

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 programming 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:

2017-2018 DRC Data

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

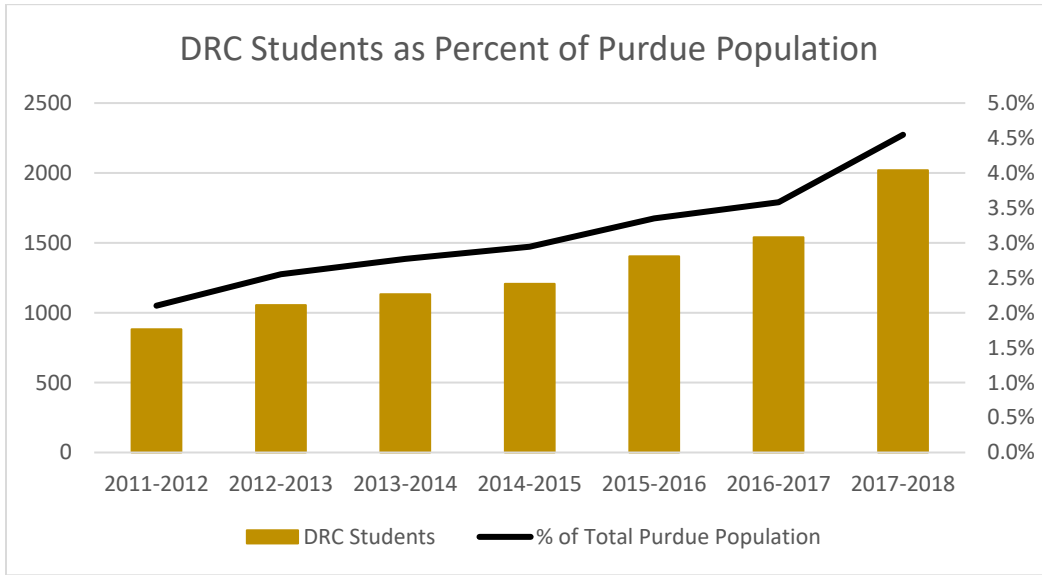


Figure 2: Total DRC Students by Academic Year with Student Level

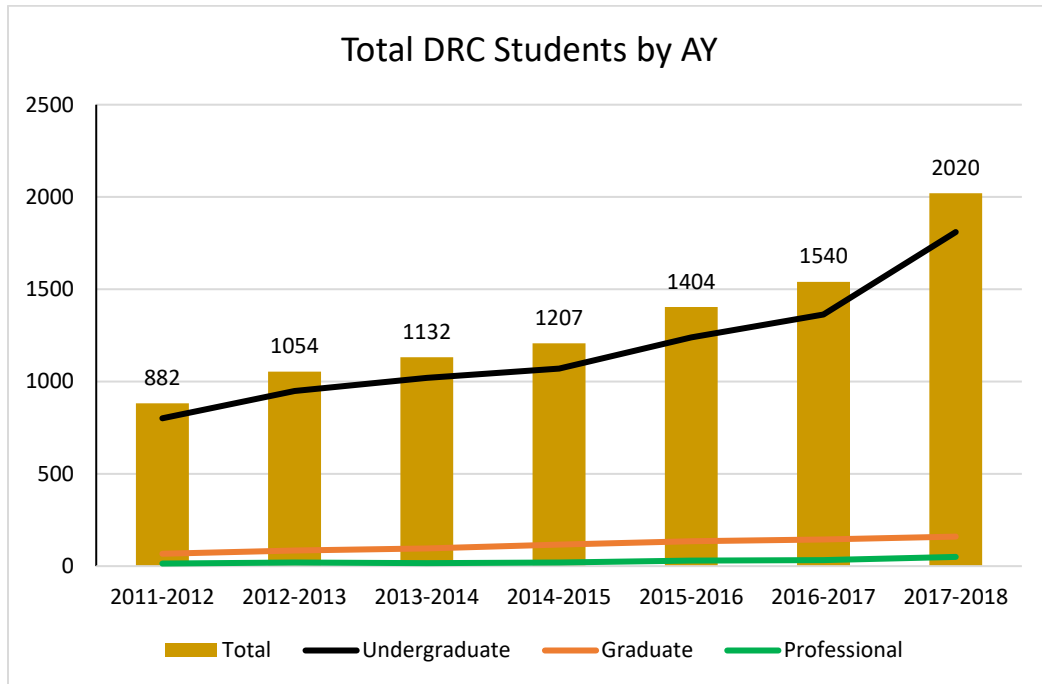


Table 1: Total DRC Students by Academic Year

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate	801	949	1020	1070	1239	1363	1810
Graduate	67	85	96	117	135	144	160
Professional	14	20	16	20	30	33	50
Total	882	1054	1132	1207	1404	1540	2020

