

# Student Affairs | Measuring Up

*Creating a culture of assessment and evidence.*

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DISABILITY RESOURCE  
CENTER

SALISBURY UNIVERSITY

Salisbury University  
Office of Student Affairs  
Disability Resource Center  
August 28, 2020

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## EXECUTIVE SUMMARY

The Disability Resource Center (DRC) is committed to fostering accessible learning opportunities and environments for qualified students with disabilities. During the 2019-2020 academic year, 721 undergraduate and graduate students were served by the DRC. The DRC currently provides reasonable accommodations and services to 8% of the total student population<sup>1</sup>, a 5% increase since 2017. Student learning objectives include understanding the process for requesting, receiving, and using reasonable accommodations at SU, as needed, and being able to self-advocate and clearly articulate accommodation needs to others. The DRC goals and student learning outcomes are consistent with Student Affairs' and the University's strategic plans, especially those aimed to advance student leadership development, foster accessible and inclusive communities, and recognize and celebrate student success. These goals are met through DRC services including the provision of accommodations/services for students with disabilities (including students with temporary disabilities), education about, and referral to, on and off-campus resources, outreach to students, faculty, and staff, and the facilitation of individual and group self-advocacy and academic skill-building sessions. DRC staff facilitated over 79 hours of outreach to the campus community during the 2019-2020 academic year. Additionally, DRC staff collaborates extensively with students, faculty, staff, and administration both on and off-campus regarding disability accommodations and services related to student access including physical plant, the Office of Institutional Equity, athletics department, student affairs offices, and academic department chairs and deans along with community-based agencies and peer institutions of higher education.

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<sup>1</sup> Total student population: 8,671

## Section I: Department Overview

### **Vision**

The DRC aims to inform, educate, and support students with disabilities in ways which allow them to achieve their educational, career, and life goals, on the basis of their personal skills, abilities, interests, and values. Equity in access, rights of privacy, and the integrity of academic programs, policies, and practices are emphasized by the DRC.

### **Mission**

The DRC is committed to fostering accessible learning opportunities and environments for qualified students with disabilities. To support its mission, the DRC serves as a resource for students and instructors and values student self-empowerment, self-direction, and self-determination while believing that access to educational opportunities for students with disabilities should in no way compromise the intended learning outcomes of any educational opportunity or environment inside or outside of the classroom setting.

### **Goals**

1. Advance student leadership development by encouraging and promoting student advocacy and self-empowerment regarding issues of disability.
2. Foster accessible and inclusive communities for students through outreach to the campus community and beyond regarding disability issues.
3. Recognize and celebrate student success.

### **Scope of Practice – Services Provided**

- Provision of quality resources/services to students with disabilities (including temporary disabilities)
- Facilitation of technology training for students with technology accommodations
- Advisement of on and off-campus resources for students
- Facilitation of individual and group academic coaching and social skills development for students
- Coordination with on and off-campus resources as it relates to disability accommodations and access.
- Event programming related to disability issues (e.g., Disability History and Awareness Month (DHAM) campaign)
- Staff training
- Staff and Committee Consultations (e.g., Admissions/Readmissions Committee, Diversity and Inclusion Consortium Committee, President's Task Force, Kirwan Center Accessibility, Housing Accommodations Review Committee, and several COVID-19 planning committees)
- Advisement of Delta Alpha Pi, disability services honor society

### **Student Learning Outcomes**

- DRC-registered students will be able to explain the process for requesting and implementing reasonable accommodations at SU.
- DRC-registered students will be able to clearly articulate their accommodation needs.
- DRC-registered students will be able to identify at least three (3) campus resources for achieving academic success.
- DRC-registered students will be able to identify their rights and responsibilities under the Americans with Disabilities Act.

