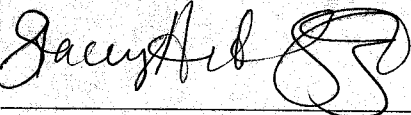
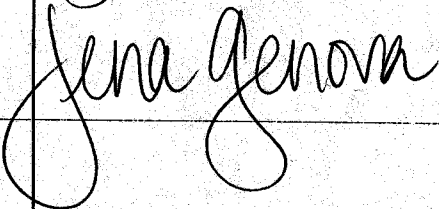




**COASTLINE COMMUNITY COLLEGE
ACQUIRED BRAIN INJURY
PROGRAM**

**PROGRAM REVIEW REPORT
MARCH 11, 2002**

PROGRAM REVIEW TEAM MEMBERSHIP
[Program Name]

Position	Name	Signatures to be added when final report is submitted
Discipline Dean	STACEY HUNTER SCHWARTZ	
Department Chair		
One of the four faculty members must be from outside the program area being reviewed	Full-time Faculty	KIM PETERSON
	Full-time Faculty	KATE SHELLEY
	Adjunct Faculty	TRACY GOLDBERG
	Adjunct Faculty	ZINA BORATYNEC
Classified Representative	JENA GENOVA	
Student Representative (appointed by SAC)		
Resource Person (optional)		
Resource Person (optional)		

QUALITATIVE QUESTIONS CHECKLIST

Please indicate the pages of the report where the following qualitative issues are addressed.
If a particular issue was not addressed, briefly explain why not.

Qualitative Question	Page
1. Level of need for the program	9
2. Satisfaction and success of students	10-11
3. Extent of community or academic partnerships in support of the program	11-12
4. Faculty and student satisfaction with resources	10-13
5. Professional development pursuits of faculty and staff	13-14
6. Use of technology to support or expand the learning environment	14
7. Recruitment, enrollment, and support of diverse and non-traditional students	14-15
8. Five-year goals and recommendations for the program	17-18

QUANTITATIVE DATA CHECKLIST

Please indicate the pages of the report where the following data appears.

If a particular data element was not examined, briefly explain why not.

Data Element	Page
<p>A. Course Elements -- Years Analyzed: 1996-2001</p> <p><i>Enrollment (FTES, headcount, seatcount, WSCH)</i></p> <p><i>Faculty Load (FTEF, contact hour ratio, student/faculty ratio)</i></p>	4-6
<p>B. Student Elements -- Years Analyzed: 1996-2001</p> <p><i>Demographics (age, ethnicity, gender, primary language)</i></p> <p><i>Goals and Success (completion, retention, grade distribution)</i></p>	6-8
<p>C. Cost Elements -- Years Analyzed: 1996-2001</p> <p><i>Instructional Personnel Costs (faculty and aides)</i></p> <p><i>Instructional Support Costs (supplies, equipment, copier, printing, special facility costs)</i></p> <p><i>Cost per FTES</i></p>	8-9

COMPLIANCE CHECKLIST

Please complete the following checklist based on the team's analysis of program compliance with each item.

Compliance Element	Analysis
<p>Americans with Disabilities Act (ADA)</p> <ul style="list-style-type: none"> • Are all programs and courses accessible to students with disabilities? • Are all specialized labs and specialized equipment accessible to students with disabilities? • If any general-purpose classroom is not fully accessible, could a specific class be moved to an accessible location if necessary to accommodate a person with a disability? • If not, has a plan been included in the Self-Review Report to make the program and facilities accessible? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Curriculum Updates</p> <ul style="list-style-type: none"> • Have all courses been reviewed, updated, and transferred to the new course outline format? • If not, has a plan been included in the Self-Review Report to accomplish this task? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Environmental Safety</p> <ul style="list-style-type: none"> • Are computer and other specialized laboratories in compliance with OSHA regulations? • Are classrooms and laboratories that utilize hazardous chemicals equipped for the safe storage and disposal of those chemicals? • If not, has a plan been included in the Self-Review Report to bring facilities into compliance? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Matriculation</p> <ul style="list-style-type: none"> • If courses have been modified or new courses developed, have prerequisite and corequisite policies been followed? • If not, has a plan been included in the Self-Review Report to modify the curriculum? 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Student Equity</p> <ul style="list-style-type: none"> • Does program enrollment reflect the college-wide ethnic representation? • Does program enrollment reflect the ethnic representation within the communities served by the Coast District? • Does the program enrollment reflect gender balance? • If not, has a plan been included in the Self-Review Report to improve ethnic diversity and/or gender balance? 	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

ACQUIRED BRAIN INJURY (ABI) PROGRAM

Coastline Community College's ABI Program is a two-year educational program designed to provide cognitive and psychosocial retraining for adults with brain injuries from a variety of causes. In 1994, the U.S. Department of Education's awarded Coastline a three-year grant which produced C⁶A³BI (pronounced "cabby"), which stands for "Coastline Community College Comprehensive Cognitive-Retraining Curriculum for Adults and Adolescents with Acquired Brain Injury." Included in this grant was reengineering the existing Traumatic Head Injury Program. The program changed in several important ways.

In 1998, the program's name was changed to the Acquired Brain Injury (ABI) Program, to reflect more accurately its more inclusive nature, and also to match the state community college system's current label for this student population.

The ABI program's credit and non-credit FTES have remained relatively stable over the five-year period covered in this review. Students, alumni, their families, healthcare professionals and the staff themselves are very satisfied with the program. An astounding 99% of students/alumni reported being somewhat satisfied or very satisfied with the overall quality of the ABI Program. In addition, a comparison of pre- and post-test results demonstrate that completing Coastline's ABI program results in statistically significant cognitive improvement.

Significant dissatisfaction was reported by staff and students related to facilities being limited and unclean. The space shortage is being addressed with the purchase of a new, additional modular unit scheduled to arrive later this spring, using funds raised for the Special Programs Foundation account. In the last two years, fundraising and marketing efforts have increased dramatically.

Program staff are involved and highly regarded in the rehabilitation community. The ABI Program and its students benefit from partnerships with several outside agencies and universities. Additionally, ABI faculty, staff and administration have attended and/or presented or exhibited at many conferences, meetings and seminars over the last few years. The ABI Program and its staff have been honored with several awards and commendations.

Goals include:

- Developing a component of the program that meets the needs of students with speech/language difficulties.
- Assessing the emotional adjustment of students upon entering the program and at graduation, in order to evaluate the ABI Program's effect on students' emotional adjustment.
- Exploring the development of a functional assessment that measures students' ability to solve "real life" problems.
- Establishing a committee to develop new application exercises for the cognitive classes.

PROGRAM REVIEW 2001-2002 ACQUIRED BRAIN INJURY (ABI) PROGRAM

PROGRAM REVIEW PROCESS

Dean Stacey Hunter Schwartz appointed Kim Peterson, the ABI program's full-time counselor/instructor to chair the ABI Program Review Team. Other team members included two 55% instructors in ABI: Zina Boratynec and Tracy Goldberg; ABI staff assistant, Jena Genova; and full-time art faculty member Kate Shelley. No ABI students were available to participate in the program review study.

The committee met weekly during Fall, 2001. All ABI faculty were invited to participate in the process. Those who were unable to attend meetings were encouraged to write recommendations and call members of the Program Review Team. Recommendations from past meetings of the ABI Faculty were incorporated into the report.

The program review team developed a general survey. The surveys were produced in several different forms, each tailored to the appropriate respondents. Surveys were sent to all current ABI students and their families, to program graduates, to all ABI faculty and staff and to all known referral agencies. Surveys were collected, tabulated and summarized by Program Review Steering Committee Co-Chair Pat Arlington. The Program Review team analyzed the data.

Team members each wrote different sections of the report. The chair compiled the contributions. The chair and the dean then solicited additional suggestions for recommendations and five-year goals from ABI faculty at a regular department meeting. Together, the chair and the dean finalized the report.

PROGRAM DESCRIPTION

Introduction

Coastline Community College's ABI Program is a two-year educational program designed to provide cognitive and psychosocial retraining for adults with brain injuries from a variety of causes. Students attend this demanding program four days per week. The ABI Program, which has long served as a model, has won many awards.

Background

In 1978, Coastline Community College began what was then called the Traumatic Head Injury (THI) Program. The THI Program was designed to provide structured cognitive retraining for adults who have sustained a brain injury due to traumas such as a motor vehicle accident, gunshot or fall. Many students with atraumatic injuries (such as a stroke, brain tumor or infection) have also benefited from the program

By the 1990s, the THI Program was serving over 200 survivors of acquired brain injury per year. Inspired by inquiries about the program from various colleges all over the country, the college applied for a grant that would allow the department to reengineer and “package” its program for implementation at other learning institutions. In 1994, the U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE) awarded Coastline Community College a three-year, \$219,000 grant. The project was named C⁶A³BI (pronounced “cabby”), which stands for “Coastline Community College Comprehensive Cognitive-Retraining Curriculum for Adults and Adolescents with Acquired Brain Injury.” This project’s purpose was to design, evaluate, and disseminate a comprehensive and detailed curriculum package for use at the secondary and postsecondary levels in the re-education of teenagers and adults who have sustained traumatic brain injuries. The final package included:

- (1) a computer-based assessment linked to individualized prescription for curriculum materials;
- (2) a core curriculum for cognitive retraining;
- (3) an integrated faculty preparation and implementation guide.

Included in this grant was reengineering the existing THI Program. The program changed in several important ways:

- (1) development of the C⁶A³BI Model of Cognitive Retraining, an iterative approach to cognitive retraining, which replaced a hierarchical approach;
- (2) revision of program structure to emphasize application of cognitive skills and group processing of psychosocial issues;
- (3) additions to existing curriculum to emphasize critical thinking skills, application of cognitive skills, awareness of changes caused by brain injury and enhancement of verbal and figural skills.

In 1998, the program’s name was changed to the Acquired Brain Injury (ABI) Program, to reflect more accurately its more inclusive nature, and also to match the state community college system’s current label for this student population.

Structure of the Program

Students attend the program Monday through Thursday from 8:45 a.m. to 12:25 p.m. The Cognitive component of the program consists of three 45-minute classes: Concepts, Application, and Computer Lab. The Concepts class exposes students to a certain cognitive skill area (e.g., verbal sequencing or some aspect of critical thinking) and incorporates group discussion and reference to possible applications of the skill. During the Application class, a new feature borne out of the FIPSE project, students apply the cognitive skill introduced during Concepts to “real life” scenarios and activities. Similarly, the Computer Lab provides students the opportunity to apply and practice cognitive skills, utilizing cognitive-retraining software, word-processing programs, or other commercial software programs adapted for the purpose of building cognitive skills. Additionally, memory skills are addressed one day a week during Application, and attention training is primarily administered via computer.

The Psychosocial class meets for one 45-minute period each day. The primary goal of the Psychosocial class is to aid each student in increasing awareness and acceptance of who s/he is now. The class has two components: Processing and Curriculum. During Processing, students have the opportunity to process or problem-solve appropriate material in a group setting, with feedback from staff members and peers. The Curriculum component of the Psychosocial class is divided into four specifically designed units relating to brain injury. The FIPSE Project provided the opportunity to create the Processing component and to develop the Psychosocial curriculum, replacing a former program component called Interact.

Another outgrowth of the FIPSE Project was that when the curriculum was re-written, all four program components were combined into one course, Special Education 055AZ, to provide for simplification of registration processes.

Additional FTE-generating components. In addition to the main 4-day-per week ABI program, the department offers other related classes for its students. All ABI students are required to attend a series of after-school non-credit career development classes in which they identify career and community transition options and develop goal setting and job search strategies for making a transition plan. The Instructor/Coordinator for Career Development, one of the full-time faculty, teaches these classes.

The Mild Head Injury Program is designed for students who have sustained a brain injury but remain employed full-time. They work individually with a cognitive instructor to identify deficit areas and develop compensatory strategies.

After graduating from the ABI Program, many students find that a review of compensation strategies is helpful for continued success. Coastline’s ABI Program offers a Refresher class once a year during the spring semester; the

class meets for two hours once a week for six weeks. Topics such as memory, organization, and problem solving are reviewed and strategies discussed.

Services offered. A Homework Lab is available for students who require additional assistance with the completion of assigned tasks. The lab is offered twice a week (one day before classes begin and one day after classes end) for one hour each day. Instructional aides are available to answer questions, clarify directions and assist with the application of strategies for effective problem-solving.

Individual counseling is another service offered to students in the program. Students are provided the opportunity to process personal issues and develop coping skills working one-on-one with a counselor. Further, a Family Support Group is available to family members and significant others of survivors of a brain injury. An adjunct faculty member with a counseling background leads the group, sometimes with an intern co-facilitator, one evening per month to provide family members and significant others an opportunity to discuss and process their struggles and emotional reactions to the brain injury experience. The counseling staff consists of one full-time counselor, a licensed Marriage Family Therapist (MFT), who supervises four pre-doctoral or pre-master's level interns. The interns carry a caseload of 5 to 6 students each, and the full-time counselor sees approximately 7 students per week.

In addition, an alumni group is available to graduates of the program. This group provides alumni an opportunity to socialize, share experiences and support. It is facilitated by the Instructor/Coordinator for Career Development and meets once a month for two hours.

Staffing

The staff for the ABI Program includes .2 FTE of a dean, portions of four full time faculty members totaling 2.5 FTE, portions of four support staff totaling 1.5 FTE, two 55% contract instructors, four adjunct faculty totaling just under 2 FTE, one adjunct counselor, one faculty member substitute, one consulting neuropsychologist, five interns, four instructional associates and ten instructional aides. The adjunct counselor works exclusively on assisting students with the development of community transition goals for the ABI students. The faculty substitute rotates among the teams to teach a Memory class to students six hours per week, during which time instructors conduct student-family meetings. Three out of the five interns perform pre-admission testing and counseling. One intern does counseling only and one intern does pre-admission testing only.

Staff-to-student ratios. Staff-to-student ratios vary within the program, depending on student need. Each class has a credentialed instructor plus hourly support staff (instructional aides or associates) according to need. Classes in Team 2, the least impaired students, average 1 staff member to 15 students.

Teams 1 and 3, the moderately impaired students, average a staff-to-student ratio of 1 to 6. Team 4, the most profoundly impaired students, enjoys an average ratio of 1 staff member to 3 students. The computer lab, in which students typically need more assistance, staff-to-student ratios are 1 to 5, except for Team 4, in which 1 staff member is provided for every 2 students.

Facilities

The ABI program is under the auspices of Special Programs and Services for the Disabled, which is located at Coastline's Costa Mesa Center. The center utilizes a former elementary school site that is currently leased from the Newport Mesa School District. The school facility sits on 9 acres of land and was constructed in 1961.

The Special Programs office is housed in a 48' x 60' modular unit on the old playground. The office consists of a reception area, a faculty room, eight support staff offices, two conference rooms and one workroom. The faculty room is used for storage/desk space for instructors. One conference room is primarily for family meetings, intake interviews, staff meetings and counseling. The second conference room is serves as pre-admission testing center and back-up counseling room.

The ABI student classrooms are also located at the Costa Mesa site. ABI instruction occupies 6 classrooms, one of which is a computer lab. Each classroom measures 1000 square feet. Classrooms contain either a dry erase board or a chalkboard and 14 6-foot tables with stationary chairs. Each classroom is also equipped with a 36" television and VCR for instructional viewing.

FINDINGS AND DISCUSSION

Quantitative Findings

This section will include data gathered for this program review process as well as from several other research avenues. First, the program regularly measures student cognitive progress. These efforts are conducted by a master's level intern and coordinated by the consulting neuropsychologist. Second, the FIPSE project required data to be gathered and analyzed. Third, in April, 2000, the Chancellor's Office sent a team to perform a standard, pre-accreditation, Disabled Students' Programs and Services (DSPS) program review visit, which also required some advance data-gathering.

Each sub-section of this report will include the results of relevant data and discussion of those results. To assist the reader with distinguishing between data and analysis, sections containing conjecture about results are marked with the sub-heading "Analysis."

Enrollment. The ABI program’s credit and non-credit FTES have remained relatively stable over the five-year period covered in this review (See appendix for enrollments table and figure). During that same period, as the table below shows, the unduplicated count of students with ABI declined. This number, which includes *any* Coastline students with documented acquired brain injuries (not

Unduplicated count of students with Acquired Brain Injury.

96-97	97-98	98-99	99-00	00-01
237	203	178	189	180

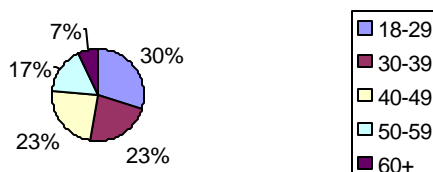
just those who enroll in the Special Education classes), showed a significant decline from 237 students in the 96-97 year to 203 in the 97-98 school year.

Analysis. The stable FTE picture is somewhat remarkable in light of a decline in the unduplicated count of total students with ABI served by the department. The most likely reason for this decline is the discontinuation of participation in the California Department of Rehabilitation’s WorkAbility Project. In 1996, Coastline decided not to renew their WorkAbility contract due to excessive paperwork and demands on staff time. Since the 97-98 drop in student count, the count has remained fairly consistent.

One hypothesis for why the FTE generation has remained stable despite the drop in student count is that the repackaging of the curriculum into one course, SPED 055, has streamlined the registration process. A change in the staff member responsible for registration also improved the consistency of timely registration.

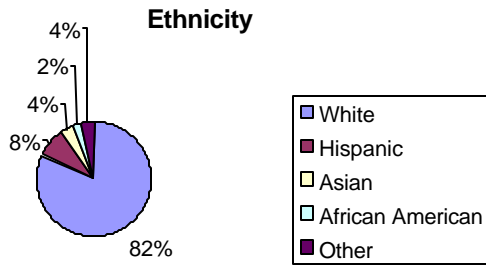
Demographics. For the period studied, approximately 60% of students were male and 40% female.¹ The 18-29 age group is the program’s largest; however,

**Age Category for Students by Decade
(N=419)**



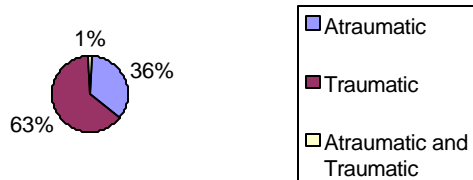
¹ The National Brain Injury Association (NBIA) reports that males are twice as likely as women to sustain a brain injury due to their tendency towards risk taking behavior, participation in sports and higher rate of learning disabilities.

each decade is relatively well represented.²

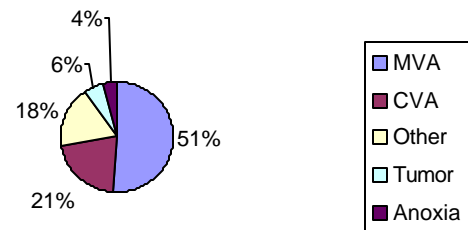


The majority of the ABI students are white and their primary language is English. Approximately twice as many students suffer traumatic injuries (63%) as suffer atraumatic (36%). Causes of injury vary. The most common mechanism of injury is motor vehicle accident (MVA), followed by cerebral vascular accident (CVA; such as aneurysm or stroke).

