

2021-22 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.
- Proctoring course exams for faculty who do not have the resources to provide accommodated testing conditions.
- 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 Office of Legal Counsel 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.
- Developed an initial graduate student internship program to introduce the professional field of higher education disability services as a potential career pathway within student affairs.

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 2020-21 Academic Year

The University and DRC continued in an in-person experience with the DRC fully shifting to an in-person by default mode in August 2022.

- The **Usable Materials Center** was fully staffed in the summer of 2022, providing a proactive learning materials remediation service to instructors.
- In October 2021, DRC Accommodated Testing service saw an increasing number of proctored exams, returning to close to pre-pandemic numbers (see Table 15).
- The DRC was provided a new access consultant full-time position on July 1, 2022. With the senior assistant director's position becoming vacant, we repositioned this FTE to become the Deputy Director to reflect the growth and demands of the department and the importance of this role. A new position description was developed, and a successful national search was conducted.
- The DRC spent the year refining its use of AIM as we passed the one-year anniversary of the launch of this new platform. We met throughout the year to improve business processes and user experience. Accessible Information Management (AIM) is designed specifically for higher education disability services. AIM provides an improved workflow management system located in one place with validated accessibility features for all users.
- The DRC continues to experience double digit growth of registered students. As of this writing, the DRC is serving 503 additional students compared to the number served last year. This represents a 16.7% increase. This growth is reflected in the weekly number of new requests the DRC receives, which ranges from 25-70/week.
- Summer and fall 2022 continued to present unique experiences for the DRC. We continued to see an increase in housing requests as well as more complex accommodation requests. An increased number of requests related to anxiety were received. We also experienced parents and students becoming more demanding in their requests, which led to increased wait times for initial meetings.
- The DRC Peer Mentor Program (PMP) was reinvigorated during the spring of 2022 through mentor and mentee recruitment and planning for fall 2022. Participation by students set new records of 42-mentees and 34-mentors. Students have taken a larger responsibility for planning and organizing events.
- The department continued to support instructional staff as they continued to acclimate using the AIM instructional portal. A significant change for instructional staff was the need to initiate a Testing Information Form (TIF) before students could schedule an exam. This was a significant change from our prior established process but is a necessary step using the existing platform.

- The DRC, in conjunction with the Teaching and Learning leadership, developed and launched a Faculty Advisory committee during spring 2022.
- In conjunction with the Office of Institutional Equity (OIE), and Human Resources, the DRC developed an event planning handout with a focus on how to design events to be accessible to the broadest range of users. It was made available to departments and organizations.
- A Service Animal poster was also produced in partnership with OIE and Human Resources to educate the campus community about the use and rights of service animal users. This has been made available across campus.

Program Assessment

Our Institutional Data Analytics and Assessment (IDAA) representative developed a preliminary review of Fall 2021 cohort retention of DRC registered students. Those students who requested their course accommodations were retained at a higher level than those students who chose not to request course accommodations. Those same students were also retained at a higher percentage than the general student body (see table 12). This is the first time we have looked at this level of detail, and it is something we plan to review and develop a better understanding of.

The DRC has determined the need to develop a multi-layer and multiple year plan to assess the student experience. The attached data reflects unexplored cohort results using traditional institutional values of persistence, retention, and graduation metrics. We plan to begin working with IDAA to determine what data is currently available and what we need to assess.

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.

OUR DATA

See attached data summary:

