

**PET FORM**  
**Planning and Evaluation Tracking**  
**(2012-2013 Assessment Period)**

Division of: [Student Affairs](#)

Person Responsible for this Division: [April Sessler](#)

Department of: [disAbility Services](#)

Primary 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:**

[From Strategic Plan 4.4 Match demand for services of student and academic support with space requirements and technology expectations.](#)

[Students registered with disability services will indicate satisfaction with physical access, equipment, accommodations, and disAbility Services Department.](#)

**Outcome/Objective Statement #1a**

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

- 1a. [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](#)
- 1b. [After completing a survey each fall semester at least 80% of students responding will indicate satisfaction with the following services: Classroom Equipment, Overall Satisfaction with disAbility Services.](#)

• **Results (If Applicable, Provide Numbers and Percentages for Quantitative Data)**

- **2009-2010 Data:**  
[Numbers = 65 out of 108 and Percentage = 61% indicate overall satisfaction with disAbility Services.](#)
- **2010-2011 Data:**  
[Numbers = 0 out of 0 and Percentage = 0%](#)
  - [No numbers available for 2010-2011 as IR was not able to conduct survey.](#)
- **2011-2012 Data:**  
[Numbers = 18 out of 25 and Percentage = 72% noted overall satisfaction with disAbility Services.](#)
  - 1a.
    - [Elevator: 14 out of 17 = 82% indicate satisfaction with access](#)
    - [Restrooms: 14 out of 18 = 78% indicate satisfaction with access](#)
    - [Parking: 12 out of 26 = 46% indicate satisfaction with access](#)
    - [Ramps: 12 out of 15 = 80% indicate satisfaction with access](#)
    - [Outside Doors: 14 out of 17 = 82% indicate satisfaction with access](#)
    - [Inside Doors: 13 out of 16 = 81% indicate satisfaction with access](#)

**1b.**

- Classroom Equipment: 13 out of 17 = 76% indicate satisfaction with access
- Advising: 13 out of 16 = 81% indicate satisfaction with access
- Overall Satisfaction with disAbility Services: 18 out of 25 = 72% indicate satisfaction with access

• **Analysis**

- Provide Previous Data/Result Analysis

(Include if benchmark was met and how results relate to outcome statement):

- The overall Benchmark for 2011-2012 was not met ; however, only the parking satisfaction indicator was below 76%. Return rate was low. (See Improvements)

• **Improvements**

- List any Improvements Made in the **2011-2012** (Last Academic) Year:

- Based on the 2010-2011 PET Results:

- Added the additional categories of tutoring and advising to the 2011-2012 survey.

- Evaluate Why Improvements Were Successful/Were Not Successful:

- Survey was conducted in October, but did not receive many responses. Numbers = 33 out of 594 and Percentage = 6% responding to the survey. With this low response rate it is very difficult to obtain 'accurate' information. In many cases the N group was between 13 to 17 individuals. We did add in the categories of tutoring and advising to reinforce some of the important services provided by disAbility Services. These results were 77% satisfied with tutoring and 81% satisfied with advising. 82% indicated they were treated with courtesy by the department.

- What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):

- There is a limited cost to this survey as it is conducted online. It does involve the IR personnel sending out and calculating the survey results.

• **Recommendations/Actions for 2012-2013**

- Person Responsible (Who will complete the action?):

- Brenda Rossnagel

- Action Plan:

- Will talk to IR personnel to look at a more effective way to obtain this type of data. Possibly develop some type of contest or award for completing the survey so that more students would participate.

- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):

- October of the next school year.

- What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):

- Could relate to Physical Plant planning as this survey obtained from disAbility Services is shared with them annually. Planning for physical accessibility in buildings and equipment needs could be affected by survey results, especially if more students responded. If more students responded there could be impact on disAbility Services budget in noting possible equipment or additional services needed.
-

## Goal Statement #2:

Students registered with disAbility Services will demonstrate persistence from semester to semester.

### Outcome/Objective Statement #2A

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

After at least one interaction with Disability Services, disAbility Services students will maintain a higher rate of fall to fall retention when compared to students with no known

#### Results (If Applicable, Provide Numbers and Percentages for Quantitative Data)

- **2010-2011 Data:** Fall to Fall Retention Rate Numbers:  
DisAbility Students - 190 out of 334 and Percentage = 60%  
No known disability – 9444 with fall to fall retention rate of 55.8% retention
- **2009-2010 Data:** Numbers:  
DisAbility Students - 201 out of 334 and Percentage = 60%  
No known disability - 8855 students with a fall to fall retention rate of 56%
- **2008-2009 Data:** Numbers:  
DisAbility Students - 179 out of 305 and Percentage = 58%  
No known disability - 7910 students with a fall to fall retention rate of 57.7%

#### • Analysis

- Provide Previous Data/Result Analysis  
(Include if benchmark was met and how results relate to outcome statement):
  - Benchmark was met when looking at students with and without a known disability.
  - In comparing this latest data - This data demonstrates that consistently students with disabilities are able to maintain persistence at a higher rate than the student with no known disability. The disability student must come identify himself with our office in order to receive services. This connection as well as additional points of contact with this office may contribute to this higher rate of persistence.

#### • Improvements

- List any Improvements Made in the **2011-2012** (Last Academic) Year:
  - Year based on 2010-2011 PET Results: Conduct programs/attend ARD's with the high schools to facilitate transition of students with disabilities to college.
- Evaluate Why Improvements Were Successful/Were Not Successful:
  - Students continually maintain a little higher persistence rate than those with no known disability, but this department would like to become more involved in this process. We have made CARL calls and sent post cards in the 2011-2012 year. We would like to continue this and expand to send a notice to each student every two months to maintain a connection with the student.
  - Would like to increase student contact – Perhaps send a card every two months to students to remind them of services and that 'we are here to work with them.'
  - Added contact with the high schools adds to the comfort level of our entering students and facilitates more contact with a particular person. This personal recognition of contact contributes to persistence.

- What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):
  - Increase office expense to include mailings.
  - Would also like to increase amount of time the staff is able to attend ARD meetings in the high schools.

- **Recommendations/Actions for 2012-2013**

- Person Responsible (Who will complete the action?):
    - Brenda Rossnagel
  - Action Plan:
    - Send out more information to students enrolled with this program. Conduct small group tutoring and interest groups. Plan to conduct four Learning to Learn sessions focusing on Study Skills, Setting Goals, Time Management, Note Taking, and Test Taking Skills.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
    - Will schedule study skills sessions and plan to send more correspondence throughout the year to all disability services students, especially the 'new' FTIC students.
  - What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):
    - Coordinator and Advisor will work with other departments as appropriate to present the Learning to Learn sessions. Planned for the fall semester and hopefully to expand to the spring semester as well for 2012-2013. In order to provide this the Reading/English tutor will not be able to work with many students at all, therefore a need for an additional Reading/English tutor is indicated. The cost for this position full-time would be: \$35,000.00.
-

## Goal Statement #3:

### Outcome/Objective Statement #3A

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

After communication enhancements are made, 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 (If Applicable, Provide Numbers and Percentages for Quantitative Data)**

- **2009-2010 Data:** Numbers = 0 out of 0 and Percentage = 0%
  - This is a new PET objective.
- **2010-2011 Data:** Numbers = 515 out of 1069 and Percentage = 48%
- **2011-2012 Data:** Numbers = 546 out of 1109 and Percentage = 49%

- **Analysis**

- Provide Previous Data/Result Analysis  
(Include if benchmark was met and how results relate to outcome statement):
  - Benchmark was not met. The percentage did increase by one percentage point, but not by the 5% desired.

