

Student Affairs | Measuring Up

Creating a culture of assessment and evidence.

www.salisbury.edu/students

Salisbury
UNIVERSITY



Salisbury University
Office of Student Affairs
[Disability Resource Center]
[July 30, 2019]

TABLE OF CONTENTS

CONTENT	PAGE
Executive Summary	p. 3
Section I: Department Overview <ul style="list-style-type: none">▪ Vision▪ Mission▪ Goals▪ Scope of Practice-Services Provided▪ Student Learning Outcomes	p. 4
Section II: Examples of Major Events, Services, Activities, and Initiatives	p. 5
Section III: Summary of Budget Reallocations and Impact	p. 5
Section IV: Collaborations and Partnerships (Internal and External)	p. 6
Section V: A Summary of Achievements Related to Student Affairs Strategic Plan	p. 7
Section VI: A Summary of Achievements Related to University Strategic Plan	p. 8
Section VII: Measuring Up: Research, Assessment, and Evaluation	p. 10
Section VIII: Strategic Plan-Related Goals for 2019 – 2020	p. 12
Appendices, Charts, Tables and Graphs	p. 13

EXECUTIVE SUMMARY

The Disability Resource Center (DRC) is committed to fostering accessible learning opportunities and environments for qualified students with disabilities. During the 2018-2019 academic year, 603 students were served by the DRC. 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, and the facilitation of individual and group academic coaching and social skills development sessions. Additionally, staff facilitate ongoing outreach to the campus community such as the "Bury the Stigma", "SU Goes Blue" for Autism Awareness, "Language Matters" and Disability History and Awareness Month campaigns, advise Delta Alpha Pi-the Disability Services International Honor Society, as well participate in drafting and editing of university policies related to individuals with disabilities and student accommodations. The DRC also collaborates extensively with students, faculty, staff, and administration both on and off-campus regarding disability accommodations and services related to student access including, the Office of Institutional Equity, Athletics Department, Divisions within Student Affairs, and Academic Department Chairs and Deans along with community-based agencies and peer institutions of higher education. DRC staff facilitated over 70 hours of outreach on and off campus during the 2018-2019 academic year. The DRC received the Fulton Humanities Grant for Autism Awareness Outreach during the Spring 2019 semester.

According to the 2018-2019 DRC Student Survey, 85% of respondents indicated they "strongly agreed" or "agreed" that "registering with the DRC has had a positive impact on [their] academic performance." Intake appointments for the academic year increased by 26% from the 2017-2018 academic year and the number of students registered with the DRC increased by 23% from the 2017-2018 academic year. DRC staff participated in 332 individual academic coaching sessions, 149 consultations regarding services, 91 drop-in appointments to address immediate needs, and had 15 group academic coaching sessions during the 2018-2019 academic year (See Appendices A & B).

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 alike 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.
- Execution and planning of “Bury the Stigma”, “SU goes Blue”, “Language Matters” Disability History and Awareness Month (DHAM) campaign
- Facilitation of training on disability issues for faculty, staff, and students, including ID&D and OIE campus trainings, HRL staff, Admissions and Advising staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center staff, New and Adjunct faculty, academic departments, University Police, etc.
- Consultation and participation in Admissions/Readmissions Committee, Diversity and Inclusion Sub-Committee, Accessibility Workgroup, Veteran's Workgroup, Housing Accommodations Review Committee, SA Strategic Planning and Assessment, etc.
- Drafting and revising university policies related to individuals with disabilities and student accommodations, including Course Substitution/Waivers, Housing Accommodations, Personal Care Attendants, and Animals on Campus (Assistance & Service Animals)
- Advisement of Delta Alpha Pi, disability services honor society

Student Learning Outcomes

- Students will be able to explain the process for requesting and using reasonable accommodations at SU.
- Students will be able to discuss the implementation of their accommodations with faculty and staff at SU.
- Students will be able to identify pertinent campus resources at SU