2021-2022 DRC Data

Overall DRC Population

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

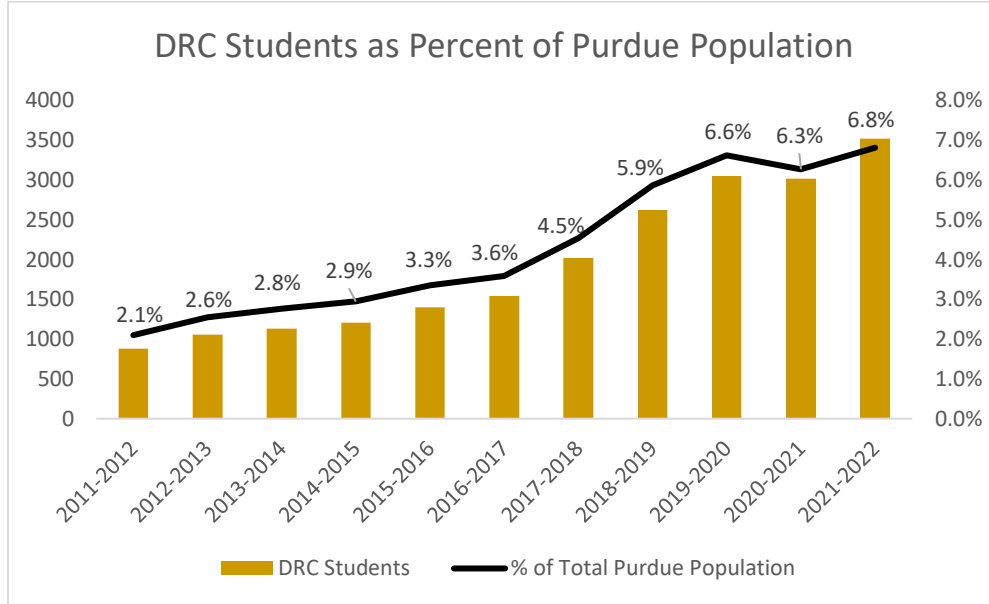
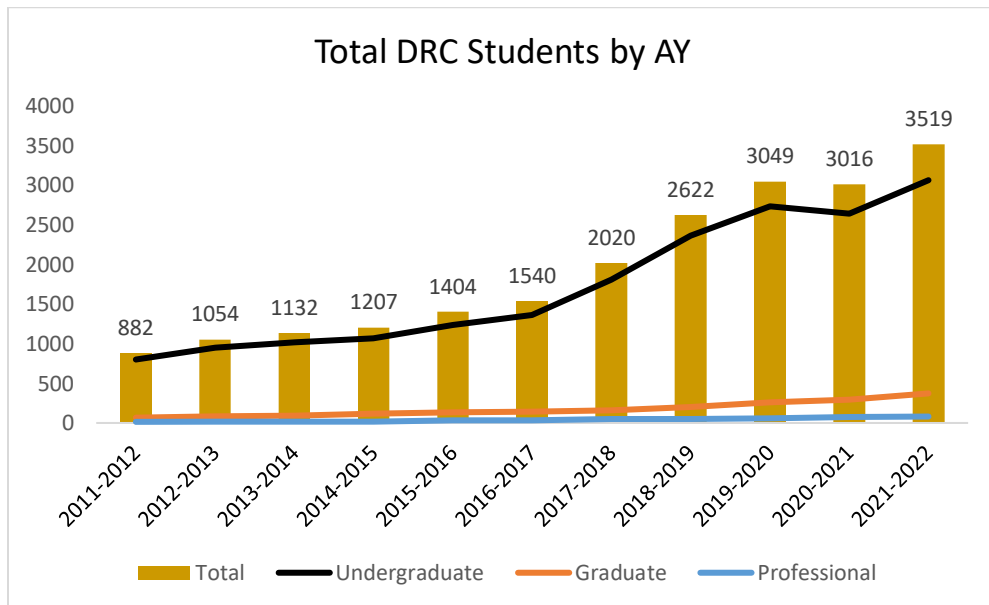


Figure 2: Total DRC Students by Academic Year with Student Level



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
Undergraduate	1239	1363	1810	2366	2729	2644	3065
Graduate	135	144	160	202	257	298	373
Professional	30	33	50	54	59	74	81
Total	1404	1540	2020	2622	3049	3016	3519

Table 2: Primary Disability by Academic Year

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022*
ADD/ADHD	444	486	582	675	810	866	596
Autism Spectrum Disorder	59	61	75	100	113	120	92
Chronic Health Condition	194	276	385	538	640	622	318
Communication Disorder	8	9	12	12	10	10	4
Hearing	38	33	49	53	49	54	41
Learning Disability	204	230	228	286	293	286	196
Physical Disability	20	20	24	34	40	37	19
Neurological Condition	49	63	76	75	79	67	41
Mental Health	222	298	419	632	758	755	421
Temporary	122	89	126	157	185	134	33
Traumatic Brain Injury	13	14	23	27	30	25	18
Vision	34	37	29	32	38	40	32