Incidence of Traumatic vs. Atraumatic Injuries



Mechanism of Injury (N=419)



Analysis. Since 82% of the students served during the last five years were white, while the general population of Orange County is significantly more diverse, it would appear at first blush that the ABI Program is neglecting to serve the needs of non-white ABI students. However, one important point is that brain injury often results in a loss of non-native languages learned. Therefore, non-native English speaking ABI survivors fall through the proverbial crack when they need English as a Second Language (ESL) classes in order to benefit from ABI classes, but also seem to need ABI classes before they can benefit from ESL classes.

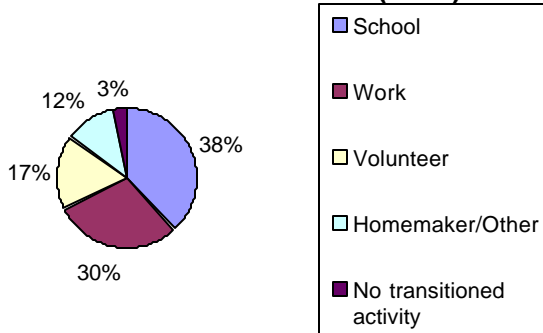
The ABI Program also may be remiss in failing to effectively market to the minority population. It is also possible that cultural beliefs regarding disabilities prevent members of certain cultures from obtaining help.

Completion/Retention. Since the Fall of 1996, 323 students enrolled in the ABI Program. For that period, the attrition rate in the ABI Program is approximately 51%.

² The NBIA reports that males between the ages of 18 and 30 are at highest risk for brain injury.

Among students who complete the program, 38% successfully obtain further education or training, 30% are gainfully employed, 17% engage in volunteer positions, and 12% engage in homemaking or other productive activities. Only 3% of graduates lack a transitioned activity.

**Employment/Education Outcome
From June 1998 - June 2001 (N=63)**



Analysis. Recently, staff began to gather data to explain students' reasons for leaving. The reasons are varied. The ABI students are a fragile population, prone to many medical difficulties, which include seizures, headaches, fatigue, and tumor/cancer reoccurrence. Transportation and financial difficulties also affect students' ability to continue the program. Many students leave the program only to return months or years later. Perhaps most significantly, many students who leave without graduating could represent great successes; having "prematurely" mastered essential skills, they leave the program to pursue educational or career opportunities.

Costs. Coastline Community College's Acquired Brain Injury Program receives financial support from a variety of different sources. Via AB-77 entitlement funds, the California Community Colleges' Chancellor's Office Department of Disabled Students' Programs and Services (DSPS) provides a state allocation to each college. This allocation funds programs and services for all students with verified disabilities, which at Coastline includes a large educational program for students with Developmental Disabilities as well as accommodations provided for students with disabilities college wide. General fund dollars are provided as institutional match, in accordance with Title V.

Special Programs also maintains an active account in the college's Foundation. Private donations make up a significant portion of the ABI Program's Foundation Account, which is used for student emergencies and for program needs which cannot be funded by AB-77 funds, due to Title V restrictions. In the last two years, fundraising has increased dramatically. The fundraising events for 2001 included: the Fiesta Dinner, the October Dinner Dance and the Helen Grace/See's Candy sale. This spring, a large portion of the account is being used to purchase a new, additional modular building for the ABI Program.

In addition, since 1998, sales from the C⁶A³BI curriculum package to institutions wishing to emulate the ABI Program have totaled approximately \$23,000. These

proceeds are used for producing C⁶A³BI packages; promoting C⁶A³BI, the ABI program and the Cognitive Retraining Program; and for some staff attending conferences.

Qualitative Findings

Need. To better understand the role the ABI Program serves in the community, we must fully understand the epidemic proportions of brain injury, recent trends in automobile safety, advances in the medical field and changes in the rehabilitation community.

In short, brain injury is on the rise. Every 21 seconds, one person in the United States sustains a brain injury. An estimated 5.3 million Americans, a little more than 2% of the U.S. population, currently live with disabilities resulting from brain injury.

Even recent improvements in automobile safety, which include the introduction of air bags and the implementation of the seat belt law, have increased the number of brain-injury survivors. At first glance, one would assume that automobile safety would lower the incidence of brain injury. While it's true that more people are surviving devastating accidents that before the safety improvements would have resulted in a fatality, many are surviving with a brain injury.

The same trend is seen in the field of medicine. The better our technology becomes for saving trauma victims, diagnosing and excising tumors, and diagnosing and treating aneurysms, the more individuals are surviving with an acquired brain injury.

Although the good news is that people are surviving at a higher rate, the bad news is that many are surviving with a brain injury. As a result, rehabilitation facilities have become overrun and insurance companies are overwhelmed by the staggering cost of rehabilitating this population. The hospitalization cost of traumatic brain injury (this doesn't include non-traumatic) in the United States is estimated to be \$31.7 billion annually. In response to this obvious financial drain, insurance companies are discharging brain-injured patients at an earlier stage in their recovery. According to a case manager at one of the country's leading rehabilitation facilities, fifteen years ago a moderate to severely brain injured adult would have had an average hospital stay of six to eight months. The same hospital in the year 2001 would keep a similarly injured patient eight to ten weeks. This trend of shortened rehabilitation puts an enormous strain on the caregivers to find affordable, non-insurance based, rehabilitation programs within their community. Unfortunately, a daily, structured cognitive retraining program offered privately can cost \$49,000 for a five-month period, during which a Coastline ABI student would pay just \$101.

Student and alumni satisfaction. Ninety current ABI students and 73 graduates were sent a 24-question survey that asked them to rank their satisfaction with the program. Approximately 67 students and 41 alumni completed the survey for a combined response rate of 66%. Of the current students and alumni, 98% report a satisfaction rating of either somewhat satisfied or very satisfied with the ABI Program's quality of instruction. In addition, 94% were either somewhat satisfied or very satisfied with their own success in the program. Similarly, 99% reported being somewhat satisfied or very satisfied with the overall quality of the ABI Program. Comments included:

“The ABI Program is a wonderful place to heal and to grow; filled with wonderful, caring people who make the whole process a most incredible experience. And the fellowships with the students allows [sic] us to bond in a very unique and supportive ways. Thanks ABI.”

“Coastline College teachers, fellow students and staff had continued support and encouragement and kindness. They helped me get back on my feet. They gave me the strength and courage to pull through and survive! Thank you!”

“The program saved my life. Thank you.”

While the survey consistently illustrates the alumni and current students' satisfaction with every aspect of the program, the written comments show certain courses or services that students would like the ABI Program to offer. The most frequent request is for the services of a speech/language therapist. The program currently has 6-10 students that could benefit from some speech/language instruction.

The second most frequent request is for some type of physical education program. The requests range from wanting an adaptive physical education class to yoga, dance and sports.

The majority of students and alumni (67%) reported either being somewhat satisfied or very satisfied with classroom comfort and maintenance. However, students' comments told another story. Many of the comments, focused on the unacceptable maintenance of the classrooms. One student's comment seemed to sum up their dissatisfaction:

“Room 8 is filthy, the floors are never swept, the table tops are grimey. Is this room EVER cleaned?”

Program efficacy. All prospective ABI students are administered a computer-based global test of cognitive functioning called the MicroCog. The MicroCog evaluates various cognitive abilities and reaction times. Subsequently, all graduates also take the MicroCog, and the results are compared. Graduates show statistically significant improvement in the three broad areas that the

MicroCog measures. Significant improvements have also been demonstrated in the more specific areas of reasoning, memory, spatial abilities and reaction time. In other words, there is evidence that completing Coastline's ABI program results in significant cognitive improvement.

Family Satisfaction. Ninety family members of current ABI students were sent an 18-question survey that asked them to rank their satisfaction with the program. Twenty-eight completed the survey, for a response rate of 31%. A full 100% were either somewhat satisfied or very satisfied with the relevance of ABI classes to the students' vocational/academic or personal goals. Also, 100% of the significant others were either somewhat satisfied or very satisfied with the program's ability to facilitate awareness of cognitive skills and psychosocial adjustment. Ninety-seven percent of respondents were either somewhat satisfied or very satisfied with the overall quality of the program. Perhaps most importantly, 97% were either somewhat satisfied or very satisfied with their family member's progress. Comments included:

“Overall I am very pleased with Coastline ABI Program. My student has been very happy, and we his parents appreciate the warm loving, caring teachers and staff! My son has made a great recovery. God Bless Coastline.”

“Great job!! Keep up the good work.”

“We feel very blessed that our son has been able to attend Coastline's ABI Program. [He] has improved greatly in every aspect. We look forward to his continues [sic] advancement.”

Partnerships. The ABI Program and its students benefit from partnerships with several outside agencies and universities.

Undergraduate university internship programs. Every semester, undergraduate interns from such four-year universities as UCI, CSUF and CSULB serve as instructional aides in the program. The best are asked to stay on as paid aides when their internships are completed. Interns receive exposure to persons with disabilities, teaching techniques and behavior management. The ABI students and instructors receive valuable assistance, and the staff-to-student ratio is improved.

Master's level field placement programs. Every year, Pepperdine University graduate students in counseling/psychology complete field placement requirements at the ABI Program. They counsel six to eight students per week and receive supervision from the full-time counselor.

Doctoral internship programs. Students working on their doctoral degrees in psychology from Alliant University (the outgrowth of a merger between the former California School of Professional Psychology and United States International

University) or Fielding University serve as neuroeducation interns every year. For a small stipend, they provide preadmission screening assessments under the supervision of the consulting neuropsychologist and provide counseling under the supervision of the program's full-time counselor.

Brain Injury Network. St. Jude Brain Injury Network is a private, nonprofit program providing long-term planning and support services to those individuals who have experienced an external-force traumatic brain injury. It is funded by a grant from the California Department of Mental Health. The funds for this grant have been collected from the fines levied against those individuals found not wearing seat belts and are mandated by Senate Bill #1746. The purpose of the Network is to demonstrate the effectiveness of a coordinated service approach assisting persons with brain injury to affordable housing. Staff from the Brain Injury Network come to Coastline to meet with students from the ABI Program on the first Tuesday of each month. Their staff provides advocacy, support and referrals when requested.

OCEAN. Orange County Employment Advocacy Network (OCEAN) is a professional association that assists members in creating employment opportunities for individuals with disabilities. Celeste Ryan, instructor coordinator for career development, represents Coastline at monthly meetings and special events sponsored by OCEAN and its participants.

California Department of Rehabilitation. The California Department of Rehabilitation offers services to individuals that need assistance in rejoining the work force. The Department of Rehabilitation's Huntington Beach/Fountain Valley office sends a representative to Coastline's ABI Program one time per month to meet with students.

Integrity House--Alliance of Abilities. Alliance of Abilities is a private, nonprofit program committed to serving the social, vocational, and housing needs of adults with cognitive disabilities through the establishment and support of Clubhouses based on the Fountain House Model. Coastline provides an adjunct instructor to teach a variety of classes at Integrity House throughout the year.

Professional Satisfaction. Thirty-five health professionals in the Orange County area were sent a 16-question survey that asked them to rank their satisfaction with CCC's ABI Program. Nine surveys were returned, for a response rate of 25%. Of the nine, 3 were either psychologists or neuropsychologists, 2 were social workers, 1 was a therapist (S/L, OT, PT, etc.), 1 was a counselor and 2 listed themselves as "other." Eighty-six percent of the respondents were either somewhat satisfied or very satisfied with the relevance of the ABI Program's classes to the vocational/academic or personal goals of the ABI population. Eighty-seven percent were either somewhat satisfied or very satisfied with the overall quality of the program. Importantly, 89% reported that

they would be somewhat likely or very likely to refer a future client with an acquired brain injury to Coastline's ABI Program. Comments included:

“Great program. Very helpful and meaningful. So lucky to have ABI Program in O.C.”

Faculty satisfaction. Thirty-five ABI employees were sent a 22-question survey that asked them to rank their satisfaction with various aspects of the ABI Program. The response rate was 63%, with 26 employees responding. Of the 26, 11 were interns/aides, 10 faculty, 4 classified staff and 1 other. Overall, the employees gave high satisfaction ratings to most aspects of the program. Eighty-five percent were either somewhat satisfied or very satisfied with both the relevance of the cognitive and psychosocial classes. Similarly, 92% of the staff was either somewhat satisfied or very satisfied with the program's ability to facilitate use of compensation strategies, awareness of cognitive skills and psychosocial adjustment. Eighty-percent of the staff were either somewhat satisfied or very satisfied with the use of technology to enhance teaching and learning.

ABI employees did express some concerns about a variety of non-programmatic issues. Seventy percent of the respondents were neutral, somewhat dissatisfied or very dissatisfied with the adequacy of office space. In the comment section of the survey, there were eight comments about the need for more space.³ Additionally, 60% were neutral, somewhat dissatisfied or very dissatisfied with the cleanliness of the classrooms and Special Programs office. Ten written comments also voiced this concern. Finally, 65% were neutral, somewhat dissatisfied or very dissatisfied with the physical site for non-traditional students. Most of the concerns raised were regarding uneven terrain as a potential problem for the poor ambulators.

Professional development pursuits. ABI faculty, staff and administration have attended and/or presented or exhibited at many conferences, meetings and seminars over the last few years. The following list is representative, though not all-inclusive:

- Accessibility Training at the High Tech Center
- ADA: The Law & Higher Education Seminar
- American Congress of Rehabilitation Medicine Annual Meeting/Conference
- American Medicine 77th Annual Meeting
- American with Disabilities Act Conference
- Annual Williamsburg Traumatic Brain Injury Rehabilitation Conference
- Association of Community Colleges Conference

³ Fortunately, in June of 2002, Special Programs and Services for the Disabled will be expanding facilities with an additional modular unit. The new unit will be 24' x 60', consisting of a reception area, two storage rooms, two counseling rooms, three testing/faculty offices and a conference room.

- Association of Postsecondary Education and Disability Conference
- Board of Governors for California Community Colleges 2000 Mega Conference
- California Association of Post Secondary Education for the Disabled Seminar
- CAPED: Solutions Through Research & Practice
- Career and Employment Development Transition Training
- Chancellors Annual Conference
- CSU Community College Counselors Conference
- CSUN – Technology & Persons with Disabilities
- FIPSE Project Directors Meeting
- Fund for Improvement of Postsecondary Education (FIPSE) Project Directors' Meeting
- Fund for Improvement of Post-Secondary Education Project Directors Meeting
- Harvard Institutes for Higher Education Management Development Program
- ICIA LAAP – Learning Anyplace Anytime
- Indispensable Assistant Seminar
- Innovative Ways to Market Conference
- Interagency Conference on Traumatic Brain Injury
- Learning Disabilities Eligibility Model Update Training
- National Academy of Neuropsychology
- Performance Indicators Meeting- Chancellor's Office

Faculty regularly share with colleagues the information they glean from attendance at these conferences, and sometimes, as a result, programmatic changes ensue.

Use of technology. The ABI computer lab, formerly housed in Room 15, moved this year to Room 13 in order to facilitate the transfer of some Computer department classes from the Garden Grove Center to Room 15 in Costa Mesa. The computer lab, recently updated with new equipment in the Summer of 2001, is equipped with 30 computer stations. Currently there are 30 PC student stations plus one instructor station. Installed on each central processing unit is Windows 98 Second Edition. Each CPU has Genuine Intel x86 Family 6 Model 8 Stepping 6 with 256.0 Ram and 18.6GB Hard Drive. Each station has a Princeton Ultra 73 e Monitor. For instructional purposes, an InFocus Systems Lite Pro 220 Projector is utilized. The printer is a Tektronix Phaser 850N Color Printer. At each station is an upholstered, adjustable chair with arms on rollers. Software utilized in the computer lab is purchased from various vendors emphasizing curriculum in rehabilitation with an acquired brain injury. The equipment and the chairs were purchased with AB-77 funds.

Adaptive equipment information. In the office each classified staff member, two full-time faculty members, and the outreach coordinator use a PC Pentium computer. Each processing unit has either Windows 98 or Windows NT. Two other similarly equipped stations are available in the faculty room for use by other

faculty and staff. The testing station room houses a computer system equipped to run the MicroCog assessment system.

Recruitment/Enrollment of Diverse Students. In 2001, one of the adjunct faculty members began to perform some temporary hourly duties as a part-time Outreach Coordinator. In the last year, she pursued advertising opportunities, published articles, presented to various organizations, established links to the ABI website from related brain injury sites, and staffed a booth at a Stroke Festival.

Her specific achievements include:

Advertising

Coastline's cable channel ads for CRS 100, 110, 111, 120, ABI Program
BIA National Directory 2001/2002 edition
OC Weekly – “Points of Light” section (fundraiser)
Orange County business Journal (fundraiser)
LA Times Health Watch (family support meeting)

Articles

Stroke Assoc. of So. California “The Road Back” (ABI Spring
Brain Injury Assoc. of America “TBI Challenge” (ABI) June/July
California Association of Resource Specialists + newsletter (ABI) Summer
SoCal Home Care Fall

Presentations

Saddleback Hospital Brain Injury Support Group (ABI) February 20
St. Jude Orange Caregiver Resource Center Staff Mtg. (ABI/CRS) April 10
Saddleback Hosp. Coordinating Council for Older Adults (ABI) May 7
Department of Rehabilitation Staff Meeting -- Fountain Valley August 10

Web links

Centre for Neuroskills
The Brain Injury Information Network
Brain Injury Association of America
Traumatic Brain Injury Resource Directory (TBIRD)
Index of Agencies/Facilities
Lash and Associated Publishing/Training (lapublishing @earthlink.net)

Program inquiries have increased. It is hoped that enrollments will increase as well. Obviously, all recruitment activities attract non-traditional college students. For a discussion of ethnic diversity issues, the reader is directed to the Demographics section above.

Awards. The ABI Program and its staff have been honored with several awards since the last Program Review.

- 1998 The Board of Governors Exemplary Program Award
- 1999 The Third Annual Board of Governors and Chancellor's Office Student Success Award
- 1999 Coastline Community College Teacher of the Year Award (Michelle Wild)
- 2000 Orange County Teacher of the Year Award (Michelle Wild)
- 2000-2001 Manager of the Year Award (Stacey Hunter Schwartz)

In addition, the program received several commendations by the Chancellor's Office DSP&S Program Review Site Visit Team. Their report included the following:

“The DSP&S program is commended for its initiative in obtaining grants. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE) grants supported the packaging of the ABI program and the innovative cognitive retraining specialist curriculum.”

“The college recognizes students who have completed the ABI program at the graduation ceremony. This sends a clear message of the value of the educational experience to all students with disabilities.”

“The Coastline Community College Comprehensive Cognitive-Retraining Curriculum for Adults and Adolescents with Acquired Brain Injury (C⁶A³BI) program is exemplary. The DSP&S team and the Dean of Special Programs are to be highly commended for the development of this program, and for obtaining grant funds to package the system for others' use.”

“There is high praise for the quality of the DSP&S faculty. Their programs are based in instructional design and learning theory. They demonstrate excellent academic and teaching skills in addition to caring about their students.”