Table 2: Primary Disability by Academic Year

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ADD/ADHD	263	318	357	376	390	439	541
Autism Spectrum	26	30	35	37	50	51	65
Blind	5	6	5	6	7	3	3
Chronic Medical Condition	61	80	88	88	148	217	307
Communication Disorder	6	7	5	6	8	8	8
Deaf	8	7	6	5	6	7	6
Hard of Hearing	12	19	22	23	24	19	25
Learning Disability	165	185	190	193	194	214	215
Mobility Impairment	9	15	14	12	19	19	20
Neurological Condition	23	25	34	36	41	50	64
Psych Condition	77	115	130	152	179	232	330
Temporary	22	39	37	62	100	67	92
Traumatic Brain Injury	14	13	11	11	12	13	22
Visual Impairment	13	18	23	22	23	29	21

Table 3: All Disabilities by Academic Year (Students with multiple disabilities are counted more than once)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ADD/ADHD	298	365	410	435	448	516	623
Autism Spectrum	29	34	39	41	54	57	76
Blind	6	7	6	6	7	3	3
Chronic Medical Condition	80	105	116	111	174	251	347
Communication Disorder	9	10	9	11	12	14	18
Deaf	8	7	6	5	6	7	6
Hard of Hearing	14	21	24	25	27	23	26
Learning Disability	194	217	225	235	242	267	297
Mobility Impairment	13	17	15	13	21	20	22
Neurological Condition	31	36	46	48	56	69	86
Psych Condition	98	146	174	202	237	328	466
Temporary	23	45	43	66	110	75	113
Traumatic Brain Injury	15	15	16	16	16	14	25

Visual Impairment	17	21	26	26	30	36	27
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Table 4: Gender

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Female	376	742	512	532	640	798	1022
Male	506	582	620	675	764	818	998

Table 5: Underrepresented Minority

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
URM	101	115	124	138	168	219	297
Non-URM	781	939	1008	1069	1236	1397	1723

Table 6: Ethnicity

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
White	699	834	888	934	1056	1184	1437
Hispanic	43	47	62	64	82	89	138
2+ Races	17	22	31	31	42	59	81
Asian	23	31	35	39	52	66	88
Black	40	49	43	55	61	88	101
Unknown	22	28	30	30	42	56	76
International	33	39	40	51	67	68	93
Other	5	4	3	3	2	6	6

Table 7: Veteran Program

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Veteran	13	11	13	12	18	18	16

Table 8: Residency

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Resident	524	595	647	669	772	855	1052
Non-Resident	325	418	443	485	564	694	874
International	33	41	42	53	68	67	94

Table 9: Classification

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Freshman	186	199	203	194	270	350	407
Sophomore	182	214	222	238	244	327	443
Junior	205	225	231	271	281	324	433
Senior	228	311	364	367	444	430	527
Graduate	67	85	96	117	135	150	160
Professional	14	20	16	20	30	35	50

Table 10: College

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ENGR	169	225	254	269	314	396	489
Polytech	83	118	137	139	170	196	225
HHS	154	147	153	154	157	192	260
CLA	136	138	132	143	156	157	197
SCI	74	91	82	94	136	148	223
GRAD	67	85	96	117	135	150	160
AG	68	83	90	100	105	127	145
MGMT	31	40	50	74	79	77	98
EXPL	38	47	62	49	60	79	101
PHRM	14	28	24	24	35	39	50
ED	34	36	34	26	29	23	27
VET	14	16	18	18	28	26	39

Table 11: Academic Standing (End of semester)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Good Standing	772	919	1000	1074	1263	1425	1717
Probation	110	131	132	133	140	190	280
Dropped	0	4	0	0	1	1	18

Table 12: DRC First-Time, Full-Time Undergraduate vs All Purdue Undergraduate Retention and Graduation Rates

		Cohort	1 Yr Ret	2 Yr Ret	3 Yr Ret	4 Yr Grad	5 Yr Grad	6 Yr Grad
2011	DRC	261	93.49%	88.51%	82.76%	27.59%	63.98%	72.80%
	Purdue	6660	90.57%	84.34%	80.95%	51.49%	74.19%	78.74%
2012	DRC	296	91.55%	84.12%	82.09%	47.64%	69.59%	75.34%
	Purdue	6329	91.01%	86.10%	82.92%	55.85%	77.15%	81.18%
2013	DRC	258	93.41%	86.82%	79.46%	45.74%	68.22%	
	Purdue	6319	92.63%	87.69%	83.49%	58.52%	78.15%	
2014	DRC	208	86.06%	78.37%	71.63%	39.90%		
	Purdue	6408	92.76%	88.03%	84.00%	60.25%		
2015	DRC	243	88.07%	83.95%	76.54%			
	Purdue	6855	91.76%	87.26%	82.99%			
2016	DRC	303	84.16%	78.88%				
	Purdue	7229	91.64%	87.44%				
2017	DRC	416	92.55%					
	Purdue	7548	91.94%					