## Section II: Service Delivery

Undergraduates	Outcomes
Total unique number served (do not include repeat visits)	703
Total number of "visits" (includes repeat visits)	1806
Total number of service contact hours across all service types	N/A
Graduates	Outcomes
Total unique number served (do not include repeat visits)	18
Total number of "visits" (includes repeat visits)	N/A
Total number of service contact hours across all service types	N/A
Overall	Outcome
Total unique number of undergraduates and graduate students served	721
Total number of "visits" (includes repeat visits)	1806
Total number of service contact hours across all service types	1090.42

Comments:  
 Titanium reporting software does not capture total number of "visits" or "service contact hours" by individual student classification.

### Examples of Major Events, Services, Activities, and Initiatives<sup>2</sup>

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served	Cost Per Participant <sup>3</sup>

<sup>2</sup> Contact the Associate Vice President for assistance in completing this section if needed.  
<sup>3</sup> Use this formula to determine cost per participant (CPP) for every person attending: Cost of Event / Attendees.

**Section III: Budget Allocations, Expenditures, and Revenue Generation**

**July 1, 2019 – June 30, 2020 Allocations**

Budget Category	Allocation
01	\$248,559
02	\$30,654
03	\$39,364
<b>Total</b>	<b>\$317,577.00</b>

**July 1, 2019 – June 30, 2020 Expenditures**

Budget Category	Expenditures
01	\$187,678.24
02	\$29,762.12
03	\$17,397.15
<b>Total</b>	<b>\$234,837.51</b>

**July 1, 2019 – June 30, 2020 Revenue Generated**

Initiatives or Purposes	Revenue Generated
<i>Example: Student Success Grant from Foundation to purchase new laptops as loaners to low-income freshmen.</i>	\$12,250.00
N/A	\$0
<b>Total</b>	<b>\$0</b>

**Comments related to budget decisions, concerns, cuts, reallocations, etc.**

The DRC had significant budget savings due to a position vacancy.

## Section IV: Collaborations and Partnerships (Internal and External)<sup>4</sup>

Examples of Collaborations and Partnerships	Outcomes and Impact
Wicomico County Public Schools Special Education Staff/Students	Presentation and resource materials on the preparing students with disabilities for accommodations in higher education.
Housing and Residence Life Staff	Presentation on working with students with disabilities. Co-chair the Housing Accommodations Review Committee, Oversight of the Animals on Campus Policy
Talbot County Public Schools Special Education Staff	Presentation and resource materials on the preparing students with disabilities for accommodations in higher education.
Career Services and Division of Rehabilitation Services (DORS)	Workplace accommodations and employer incentives for hiring students' w/disabilities
Center for Student Involvement and Leadership and SGA	Strategies and techniques to reduce stress before final exams
Perdue School of Business: ABLE	Accessibility of internship placements/workplace accommodations/disability disclosure. Presentation content was added to the SU <a href="#">ABLE website</a> .
Veterans Services	Presentation and resource materials on disability services available at SU
Multicultural Services	Resource materials on disability services and awareness. Accessibility of current and future programs/services
Nursing Department	Accessibility of practicum placements and skills lab
College of Health and Human Services Social Work Department	Accessibility of programs and technical standards Accessibility of internship placements. Supervision of SOWK of interns in the DRC. Accessibility of course content (closed captioning)
Instructional Design & Delivery (ID&D)	Accessibility of documents and faculty training video
Office of Institutional Equity	"In the Know" Series: Reasonable Accommodations for Students; Expectations of Campus Rules, Policies, and Resources; attended by 30 faculty and staff. Co-facilitated Lunch & Learn for faculty and staff "Building an Inclusive Framework for Remote Learning"; attended by 24 faculty and staff
Admissions	Presentation and resource materials on disability services at SU and accessibility of admission events. Participation in recruitment events for prospective students with disabilities
Neighborhood Compact	HUD regulations related to emotional support animals
Academic Affairs	Fulton Foreign Language requirements Course Substitution/Waiver Policy
Support Services	Placement of ADA Tables and Chairs

School of Education-Seidel	ETS accommodation requirements
Athletics	Provision of temporary accommodations to student athletes
Henson School-Biology Department	Accessibility of lab courses
SHRM, Career Services, DORS, Lower Shore Workforce Alliance, and DLLR	Eastern Shore Business Summit-event accessibility and workplace accommodations
Center for Student Achievement (CSA)	Strategies and techniques for providing academic supports to students with disabilities
Delta Alpha Pi-Honor Society	Advising support, and facilitation of DAP mentor training, and Induction Ceremony

## Section V: A Summary of Achievements Related to Student Affairs Strategic Plan

*The following are examples of ways in which the Unit is assisting Student Affairs achieve its goals. Please use bullet or numerical formatting to provide examples of **significant** outcomes.*

### Goal 1: Student Affairs aims to foster safe, accessible and inclusive communities for undergraduate and graduate students.