CONCLUSIONS

Coastline Community College's Acquired Brain Injury Program continues to meet the needs of the brain-injured population. Students, alumni, significant others, professionals within the community, and ABI staff show overwhelming satisfaction with almost every aspect of the program. Some of the ABI Program's strengths include:

- Quality of instruction.
- Relevance of ABI cognitive and psychosocial classes.
- Use of technology to support the learning environment.
- Helpfulness and dedication of faculty and staff.
- The ability to facilitate improvement in students' cognitive functioning.
- Affordability of ABI Program.
- Counseling and transition services that are offered to all ABI students.

- Accessibility within the community.
- The staff's continued efforts to stay current with the latest learning theories within the field of brain injury.

As with any program, there is always room for improvement. Many students and staff believe that adding the services of a speech/language therapist would benefit many within the program. Many students also request a physical education program of some type. More office space is needed, and DSP&S is encouraged to continue to pursue their plans for expansion. There appears to be some dissatisfaction with office and classroom maintenance, and a concern regarding uneven terrain at the Costa Mesa site.

Overall, the ABI program continues to serve as an outstanding model for addressing the unique needs of individuals with acquired brain injuries.

RECOMMENDATIONS

1. The ABI Program is encouraged to explore the possibility of hiring a part-time Speech/Language Therapist, to be paid for from Foundation funds, as Title V prohibits the use of AB-77 funds for therapies.
2. It is recommended that the ABI Program educate their students with respect to the various physical education opportunities available within the community.
3. The ABI Program is encouraged to continue tracking the reasons why students leave the program. With understanding of why students terminate prematurely, the staff may be able to better assist some students.
4. It is recommended that the memory and critical thinking/reasoning curriculum be modified to better meet the needs of students in the lowest functioning group.
5. The ABI Program is encouraged to explore the need for a staff/faculty in-service on boundaries and confidentiality.
6. It is recommended that the ABI Program continue to pursue the expansion of office space.
7. It is recommended that the computer committee revise the computer manual on a regular basis to keep up with software changes.
8. The ABI Program is encouraged to continue its outreach and marketing program, especially to reach underserved populations.

9. It is recommended that the College identify and repair any rough asphalt or uneven terrain at the Costa Mesa site, which can be hazardous to students with balance problems common with brain injuries.
10. It is recommended that Dave Cant, director of maintenance and operations, and a representative from the Costa Mesa site, be invited to an ABI staff meeting to discuss the concerns of classroom and Special Programs office maintenance.

FIVE-YEAR GOALS

1. To develop a component of the program that meets the needs of students with speech/language difficulties.
2. To assess the emotional adjustment of students upon entering the program and at graduation, in order to evaluate the ABI Program's effect on students' emotional adjustment.
3. To explore the development of a functional assessment that measures students' ability to solve "real life" problems.
4. Establish a committee to develop new application exercises for the cognitive classes.

COASTLINE COMMUNITY COLLEGE'S ACQUIRED BRAIN INJURY PROGRAM REVIEW

APPENDIX

ABI Program Schedule

ABI Program Credit Classes (Five and a Half-Year Summary of FTES)

ABI Program Credit Classes (Five and a Half-Year Summary of Enrollment and FTES)

ABI Program Non-Credit Classes (Five and a Half-Year Summary of FTES)

ABI Program Non-Credit Classes (Five and a Half-Year Summary of Enrollment
and FTES)

ABI Program Credit and Non-Credit FTES

Pre-Post Test Comparisons (Global Cognitive Domains)

Pre-Post Test Comparisons (Specific Cognitive Domains)

ABI Student Survey Results

ABI Alumni Survey Results

ABI Family Survey Results

ABI Faculty Survey Results

ABI Professional Survey Results



ABI PROGRAM SCHEDULE
SPRING 2002 (013A)
 January 22, 2002 – March 21, 2002

	TEAM 1.1	TEAM 1.2	TEAM 2	TEAM 3.1	TEAM 3.2	TEAM 4
Cognitive: Psychosocial: Computer:	Brenda Aronson Sue Shepard Tracy Goldberg	Tracy Goldberg Brenda Aronson Tracy Goldberg	Michelle Wild Kim Peterson Michelle Wild	Zina Boratynec Kim Peterson Alfredo Chavez	Diana Sanchez Sue Shepard Alfredo Chavez	Debbie Desmond Sue Shepard Debbie Desmond
8:45 - 9:30	Computers Tracy Room 13 <i>Alfredo, Jeanne, Mary, Christine (R)</i> <i>Samantha (MTW), Chelsea (MTW)</i>		Concepts Michelle Room 17	Concepts Zina Room 12 <i>Katie (TWR)</i> <i>Angela</i>	Concepts Diana Room 10 <i>Susan H.</i>	Concepts Debbie Room 16 <i>Susan N.</i> <i>Ruben (MW)</i> <i>Karen</i>
9:40- 10:25	Psychosocial Sue Room 17 <i>Jeanne</i> <i>Chelsea (MTW)</i>	Psychosocial Brenda Room 8 <i>Samantha (MTW)</i>	Application Michelle Room 16 MEMORY (W)	Application Zina Room 12 MEMORY (R) <i>Katie (TWR)</i> <i>Angela</i>	Application Diana Room 10 MEMORY (R) <i>Susan H.</i>	Computers Debbie Room 13 <i>Alfredo, Mary</i> <i>Susan N.</i> <i>Karen</i> <i>Ruben (MW)</i>
10:45 - 11:30	Concepts Brenda Room 17 MEMORY (R) <i>Jeanne</i> <i>Chelsea (MTW)</i> <i>Susan H.</i>	Concepts Tracy Room 8 MEMORY (R) <i>Katie (TWR)</i>	Computers Michelle Room 13 <i>Christine (R)</i>	Psychosocial Kim Room 12 <i>Angela</i>	Psychosocial Sue Room 10	Application Debbie Room 16 MEMORY (W) <i>Susan N., Mary</i> <i>Ruben (MW), Karen</i> <i>Samantha (MTW)</i>
11:40 - 12:25	Application Brenda Room 17 <i>Jeanne</i> <i>Chelsea (MTW)</i>	Application Tracy Room 8 <i>Katie (TWR)</i> <i>Samantha (MTW)</i>	Psychosocial Kim Room 12	Computers Alfredo Room 13 <i>Susan H., Mary,</i> <i>Christine (R), Samantha (MTW), Angela</i>		Psychosocial Sue Room 16 <i>Susan N.</i> <i>Ruben (MW)</i> <i>Karen</i>

ABI Program (Credit Classes)
Five and a Half-Year Summary of Enrollments and FTES

PROGRAM AND COLLEGE DATA	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02
	FALL 962	SPRING 963	FALL 972	SPRING 973	FALL 982	SPRING 983	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL* 012
FTES											
Program	30.98	29.01	31.18	29.95	28.12	28.54	36.01	35.37	40.00	41.13	32.19
College	1535.12	1473.89	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1731.86
Program as % of College	2.0%	2.0%	1.9%	1.9%	1.7%	1.8%	2.2%	2.2%	2.4%	2.5%	1.9%
Program Sections											
Total Sections Scheduled	47	15	14	11	10	11	10	11	10	13	12
Sections Cancelled	1	0	0	1	0	1	1	1	0	0	0
Avg. Enroll. All Classes	7	12	11	14	12	13	16	14	17	13	11
Seat Count at Census											
Program	327	179	154	139	123	128	146	138	166	166	136
College	14,955	14,210	15,989	17,045	17,860	17,585	17,816	17,444	17,491	16,858	16,015
Program as % of College	2.2%	1.3%	1.0%	0.8%	0.7%	0.7%	0.8%	0.8%	0.9%	0.9%	0.7%
Seat Count at Semester End											
Program	357	197	150	131	123	130	141	139	154	163	153
College	12,377	12,063	13,076	14,052	14,803	14,684	14,699	14,334	14,336	14,582	13,508
Program as % of College	2.9%	1.6%	1.1%	0.9%	0.8%	0.9%	1.0%	1.0%	1.1%	1.1%	1.1%
Attrition (Cens. to End Seats)											
Program	0.0%	0.0%	2.6%	5.8%	0.0%	0.0%	3.4%	0.0%	7.2%	1.8%	0.0%
College	17.2%	15.1%	18.2%	17.6%	19.1%	17.6%	17.5%	17.8%	18.0%	13.5%	15.7%

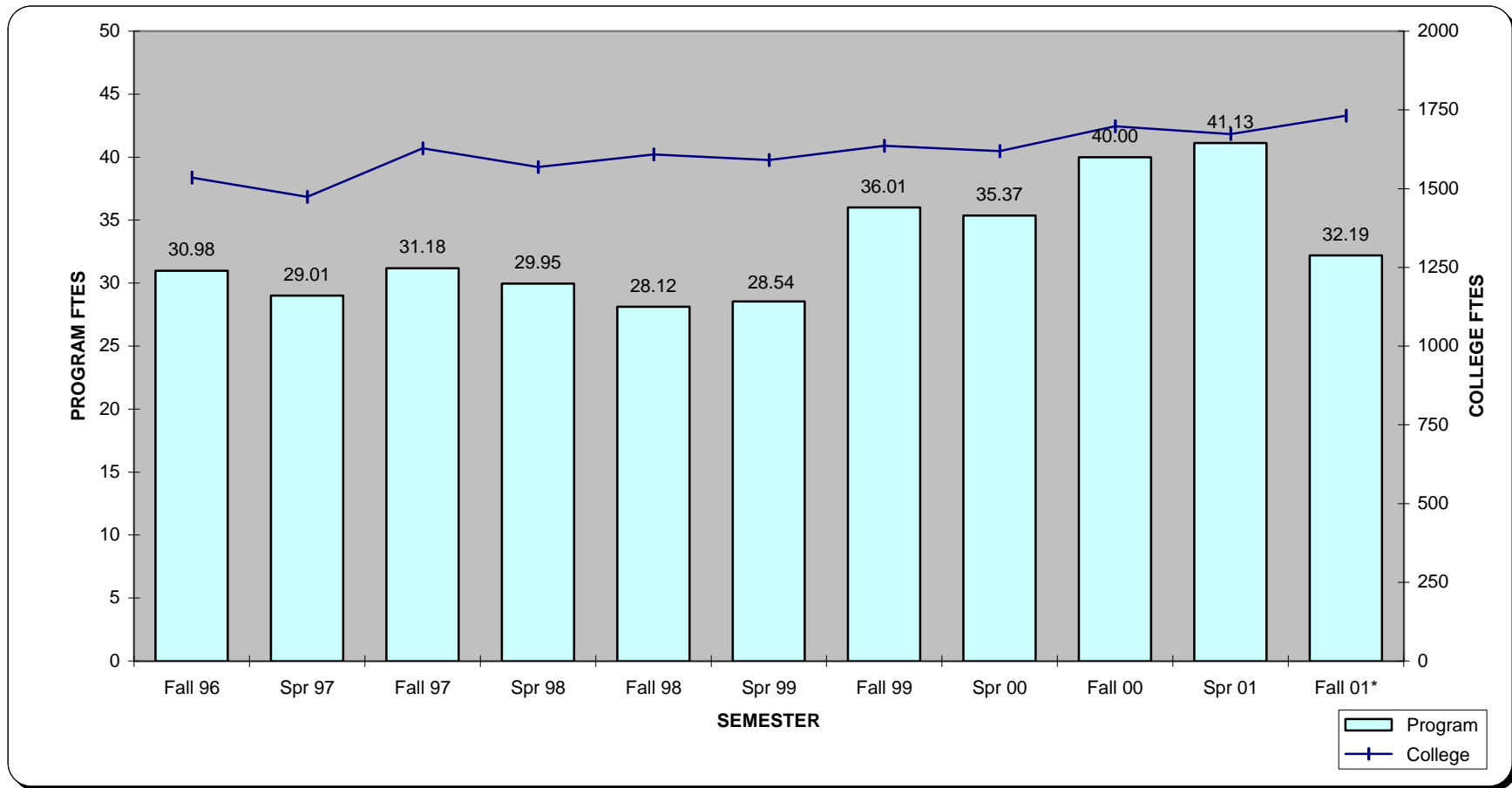
Differential Fee for Bachelor's Degree In Effect: Spring 1993-Spring 1995
 Modules 1-4 combined into single course effective Spring 1997 (963)

Source: ADATERM reports

***Fall 2001 data incomplete; FTES and enrollments represent projections**

ABI Program (Credit Classes) Five and a Half-Year Summary of FTES

FTES	Fall 96	Spr 97	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01*
Program	30.98	29.01	31.18	29.95	28.12	28.54	36.01	35.37	40.00	41.13	32.19
College	1535.12	1473.89	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1731.86
% of College	2.0%	2.0%	1.9%	1.9%	1.7%	1.8%	2.2%	2.2%	2.4%	2.5%	1.9%



*Fall 2001 figures are projections

ABI PROGRAM (Non-credit classes)
Five and a Half-Year Summary of Enrollments and FTES

	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02
PROGRAM AND COLLEGE DATA	FALL 962	SPRING 963	FALL 972	SPRING 973	FALL 982	SPRING 983	FALL 992	SPRING 993	FALL 002	SPRING 003	FALL* 012
FTES											
Program	0.48	0.43	0.47	0.45	0.35	0.46	0.48	0.31	0.45	0.57	0.46
College	268.48	269.14	251.21	244.53	251.72	248.86	282.58	256.41	222.85	217.14	251.27
Program as % of College	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.1%	0.2%	0.3%	0.2%
Program Sections											
Total Sections Scheduled	4	4	3	4	3	5	3	4	3	4	3
Sections Cancelled	1	0	0	1	0	2	0	2	0	0	0
Avg. Enroll. All Classes	18	11	16	13	14	13	16	17	14	12	17
Seat Count at Census											
Program	54	44	49	39	41	40	48	34	41	47	50
College	4,612	4,894	4,397	3,880	4,279	4,333	5,027	4,634	4,197	3,872	5,501
Program as % of College	1.2%	0.9%	1.1%	1.0%	0.2%	0.2%	0.3%	0.2%	0.2%	0.3%	0.3%
Seat Count at Semester End											
Program	51	42	48	38	41	38	47	34	46	47	49
College	4,223	4,467	4,100	3,606	3,841	3,828	4,693	4,159	3,940	4,017	5,233
Program as % of College	1.2%	0.9%	1.2%	1.1%	1.1%	1.0%	1.0%	0.8%	1.2%	1.2%	0.9%
Attrition (Cens. to End Seats)											
Program	5.6%	4.5%	2.0%	2.6%	0.0%	5.0%	2.1%	0.0%	0.0%	0.0%	2.0%
College	8.4%	8.7%	6.8%	7.1%	79.0%	78.5%	6.6%	10.3%	6.1%	0.0%	4.9%

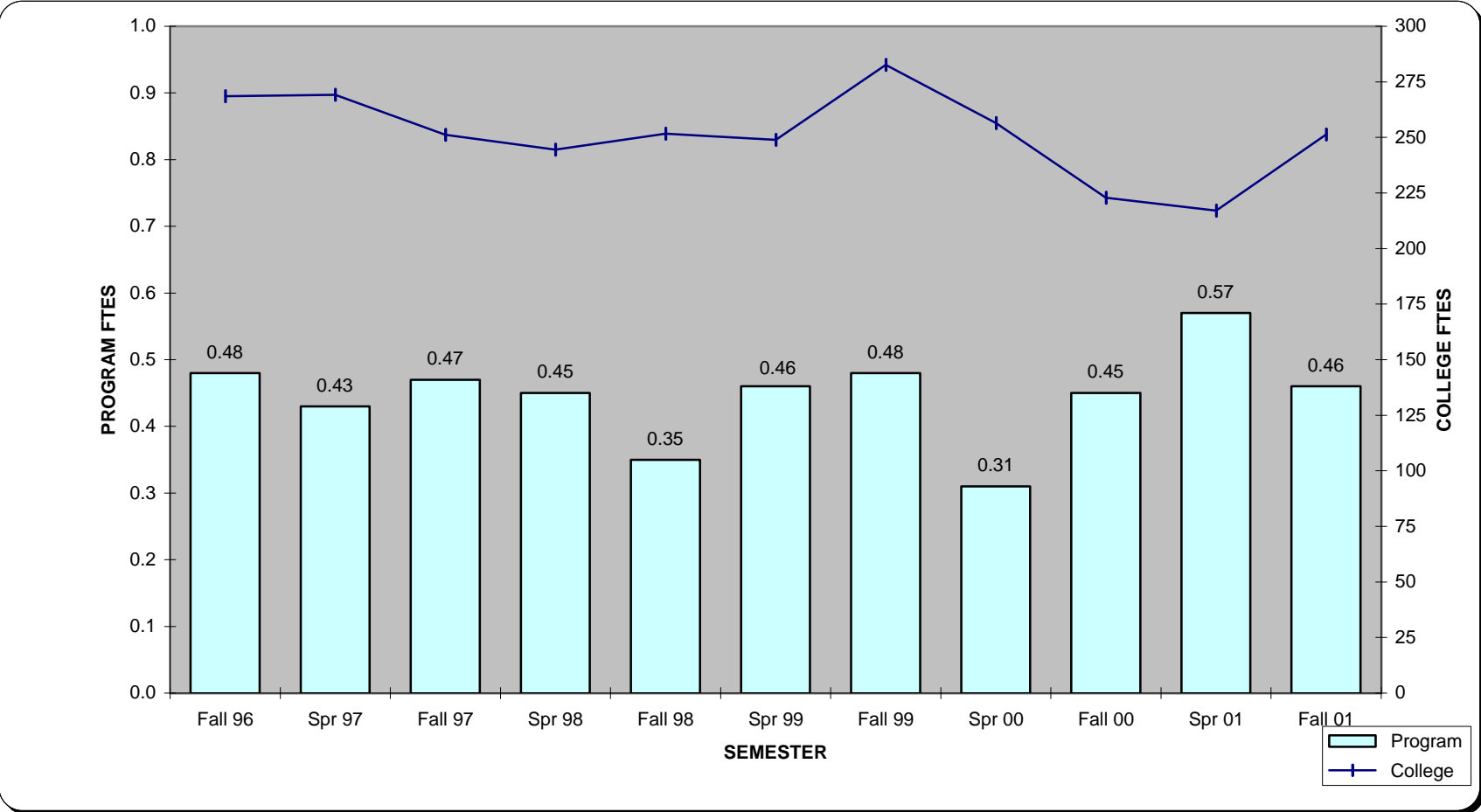
Differential Fee for Bachelor's Degree In Effect: Spring 1993-Spring 1995

