	1711
Autism Spectrum Disorder	63	68	86	116	121	159	172	211	255
Chronic Health Condition	224	314	432	602	717	715	609	754	720
Communication Disorder	12	15	22	24	19	16	8	9	10
Hearing	41	37	42	59	51	63	66	70	72
Learning Disability	254	285	312	377	371	394	423	432	498
Physical Disability	22	21	27	44	43	43	50	79	108
Neurological Condition	65	85	99	96	98	91	53	29	20
Mental Health	295	412	571	852	914	1037	1053	1350	1694
Temporary	132	100	154	203	176	152	116	93	169
Traumatic Brain Injury	17	15	26	32	34	33	41	41	51
Vision	43	43	36	39	42	48	53	61	72

*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	2023-2024
<b>Female</b>	640 (3.6%)	798 (4.3%)	1022 (5.3%)	1394 (6.9%)	1654 (7.9%)	1658 (7.6%)	1959 (8.9%)	2075 (10.1%)	2633 (11.5%)
<b>Male</b>	764 (3.2%)	818 (3.3%)	998 (4.0%)	1228 (4.7%)	1391 (5.2%)	1358 (4.8%)	1560 (5.3%)	1622 (5.8%)	2027 (6.5%)

*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	2023-2024
<b>URM</b>	168 (4.5%)	219 (5.6%)	297 (7.0%)	384 (8.5%)	434 (8.7%)	455 (8.0%)	542 (9.7%)	546 (10.2%)	725 (11.3%)
<b>Non-URM</b>	1236 (3.2%)	1397 (3.6%)	1723 (4.3%)	2238 (5.4%)	2611 (6.1%)	2561 (5.7%)	2977 (6.5%)	3151 (7.3%)	3946 (8.2%)

*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	2023-2024
<b>White</b>	1056 (4.3%)	1184 (4.7%)	1437 (5.6%)	1831 (6.8%)	2114 (7.6%)	2096 (7.2%)	2394 (8.2%)	2696 (9.2%)	3046 (10.6%)
<b>Hispanic</b>	82 (4.6%)	89 (4.7%)	138 (6.4%)	190 (8.2%)	222 (8.4%)	255 (8.3%)	311 (10.1%)	325 (9.7%)	412 (11.2%)
<b>2+ Races</b>	42 (4.7%)	59 (6.2%)	81 (6.9%)	116 (8.3%)	146 (9.1%)	147 (7.9%)	195 (10.0%)	227 (10.7%)	287 (12.2%)
<b>Asian</b>	52 (2.1%)	66 (2.4%)	88 (2.9%)	137 (3.8%)	173 (4.2%)	172 (3.6%)	535 (4.8%)	313 (5.2%)	375 (5.6%)
<b>Black</b>	61 (4.6%)	88 (6.4%)	101 (7.0%)	125 (8.7%)	125 (8.5%)	114 (7.2%)	109 (7.5%)	138 (9.8%)	156 (10.5%)
<b>Unknown</b>	42 (4.4%)	56 (5.2%)	76 (7.4%)	76 (8.0%)	92 (10.0%)	78 (9.5%)	88 (10.5%)	93 (10.3%)	146 (10.0%)
<b>International</b>	67 (0.7%)	68 (0.7%)	93 (1.0%)	139 (1.5%)	265 (2.8%)	146 (1.6%)	152 (1.6%)	191 (2.0%)	240 (2.4%)
<b>Other</b>	2 (1.9%)	6 (5.2%)	6 (6.0%)	8 (8.7%)	8 (8.5%)	8 (8.2%)	15 (14.6%)	9 (10.6%)	9 (10.8%)

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

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Veteran</b>	18 (8.7%)	18 (8.8%)	16 (7.7%)	17 (8.3%)	20 (9.4%)	16 (7.6%)	17 (6.2%)	10 (6.3%)	16 (6.0%)

*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	2023-2024
<b>Resident</b>	772 (4.0%)	855 (4.4%)	1052 (5.3%)	1351 (6.5%)	1545 (7.3%)	1478 (6.7%)	1621 (7.7%)	1803 (8.4%)	2100 (9.9%)
<b>Non-Resident</b>	564 (4.3%)	694 (5.0%)	874 (5.9%)	1132 (7.0%)	1339 (7.7%)	1396 (7.2%)	1748 (8.3%)	1998 (9.1%)	2333 (10.0%)
<b>International</b>	68 (0.7%)	67 (0.7%)	94 (1.0%)	139 (1.5%)	161 (1.7%)	142 (1.6%)	150 (1.6%)	191 (2.0%)	238 (2.4%)

*Table 8: Classification*

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Freshman</b>	270	350	407	536	497	412	686	735	815
<b>Sophomore</b>	244	327	443	537	688	526	600	826	919
<b>Junior</b>	281	324	433	553	643	708	667	730	1023
<b>Senior</b>	444	430	527	740	901	998	1112	1124	1362
<b>Graduate</b>	135	150	160	202	257	298	373	372	421
<b>Professional</b>	30	35	50	54	59	74	81	101	117

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	2023-2024
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%)	368 (13.7%)
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%)	373 (12.7%)
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%)	658 (12.7%)
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%)	142 (10.9%)
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%)	79 (13.1%)
POLY	170 (4.7%)	196 (5.1%)	225 (5.5%)	277 (6.3%)	320 (7.7%)	340 (7.1%)	346 (7.6%)	746 (4.4%)	453 (9.1%)
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%)	534 (8.8%)
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%)	1117 (10.1%)
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%)	111 (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%)	302 (8.5%)
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%)	99 (8.1%)
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%)	317 (3.2%)

The following table displays the count and percentage of DRC-registered students who ended both the fall and spring semesters on Academic Notice or Academic Separation. For comparison, the overall percentage of Purdue students on Academic Notice or Academic Separation at the end of each semester is shown in parentheses.