- **Attract, enroll, and retain a talented and diverse first-year class, transfer class, and graduate cohort.**
  - Participation in recruitment of students with disabilities through presentations regarding disability resources at local community colleges and high schools as well as on campus, in conjunction with Admissions. (e.g., Project Access- Howard Community College Fair attended by over 400 college-degree seeking students with disabilities and families).
  - Supervision of Graduate-level SOWK intern staff (16 hours per week)
- **Optimize orientation efforts to facilitate the transition of well-informed first-year, transfer, and international students along with their families.**
  - 1 Presentation during Seagull Start-Up and First Flight.
  - Programming accessibility outreach/consultation to the Asst. Dean of Transitions; ensuring equity and access to programming for students with disabilities.
- **Strengthen programmatic aspects of the Living and Learning residential environment.**
  - Provision of (2) annual RA and RD training on disability awareness/sensitivity and inclusion.
  - Revised the current Animals on Campus policy and developed administrative procedures related emotional support animals in campus housing; updated required paperwork to address COVID-19 protocols.
- **Demonstrate the ability to understand and respect values, attitudes, and beliefs that differ across cultures, and to respond appropriately to these differences in the delivery of programs and services.**
  - Facilitation and co-facilitation of 19 campus-wide outreach programming to students, faculty, and staff (e.g. Disability History Awareness Month, Deaf Culture Awareness, New Faculty Orientation, Office of Diversity and Inclusion “Speaker Series”, ID&D and OIE).

### Goal 2: Student Affairs aims to educate students for campus, career, and life.

- **Establish a roadmap for students on how to make the most of out of class experiences.**
  - Assist students in exploring identities and interests, through individual and group resource counseling and referrals to on and off-campus resources (e.g., Student Activities Fair, CSIL, Athletics, TRiO).



- Advisement of Delta Alpha Pi-international honor society.
- **Create opportunities for students to engage intercultural/cross-cultural activity and dialogue.**
  - Facilitation or co-facilitation of (12) events such as Disability History and Awareness Month and participation in events such as Ally Week, New Student Reflection program, Deaf Culture Awareness, Multicultural Festival, etc.
- **Enhance academic success for students less likely to persist.**
  - Facilitation of 383 (in-person and virtual) individual academic skill-building and accommodation-related consultation sessions. Facilitation of 17 group sessions during the 2019-2020 academic year.
  - Outreach to the Perdue School of Business ABLE program on the provision of internship/workplace accommodations and disability disclosure. As a result, internship accommodation content is available on the SU [ABLE website](#).
  - Outreach to Center for Student Achievement and SU Libraries on academic success strategies for students with disabilities.
  - Trained CSA staff on the facilitation of the C.I.T.E. (learning style) Assessment.
- **Promote co-curricular engagement among students.**
  - Facilitation of disability awareness/sensitivity training to student leaders (e.g. Fraternity and Sorority Life, HRL staff, Orientation Leaders, Multicultural Student Services, and CSIL staff)
- **Advance leadership development and career decision making**
  - Advisement of Delta Alpha Pi International Honor Society
  - Connecting students to the Division of Rehabilitation Services (DORS)
  - Collaboration with Career Services regarding resources for the employment of individuals with disabilities (e.g., Workforce Recruitment Program and the Eastern Shore Business Leadership Network)
- **Recognize and celebrate student successes.**
  - Facilitation DAP annual induction (20 students inducted during the 2019-2020 academic year).
  - Student Success outreach event during Disability History and Awareness Month, highlights the academic and social achievements of students with disabilities as SU.
    - Honored the following student achievements (Goldwater Scholarship recipient, Amgen Scholar, (2) Boren Scholars, (1) Fulbright, and (1) Fulbright (Alternative)