Source: ADATERM reports

*Fall 2001 data incomplete; FTES and enrollments represent projections

ABI PROGRAM (Non-credit classes) Five and a Half-Year Summary of FTES

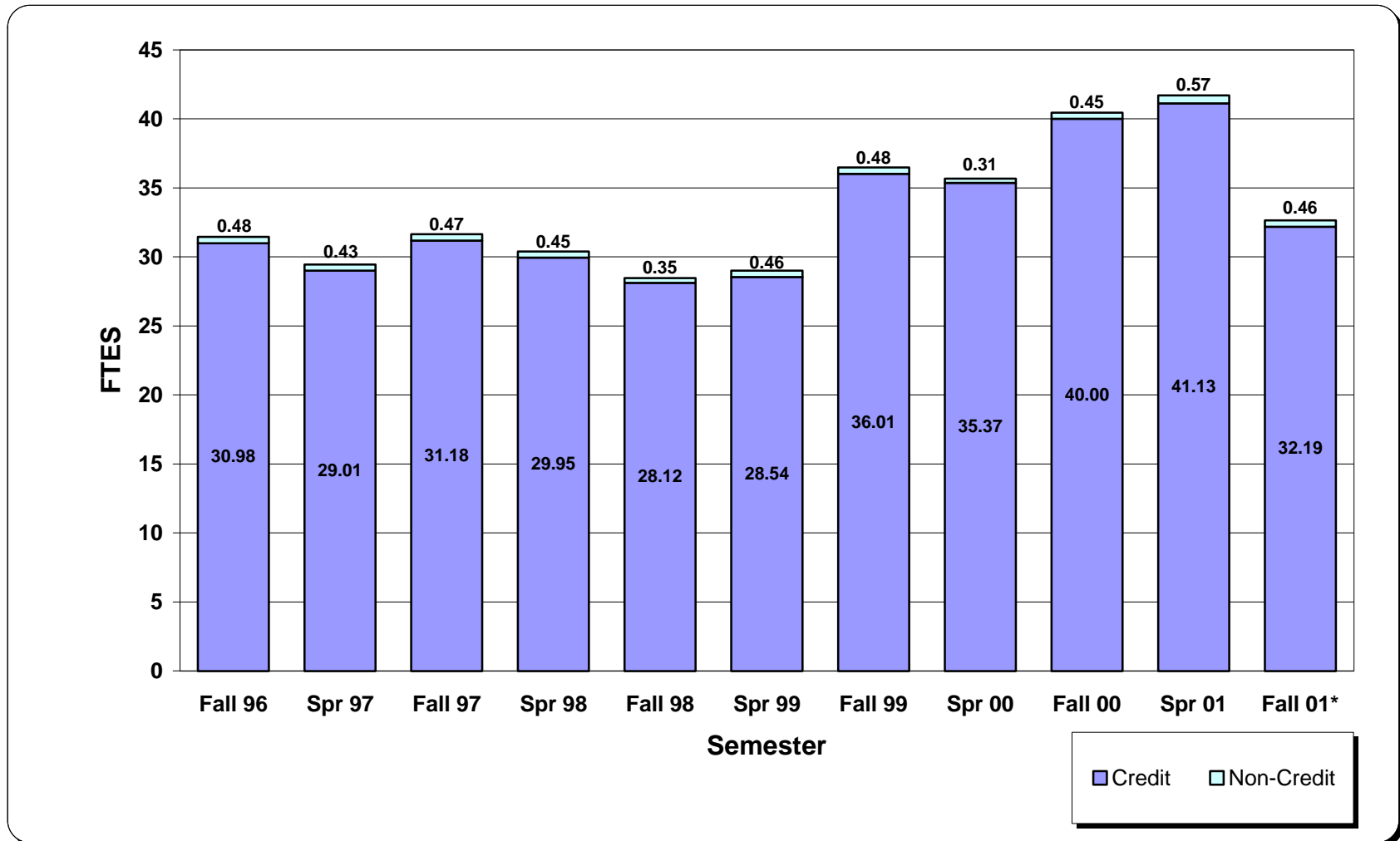
FTES	Fall 96	Spr 97	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01
Program	0.48	0.43	0.47	0.45	0.35	0.46	0.48	0.31	0.45	0.57	0.46
College	268.48	269.14	251.21	244.53	251.72	248.86	282.58	256.41	222.85	217.14	251.27
% of College	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.1%	0.2%	0.3%	0.2%



*Fall 2001 data incomplete; FTES represent projections

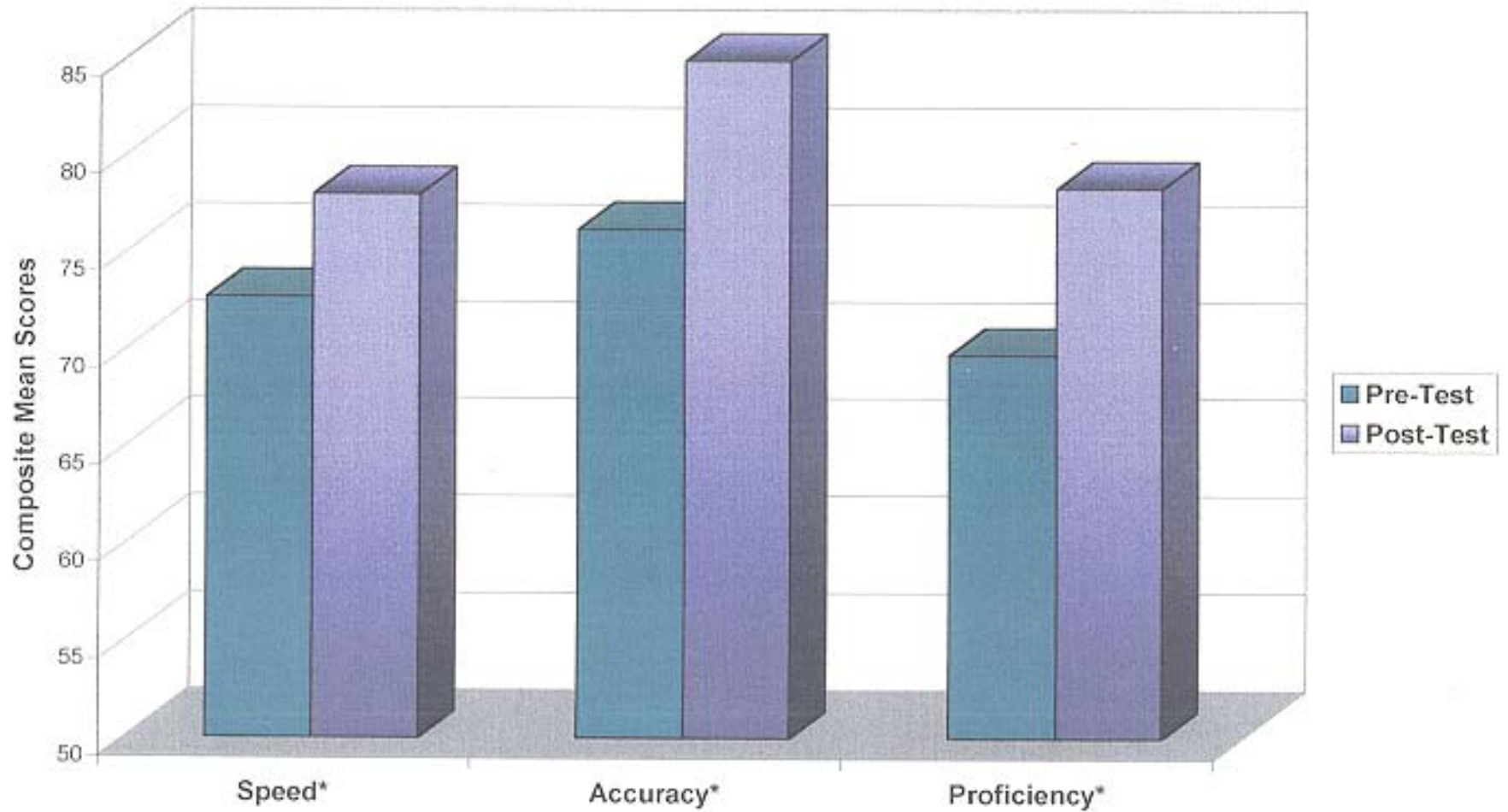
ABI PROGRAM Credit and Non-Credit FTES

FTES	Fall 96	Spr 97	Fall 97	Spr 98	Fall 98	Spr 99	Fall 99	Spr 00	Fall 00	Spr 01	Fall 01*
Credit	30.98	29.01	31.18	29.95	28.12	28.54	36.01	35.37	40.00	41.13	32.19
Non-Credit	0.48	0.43	0.47	0.45	0.35	0.46	0.48	0.31	0.45	0.57	0.46
Total ABI FTES	31.46	29.44	31.65	30.40	28.47	29.00	36.49	35.68	40.45	41.70	32.65



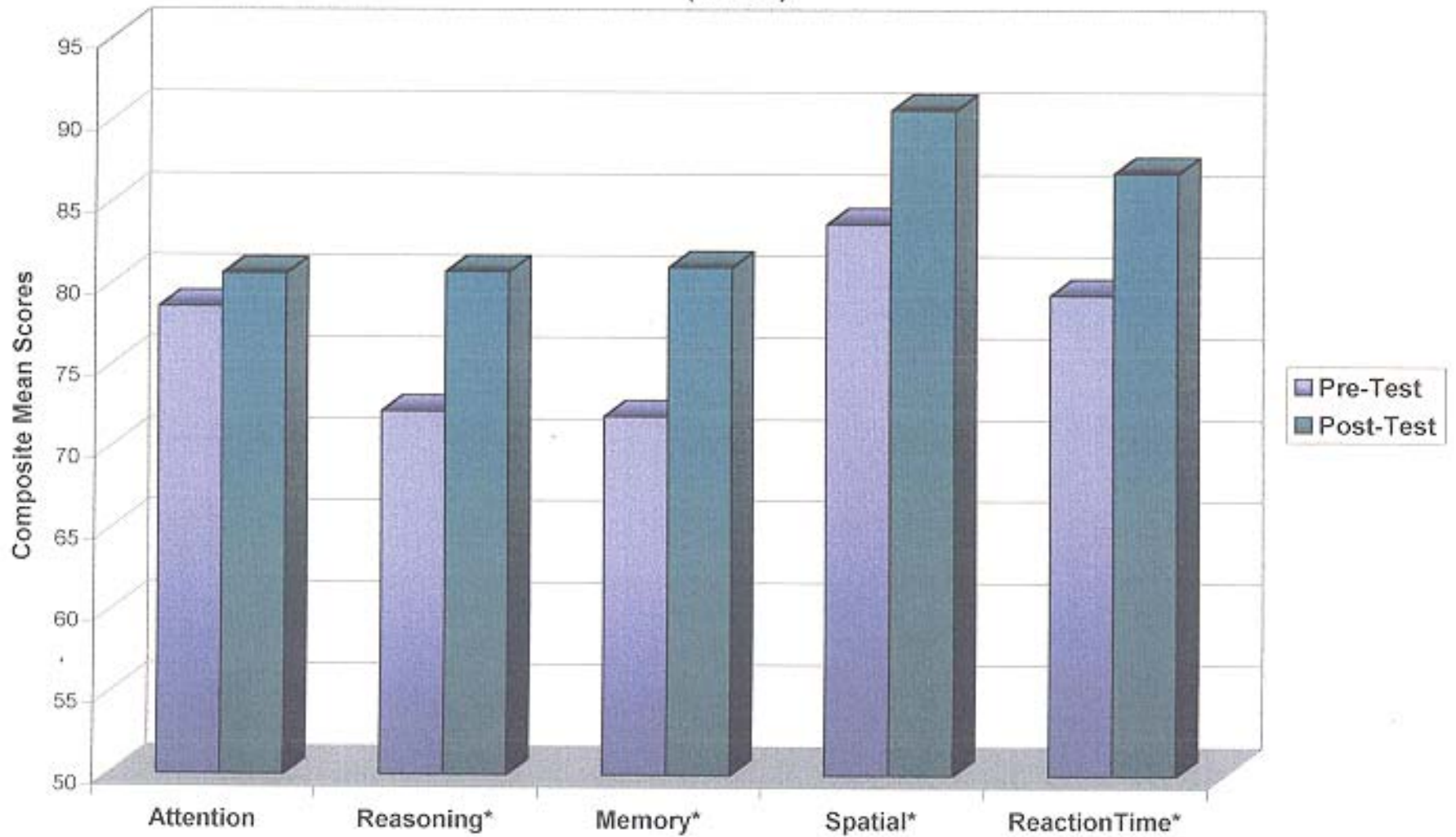
*Fall 2001 figures are projections

**Pre-Post Test Comparisons
Global Cognitive Domains
(N=61)**



*p < .05

Pre-Post Test Comparisons Specific Cognitive Domains (N=61)



*p < .05

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ABI Alumni

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Cumulative Count and Percent ABI Program Review--Alumni Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quality of instruction				
Very Satisfied	38	95.00 %	38	95.00 %
Somewhat Satisfied	2	5.00 %	40	100.00 %
Total Responses	40	100%	40	100%
Scheduling of classes (time of day, length of class sessions, days of week)				
Very Satisfied	35	87.50 %	35	87.50 %
Somewhat Satisfied	5	12.50 %	40	100.00 %
Total Responses	40	100%	40	100%
Relevance of classes to your vocational/academic needs or personal goals				
Very Satisfied	28	68.29 %	28	68.29 %
Somewhat Satisfied	12	29.27 %	40	97.56 %
Neutral	1	2.44 %	41	100.00 %
Total Responses	41	100%	41	100%
ABI Program's ability to facilitate use of compensation strategies				
Very Satisfied	36	90.00 %	36	90.00 %
Somewhat Satisfied	4	10.00 %	40	100.00 %
Total Responses	40	100%	40	100%
ABI Program's ability to facilitate awareness of cognitive skills				
Very Satisfied	38	90.48 %	38	90.48 %
Somewhat Satisfied	4	9.52 %	42	100.00 %
Total Responses	42	100%	42	100%
ABI Program's ability to facilitate psychosocial adjustment				
Very Satisfied	29	70.73 %	29	70.73 %
Somewhat Satisfied	10	24.39 %	39	95.12 %
Neutral	1	2.44 %	40	97.56 %
Somewhat Dissatisfied	1	2.44 %	41	100.00 %
Total Responses	41	100%	41	100%
Adequacy of counseling services				
Very Satisfied	26	68.42 %	26	68.42 %
Somewhat Satisfied	9	23.68 %	35	92.11 %
Neutral	2	5.26 %	37	97.37 %
Somewhat Dissatisfied	1	2.63 %	38	100.00 %
Total Responses	38	100%	38	100%

Cumulative Count and Percent

ABI Program Review--Alumni Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Adequacy of transition services (career development workshops/transitional counseling)				
Very Satisfied	13	37.14 %	13	37.14 %
Somewhat Satisfied	11	31.43 %	24	68.57 %
Neutral	8	22.86 %	32	91.43 %
Somewhat Dissatisfied	2	5.71 %	34	97.14 %
Very Dissatisfied	1	2.86 %	35	100.00 %
Total Responses	35	100%	35	100%
Usefulness of Refresher Course				
Very Satisfied	11	42.31 %	11	42.31 %
Somewhat Satisfied	4	15.38 %	15	57.69 %
Neutral	9	34.62 %	24	92.31 %
Somewhat Dissatisfied	1	3.85 %	25	96.15 %
Very Dissatisfied	1	3.85 %	26	100.00 %
Total Responses	26	100%	26	100%
Usefulness of Alumni Meetings				
Very Satisfied	14	46.67 %	14	46.67 %
Somewhat Satisfied	9	30.00 %	23	76.67 %
Neutral	5	16.67 %	28	93.33 %
Somewhat Dissatisfied	2	6.67 %	30	100.00 %
Total Responses	30	100%	30	100%
Responsiveness of faculty to students' needs				
Very Satisfied	33	78.57 %	33	78.57 %
Somewhat Satisfied	7	16.67 %	40	95.24 %
Neutral	2	4.76 %	42	100.00 %
Total Responses	42	100%	42	100%
Responsiveness of staff to students' needs				
Very Satisfied	34	80.95 %	34	80.95 %
Somewhat Satisfied	6	14.29 %	40	95.24 %
Neutral	2	4.76 %	42	100.00 %
Total Responses	42	100%	42	100%
Extent to which faculty and staff meet the needs of non-traditional students				
Very Satisfied	25	71.43 %	25	71.43 %
Somewhat Satisfied	8	22.86 %	33	94.29 %
Neutral	2	5.71 %	35	100.00 %
Total Responses	35	100%	35	100%
Overall quality of the ABI Program				
Very Satisfied	39	95.12 %	39	95.12 %
Somewhat Satisfied	2	4.88 %	41	100.00 %
Total Responses	41	100%	41	100%

Cumulative Count and Percent ABI Program Review--Alumni Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Overall satisfaction with the program				
Very Satisfied	37	90.24 %	37	90.24 %
Somewhat Satisfied	4	9.76 %	41	100.00 %
Total Responses	41	100%	41	100%
Your own success in the program				
Very Satisfied	34	82.93 %	34	82.93 %
Somewhat Satisfied	7	17.07 %	41	100.00 %
Total Responses	41	100%	41	100%
Quality/comfort of classroom chairs				
Very Satisfied	16	38.10 %	16	38.10 %
Somewhat Satisfied	18	42.86 %	34	80.95 %
Neutral	4	9.52 %	38	90.48 %
Somewhat Dissatisfied	4	9.52 %	42	100.00 %
Total Responses	42	100%	42	100%
Quality/comfort of desks				
Very Satisfied	18	43.90 %	18	43.90 %
Somewhat Satisfied	18	43.90 %	36	87.80 %
Neutral	3	7.32 %	39	95.12 %
Somewhat Dissatisfied	2	4.88 %	41	100.00 %
Total Responses	41	100%	41	100%
Quality of whiteboards in classrooms				
Very Satisfied	22	64.71 %	22	64.71 %
Somewhat Satisfied	7	20.59 %	29	85.29 %
Neutral	4	11.76 %	33	97.06 %
Very Dissatisfied	1	2.94 %	34	100.00 %
Total Responses	34	100%	34	100%
Adequacy of lighting in classrooms				
Very Satisfied	24	60.00 %	24	60.00 %
Somewhat Satisfied	13	32.50 %	37	92.50 %
Neutral	3	7.50 %	40	100.00 %
Total Responses	40	100%	40	100%
Quality of classroom maintenance (cleanliness)				
Very Satisfied	29	69.05 %	29	69.05 %
Somewhat Satisfied	10	23.81 %	39	92.86 %
Neutral	1	2.38 %	40	95.24 %
Somewhat Dissatisfied	2	4.76 %	42	100.00 %
Total Responses	42	100%	42	100%

Cumulative Count and Percent

ABI Program Review--Alumni Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Adequacy of physical site for the non-traditional student				
Very Satisfied	22	62.86 %	22	62.86 %
Somewhat Satisfied	9	25.71 %	31	88.57 %
Neutral	3	8.57 %	34	97.14 %
Very Dissatisfied	1	2.86 %	35	100.00 %
Total Responses	35	100%	35	100%

Language and Ethnicity

ABI Program Review--Alumni Survey

	Count	Percent
What is your primary language (the language you are most comfortable speaking, reading, or writing)?		
(Not Answered)	1	2.44 %
English	37	90.24 %
Other	3	7.32 %
Total Responses	41	100%

What is your ethnicity?		
Asian: Other	4	9.76 %
Hispanic	2	4.88 %
White	34	82.93 %
Other	1	2.44 %
Total Responses	41	100%

Text and Paragraph Responses by Question

ABI Program Review--Alumni Survey

Question: Are there other courses or services that you would like the ABI Program to offer?