*In 2021-22, 1,708 students had "Other" as their Primary Disability

Table 3: 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
ADD/ADHD	507	566	667	791	848	1019	1162
Autism Spectrum Disorder	63	68	86	116	121	159	172
Chronic Health Condition	224	314	432	602	717	715	609
Communication Disorder	12	15	22	24	19	16	8
Hearing	41	37	42	59	51	63	66
Learning Disability	254	285	312	377	371	394	423
Physical Disability	22	21	27	44	43	43	50
Neurological Condition	65	85	99	96	98	91	53
Mental Health	295	412	571	852	914	1037	1053
Temporary	132	100	154	203	176	152	116
Traumatic Brain Injury	17	15	26	32	34	33	41
Vision	43	43	36	39	42	48	53

Table 4: Gender (Percent of Total Population in Parentheses)

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

Table 5: Underrepresented Minority (Percent of Total Population in Parentheses)

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

Table 6: Ethnicity (Percent of Total Population in Parentheses)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
White	1056 (4.3%)	1184 (4.7%)	1437 (5.6%)	1831 (6.8%)	2114 (7.6%)	2096 (7.2%)	2394 (8.2%)
Hispanic	82 (4.6%)	89 (4.7%)	138 (6.4%)	190 (8.2%)	222 (8.4%)	255 (8.3%)	311 (10.1%)
2+ Races	42 (4.7%)	59 (6.2%)	81 (6.9%)	116 (8.3%)	146 (9.1%)	147 (7.9%)	195 (10.0%)
Asian	52 (2.1%)	66 (2.4%)	88 (2.9%)	137 (3.8%)	173 (4.2%)	172 (3.6%)	5356 (4.8%)
Black	61 (4.6%)	88 (6.4%)	101 (7.0%)	125 (8.7%)	125 (8.5%)	114 (7.2%)	109 (7.5%)
Unknown	42 (4.4%)	56 (5.2%)	76 (7.4%)	76 (8.0%)	92 (10.0%)	78 (9.5%)	88 (10.5%)
International	67 (0.7%)	68 (0.7%)	93 (1.0%)	139 (1.5%)	265 (2.8%)	146 (1.6%)	152 (1.6%)
Other	2 (1.9%)	6 (5.2%)	6 (6.0%)	8 (8.7%)	8 (8.5%)	8 (8.2%)	15 (14.6%)

Table 7: Veteran Program (Percent of Total Population in Parentheses)

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

Table 8: Residency (Percent of Total Population in Parentheses)

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

Table 9: Classification

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

Table 10: College (Percent of Total College Population in Parentheses)

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

Table 11: Academic Standing (End of semester)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Good Standing	1263	1425	1717	2254	2676	2711	3133
Probation	140	190	280	342	337	278	369
Dropped	1	1	18	19	32	27	17

DRC Student Retention and Graduation Rates
Table 12: 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%	
	Purdue	7548	91.94%	87.80%	83.08%	65.01%	80.62%	
2018	DRC	565	89.20%	82.83%	79.65%	55.58%		
	Purdue	8328	91.57%	87.43%	82.66%	65.69%		
2019	DRC	499	90.98%	84.17%	77.76%			
	Purdue	8011	93.55%	87.95%	82.32%			
2020	DRC	414	90.82%	85.27%				
	Purdue	8778	91.58%	86.96%				
2021	DRC	685	89.93%					
	Purdue	10142	90.68%					

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 number of FTFT students who registered with the DRC for the first time in subsequent years.

Table 13: Number of FTFT Students who registered with the DRC in each year

	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
2012	6329	151	54	50	40	13	0
2013	6319	157	55	47	27	14	4
2014	6408	153	59	59	62	28	9
2015	6855	245	102	88	72	22	5
2016	7229	314	139	104	54	15	8
2017	7548	420	149	91	45	25	
2018	8328	565	199	66	82		
2019	8011	499	100	135			
2020	8778	414	238				
2021	10142	685					

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. Further exploration of this data will continue into the next academic year.

Table 14: Fall 2021 FTFT Cohort One-Year Retention

	# Students	1 Year Retention
DRC Registered - Requested Course Accommodations	477	92.03%
DRC Registered - Did Not Request Course Accommodations	139	82.01%
DRC Registered - Campus Accommodations Only*	69	91.30%
Not DRC Registered	9457	90.74%

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

DRC Accommodated Testing

Table 15: DRC Accommodated Testing Exams