Table 10: Academic Standing - End of semester (Percent of overall population Academic Standing- End of semester (UG/Grad) in parentheses)

	Fall 2023 Term End		Spring 2024 Term End	
	Count	Percent	Count	Percent
Academic Notice	355	8.5% (5.1%)	348	8.1% (4.7%)
Academic Separation	18	0.4% (0.1%)	29	0.7% (0.7%)

Table 11: Percent of Pell Eligible Students- UG only (Percent of UG Population that is Pell Eligible in Parentheses)

	2022-2023	2023-2024
Pell Eligible	13.8% (12.5%)	13.9% (13.0%)

## DRC Academic Outcomes

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

Spring 2024 Term End Avg. GPA (UG)	Avg. Term GPA	Avg. Overall GPA
All DRC Registered	3.14	3.18
All Purdue	3.24	3.28
DRC Registered with Requested Accommodations	3.12	3.18
Campus Accommodations	3.10	3.22
Course* Accommodations	3.13	3.17
DRC Registered without Accommodations	3.17	3.19

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

## DRC Student Retention and Graduation Rates

The table below shows students in the first-time, full-time (FTFT) 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.

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%	77.17%
	Purdue	8328	91.57%	87.43%	82.66%	65.69%	80.63%	83.51%
2019	DRC	499	90.98%	84.17%	77.76%	53.31%	74.15%	
	Purdue	8011	93.55%	87.95%	82.32%	66.61%	81.05%	
2020	DRC	414	90.82%	85.27%	80.43%	57.25%		
	Purdue	8778	91.58%	86.96%	81.59%	67.16%		
2021	DRC	685	89.93%	85.26%	81.61%			
	Purdue	10142	90.68%	86.77%	81.67%			
2022	DRC	728	89.15%	85.58%				
	Purdue	9275	92.27%	89.22%				
2023	DRC	832	90.38%					



Purdue	9222	92.85%	
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The table below shows the count of FTFT students who registered with the DRC for the first time in subsequent years and 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 All Purdue Students Registered with the DRC.*

	Purdue Cohort	DRC Registered (All Years)	Registered 1st Year	Registered 2nd Year	Registered 3rd Year	Registered 4th Year	Registered 5th Year	Registered 6th Year
2011	6660	262	124	59	34	26	19	0
			1.9%	2.7%	3.3%	3.6%	3.9%	3.9%
2012	6329	272	151	54	50	40	13	0
			2.4%	3.2%	4.0%	4.7%	4.9%	4.9%
2013	6319	304	157	55	47	27	14	4
			2.5%	3.4%	4.1%	4.5%	4.7%	4.8%
2014	6408	370	153	59	59	62	28	9
			2.4%	3.3%	4.2%	5.2%	5.6%	5.8%
2015	6855	534	245	102	88	72	22	5
			3.6%	5.1%	6.3%	7.4%	7.7%	7.8%
2016	7229	634	314	139	104	54	15	8
			4.3%	6.3%	7.7%	8.5%	8.7%	8.8%
2017	7548	743	420	149	91	45	25	13
			5.6%	7.5%	8.7%	9.3%	9.7%	9.8%
2018	8328	941	565	199	66	82	24	5
			6.8%	9.2%	10.0%	11.0%	11.2%	11.2%
2019	8011	840	499	100	135	80	26	
			6.2%	7.5%	9.2%	10.2%	10.5%	
2020	8778	908	414	238	147	109		
			4.7%	7.4%	9.1%	10.3%		
2021	10142	1130	685	254	191			
			6.8%	9.3%	11.1%			
2022	9275	969	728	241				
			7.9%	10.5%				
2023	9222	832	832					
			9.0%					

Preliminary review of the Fall 2021 FTFT cohort 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 at all. This is not true for the Fall 2022 FTFT cohort.

Table 15: FTFT Cohort Registered 1<sup>st</sup> Year Retention by Course Accommodation Requests

		Cohort	1 Year Retention	2 Year Retention	3 Year Retention
2021	DRC Registered - Requested Course Accommodations	477	92.03%	87.63%	84.28%
	DRC Registered - Did Not Request Course Accommodations	139	82.01%	76.26%	72.66%
	DRC Registered - Campus Accommodations Only*	69	91.30%	86.96%	81.16%
	Not DRC Registered – All Purdue	9457	90.74%	86.88%	81.67%
2022	DRC Registered - Requested Course Accommodations	537	89.76%	86.59%	
	DRC Registered - Did Not Request Course Accommodations	118	84.75%	80.51%	
	DRC Registered - Campus Accommodations Only*	73	91.78%	86.30%	
	Not DRC Registered – All Purdue	8547	92.54%	89.53%	
2023	DRC Registered - Requested Course Accommodations	494	90.08%		
	DRC Registered - Did Not Request Course Accommodations	200	88.50%		
	DRC Registered - Campus Accommodations Only*	138	94.20%		
	Not DRC Registered – All Purdue	8390	93.10%		

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