Dealing with future goals

Speech therapy

I would like to see additional computer courses to better familiarize one with the computer. This on a slower pace.

Vocational reintegration.

Incorporating Michelle Wild's "Using the Internet" class would be very helpful for all ABI students as information is so important to us.

Money management--paying bills--check writing and balancing a checkbook.

I would like to see more in depth and personalized vocational counseling. This is too important a decision to be made in a hurry or without enough effort put into it.

Reading and comprehension, budgeting and handling finances, grocery shopping field trips--hands on and how to nutrition and meal planning for the head injured.

One service that I received and cannot support enough is the communication to me by one teacher that we students should be actively looking for an involvement activity to perform (work, volunteer, etc.). To not do so while attending Orange Coast can lead to failure to search once the impetus to do so is over upon graduation. Following this advise led me to a post-school activity that is incredibly rewarding.

That you provide earlier meeting times for the refresher courses so people who travel a little distance won't get stuck in "rush hour" traffic.

Julius would like more computer classes.

More applicable computer courses--utilize the World Wide Web more.

Art. Movement.

Computer course optional. More memory training. More effort on job training.

Additional math course. Perhaps a focus on how to operate a cash register. If there was a way some basic reading and writing skills intertwined with existing courses for those who need it, that would be wonderful.

A better vocational program.

I'd like to see more emphasis on personal safety; i.e., an occasional guest speaker for all students on possible visual problems, driving issues, etc. Also, more encouragement for all students to be aware of all counseling and support groups, etc.

Career planning; disability meetings with state disability office (i.e., Sam Prazza)

Independent living services

Michelle Wild, Kim Peterson, and Celeste are on target from my experience. Listen to their ideas; they know what they are doing.

Well, I am not too sure if there has been one put in the program, but I honestly believe that a course structured on the focus of training a person ways to rebuild memory skills with that being the only area focused on.

Everything is included. It's wonderful!

More vocational counseling and follow-up.

I would like to see the spring refresher course extended to at least 9 or 12 weeks.

I know I need some more hlep but feel you probably have a program or counselor I could talk to when I am able to contact you. I will let you know at that time if I have any needs or services that you could incorporate into your system that is not already there. Thank you.

Text and Paragraph Responses by Question

ABI Program Review--Alumni Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or in the table above, please explain your concerns.

I am always uncomfortable in traditional classroom chairs and I do NOT have a physical injury so can assume is very difficult and painful for those who experienced a physical injury at the time of their head injury.

I had to go to an independent neuropsychologist. I think you should have one on staff to help with the anxiety of being head injured. The refresher class I attended was canceled! Maybe it could be combined with the day students. There needs to be some kind of internship set up with the "outside" so we can try working like ROP does. Although the chairs are sturdy, they lack comfort for those of us who have also had back, hip, and leg injuries along with our brain injuries. The classrooms need to have some sort of decoration, because we have been in hospitals and rehab units so much some decor would make us feel less "institutionalized." We deserve a splash of color!

I wouldn't have minded the school day being a class or two longer. A lunch break prior to this would be great. Not every day but perhaps one or two a week. Because of my particular back pain, the regular chairs were uncomfortable. I was given a different chair to sit in which was very comfortable. :-)

The heating/air vents were often gritty and dirty, not to mention the temperature problems in the summer. The refresher course I attempted to attend was cancelled.

Chairs not comfortable. Not notified of alumni meetings in time to come. Physical site not accessible because of cracked sidewalks and asphalt patches and holes--uneven surfaces. Classrooms not clean.

Text and Paragraph Responses by Question

ABI Program Review--Alumni Survey

Question: Do you have any other comments or recommendations?

Coastline College teachers, fellow students and staff had continued support, encouragement and kindness. They helped me get back on my feet. They gave me the strength and courage to pull through and survive! Thank you!

The "caregiver" attitude of teachers and staff is to be commended as it makes a big different and is a lasting "touch" to the student!

Some kind of job training at the end.

Tracy Goldberg excellent for program.

I was there 3-4 years ago I think so I don't remember all too clearly, but what I remember of the school was fine.

Coastline ABI Program helped me immensely. Thank you!

Please let me tell you about your staff--They are the best most caring and compassionate people I have ever met! The teaching staff is remarkable and the memory classes were the most helpful of all!

No. This Coastline head-injury course went so far beyond in getting me actively oriented to my new life style that the only thing I can do is thank my teachers for their incredible insight into head injury consequences and their ability to teach the new me.

Yes. A refresher course would be a plus. But not everybody can afford it.

Since my accident, my husband and I are totally involved in helping other brain injured persons and family with support group, advisory board State of California and on other advisory boards of other facilities. Coastline is the #1 establishment we support and advertise. It was the best time in my healing. We are informing everyone of all the benefits of Coastline ABI and hope to get more schools of this quality throughout the state. Thank you for being here.

Besides my recommendation for the refresher course, keep doing things the way you do them. The program is perfect as it is!

Julius enjoyed his 3 years in the program. Everyone was kind and patient with him. He learned many skills to use in his everyday life. Thank you.

Tracy Goldberg was my instructor and I was very satisfied with the quality of her instruction. She was also a good friend.

Thank you for an excellent program with excellent instructors. Bob Christy.

Check with the student to see if they lost interest in home making, start a program to get their interest back into home making.

Overall the program was great and wonderful! Keep up the good work. :-)

I would like one-on-one job counseling so I can get a better, secure job.

I would like to see the career aptitude/counseling worked into the regular schedule instead of "after hours." I also wish that all students would be able to work at some level with the rest of the faculty and support staff. Socialization among the different classrooms would be good--many students feel quite isolated socially. An on-campus picnic once in a while might be good--even maybe a "talent show" or another fun activity to participate in. Socialization is an important part of re-entry in the "outside world"--therefore, encouraging it on campus is important.

More public awareness. I've since met people who have adapted or surrendered to a life with less quality because they did not have the benefit of this program.

The faculty and staff are incredibly dedicated to what they do. I will always be grateful to them for helping me through some tough times. John Conser.

Thank you, Michelle, Zina, and the whole staff for helping me regain my self esteem/self worth/ and belief that I could do something in life. I now build websites, repair, build and upgrade computers. Oh, yeah, did I mention? I am getting married :-) August 17, 2002.

Text and Paragraph Responses by Question

ABI Program Review--Alumni Survey

Question: Do you have any other comments or recommendations?

Chad Nothdorft.

The program saved my life. Instructors Kim Peterson and Michelle Wild are gems. Thank you.

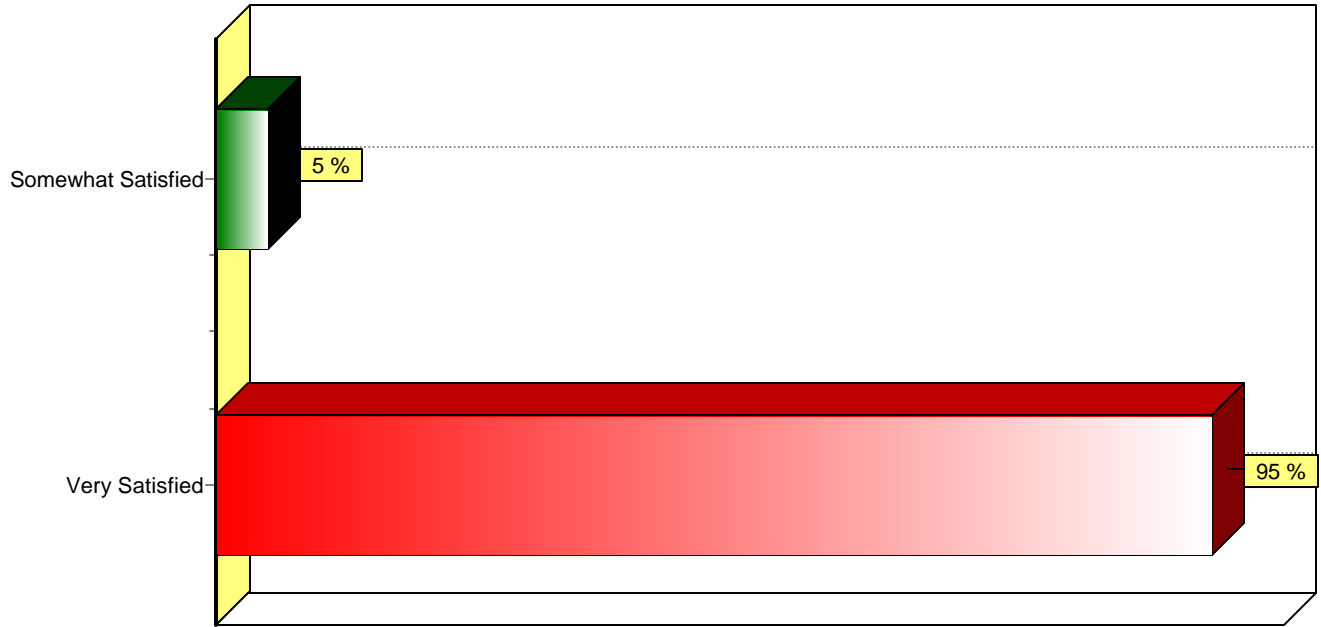
Super faculty!

This program with your truly caring teachers and office staff is a "miracle" for those of us who have ABI and are able to attend. My gratitude is felt every week of my life since graduating and my love for the generosity of your teachers and staff in the ways they taught, conferenced, planned and helped each student with their individual challenges is so encouraging to me. So many times I picture Brenda (now that I can picture in my mind--yea!) in my mind when I am dealing with a challenge, especially with another person, and try to emulate her mannerisms in being considerate, willing to listen, and yet firm if I know I'm correcting a way that is not demeaning to others. Her positive, yet humble manner and her ability to enjoy is such an inspiration to me. I'm sure I'm not near as developed as she yet. What a beautiful picture goal for me to keep using! [Counseling] showed a lot of personal care in willingness to help when problems arose. [Re: transition services:] I was not as prepared or rehabilitated to pursue what you had available. [Re: refresher course and alumni meetings:] I have been unable to attend, except on a few occasions, these classes but know I need more help and hope to be able to start and consistently attend and complete the future class to get help and coaching in continuing to progress in my rehabilitation. [Responsiveness of faculty/staff:] "Excellence" cannot adequately describe how responsive the teaching faculty were. [Classroom chairs: "Very satisfied":] Especially in last class set up with one teacher for all classes. [Whiteboards:] Can't recall color of boards in rooms. I thought they were green or blackboards. [Adequacy of physical site for non-traditional students:] Very helpful for me with no stairs and areas to walk safely to exercise while waiting for class to begin.

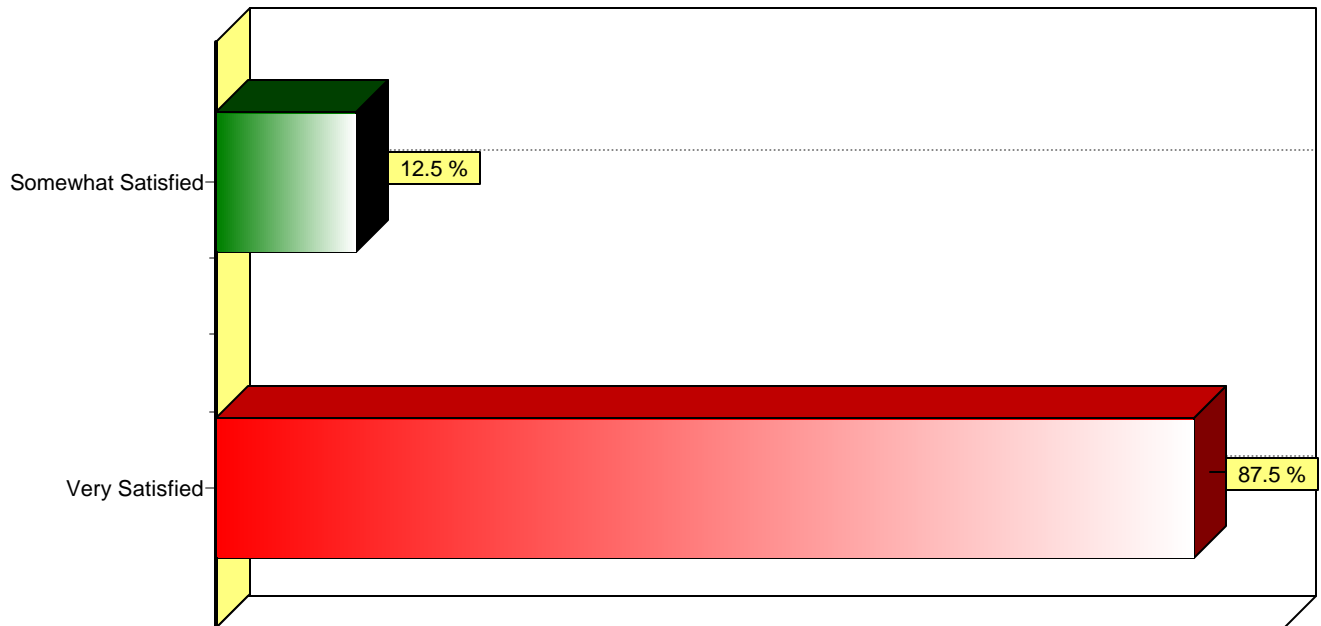
Bar Graphs

ABI Program Review--Alumni Survey

Quality of instruction



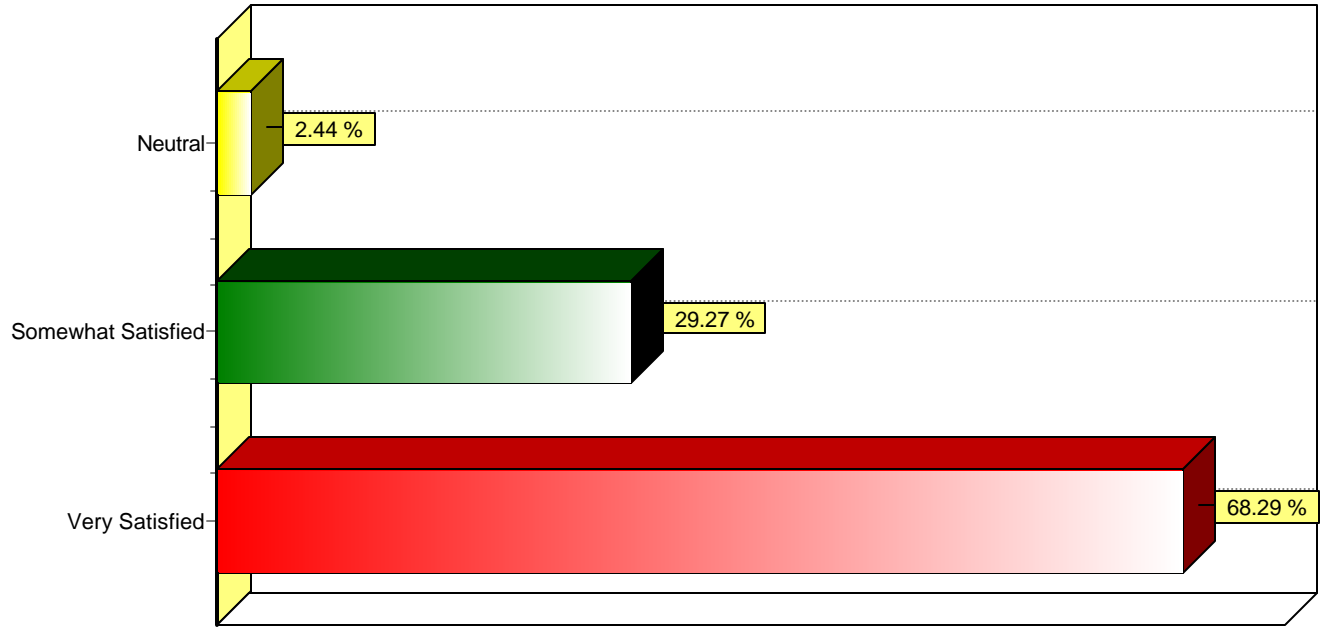
Scheduling of classes (time of day, length of class sessions, days of week)



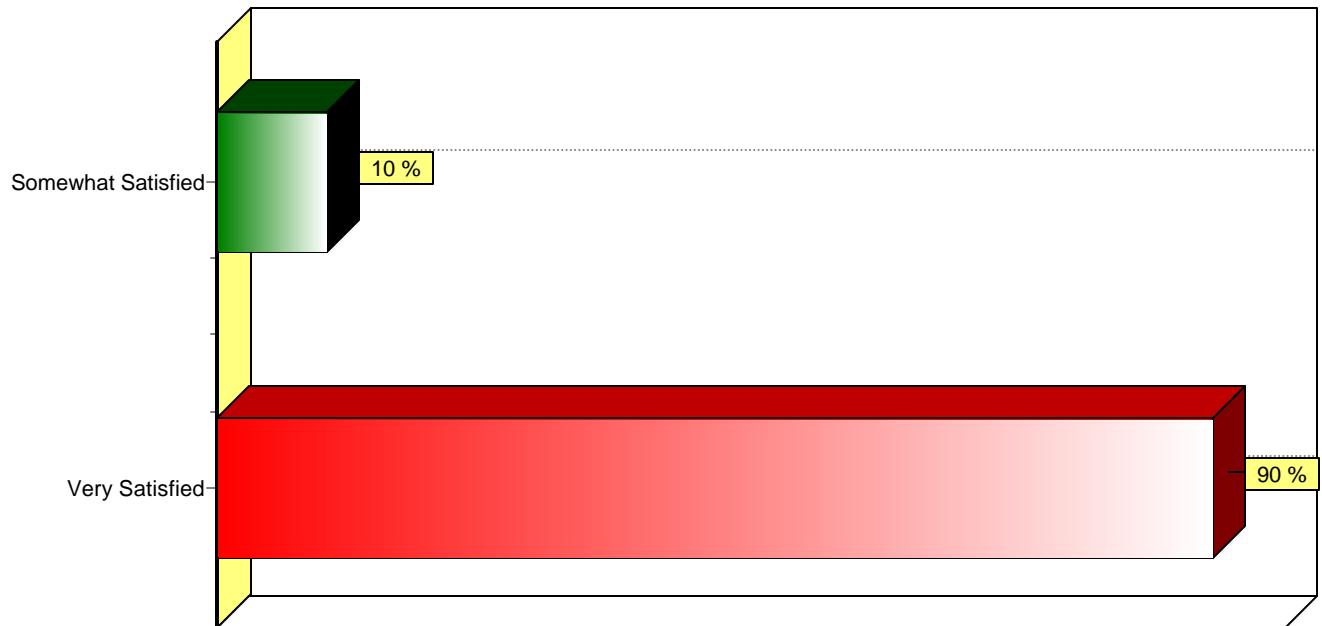
Bar Graphs

ABI Program Review--Alumni Survey

Relevance of classes to your vocational/academic needs or personal goals



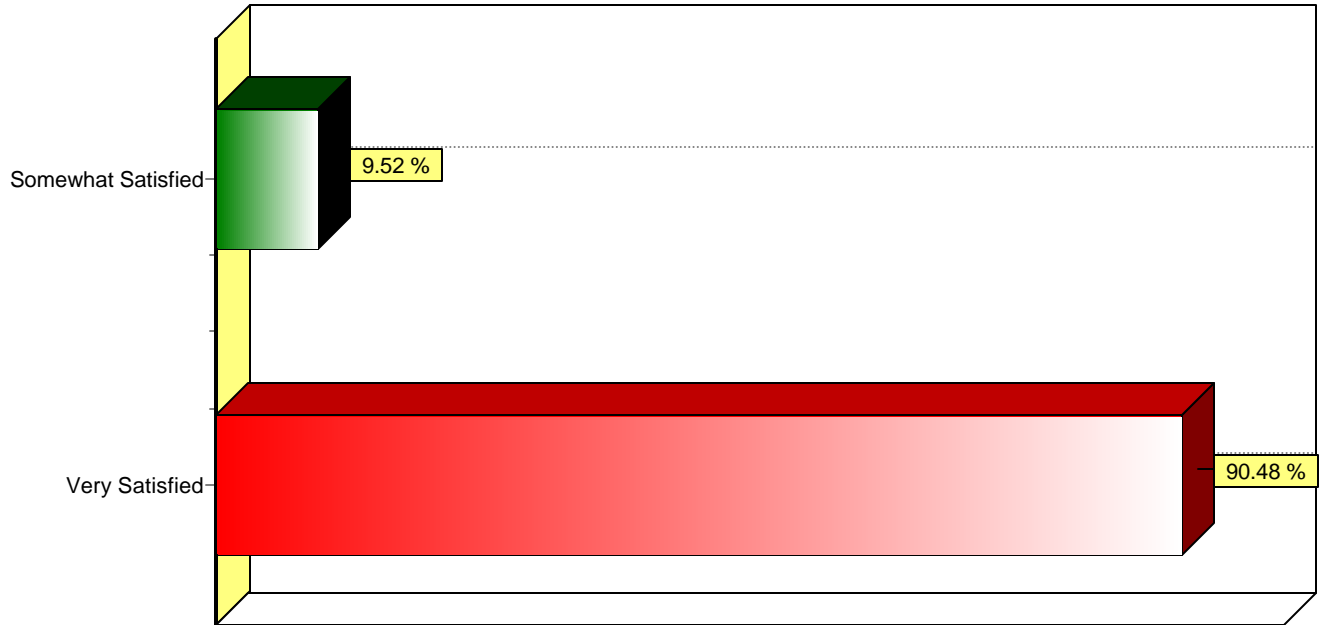
ABI Program's ability to facilitate use of compensation strategies



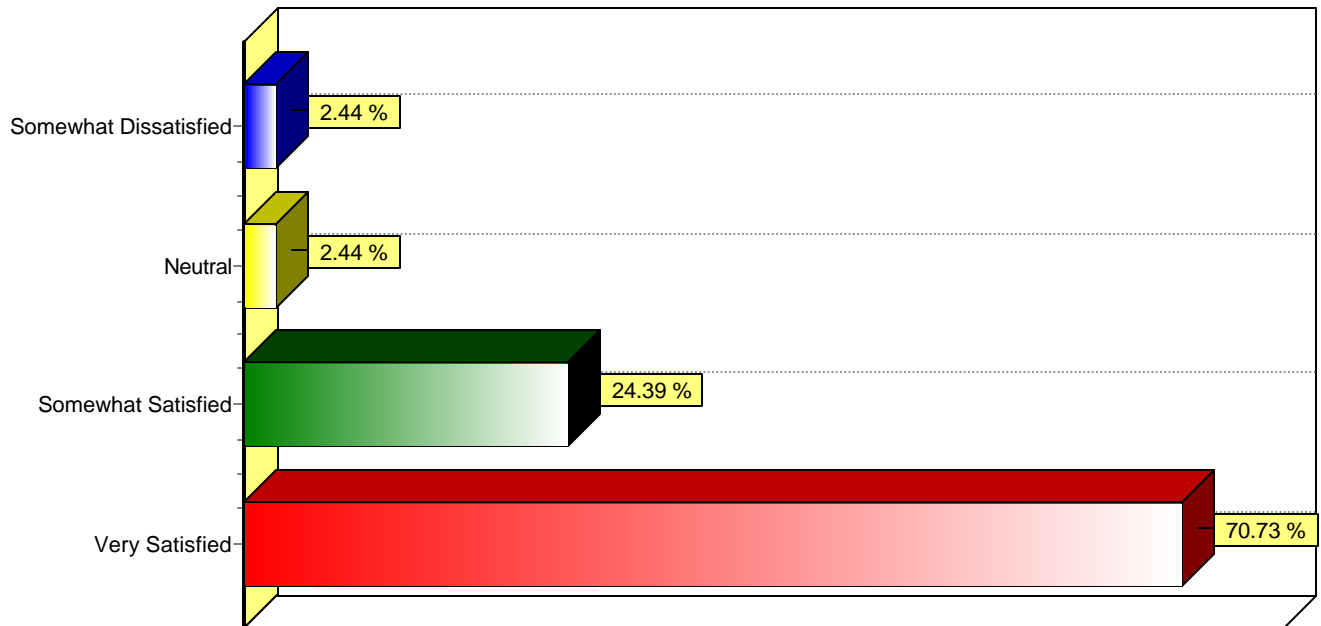
Bar Graphs

ABI Program Review--Alumni Survey

ABI Program's ability to facilitate awareness of cognitive skills



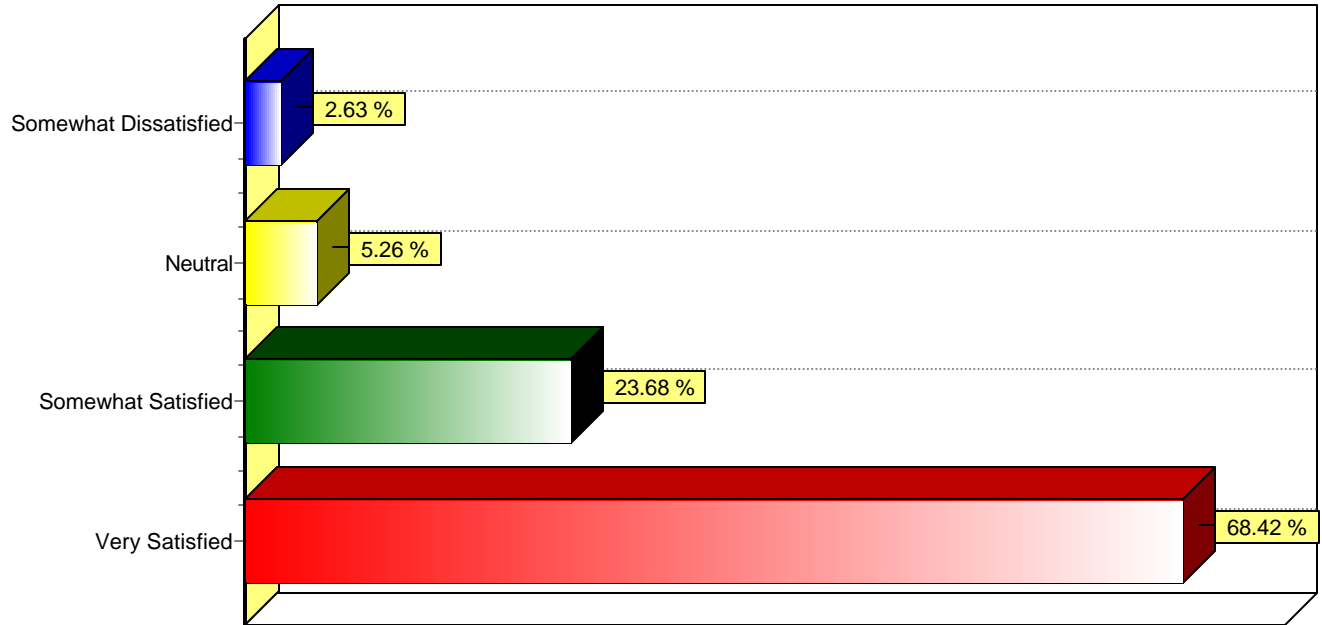
ABI Program's ability to facilitate psychosocial adjustment



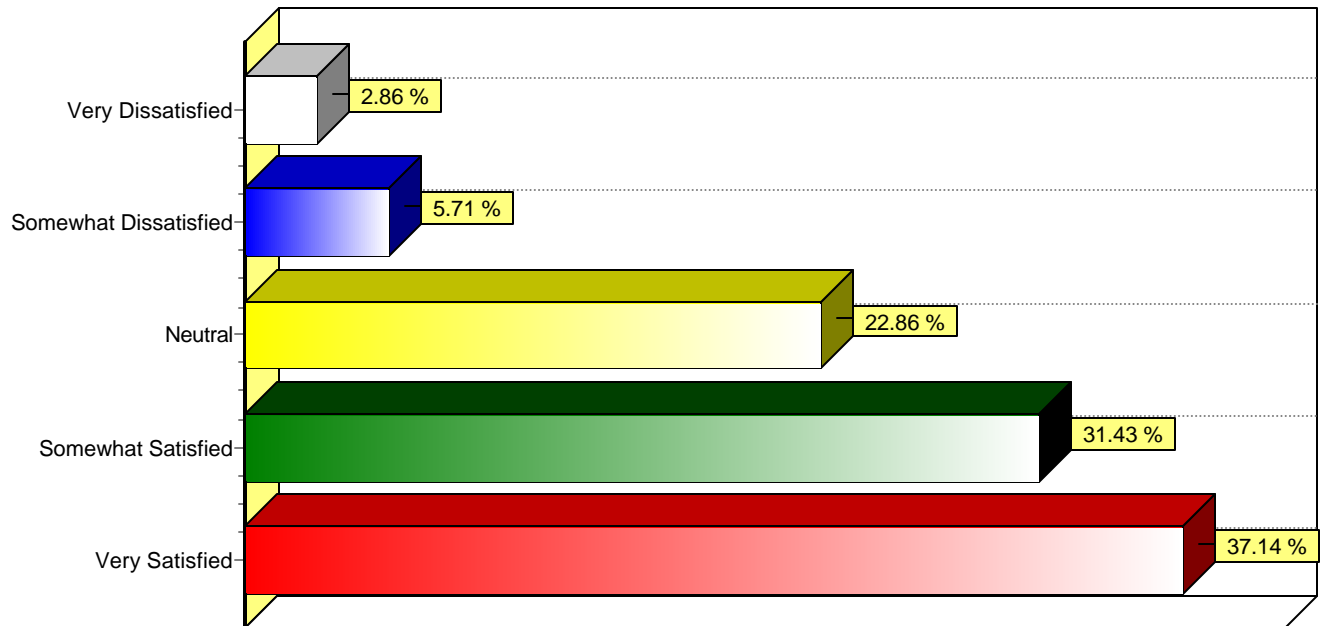
Bar Graphs

ABI Program Review--Alumni Survey

Adequacy of counseling services



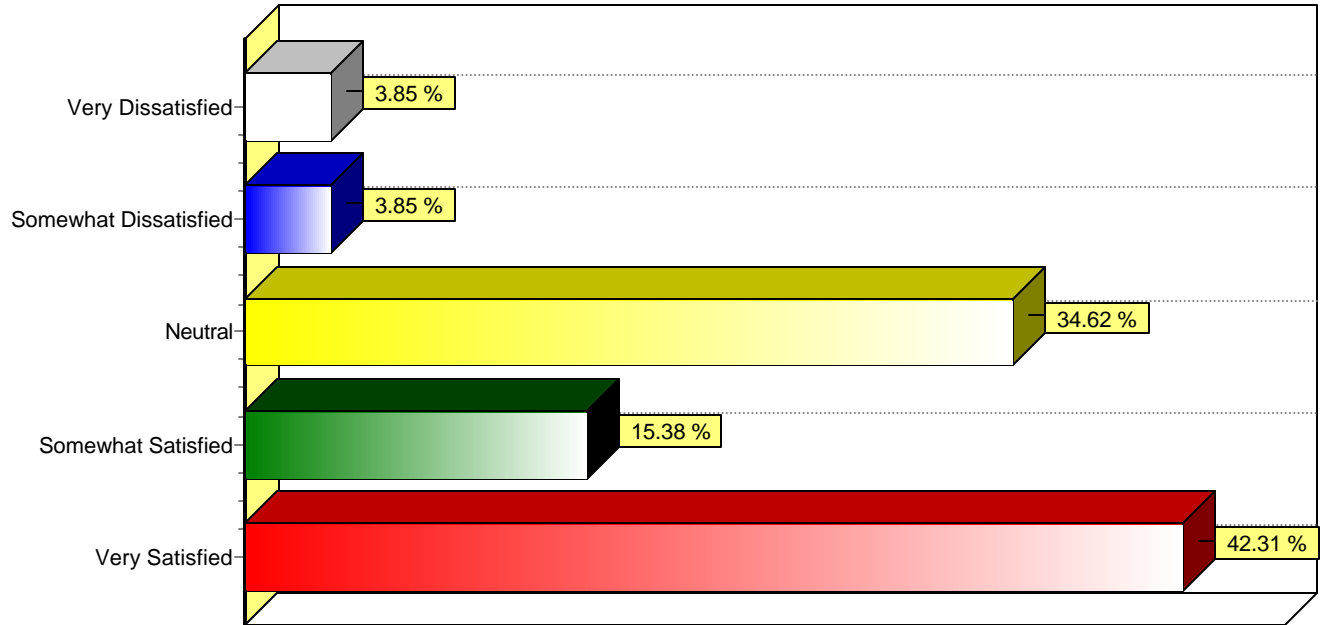
Adequacy of transition services (career development workshops/transitional counseling)