Section II: Examples of Major Events, Services, Activities, and Initiatives

Examples of Major Events, Services, Activities, Initiatives	Target Audience	Number(s) Served	Cost Per Participant
Autism Awareness Outreach	University Police and Security Staff	29 staff members	Staff time
“Language Matters” Raising awareness about offensive and marginalized language	Faculty and Staff	35 faculty and staff	Staff time
Campus Partner Luncheon-DHAM	Staff	25 staff members	¹
Guest Lecturer-Community Health (Disabilities & Chronic Illnesses)	Students	Fall 2018- 25 students Spr 2019- 23 students	Staff time
DAP Mentor Training	Students	10 students	Staff time
Open House- Assistive Technology Space in the Academic Commons	Students, Faculty, and Staff	25 students, faculty, and staff	Staff time
OIE Americans with Disabilities Act Training	Faculty and Staff	30 faculty and staff	Staff time
Housing and Residence Life Staff: Autism & Housing	Staff	15 staff	Staff time

Section III: Summary of Budget Reallocations and Impact

2018-2019 Budget Reallocations

Examples of Budgetary Reallocations	Impact on Service Delivery and Operations
NONE	NONE

2019-2020 Budget Reallocations

Examples of Budgetary Reallocations	Impact on Service Delivery and Operations
Did not approve GA for Disability Services (maintained staffing)	The demand for services in this office is growing at a fast pace, and we do not have staff to keep up. Results will result in a slower turnaround in meeting student and faculty needs.
Out of state travel cut	Adversely affects professional development for Disability Services, and potentially impacts ongoing educational requirements for certification for counseling staff
Programming funds were decreased considerably	Programming and outreach in the following areas will need to be eliminated or reduced: suicide prevention, stigma around mental health, support for academic success and retention.
Funds were decreased for use for interpretation and other support services costs in disability services	Impacts the ability to provide services for students

¹ Unable to provide due to lack of access to data.

Section IV: Collaborations and Partnerships (Internal and External)

Examples of Collaborations and Partnerships	Outcomes and Impact
Dorchester County Public Schools Special Education Staff	Presentation and resource materials on the preparing students with disabilities for accommodations in higher education.
Wicomico County Public Schools Special Education Staff	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 Autism Housing Accommodations Review Committee, 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
ABLE	Preparing students with disabilities for internships/workplace accommodations/disability disclosure
Veterans Services	Presentation and resource materials on disability services available at SU
Multicultural Services	Resource materials on disability services and awareness. Collaborative presentations on marginalized populations/language (Language Matters)
Nursing Department	Accessibility of practicum placements and skills lab
College of Health and Human Services	Accessibility of programs and technical standards
Social Work Department	Accessibility of internship placements
Fit and Well Staff	Accessibility of FTWL activity courses
Instructional Design & Delivery (ID&D)	Accessibility of documents and faculty training video
PACE	Accessibility of Civic Reflection Orientation activity
Admissions	Presentation and resource materials on disability services at SU and accessibility of admission events
Publications	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	Process for requesting temporary accommodations
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
Office of Institutional Equity (OIE)	Presentation and resource materials on disability related issues/accommodations. Collaborative presentations on marginalized populations/language (Language Matters)
Delta Alpha Pi-Honor Society	Provided feedback on the CEJI proposal for space dedicated to students with disabilities, Facilitation of DAP mentor training, and Induction Ceremony

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

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 five Open Houses, Admitted Students Day, Orientation 101 and 102, and the Admissions/Readmission Committee which meets twice annually.
 - 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.
- **Optimize orientation efforts to facilitate the transition of well-informed first-year, transfer, and international students along with their families.**
 - Presentations during Seagull Start-Up and First Flight; facilitation of New Student Reflection program.
- **Strengthen programmatic aspects of the Living and Learning residential environment.**
 - Provision of yearly training for HRL students and professional staffs regarding disability issues.
- **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.**
 - Participation in campus programming (e.g. Language Matters, Ally Week, Disability History Awareness Month, Autism Awareness, Take Back the Night, Multicultural Festival)
 - Facilitation of professional presentations for faculty, staff, and students including University Police, ID&D and OIE. On-going campus trainings provided to HRL staff, Admissions and Advising staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center, etc.

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-disability services honor society.
- **Articulate expected outcomes and markers of a healthy and inclusive community.**
 - Evaluation of the impact of programs and services through a yearly student satisfaction survey.
- **Create opportunities for students to engage intercultural/cross-cultural activity and dialogue.**
 - Facilitation of events such as Disability History and Awareness Month and participation in events such as Language Matters, Ally Week, New Student Reflection program, Autism Awareness, Multicultural Festival, etc.
- **Enhance academic coaching for students less likely to persist.**
 - Facilitation of 332 individual academic coaching sessions and 15 group academic coaching sessions during the 2018-2019 academic year.
- **Promote co-curricular engagement among students.**
 - Facilitation of professional presentations, such as the OIE ADA trainings, guest lectures, and yearly student leader training (e.g. HRL staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center staff).
- **Draw attention to leadership development and career decision making**
 - Engaged members of DAP in bi-monthly meetings related to advocacy and leadership
 - Referrals to on and off-campus resources (e.g. Career Services, Academic Advising, Division of Rehabilitation Services (DORS), campus internship/practicum coordinators).
 - Collaboration with Career Services regarding resources for the employment of individuals with disabilities (e.g. work-site accommodations, Schedule A, employer incentives, Job Accommodation Network (JAN), Mid-Atlantic ADA Center, Eastern Shore Business Leadership Network (ESBLN), One Stop Job Market, DORS).
- **Recognize and celebrate student successes.**
 - Facilitation DAP annual induction (23 students inducted during the 2018-2019 academic year).
 - Supporting 7 students in preparing for Study Aboard learning experiences.

Goal 3: Student Affairs aims to embrace innovation.

- **Adopt appropriate technology that enhances student services, student learning, and administrative productivity.**
 - Continuous evaluation of assistive technology needs and spaces on campus. Participation in the SU Accessibly Workgroup, which meets monthly to addresses accessible technology concerns on-campus, as well as meeting yearly with MD system staff and administrators.
 - Continuous collaboration with IT, the web office, and ID&D on improving accessibility.
 - Evaluation and update of office protocols and processes for storing and managing student data and resources (e.g. online testing form, Titanium scheduling and database, spread sheets).
- **Articulate evidence-based knowledge of students and student life themes.**
 - Collaboration with colleagues nationally and statewide through membership to MD AHEAD. Participation in listservs such as the ICU (Independent Colleges and Universities), MD-AHEAD, and DSSHE-L (Disabled Student Services in Higher Education).
- **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 and one national training related to CAS during the 2018-2019 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.
- **Allocate program, spaces and resources using data-driven analysis.**
 - Utilization of the annual student survey, student annotates, research, DRC data, and developments in the field to determine how to improve and expand programs and services

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).
- **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

- **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, DAP, CSIL, Athletics, TRiO).
 - Advisement of Delta Alpha Pi
- **Articulate expected outcomes and markers of a healthy and inclusive community.**
 - Evaluation of the impact of programs and services through a yearly student satisfaction survey.
- **Create opportunities for students to engage intercultural/cross-cultural activity and dialogue.**
 - DRC Staff collaborated with Multicultural Student Services and the Office of Institutional Equity to develop the “Language Matters” presentation on marginalized populations, microaggressions, and language for students, faculty, and staff during the 2018-2019 academic year.
 - Facilitation of events such as Disability History and Awareness Month and participation in events such as Language Matters, Ally Week, New Student Reflection program, Autism Awareness, Multicultural Festival, etc.
- **Enhance academic coaching for students less likely to persist.**
 - Facilitation of 332 individual academic coaching sessions and 15 group academic coaching sessions during the 2018-2019 academic year.

- **Promote co-curricular engagement among students.**
 - Facilitation of professional presentations, such as the OIE ADA trainings, guest lectures, and yearly student leader training (e.g. HRL staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center staff).
- **Draw attention to leadership development and career decision making**
 - Engaged members of DAP in bi-monthly meetings related to advocacy and leadership
 - Referrals to on and off-campus resources (e.g. Career Services, Academic Advising, Division of Rehabilitation Services (DORS), campus internship/practicum coordinators).
 - Collaboration with Career Services regarding resources for the employment of individuals with disabilities (e.g. work-site accommodations, Schedule A, employer incentives, Job Accommodation Network (JAN), Mid-Atlantic ADA Center, Eastern Shore Business Leadership Network (ESBLN), One Stop Job Market, DORS).
- **Recognize and celebrate student successes.**
 - Facilitation DAP annual induction (23 students inducted during the 2018-2019 academic year).
 - Supporting 7 students in preparing for Study Aboard learning experiences.

Goal 2: EMBRACE Innovation of the Salisbury University Experience

- **Adopt appropriate technology that enhances student services, student learning, and administrative productivity.**
 - Continuous evaluation of assistive technology needs and spaces on campus. Participation in the SU Accessibly Workgroup, which meets monthly to addresses accessible technology concerns on-campus, as well as meeting yearly with MD system staff and administrators.
 - Continuous collaboration with IT, the web office, and ID&D on improving accessibility.
 - Evaluation and update of office protocols and processes for storing and managing student data and resources (e.g. online testing form, Titanium scheduling and database, spread sheets).
- **Articulate evidence-based knowledge of students and student life themes.**
 - Collaboration with colleagues nationally and statewide through membership to MD AHEAD. Participation in listservs such as the ICU (Independent Colleges and Universities), MD-AHEAD, and DSSHE-L (Disabled Student Services in Higher Education).
- **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 and one national training related to CAS during the 2018-2019 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.
- **Allocate program, spaces and resources using data-driven analysis.**
 - Utilization of the annual student survey, student annotates, research, DRC data, and developments in the field to determine how to improve and expand programs and services

Goal 3: FOSTER Community

- **Attract, enroll, and retain a talented and diverse first-year class, transfer class, and graduate cohort.**
 - Participation in five Open Houses, Admitted Students Day, Orientation 101 and 102, and the Admissions/Readmission Committee which meets twice annually.
 - 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. Seven presentations were given during the 2018-2019 academic year.
- **Optimize orientation efforts to facilitate the transition of well-informed first-year, transfer, and international students along with their families.**
 - Facilitation of Orientation 102 New Student Reflection program.
- **Strengthen programmatic aspects of the Living and Learning residential environment.**
 - Provision of yearly training for housing and residence life's student and professional staffs regarding disability issues.

- **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.**
 - Participation in campus programming (e.g. Language Matters, Ally Week, Disability History Awareness Month, Autism Awareness, Take Back the Night, Multicultural Festival)
 - Facilitation of professional presentations for faculty, staff, and students including University Police, ID&D and OIE. On-going campus trainings provided to HRL staff, Admissions and Advising staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center, etc.

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

- Provision of quality services and resources to 603 students with disabilities at Salisbury University per academic year (See Appendix A).
- Supported a student-led request for a room in the new SU Center for Equity, Justice, and Inclusion in Blackwell Hall to be dedicated to disability issues.
- Execution and planning of “Bury the Stigma”, “SU goes Blue”, Disability History and Awareness Month campaign
- Facilitation of training on disability issues for faculty, staff, and students, including ID&D and OIE campus trainings, HRL staff, Admissions and Advising staff, TRiO and Powerful Connections mentors, Orientation Leaders, CSA tutors/SI leaders/GAs, Writing Center staff, New and Adjunct faculty, Academic departments, University Police, etc.