### **Goal 3: Student Affairs aims to embrace innovation.**

- **Adopt appropriate technology that enhances student services, student learning, and administrative productivity.**
  - Participation in the USM Kirwan Center for Academic Innovation: Maryland Higher Education Professionals Digital Accessibility Community
  - Evaluation of assistive technology needs and spaces on campus.
  - Collaboration with IT, the web office, and ID&D on improving accessibility.
  - Acquired Accommodation Information Manager (AIM) to enhance service delivery and efficiency.
- **Articulate evidence-based knowledge of students and student life themes.**
  - Collaboration with colleagues nationally and statewide through membership to MD AHEAD, Listservs such as the ICU (Independent Colleges and Universities), MD-AHEAD, and DSSHE-L (Disabled Student Services in Higher Education).
  - Participation in the Carnegie Mellon Disability Resources Benchmarking Project
  - Participated in the Medical Lab Science Accreditation process to provide an overview of the DRC (equity and access for students with disabilities)

- **Practice profession-wide competencies as expressed in the Council for the Advancement of Standards (CAS) in Higher Education and other professional standards.**
  - Attendance at one local/national training related to CAS during the 2019-2020 academic year.
- **Design new facilities and renovations with an eye toward innovation, inclusion and sustainability.**
  - Exploration of the establishment of a Testing Center on campus in conjunction with campus administrators, faculty, staff, and student leaders and work with relevant parties regarding the Blackwell Library renovation project.
  - Interior remodel of the Disability Resource Center (including the move of Administrative Staff to the lobby area).

**Goal 4: Student Affairs aims to motivate student affairs professionals to increase effectiveness and efficiency.**

- **Continue knowledge and relationship building for all student affairs staff.**
  - Attendance at annual SA professional development, relevant webinars, local and national conferences (e.g. MD AHEAD, National AHEAD, PTI, Maryland Rehabilitation Association (MRA) Training Conference). Participation on various COVID-19 Committees and Sub-Committees to ensure equity, access, and inclusion for students with disabilities.
- **Stay abreast of and incorporate new research and best practices.**
  - Utilization of listservs, such as ICU, MD-AHEAD, and DSSHE-L, in addition to membership resources on the national AHEAD website. Membership in local and national AHEAD chapters.

**Section VI: A Summary of Achievements Related to University Strategic Plan**

**Goal 1: EDUCATE Students for Campus, Career and Life**

- Facilitation of 383 (in-person and virtual) individual academic skill-building and accommodation-related follow-up sessions. Facilitation of 17 group sessions during the 2019-2020 academic year.
- Outreach to the Perdue School of Business ABL program on the provision of internship/workplace accommodations and disability disclosure. As a result, internship accommodation content is available on the SU [ABLE website](#).
- Outreach to Center for Student Achievement and SU Libraries on academic success strategies for students with disabilities.
- Trained CSA staff on the facilitation of the C.I.T.E. (learning style) Assessment.
- Facilitation of disability awareness/sensitivity training to student leaders (e.g. Fraternity and Sorority Life, HRL staff, Orientation Leaders, Multicultural Student Services, and CSIL staff)
- Advisement of Delta Alpha Pi International Honor Society; facilitation DAP annual induction (20 students inducted during the 2019-2020 academic year).
- Collaboration with Career Services regarding resources for the employment of individuals with disabilities (e.g., Workforce Recruitment Program, DORS, and the Eastern Shore Business Leadership Network).
- Student Success outreach event during Disability History and Awareness Month, highlights the academic and social achievements of students with disabilities as SU. Honored the following student achievements (Goldwater Scholarship recipient, Amgen Scholar, (2) Boren Scholars, (1) Fulbright, and (1) Fulbright (Alternative).