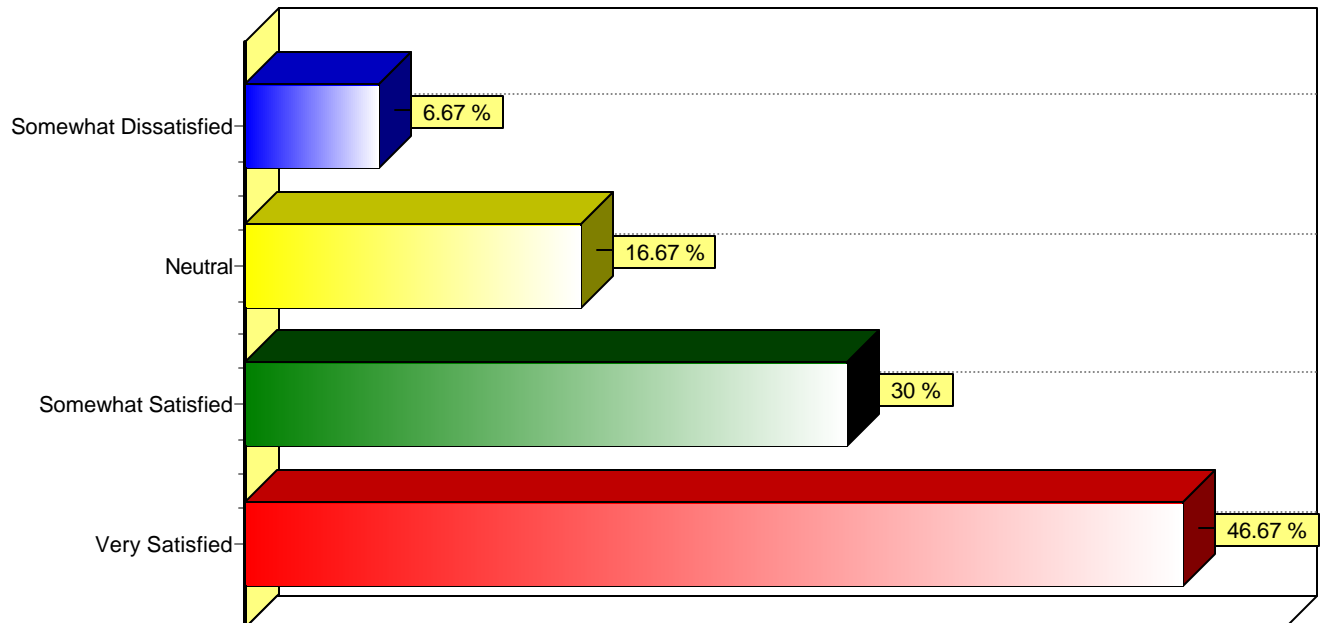
Bar Graphs

ABI Program Review--Alumni Survey

Usefulness of Refresher Course



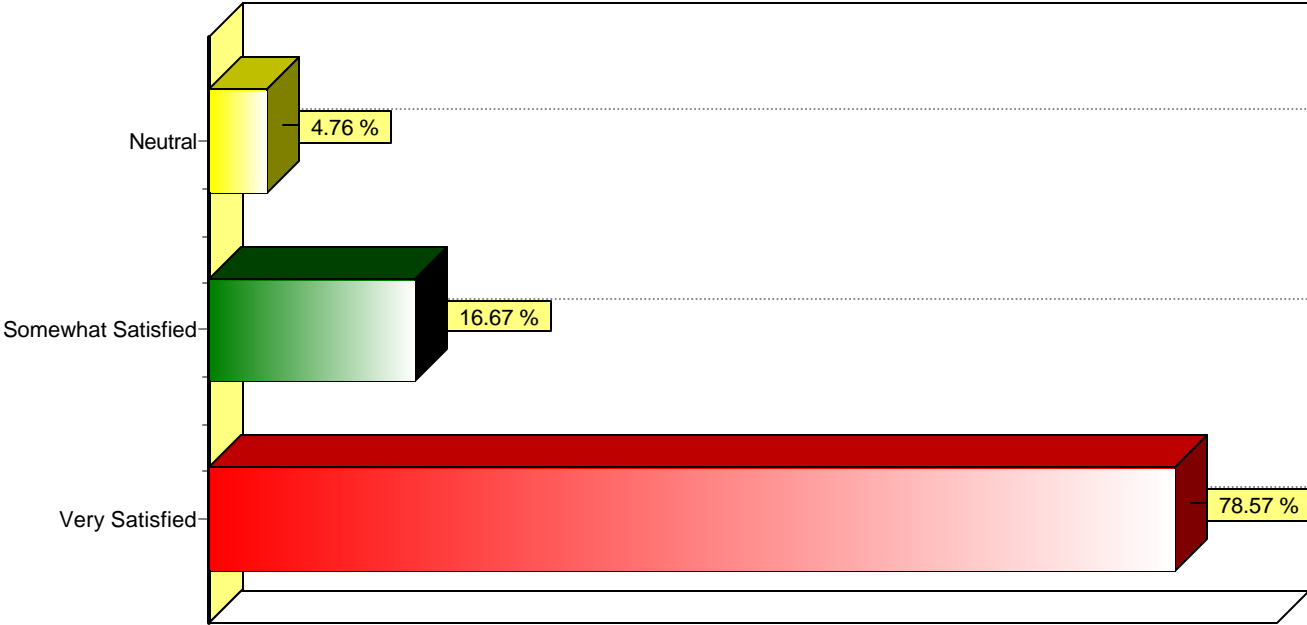
Usefulness of Alumni Meetings



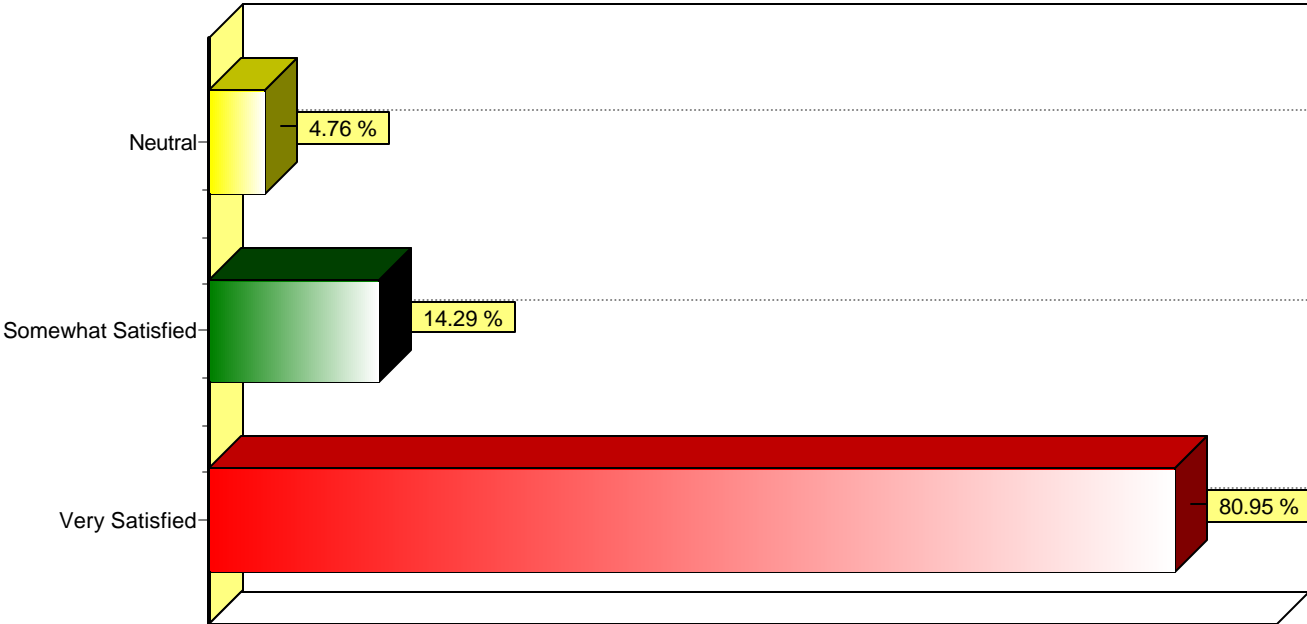
Bar Graphs

ABI Program Review--Alumni Survey

Responsiveness of faculty to students' needs



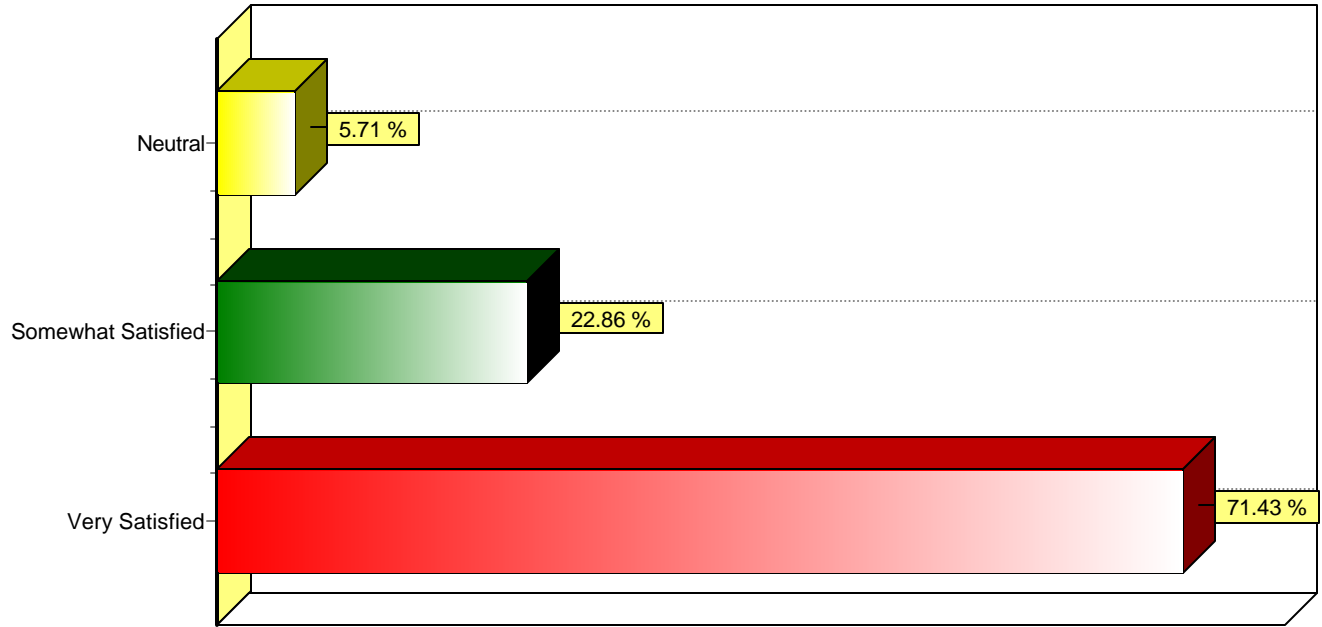
Responsiveness of staff to students' needs