Section VII: Measuring Up – Research, Assessment, and Evaluation²

Previous Year’s Goals and Outcomes

Department Goals	Summative Outcomes
Advance student leadership development by encouraging and promoting student advocacy and self-empowerment regarding issues of disability	<ul style="list-style-type: none"> ▪ 85% of respondents indicated they “strongly agreed” or “agreed” that “registering with the DRC has had a positive impact on [their] academic performance.” ▪ Intake appointments increased by 26% from the 2017-2018 academic year and the number of students registered with the DRC increased by 23%. ▪ DRC staff participated in 332 individual academic coaching sessions, 149 consultations regarding services, 91 drop-in appointments to address immediate needs, and had 15 group academic coaching sessions
Foster accessible and inclusive communities for students through outreach to the campus and surrounding community	<ul style="list-style-type: none"> ▪ Facilitated over 70 hours of outreach on and off campus ▪ Participated in the following committees: Admissions/Readmissions, Diversity and Inclusion, Accessibility Workgroup, Housing Accommodations Review Committee, and SA Strategic Planning Committee and Assessment ▪ Facilitated seven presentations to local high schools and community colleges ▪ Guest lectures on disability history, laws, and services (Dr. Jon Andes and Dr. Tina Reid)

Other Projects

Project	Key Result(s) or Outcomes	Organizational Changes

Student Learning Outcomes

Student Learning Outcomes	Mapped to University SLOs	Mapped to Division's SLOs	Evidence of Learning
Students will understand the process for requesting and receiving reasonable accommodations at SU, as needed			<ul style="list-style-type: none"> ▪ According to the 2018-2019 DRC Student Survey, 94% of respondents indicated they “strongly agreed” or “agreed” that “[they] know how to request accommodations at SU.”
Students will understand the process of using accommodations at Salisbury University			<ul style="list-style-type: none"> ▪ According to the 2018-2019 DRC Student Survey: <ul style="list-style-type: none"> • 96% of respondents indicated “strongly agreed” or “agreed” that “[they] know how to use accommodations at SU. • 75% of respondents indicated that [they] provide their Memorandum of Accommodations in more than half of [their] classes.
Students will be able to self-advocate and clearly articulate their accommodation needs to others, as needed			<ul style="list-style-type: none"> ▪ According to the 2018-2019 DRC Student Survey <ul style="list-style-type: none"> • 88% of respondents indicated “strongly agreed” or “agreed” that “[they] feel comfortable providing their memorandums to faculty • 85% of respondents indicated they strongly agreed” or “agreed” that “working with the DRC helped me to learn to advocate for myself and my needs • 85% of students indicated meeting with a staff member more than once during the academic year.

Section VIII: Strategic Plan-Related Goals for 2019 – 2020³

The following goals are intended to be ambitious but attainable. Each goal should be linked to measurable outcomes and is consistent with strategic priorities, Student Affairs' goals and expectations, and the University's strategic plan. Three to five goals are recommended.

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 2 Initiative 6	<ul style="list-style-type: none"> • Percent of “strongly agreed” and “agreed” responses to the DRC Student Satisfaction Survey on questions regarding student advocacy • Number of students registered with the DRC • Number of resource and consultation appointments
Foster accessible and inclusive communities for students through outreach to the campus community regarding disability issues	Goal 3 Initiative 1	Goal 1 Initiative 5	<ul style="list-style-type: none"> • Percent of “strongly agreed” and “agreed” responses to the DRC Student Satisfaction Survey on questions regarding student advocacy • Number of hours spent on developing and facilitating outreach
Recognize and celebrate student successes	Goal 4 Initiative 4	Goal 2 Initiative 7	<ul style="list-style-type: none"> • Number and percent of students with GPA's of 3.0 or above average 2.5 registered with the DRC • Number and percent of students receiving campus and community recognition for academic and personal success

APPENDICIES, CHARTS, TABLES, AND GRAPHS

Appendix A

DRC Registered Students	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-2019	% increase since 2015
# of registered students	200	231	265	235	219	207	261	313	362	490	603	93%
# of proctored exams	393	409	565	600	550	752	975	892	1047	1431	1783	100%

Appendix B

Appointments by Type	2014-15	2015-16	2016-17	2017-18	2018-19	% change since 2015
Intake	121	137	156	216	271	98%
Individual Resource Counseling	266	306	424	427	332	9%
Consultation	80	72	130	127	149	107%
Drop-in	33	21	33	27	91	333%
Group Appointments	N/A	N/A	N/A	9	15	N/A