

PET FORM
Planning and Evaluation Tracking
(2011-2012 Assessment Period)

Division of: Student Affairs

Person Responsible for this Division: April Sessler

Department of: disability Services

Person Responsible for this Form: Brenda Rossnagel

Purpose Statement (With Last Updated Date): To promote reasonable accommodations and facilitate access to all services and programs at Amarillo College (Last updated July/ 2011).

Goal Statement #1: Students from the department will comply with departmental rules and procedures.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Students registered with DisAbility Services will receive a written reminder and/or phone call to complete and return the accommodation form at the beginning of each semester. An 80% success rate in securing returned/signed forms will be obtained as noted through spread sheet accounting for the department.

- Results (Provide Numbers and Percentages for Quantitative Data)
 - **2009-2010 Data:** Numbers = 333 out of 461 and Percentage = 72%
 - **2010-2011 Data:** Numbers = 341 out of 475 and Percentage = 72%
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
 - Benchmark was not met
- Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
 - In 2010 – 2011 our department changed forms to allow students to go ahead and receive accommodations even if the ‘original’ form is not returned to our office. This procedure did not result in a higher percentage rate of return on receipt of forms back to our office, but did help the student to be able to give the instructor a copy of the accommodation needs immediately and eliminated the need for our office to ‘send back’ signed forms to each instructor. This process has allowed students to receive accommodations immediately and allowed our office to focus on other issues needing our attention. With the 72% return rate there was concern that a portion of students needing the accommodations may not be receiving them since they did not get the form to the teacher to sign and then return the form to us. This new method eliminates this situation.
 - We added the oral communication component in the 2010 – 2011 year to encourage students to obtain and return accommodation forms. The percentage rate remained the same for both years.
 - Evaluate Why Improvements Were Successful/Were Not Successful:
 - Adding the call did bring some students into the office to obtain forms, but did not seem to increase the rate that students returned the original to our office. This return of the original is not as vital as it had been in the past since the student gives a copy immediately to the instructor after obtaining the form. It is helpful to know the student did take the form to all instructors and that is why the original signed copy is still important for us to receive.

- Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - Cost is minimal as previously three part forms were printed and now copies are printed via the computer. No substantial budget change.
- Recommendations/Actions for 2011-2012
 - Person Responsible (Who will complete the action?): Brenda Rossnagel
 - Action Plan: Continue CARL call at the beginning of each semester to remind students to obtain and return accommodation forms to the department. Emphasize to students the importance of returning the forms. Will not include this objective on PET for 2011-2012.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 - Will make call in August/September and January/February.
 - Budget Information Needed for Future Action (Cost/Details):
 - not applicable

Goal Statement #2:

Match demand for services of student and academic support with space requirements and technology expectations (AC Strategic Plan through 2015: Strategy 1.2; Strategy 4.2).

Goal: Students registered with disability services will indicate satisfaction with physical access, equipment, accommodations, and disAbility Services Department advising.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

2.a. After completing a survey each fall semester at least 80% of students responding will indicate satisfaction with physical access in the following areas:

Elevator, Restrooms, Parking, Ramps, Outside Doors, Inside Doors (AC Strategic Plan through 2015: Assumed these results will effect task 4.2.1).

2.b. After completing a survey each fall semester at least 80% of students responding will indicate satisfaction with the following services:

Classroom equipment, Advising (AC Strategic Plan through 2015: Task 1.2.1).

- Results (Provide Numbers and Percentages for Quantitative Data)
 - **2009-2010 Data:** Numbers = 65 out of 108 and Percentage = 61%
 - **2010-2011 Data:** No numbers available for 2010-2011 as survey was not conducted by IR as requested.
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement):
 - Benchmark for 2009 – 2010 was not met. No data for 2010-2011 so no comparisons can be made.
- Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: Added categories of tutoring and advising to the 2010-2011 survey, but the survey was not conducted.

- Evaluate Why Improvements Were Successful/Were Not Successful:
 - Evaluation not successful as communications with the institutional research team did not effectively ensure that a survey would be conducted each fall semester of this group of students.
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
 - There is a limited cost to this survey as it is conducted online. Does involve the institutional research personnel sending out and calculating the survey results.
 - Recommendations/Actions for 2011-2012
 - Person Responsible (Who will complete the action?): Brenda Rossnagel
 - Action Plan: Will continue to work with the institutional research team to be certain the survey is conducted each fall, preferably each October. In order to get the best sample of students it is important to conduct the survey before the drop date in the fall semester and when most students have had time to become familiar with the campus and are attending classes.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): October of the next school year.
 - Budget Information Needed for Future Action (Cost/Details): Could relate to Physical Plant planning as this survey obtained from disability Services Students is shared with them annually. Planning for physical accessibility in buildings and equipment needs could be affected by survey results.
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Goal Statement #3:

Students using tutoring services provided by disAbility Services will maintain academic accountability.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Qualified disability Services Students using Disability Services tutoring will maintain a pass rate of 65% in the following areas where specific departmental tutoring is accessed:

Math, Reading/English

- Results (Provide Numbers and Percentages for Quantitative Data)
 - Math Tutoring
 - **2009-2010 Data:** Numbers = 35 out of 45 and Percentage =s 77% math tutoring
 - **2010-2011 Data:** Numbers = 25 out of 38 and Percentage =s 65% math tutoring
 - English/Reading Tutoring
 - **2009 - 2010 Data:** Numbers = 12 out of 15 and Percentage=s 80% English/Reading tutoring
 - **2010-2011 Data:** Numbers = 5 out of 6 and Percentage =s 83% English/reading tutoring
- Analysis
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement): Benchmark was met by both the math and English/Reading tutoring students. It is also noted that the general pass rate for 2008 for students with disabilities was 53% as averaged from Databook. For individuals with no known disability the general pass rate from 2008 Data book is 64.9%.
- Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
 - No specific improvements made other than to keep the math tutor as a full time position.

- Evaluate Why Improvements Were Successful/Were Not Successful: The department was asked to 'give up' a position and it was determined that since the success rate of the students receiving math tutoring was meeting its goal the position would be maintained as a full time tutoring position specifically for the Disability Services Department.
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details): Position continues
 - **Recommendations/Actions for 2011-2012**
 - Person Responsible (Who will complete the action?): Brenda Rossnagel
 - Action Plan:
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): Evaluate tutoring results at the end of each semester.
 - Budget Information Needed for Future Action (Cost/Details):
 - Not significant unless additional tutoring support is hired.
 - Would like to have a full time English/Reading tutor so that more students in this area could benefit from this service. The testing/tutor/advisor position is one with too many titles and responsibilities, not allowing enough time for consistent tutoring schedules. This position was 'taken away' in a previous budget cut several years ago.
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Goal Statement #4: Students registered with Disability Services will demonstrate persistence from semester to semester.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

- **Results (Provide Numbers and Percentages for Quantitative Data)**
 - 2008 fall to fall retention rate of disability services students from DataBook: 308 students with an average retention fall to fall rate of 53%.
 - Students with no known disability retention rate from Databook 2008 is : 55%
- **Analysis**
 - Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement): Benchmark was not met. Very close to those students with no known disability.
- **Improvements**
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: This goal statement was not on the 2009-2010 PET.
 - Evaluate Why Improvements Were Successful/Were Not Successful:
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details):
- **Recommendations/Actions for 2011-2012**
 - Person Responsible (Who will complete the action?):Brenda Rossnagel
 - Action Plan: Send out more information to students enrolled with this program to encourage contact with this department. Conduct small group study sessions and interest groups.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): Evaluate the fall to fall retention rate for the coming year.
 - Budget Information Needed for Future Action (Cost/Details): none

Goal Statement #5: Students will demonstrate improved self efficacy.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

Students receiving disability services will demonstrate self efficacy by applying for Disability Services and obtaining accommodation forms. The % of disability services students obtaining accommodation forms will increase by 5% each year.

- Results (Provide Numbers and Percentages for Quantitative Data)
 - This is a new PET objective
- Recommendations/Actions for 2011-2012
 - Person Responsible (Who will complete the action?): Brenda Rossnagel
 - Action Plan: Conduct special study sessions/interest group sessions.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
 - Plan to contact all disability services students at least twice each semester and host at least one information session each semester.
 - Budget Information Needed for Future Action (Cost/Details): none

Goal Statement #6:

New faculty will receive training/information concerning working with disability services students.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

After viewing the power point provided through ELearning in New Faculty Orientation, the new faculty will demonstrate an initial awareness of disability services by scoring at least a 90% on a post test given after the conclusion of the power point.

- Results (Provide Numbers and Percentages for Quantitative Data)

This is a new PET Objective
- Improvements
 - List any Improvements Made in the 2010-2011 (Last Academic) Year Based on the 2009-2010 PET Results:
The power point was developed and should have been shown.
 - Evaluate Why Improvements Were Successful/Were Not Successful:
Do not have these results at this point.
 - Provide the Budget Information Needed to Make Past Improvements (Cost/Details): None
- Recommendations/Actions for 2011-2012
 - Person Responsible (Who will complete the action?): Brenda Rossnagel
 - Action Plan: Gather information from ELearning. Be certain that all new faculties have the opportunity to view the power point and complete the pre and post test. Communicate with ELearning to be certain the numbers are sent to my department for review.
 - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): September and February of each school year results from ELearning should be communicated to Disability Services.
 - Budget Information Needed for Future Action (Cost/Details):none