- **Improvements**

- List any Improvements Made in the **2011-2012** (Last Academic) Year:
  - Year based on 2010-2011 PET Results: Did increase CARL calls to request students turn in accommodation forms. Did start this summer to send a letter to each student once we have received records so that they may make an appointment to receive accommodations. We are also being a little more flexible with the documentation required before receiving accommodations. This should allow more students to be eligible to receive accommodations.
- Evaluate Why Improvements Were Successful/Were Not Successful:
  - The CARL calls do not reach all of the students and this may be one reason we did not increase by as much as desired even with this addition to our activities. Therefore these efforts will be expanded through post cards and letters this next year. More attention given to 'new ' students to encourage their participation may also be helpful.
- What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):
  - Increased mailing costs.

- **Recommendations/Actions for 2012-2013**

- Person Responsible (Who will complete the action?):
    - Brenda Rossnagel
  - Action Plan:
    - Contact students every two months. Conduct special study sessions/interest group sessions.
    - Continue sending letters upon receipt of documentation.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
    - Will plan to host one session in the fall semester and two in the spring semester. Will contact students in September as a reminder for accommodation form completion, in November to register, in January to register/accommodations, in January/February for LITE, and in March for a special interest group, April for registration.
  - What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):
    - Increased postage.
-

## Goal Statement #4:

### Outcome/Objective Statement #4A

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

After viewing the power point provided through E-Learning in New Faculty Orientation and 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 (If Applicable, Provide Numbers and Percentages for Quantitative Data)**

- **2009-2010 Data:** Numbers = 0 out of 0 and Percentage = 0%
- **2010-2011 Data:** Numbers = 0 out of 0 and Percentage = 0%
  - This is a new PET Objective.
- **2011-2012 Data:** Numbers = 15 out of 15 and Percentage = 100%

- **Analysis**

- Provide Previous Data/Result Analysis  
(Include if benchmark was met and how results relate to outcome statement):
  - Benchmark was met.

- **Improvements**

- List any Improvements Made in the **2011-2012** (Last Academic) Year:
  - Power point was developed and was required in New Faculty Orientation.
- Evaluate Why Improvements Were Successful/Were Not Successful:
  - Obtained the results from the Center for Teaching and Learning. I obtained the numbers of faculty viewing the power point and completing the post-test and also obtained a list of comments they made after viewing the power point. These comments are helpful in determining areas that may be of interest to the faculty or perhaps areas where more training may be needed.
- What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):
  - None

- **Recommendations/Actions for 2012-2013**

- Person Responsible (Who will complete the action?):
    - Brenda Rosnagel
  - Action Plan:
    - Gather information from the Center for Teaching and Learning.
  - Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
    - Plan to gather results in September and February of each year.
  - What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):
    - None
-

## Goal Statement #5:

From No Excuses Goal III – Completion of attempted courses with a C or better.

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

## Outcome/Objective Statement #5A

(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 (If Applicable, Provide Numbers and Percentages for Quantitative Data)

- **2010-2011 Data:** Numbers = 25 out of 38 and Percentage = 65% Math Tutoring
- **2010-2011 Data:** Numbers = 5 out of 6 and Percentage = 83% English/Reading tutoring
- **2011-2012 Data:** Numbers = 36 out of 49 and Percentage = 74% Math Tutoring
- **2011-2012 Data:** Numbers = 9 out of 12 and Percentage = 75% 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.

### • Improvements

- List any Improvements Made in the **2011-2012** (Last Academic) Year:
  - No specific improvements.
- Evaluate Why Improvements Were Successful/Were Not Successful:
  - Continue with tutoring for these at risk students.
- What Budget Implications Were Involved with this Improvement? (Please Provide Cost Estimate/Details):
  - None

### • Recommendations/Actions for 2012-2013

- Person Responsible (Who will complete the action?):
  - Brenda Rossnagel
- Action Plan:
  - Continue to evaluate tutor pass rates and need for additional tutoring.
- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date):
  - Fall and Spring of 2012-2013
- What Budget Implications Are Involved with this Action? (Please Provide Cost Estimate/Details):
  - Budget would be impacted if a full time English/Reading Tutor position is hired at a cost of \$35,000.00.