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 things are done in support of our vision 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 conducting an interactive process that captures environmental barriers to access and developing 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 with campus and community resources that can benefit student development.
• Outreach by attending campus recruitment events and being available to students and families considering enrollment at Purdue.
• Consultation with faculty/instructors and Center for Instructional Excellence (CIE) on concepts of inclusive design of instruction.
• Proctoring course exams for faculty who are unable to provide accommodated testing conditions.
• Consulting with physical plant and new building initiatives to inform and encourage designing for useable and inclusive physical spaces.
• Provision of Disability Awareness and Culture programing throughout the academic year with a focus on the Social Model of disability.
• Sponsoring the Student Advisory Committee (SAC) as a way to encourage and attain student input regarding the campus disability experience.
• Development and operation of a Peer Mentor program for disabled students.
• Serve on a variety of diversity and inclusion committees and initiatives across campus in an effort to advance the campus understanding of the impact of environmental and design barriers to full participation and equitable use for all.
• Consult with other campus supported offerings in an effort to assist in the design of offerings that are accessible by design.
• Act as a resource to the broad campus community on re-thinking the disability paradigm.

LEARNING OUTCOMES
The DRC supports an environment focused on reducing the burden student’s take-on in order to have equal access to curricular and co-curricular activities. As a result students interacting with the DRC will:

• Improve their communication skills in order to help them interact with all elements of the University.
• Understand all of the ways the DRC can support their access (e.g., course accessibility letters, accommodated testing, collaboration with faculty, etc.).

• Understand the role of the DRC in facilitating implementation of accommodations through engagement with the DRC versus direct negotiation with faculty.

• Succeed at rates similar or better than their nondisabled peers utilizing institutional measures.

NOTABLE CHANGES FROM 2017-18 Academic Year

Personnel. The DRC continued to experience changes in personnel as the department more fully adopted the Social Model of disability. Five new Access Consultants with diverse backgrounds were added to the team and one additional FTE Access Consultant was approved as the number of registered students continued to grow. A Senior Assistant Director position was developed from a vacant management position to provide additional strategic vision support and in recognition of the growth in numbers of students using the DRC. Internally, with the continued growth of proctored exams with accommodations as a service to faculty we repositioned a staff member to provide full-time accommodated testing support. This moved us to 3.0 FTE’s providing the service.

Outreach & Awareness. With the addition of new staff, the DRC was able to launch its first campus wide “Disability Awareness” offerings during March 2017. There were four scheduled events the campus community attended. This set of offerings led to the development of six “Disability Culture” offerings being hosted during the fall 2018 semester.

Inclusive Design. The DRC staff engaged with building architects and were able to suggest design changes to focus on usability versus compliance for planned new buildings.

Information Systems. DRC staff have become more involved in the implementation phase of “Accommodate at Purdue.” This will be a new student/staff/faculty portal from which all of our current business practices will be hosted beginning in January 2019. This is the culmination of a 2+ year journey to move the department to a paperless, sustainable, secure, and stable platform from which faculty and students will benefit. This will provide a more efficient platform to make requests and receive services from the DRC.

Growth. The DRC has experienced significant growth in registered students from AY 2016-17 to AY 2017-18 with a 31% increase. Growth in numbers has been a consistent trend since AY 2011-12. When comparing AY 2011-12 to AY 2017-18 the percentage of growth is 129%. Overall the percentage of undergraduate students registered with the DRC in relation to the total undergraduate student body has risen from 2.5% in AY 2011-12 to 5.7% in AY 2017-18.

As a result of this growth the DRC Accommodated testing service has significantly grown. In AY 2012-13, the first year DRC was in charge of this service, the DRC proctored 3583 individual exams. During AY 2017-18 the DRC proctored 9232 individual exams. This represents a 157% percent increase during this 5-year span.

OUR DATA
See attached data summary: