



Planning and Evaluation Tracking

College Year: 2007-2008

Division of: Student Development

Person Responsible: April Sessler

Department of: disAbility Services

Person Responsible: Brenda Rossnagel

Purpose Statement: _ The purpose of the disability services department is to minimize the physical and academic barriers to students with disabilities by coordinating and providing appropriate and reasonable accomodations. _____

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. (07 08)	1. (07 08)	1. (07 08)	1. (07 08)
1 (06 07) Students from the department will comply with departmental rules and procedures.	1. (06 07) After students read, discuss, and sign rules statement from members of the disability services staff, over 85% of students will keep appointments with no more than three "no shows" as evaluated through staff appointment books.	1. (06 07) 98% of disability students had less than 3 "no shows". (N=330 of 336)The total number of students signing forms for testing and tutoring for fall 06 and spring 07 was 336 with 6 students having three no shows for tutoring or testing programs.	1. (06 07) Continue to have staff members require each student to sign a form each semester outlining the policies and procedures of the testing and tutoring services program, but will not include this as a PET objective for 07 08 as there are no corrections or changes to be made in this process.
1. (05 06) Students from the department will comply with departmental rules and procedures.	1. (05 06) After students read, discuss, and sign rules statement from members of the disability services staff over 85% of students will keep appointments with no more than three "no shows" as evidenced through staff appointment books.	1 (05 06) 91% of disability students had less than 3 no shows (N=200 of 220) The total number of students signing forms for testing and tutoring for fall 05 and spring 06 was 220 with 20 students having three no shows for the tutoring and testing programs.	1. (05 06) PLAN OF ACTION: Continue to require students to sign sheets reflecting their understanding of attending tutoring/testing appointments. Monitor students throughout the semester and contact students who are not regularly attending. Plan to decrease the % of students with three or

		Therefore 9% of students signing forms had three no shows.	more no shows from 9% to 5% and change benchmark to 85% in the objective.
2.(07 08) The Disability staff will determine if appropriate services are provided on all campuses and increase understanding and support for the department.	2 (07 08) After the Disability Services department has completed a survey administered to faculty at least once per academic year the department will assess if at least 80% of respondents indicate that their needs are being met and that they demonstrate specific knowledge of the disability services department.	2.	2.
2. (06 07) The Disability staff will determine if appropriate services are provided to students with disabilities on Amarillo College campuses.	2. (06 07) Added (12 14 06) After completing a survey 80% of faculty and staff members of Hereford and Moore County campuses wil assess if appropriate services are being provided.	2 (06 07) 100% of the faculty/staff responding to the survey concerning services in Hereford and Moore county indicated that appropriate services were being provided. This was 1 survey response of 15 requested.	2 (06 07) The response rate from this survey was not good. Will plan on using a general survey sent to all faculty to indicate areas of need rather than use a separate survey for Hereford and Moore County. These results will then be responded to via email to address specific areas of need pointed out by survey responses. Will combine the goal of this PET objective with that of PET objective no 3 for 07 08.

<p>2. (05 06) The Disability staff will determine if appropriate services are provided to students with disabilities on Amarillo College campuses.</p>	<p>2. (05 06) After the Disability Services department has completed surveys and interviews with a representative sample of three faculty members and ten students from each AC campus, the Disability Services department will assess if at least 80% of student and faculty needs are being met through evaluation of compiled surveys.</p>	<p>2. (05 06) 100% of the faculty/staff responding to the survey indicated that appropriate services were being provided. This was 8 of 8 respondents. 22 faculty/staff were eligible to respond to the survey.</p>	<p>2. (05 06) PLAN OF ACTION: Plan to use these results to continue working with the testing centers and learning centers of both outlying campuses to ensure students are receiving the services needed. Will plan on sending out a survey to faculty/staff and hope to receive responses from 10 or the 22 faculty/staff members eligible to respond.</p>
<p>3. (07 08)</p> <p>3. (06 07) The Disability Services department will increase understanding and support for disability services from faculty.</p>	<p>3. (07 08)</p> <p>3. (06 07) After the Disability Services department provides Faculty Guides and Disability Issues reports each semester, 80% of the faculty will demonstrate specific knowledge of the department as determined through the completion of a five question survey.</p>	<p>3. (07 08)</p> <p>3. (06 07) 30 of 427 = 7% responses to the survey requested further information about disability services. Therefore, 93% did not require further information regarding services. The survey was developed through Disability Services and IE and Advancement.</p>	<p>3.(07 08)</p> <p>3. (06 07) Continue to evaluate faculty needs with a survey at least once a year and respond via email to the areas of weakness indicated on the survey through general Disability Issues statements as needed. This goal has been combined with PET goal no. 2 for 07 08. One survey will be sent addressing faculty needs and understanding of services on all campuses.</p>
<p>3. (05 06) The Disability Services department will increase understanding and support for Disability services from faculty and staff</p>	<p>3. (05 06) After Disability Services department hosts a series of brief informational sessions, the faculty and staff will demonstrate a greater</p>	<p>3. (05 06) Work with IE and Advancement Office to create a five question survey to identify learned outcomes for faculty.</p>	<p>3. (05 06) PLAN OF ACTION: Disability Services staff will continue to report incidents of student and faculty conflicts to the coordinator. Faculty will</p>

	<p>understanding and support for these services through an increased number of first time responses to requests, a decreased number of required student/faculty interventions, and a decreased number of student complaints concerning faculty as evaluated through staff anecdotes.</p>	<p>Informal sessions were held on an individual needs basis rather than on an 'invitation' to the department. Understanding of the department was addressed through emails addressed as Disability Issues to faculty in the Spring of 06 with a total of four being sent to faculty over the semester. Anecdotal records from staff indicate a greater understanding of the department and its mission. No survey was sent to faculty requesting this type of feedback in 05 06.</p>	<p>be given the faculty guide via email at the beginning of each semester and sent information concerning Disability Issues via email at least once each semester. An appreciation of faculty/ staff will be held each semester to promote visibility of the department. Survey of faculty/staff will be conducted in spring concerning department vision/mission/visibility/awareness of need of services.</p>
<p>4. (07-08)) Students receiving services through disability services will indicate improvement needed in areas of physical access.</p>	<p>4 (07-08) After completing a survey each spring at least 80 % of students responding will indicate appropriate physical access.</p>	<p>4. (07-08)</p>	<p>4. (07-08)</p>
<p>4. (06-07) Students receiving services through disability services will indicate improvement needed in areas of physical access.</p>	<p>4 (06-07) After completing a survey each spring at least 80 % of students responding will indicate appropriate physical access.</p>	<p>4. (06-07) 91 % of the student survey indicated appropriate physical access. Therefore 553 out of 607 responses were satisfied with physical accessibility.</p>	<p>4. (06-07) Administered a survey that measured physical accessibility rather than the testing survey indicated in 05 06. Did administer this type or survey, but this PET objective was transformed into a</p>

4. (05 06)
Student academic
accountability will
increase.

4. (05 06)
After completion of a baseline
survey that identifies areas
of student responsibility that
need improvement, and
consistent reinforcement in
these areas by Disability
Services staff, students will
demonstrate improvement in
deficient areas as
demonstrated through
positive increase on end of
semester survey.

4. (05 06)
N = (14 of 15) = 93%. Of the
students surveyed indicated
improvement in the area of
academic progress. This
was the result of the testing
survey. No conclusive
result from the tutoring
survey as it was too
cumbersome to administer
twice a semester and
obtain accurate results.

4. (05 06)
PLAN OF ACTION:
Evaluate the need for such
surveys.
Plan to use student grades to
evaluate progress. Plan to
administer testing satisfaction
survey.

physical access determiner.
Therefore, the results of this
objective relate to physical
accessibility, not to services or
academic progress.
Respondents indicated the
most difficulty with parking,
with ramps that were not
compliant with ADA standards,
elevators being slow, and
finally restrooms in Ordway
Hall not being compliant.
Continue to administer
physical accessibility survey to
students each spring and
resolve issues with the
Physical Plant. As a
department we will continue to
evaluate academic progress
through grades from tutoring
sessions, but will not include
this as a PET objective.

5. (07 08)
Department will provide computer information to students/faculty via the Web.

5.(07 08)
The Disability Services staff will provide two additional articles on the AC Web to enhance Web usage for students/faculty as determined through counting the number of hits, repeat users, and duration with a 10% increase in usage via the Web.

5.

5.

5. (06 07)
Department will provide increased computer information to students via the Web.

5. (06 07)
The Disability Services staff will provide two additional articles on the AC Web to enhance Web usage for students as demonstrated through counting the number of hits, repeat users, and duration with a 10% increase in usage.

5. (06 07)
The number of hits to the Disability Services Web site was 2634. The visitor repeat rate was measured at 62%.

5. (06 07)
Continue to run these numbers for each school year. Run this report through Tommy DeJesus again next fall and compare this result with the baseline established in 06 07. In 06 07 a Service Animal Guidelines section was added to the Web page.

6.(07 08)
New students with Disability Services enrolled in the Student Success class will become familiar with MYAC and Web Advisor.

6. (07 08)
After attending the Student Success Class for one semester 85% of the students enrolled in this class through Disability Services will demonstrate their ability to use Web

6. (07 08)

6. (07 08)

Advisor and MYAC as monitored through a 'check'" grade following class instruction.

6. (06 07)
Students in Disability Services will become efficient users of MYAC, Web Advisor and Web CT.

6. (06 07)
After one session of one on one Instruction concerning Web usage 80% of students will be able to access the Web without requesting further one on one instructions from the department as evidenced through staff log in book.

6. (06 07)
For the academic year 30 of 427 = 7% of students signing in with Disability Services requested further instruction in getting into the various web programs. Therefore, 93% of the students did not require further instruction in using the Web sites of MYAC, Web Advisor and Web CT.

6. (06 07)
These results are relatively good as they indicate that most students are able to use these Web based programs. The focus of the department will now be on new students and a new goal for 07 08 will be established to focus on them and to use the Student Success class as the mode of instruction for them.

7. (07 08)
Students will indicate satisfaction with the services provided through Disability Services.

7. (07 08)
After responding to a survey administered once an academic year 80% of the responses will indicate three services as good, fair, or excellent. The services evaluated will include: advising, testing, tutoring, and equipment

<p>7. (06 07) Students will indicate satisfaction with the services provided through Disability Services.</p>	<p>7. (06 07) After responding to a survey administered at least once an academic year 80% of the responses will indicate three services as fair, good, or excellent.</p>	<p>7. (06 07) Overall satisfaction with services provided was 98%. Of 45 responses rating disability services 44 of these rated the department services as fair, good, or excellent. Equipment: 35 responses rated this as good, fair, excellent and one respondent rated these services as poor. Therefore 99% of the students responding rated this as good, fair, excellent. Advising – 38 responses indicated this to be good, fair, or excellent. No poor responses noted. Therefore 100 % satisfaction with this service. Faculty Involvement - 39 responses with one rating this service as poor. Therefore 99% of respondents indicted this service was good, fair, excellent. Tutoring – Of 27 responding 3 rated these services as poor or unsatisfactory, Therefore 89% responding are satisfied with these services. Testing – 3 students of the 33 responding rated this service as poor, Therefore a 91% satisfaction rate with this service.</p>	<p>7. (06 07) Plan to conduct a survey through IE and Advancement at least once a year, preferable in March to assess student satisfaction in the following areas with Disability Services These areas are testing, faculty involvement, tutoring, counseling, and equipment services.</p>
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