## **Goal 2: EMBRACE Innovation of the Salisbury University Experience**

- Participation in the Kirwan Center for Academic Innovation: Maryland Higher Education Professionals Digital Accessibility Community
- Continuous evaluation and collaboration with IT, University Web Office, and ID&D to improve accessibility.
- Acquired Accommodation Information Manager (AIM) to enhance service delivery and efficiency.
- Participation in the Carnegie Mellon Disability Resources Benchmarking Project
- Participated in the Medical Lab Science Accreditation process to provide an overview of the DRC (equity and access for students with disabilities).
- Exploration of the establishment of a Testing Center on campus in conjunction with campus administrators, faculty, staff, and student leaders and work with relevant parties regarding the Blackwell Library renovation project.
- Interior remodel of the Disability Resource Center (including the move of Administrative Staff to the lobby area).

## **Goal 3: FOSTER Community**

- Participation in recruitment of students with disabilities through presentations regarding disability resources at local community colleges and high schools as well as on campus, in conjunction with Admissions. (e.g. Project Access- Howard Community College Fair attended by over 400 college-degree seeking students with disabilities and families).
- Supervision of Graduate-level SOWK intern staff (16 hours per week)
- Programming accessibility outreach/consultation to the Dean of Transitions; ensuring equity and access to programming for students with disabilities.
- Provision of annual RA and RD training on disability awareness/sensitivity and inclusion.
- Provision of policies and procedures related to Emotional Support Animals on campus (HUD guidelines); updated required paperwork to address COVID-19 protocols.

## **Goal 4: PROVIDE Appropriate Programs, Spaces, and Resources for All Members of the Campus Community**

- Provision of quality services and resources to 721 students with disabilities at Salisbury University during the 2019-2020 academic year (See Appendix A).
- Facilitation and co-facilitation of campus-wide outreach training and programming to students, faculty and staff (e.g. Disability History Awareness Month, Deaf Culture Awareness, New Faculty Orientation, Center for Extended and Lifelong Learning, Office of Diversity and Inclusion “Speaker Series”, Academic Departments (including Deans and Chairs), ID&D, OIE, HRL, Academic Advising, TRiO, CSA, and Writing Center staff).

**Section VII: Measuring Up – Research, Assessment, and Evaluation<sup>5</sup>**

**2019-2020 Goals and Outcomes  
July 1, 2019-June 30, 2020**

<b>Department Goals</b>	<b>Summative Outcomes</b>
Advance student leadership development by encouraging and promoting student advocacy and self-empowerment regarding issues of disability	<ul style="list-style-type: none"> <li>▪ 89% of respondents indicated they “strongly agreed” or “agreed” that “registering with the DRC has had a positive impact on [their] academic performance.”</li> <li>▪ DRC staff consistently advance student leadership development through the advisement of Delta Alpha Pi Honor Society</li> </ul>
Foster accessible and inclusive communities for students through outreach to the campus community regarding disability issues	<ul style="list-style-type: none"> <li>▪ Facilitated 79.5 hours of outreach training and programming on and off campus</li> <li>▪ Participated in the following committees: Admissions/Readmissions, Diversity and Inclusion Consortium, Housing Accommodations Review Committee, 1619-2019: 400 Years of Resilience, President’s Task Force, COVID-19 Inclusive Excellence, Instructional Planning, Programming, and Testing (sub-committee)</li> <li>▪ Facilitated (4) presentations to local high schools and community colleges</li> <li>▪ Guest lectures on disability history, laws, and services (Dr. Jon Andes and Dr. Tina Reid)</li> </ul>
Recognize and celebrate student successes	<ul style="list-style-type: none"> <li>▪ Assisted DAP with the execution and planning of their annual induction ceremony and election of the new executive board; 20 new students were inducted during the 2019-2020 academic year.</li> <li>▪ Student Success outreach event; honored registered students with the following academic achievements (Goldwater Scholarship recipient, Amgen Scholar, (2) Boren Scholars, (1) Fulbright, and (1) Fulbright (Alternative).</li> <li>▪ DRC staff nominated student leaders for campus honors/recognition.</li> </ul>

**Examples of Other Research, Assessment, or Evaluation Projects (if applicable)  
July 1, 2019-June 30, 2020**

<b>Project</b>	<b>Key Result(s) or Outcomes</b>	<b>Organizational Changes</b>
<i>Example: Three-Year Student Satisfaction Survey with new math instructional software.</i>	<i>80% of student users indicated new software was helpful to understanding math concepts.</i>	<i>Two additional math sessions using the new software will be added.</i>
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

**Student Learning Outcomes  
July 1, 2019 - June 30, 2020**

<b>Student Learning Outcomes</b>	<b>Mapped to University SLOs</b>	<b>Mapped to Division's SLOs</b>	<b>Evidence of Learning</b>
DRC-registered students will understand the process for requesting and implementing reasonable accommodations.			<p>According the 2019-2020 DRC Student Satisfaction Survey:</p> <ul style="list-style-type: none"> <li>97% of respondents indicated they “strongly agreed” or “agreed” that “[they] know how to request and implement accommodations at SU”.</li> <li>82% of respondents indicated [they] provide their Memorandum of Accommodations in more than half of [their] classes.</li> </ul>
DRC-registered students will know their rights and responsibilities under the ADA.			<p>According the 2019-2020 DRC Student Satisfaction Survey, 93% of the respondents indicated they have “intermediate” or “basic” knowledge of their rights and responsibilities under the ADA.</p>
DRC-registered students will be able to self-advocate and clearly articulate their accommodation needs to others, as needed.			<p>According to the 2019-2020 DRC Student Satisfaction Survey</p> <ul style="list-style-type: none"> <li>84% of respondents indicated “strongly agreed” or “agreed” that “[they] feel comfortable providing their memorandums to faculty.</li> </ul>

		<ul style="list-style-type: none"> <li>89% of respondents indicated “strongly agreed” or “agreed” that “working with the DRC helped [me] to learn to advocate for myself and my needs.</li> <li>91% of students indicated meeting with a staff member more than once during the academic year.</li> </ul>
DRC-registered students will be able to identify pertinent campus resources at SU.		According to the 2019-2020 DRC Student Satisfaction Survey, 92% of respondents indicated “strongly agreed” or “agreed” that “[they] have knowledge of more than 5 campus resources.

**Section VIII: Strategic Plan-Related Goals (July 1, 2020 – June 30, 2021)<sup>6</sup>**

Department Goal or Objective	Mapped to University Strategic Plan Goals	Mapped to SA Strategic Goals	Examples of Assessment Metrics
Advance student leadership development by encouraging and promoting student advocacy and self-empowerment regarding issues of disability	Goal 2 Initiative 3	Goal 1	<ul style="list-style-type: none"> <li>Annual DRC Student Satisfaction Survey</li> <li>AIM/Titanium yearly report (number of students registered with the DRC, number of appointments, etc.)</li> </ul>
Foster accessible and inclusive communities for students through outreach to the campus community regarding disability issues	Goal 3 Initiative 1	Goal 3	<ul style="list-style-type: none"> <li>Annual DRC Student Satisfaction Survey</li> <li>AIM/Titanium yearly report (hrs. of outreach)</li> </ul>
Recognize and celebrate student successes	Goal 4 Initiative 4	Goal 1	<ul style="list-style-type: none"> <li>AIM/Navigate yearly report</li> </ul>
Implement a campus wide training program for faculty and staff regarding disability issues	Goal 3 Initiative 3	Goal 3	<ul style="list-style-type: none"> <li>DRC Training Evaluations</li> </ul>
Full Implementation of Accommodations Information Manager (AIM)		Goal 2	<ul style="list-style-type: none"> <li>DRC Student Satisfaction Survey</li> </ul>

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## APPENDICIES, CHARTS, TABLES, AND GRAPHS

### Appendix A

<b>DRC Registered Students</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>% increase since 2015</b>
<b># of registered students</b>	207	261	313	362	490	603	721	130%
<b># of proctored exams</b>	752	975	892	1047	1431	1783	1639*	84%

*\*on or before 3/30/2020*

### Appendix B

<b>Appointments by Type</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>% change since 2015</b>
Intake	121	137	156	216	271	280	104%
Academic skill-building Sessions	266	306	424	427	332	383	25%
Consultation (F2F and Virtual)	80	72	130	127	149	590	719%
Drop-in	33	21	33	27	91	121	476%
Group Appointments	N/A	N/A	N/A	9	15	17	N/A

## Appendix C

### DRC Registered Undergraduate Students Retention and Graduation Rates

DRC-registered students from one term to the next without regard to their classification as freshman, sophomore, etc. or first-time student vs. transfer. Our cohort setup looks at all DRC-registered students for a term who are tracked only to the next term. For example, there were 281 undergraduate students registered for DRC services in Fall 2015. Of those, 54 students (19%) graduated in December 2015 or January 2016, and 212 students (75%) returned for the Spring 2016 semester. From an overall perspective, 266 Fall 2015 DRC-registered students (95%) had a positive outcome as retained or graduated.

### DRC-registered Undergraduate Students

DRC-registered Undergraduate Students	DRC-registered Undergraduate Students (Unduplicated)	DRC-registered Undergraduate Students Retained to Next Semester	Retention Rate of DRC-registered Undergraduate Students	DRC-registered Undergraduate Students Graduated	DRC-registered Students Graduation Rate	% of DRC-registered Students Graduated or Retained	Notes
Fall 2015	281	212	75%	54	19%	95%	Retained to/Graduated by Spring 2016
Spring 2016	250	169	68%	58	23%	91%	Retained to/Graduated by Fall 2016
Fall 2016	311	237	76%	57	18%	95%	Retained to/Graduated by Spring 2017
Spring 2017	292	211	72%	52	18%	90%	Retained to/Graduated by Fall 2017
Fall 2017	383	293	77%	64	17%	93%	Retained to/Graduated by Spring 2018
Spring 2018	357	262	73%	49	14%	87%	Retained to/Graduated by Fall 2018
Fall 2018	491	389	79%	73	15%	94%	Retained to/Graduated by Spring 2019
Spring 2019	476	343	72%	85	18%	90%	Retained to/Graduated by Fall 2019
Fall 2019	TBA	TBA	TBA	TBA	TBA	TBA	Retained to/Graduated by Spring 2020

Data Source: M. Belich, University Analysis, Reporting, and Assessment, July 15, 2020  
C. Henry, Disability Resource Center (Titanium), July 15, 2020



### DRC-registered Graduate Students

DRC-registered Undergraduate Students	DRC-registered Undergraduate Students (Unduplicated)	DRC-registered Undergraduate Students Retained to Next Semester	Retention Rate of DRC-registered Undergraduate Students	DRC-registered Undergraduate Students Graduated	DRC-registered Students Graduation Rate	% of DRC-registered Students Graduated or Retained	Notes
Fall 2015	281	212	75%	54	19%	95%	Retained to/Graduated by Spring 2016
Spring 2016	250	169	68%	58	23%	91%	Retained to/Graduated by Fall 2016
Fall 2016	311	237	76%	57	18%	95%	Retained to/Graduated by Spring 2017
Spring 2017	292	211	72%	52	18%	90%	Retained to/Graduated by Fall 2017
Fall 2017	383	293	77%	64	17%	93%	Retained to/Graduated by Spring 2018
Spring 2018	357	262	73%	49	14%	87%	Retained to/Graduated by Fall 2018
Fall 2018	491	389	79%	73	15%	94%	Retained to/Graduated by Spring 2019
Spring 2019	476	343	72%	85	18%	90%	Retained to/Graduated by Fall 2019
Fall 2019	TBA	TBA	TBA	TBA	TBA	TBA	Retained to/Graduated by Spring 2020

Data Source: M. Belich, University Analysis, Reporting, and Assessment, July 15, 2020  
 C. Henry, Disability Resource Center (Titanium), July 15, 2020