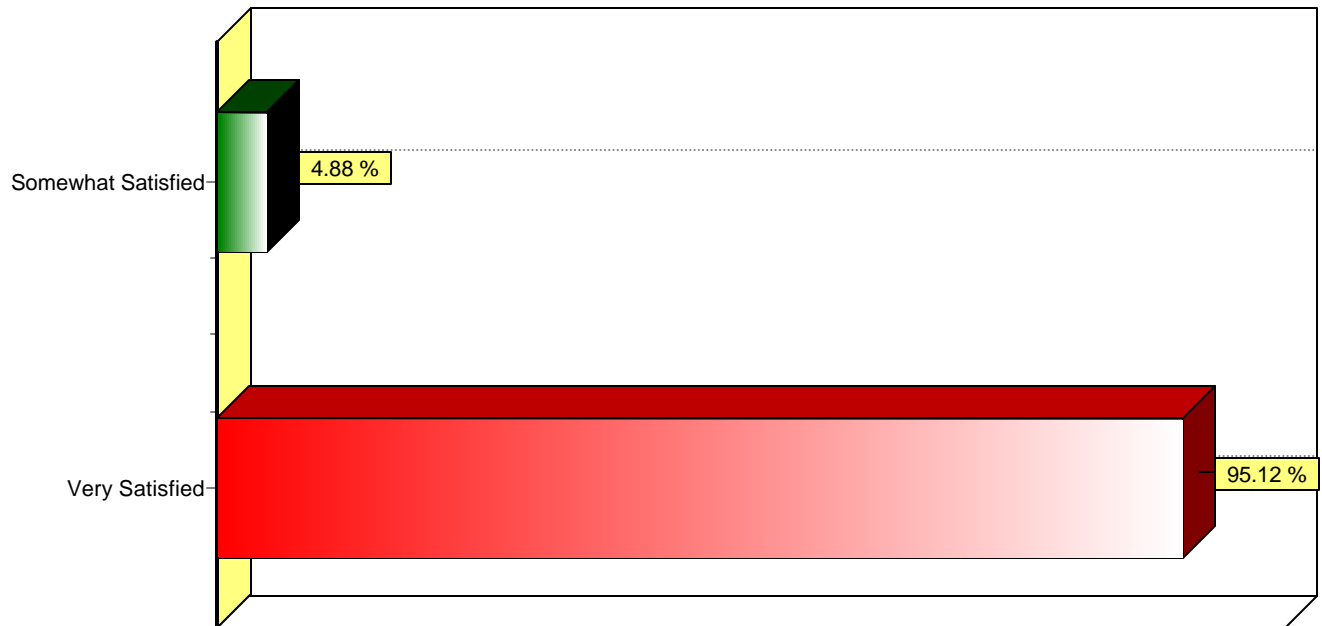
Bar Graphs

ABI Program Review--Alumni Survey

Extent to which faculty and staff meet the needs of non-traditional students



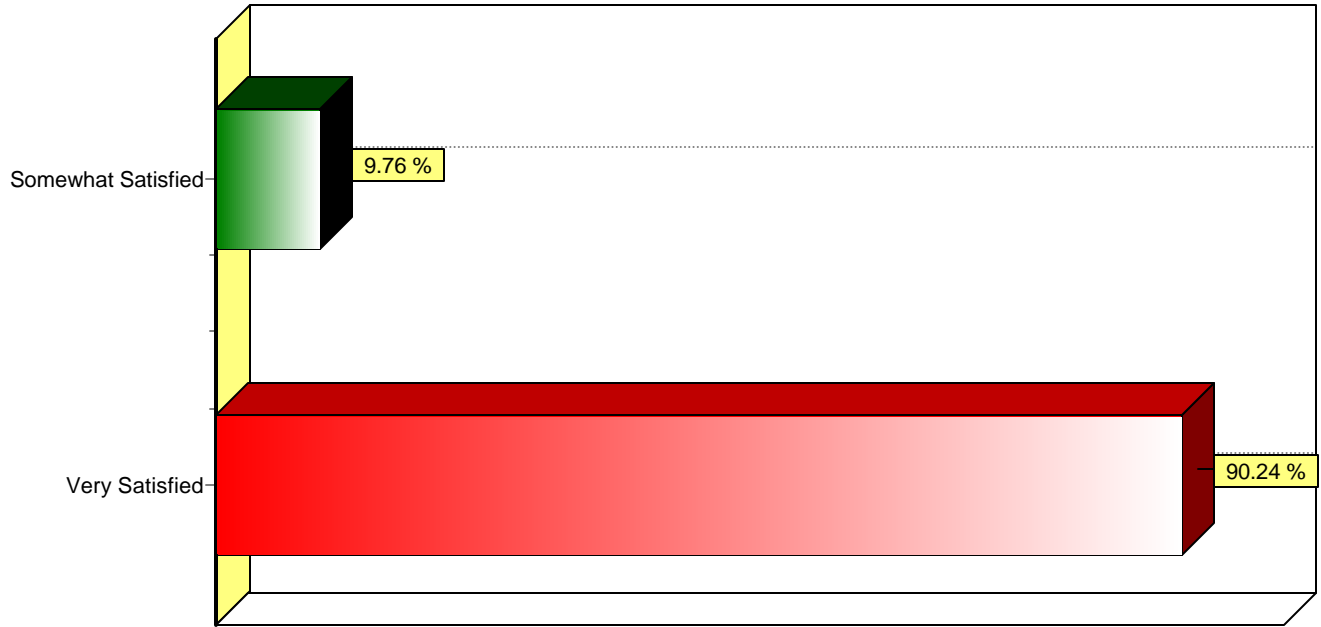
Overall quality of the ABI Program



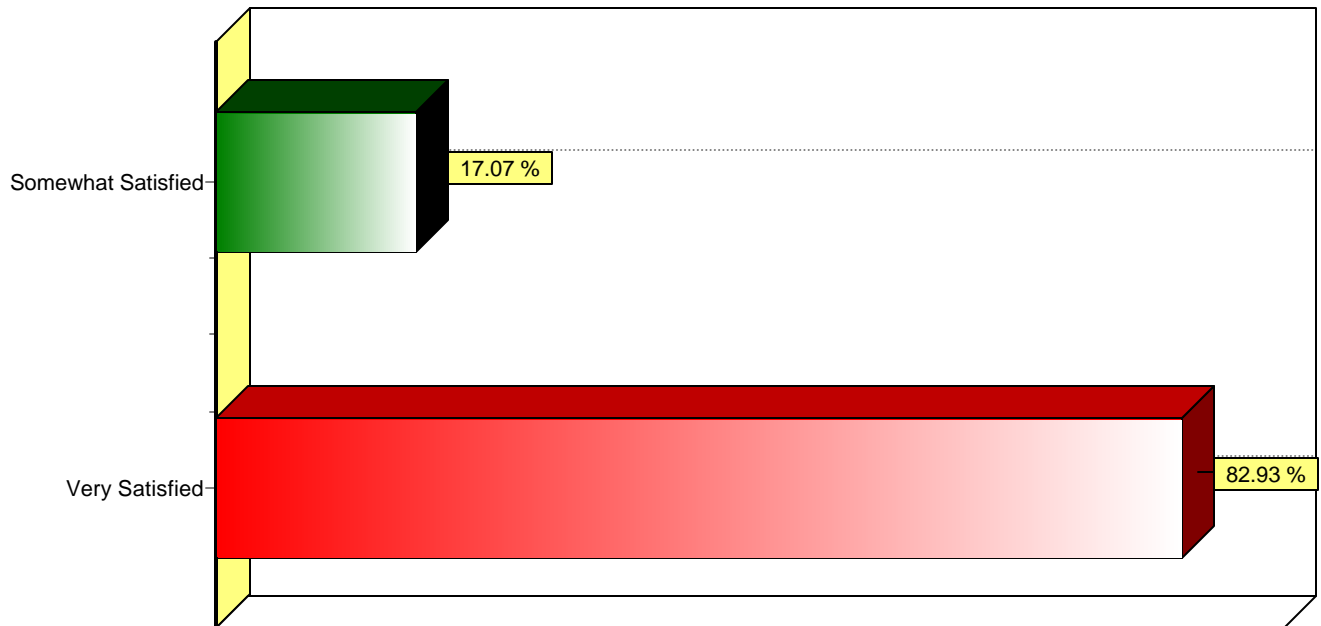
Bar Graphs

ABI Program Review--Alumni Survey

Overall satisfaction with the program



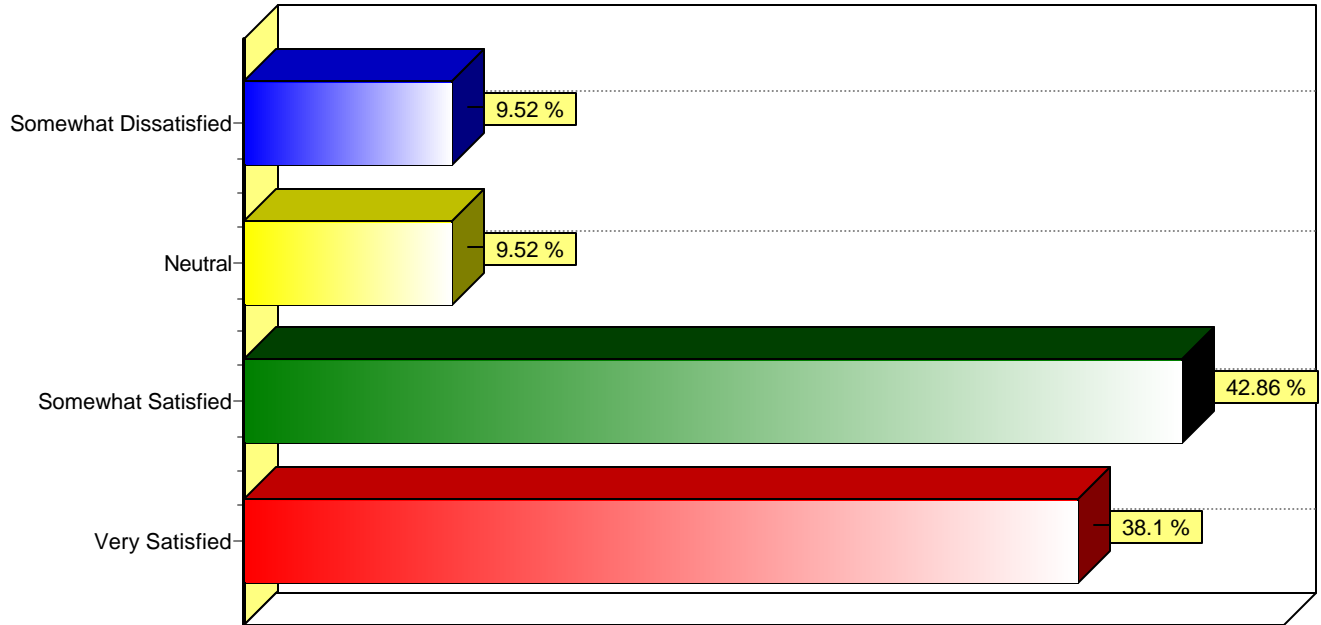
Your own success in the program



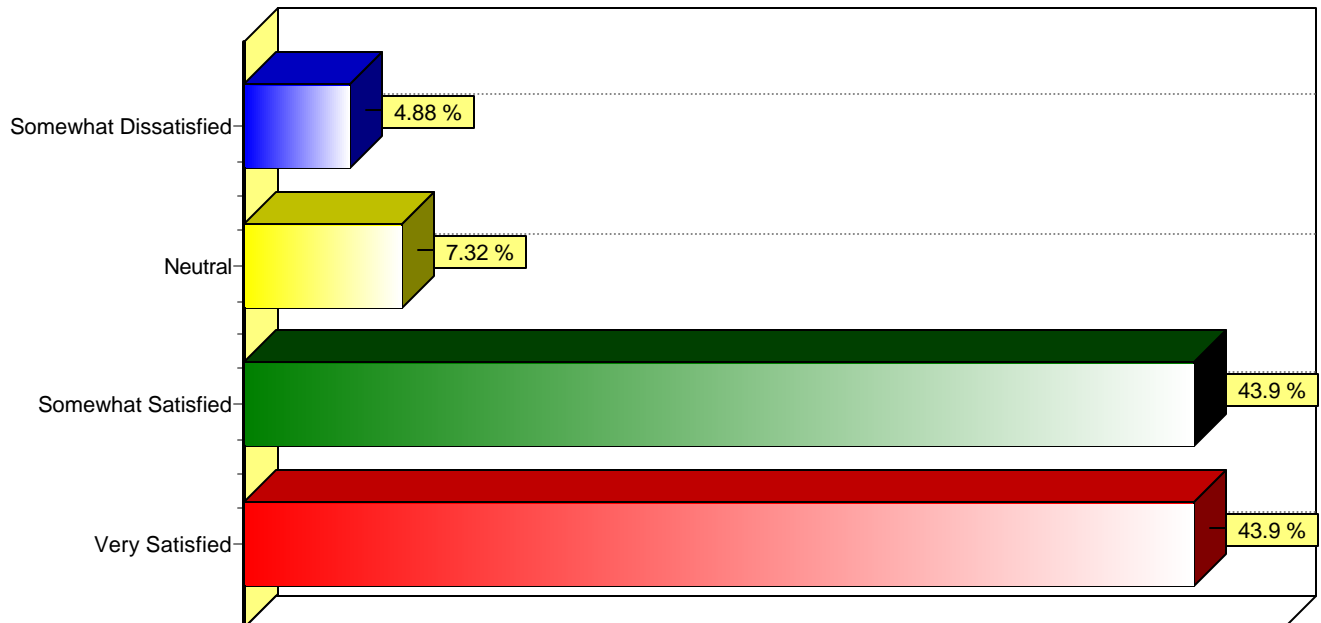
Bar Graphs

ABI Program Review--Alumni Survey

Quality/comfort of classroom chairs



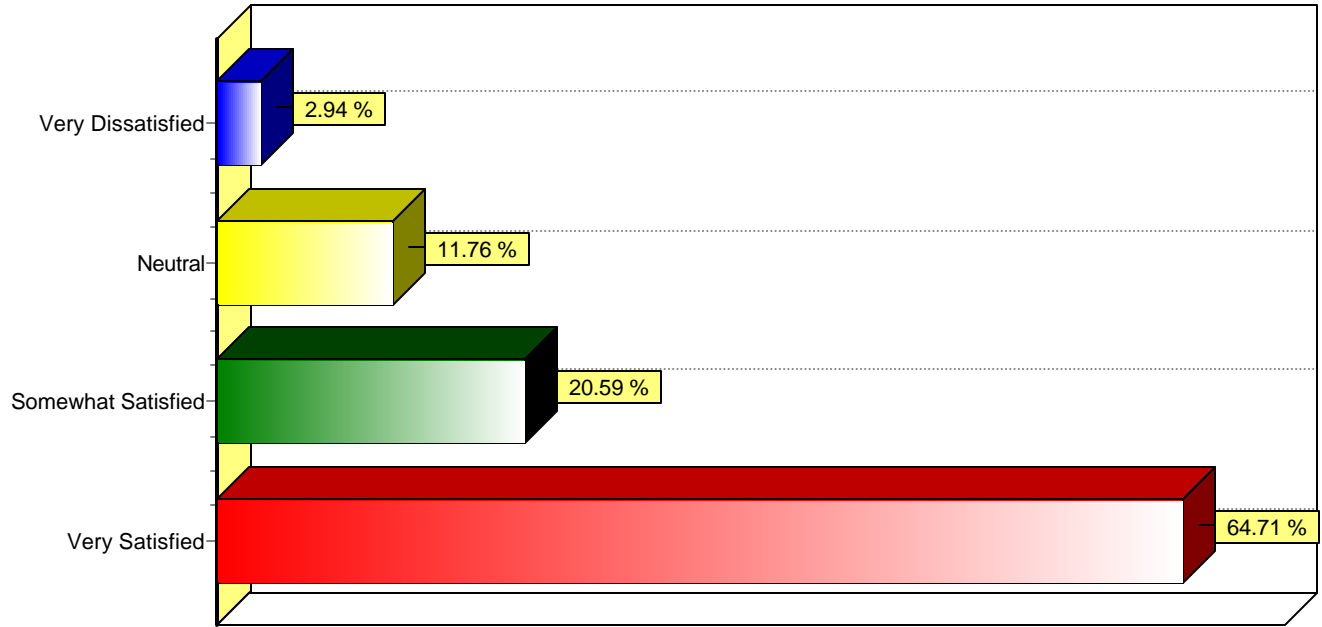
Quality/comfort of desks



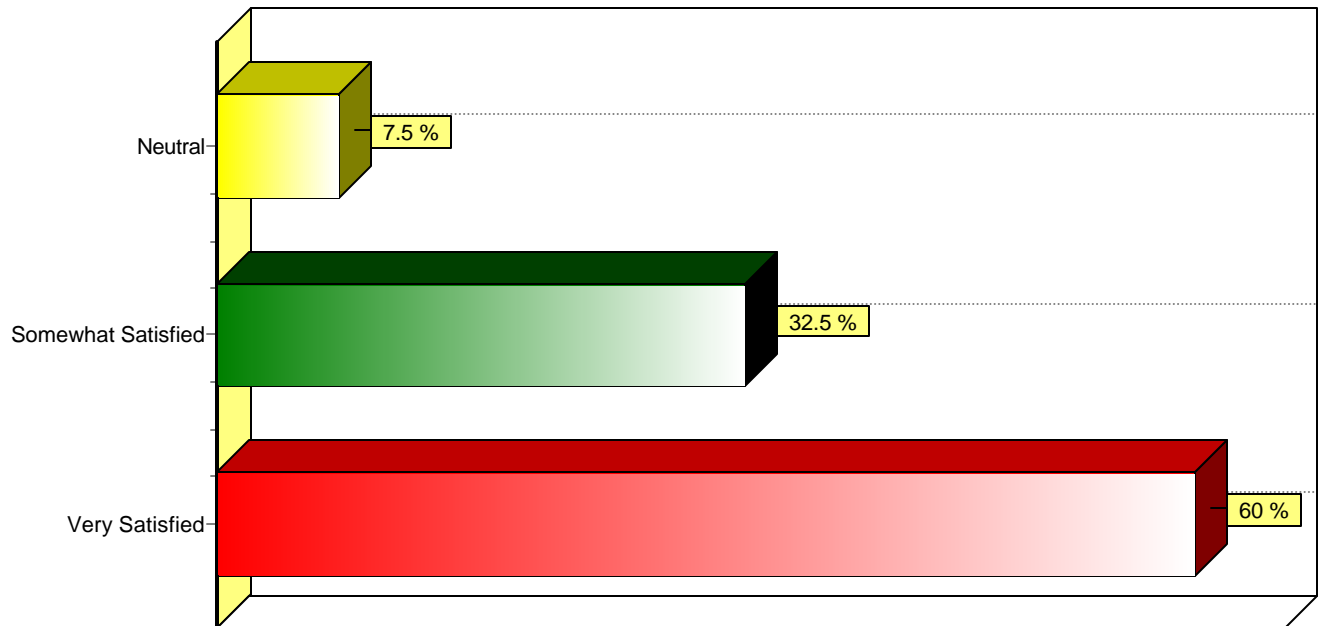
Bar Graphs

ABI Program Review--Alumni Survey

Quality of whiteboards in classrooms



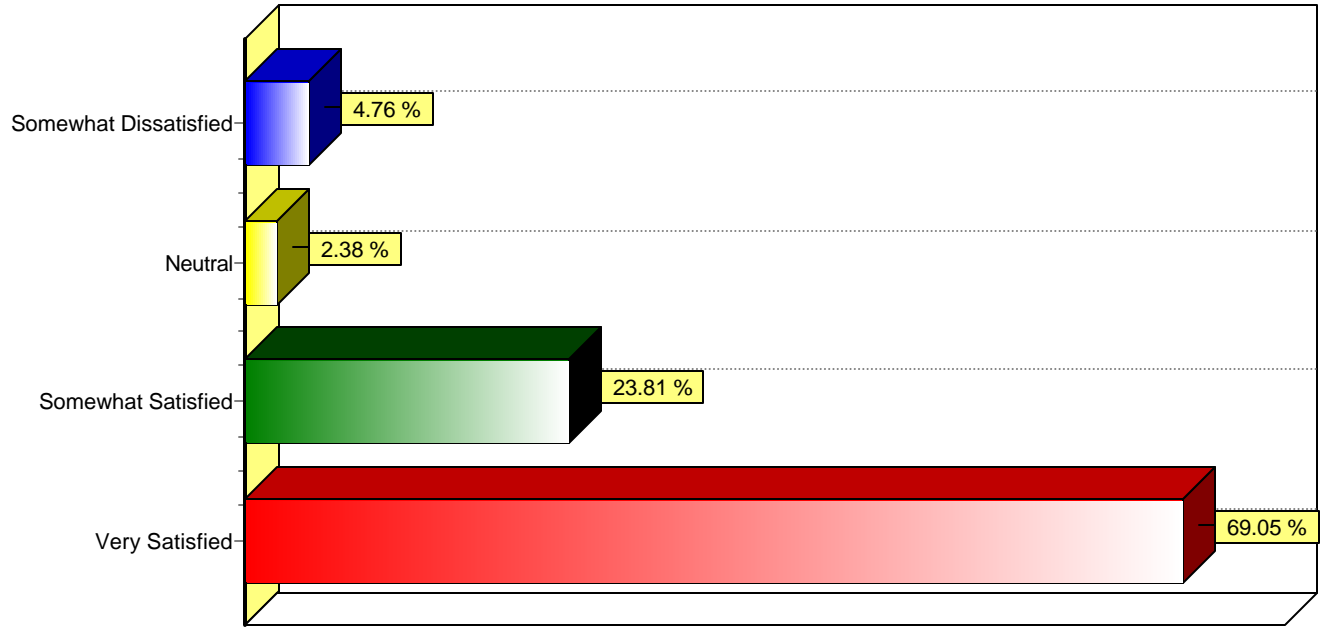
Adequacy of lighting in classrooms



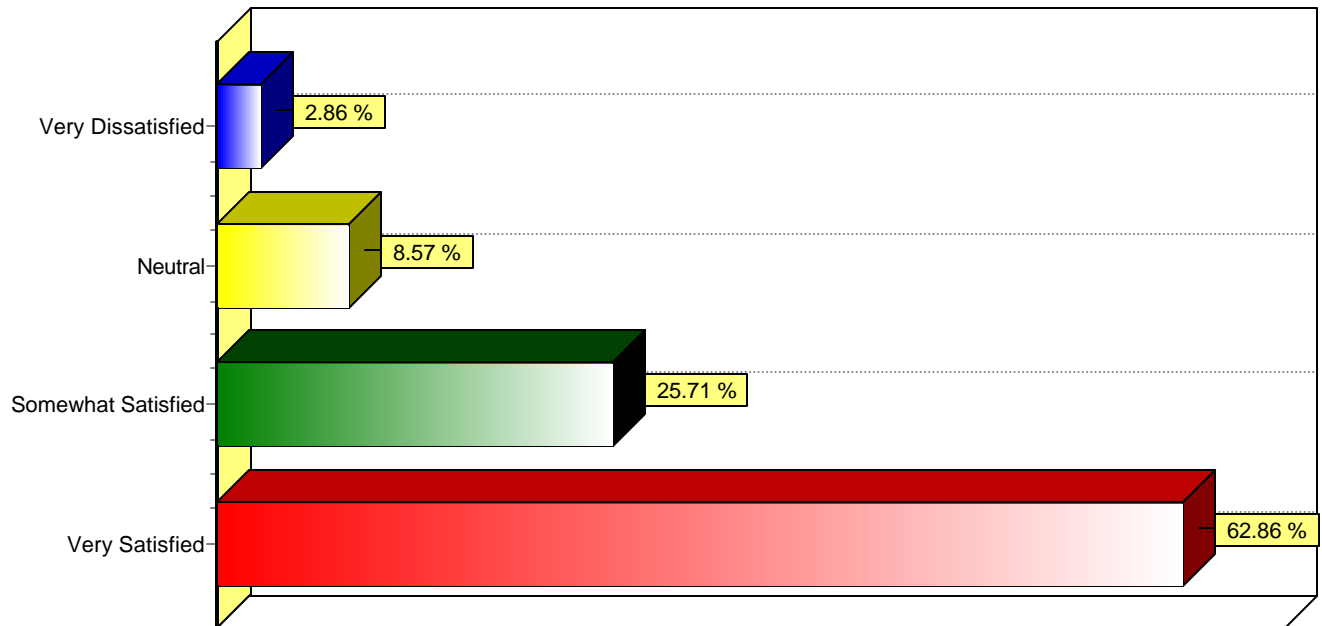
Bar Graphs

ABI Program Review--Alumni Survey

Quality of classroom maintenance (cleanliness)



Adequacy of physical site for the non-traditional student



Language and Ethnicity (Pie Chart)

ABI Program Review--Alumni Survey

What is your primary language (the language you are most comfortable speaking, reading, or writing)?



What is your ethnicity?

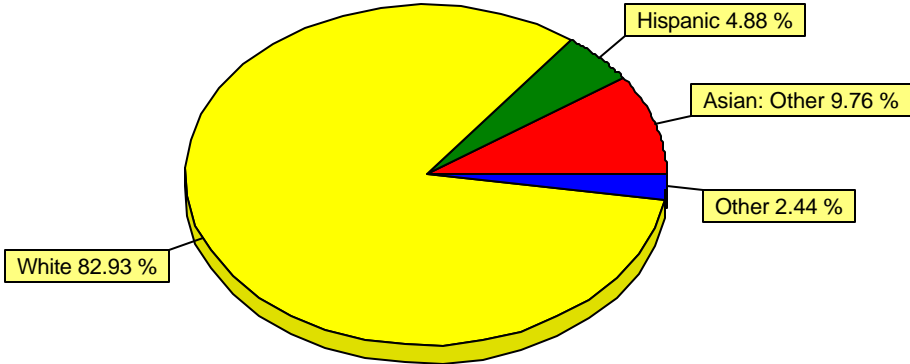


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Cumulative Count and Percent (All Respondents) ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Which best describes your primary role in the ABI Program?				
Faculty	10	38.46 %	10	38.46 %
Intern/Aide	11	42.31 %	21	80.77 %
Office Staff	4	15.38 %	25	96.15 %
Other	1	3.85 %	26	100.00 %
Total Responses	26	100%	26	100%
Scheduling of classes (time of day, length of class sessions, days of week)				
Very Satisfied	24	88.89 %	24	88.89 %
Somewhat Satisfied	1	3.70 %	25	92.59 %
Neutral	2	7.41 %	27	100.00 %
Total Responses	27	100%	27	100%
Relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals				
Very Satisfied	17	65.38 %	17	65.38 %
Somewhat Satisfied	5	19.23 %	22	84.62 %
Neutral	3	11.54 %	25	96.15 %
Somewhat Dissatisfied	1	3.85 %	26	100.00 %
Total Responses	26	100%	26	100%
Relevance of the Psychosocial Class to students' vocational/academic or personal goals				
Very Satisfied	21	80.77 %	21	80.77 %
Somewhat Satisfied	1	3.85 %	22	84.62 %
Neutral	3	11.54 %	25	96.15 %
Somewhat Dissatisfied	1	3.85 %	26	100.00 %
Total Responses	26	100%	26	100%
Relevance of the Computer Lab to students' vocational/academic or personal goals				
Very Satisfied	9	39.13 %	9	39.13 %
Somewhat Satisfied	8	34.78 %	17	73.91 %
Neutral	5	21.74 %	22	95.65 %
Somewhat Dissatisfied	1	4.35 %	23	100.00 %
Total Responses	23	100%	23	100%
ABI Program's ability to facilitate use of compensation strategies				
Very Satisfied	19	73.08 %	19	73.08 %
Somewhat Satisfied	5	19.23 %	24	92.31 %
Neutral	2	7.69 %	26	100.00 %
Total Responses	26	100%	26	100%
ABI Program's ability to facilitate awareness of cognitive skills				
Very Satisfied	19	70.37 %	19	70.37 %
Somewhat Satisfied	6	22.22 %	25	92.59 %
Neutral	2	7.41 %	27	100.00 %
Total Responses	27	100%	27	100%

Cumulative Count and Percent (All Respondents)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
ABI Program's ability to facilitate psychosocial adjustment				
Very Satisfied	17	65.38 %	17	65.38 %
Somewhat Satisfied	6	23.08 %	23	88.46 %
Neutral	3	11.54 %	26	100.00 %
Total Responses	26	100%	26	100%
Availability of substitute pool				
Very Satisfied	3	15.00 %	3	15.00 %
Somewhat Satisfied	6	30.00 %	9	45.00 %
Neutral	6	30.00 %	15	75.00 %
Somewhat Dissatisfied	3	15.00 %	18	90.00 %
Very Dissatisfied	2	10.00 %	20	100.00 %
Total Responses	20	100%	20	100%
Quality of substitute pool				
Very Satisfied	8	38.10 %	8	38.10 %
Somewhat Satisfied	5	23.81 %	13	61.90 %
Neutral	5	23.81 %	18	85.71 %
Somewhat Dissatisfied	3	14.29 %	21	100.00 %
Total Responses	21	100%	21	100%
Adequacy of clerical staff for faculty needs				
Very Satisfied	21	75.00 %	21	75.00 %
Somewhat Satisfied	1	3.57 %	22	78.57 %
Neutral	3	10.71 %	25	89.29 %
Somewhat Dissatisfied	3	10.71 %	28	100.00 %
Total Responses	28	100%	28	100%
Quality of intraoffice communication (including accuracy/completeness of phone messages and memos)				
Very Satisfied	14	51.85 %	14	51.85 %
Somewhat Satisfied	8	29.63 %	22	81.48 %
Somewhat Dissatisfied	5	18.52 %	27	100.00 %
Total Responses	27	100%	27	100%
Maintenance of student/staff confidentiality within the department				
Very Satisfied	12	44.44 %	12	44.44 %
Somewhat Satisfied	7	25.93 %	19	70.37 %
Neutral	4	14.81 %	23	85.19 %
Somewhat Dissatisfied	3	11.11 %	26	96.30 %
Very Dissatisfied	1	3.70 %	27	100.00 %
Total Responses	27	100%	27	100%

Cumulative Count and Percent (All Respondents)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Maintenance of professional boundaries				
Very Satisfied	17	60.71 %	17	60.71 %
Somewhat Satisfied	6	21.43 %	23	82.14 %
Neutral	2	7.14 %	25	89.29 %
Somewhat Dissatisfied	3	10.71 %	28	100.00 %
Total Responses	28	100%	28	100%
Extent to which the program uses technology to enhance teaching and learning				
Very Satisfied	12	46.15 %	12	46.15 %
Somewhat Satisfied	9	34.62 %	21	80.77 %
Neutral	5	19.23 %	26	100.00 %
Total Responses	26	100%	26	100%
Quality of staff computers				
Very Satisfied	13	54.17 %	13	54.17 %
Somewhat Satisfied	4	16.67 %	17	70.83 %
Neutral	4	16.67 %	21	87.50 %
Somewhat Dissatisfied	2	8.33 %	23	95.83 %
Very Dissatisfied	1	4.17 %	24	100.00 %
Total Responses	24	100%	24	100%
Quantity of staff computers				
Very Satisfied	8	32.00 %	8	32.00 %
Somewhat Satisfied	7	28.00 %	15	60.00 %
Neutral	5	20.00 %	20	80.00 %
Somewhat Dissatisfied	4	16.00 %	24	96.00 %
Very Dissatisfied	1	4.00 %	25	100.00 %
Total Responses	25	100%	25	100%
Quality/comfort of classrooms				
Very Satisfied	3	12.50 %	3	12.50 %
Somewhat Satisfied	6	25.00 %	9	37.50 %
Neutral	8	33.33 %	17	70.83 %
Somewhat Dissatisfied	7	29.17 %	24	100.00 %
Total Responses	24	100%	24	100%
Quality of VCRs and/or other audio-visual equipment				
Very Satisfied	9	39.13 %	9	39.13 %
Somewhat Satisfied	6	26.09 %	15	65.22 %
Neutral	5	21.74 %	20	86.96 %
Somewhat Dissatisfied	2	8.70 %	22	95.65 %
Very Dissatisfied	1	4.35 %	23	100.00 %
Total Responses	23	100%	23	100%

Cumulative Count and Percent (All Respondents)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Cleanliness of the classrooms and DSP&S office				
Very Satisfied	3	11.11 %	3	11.11 %
Somewhat Satisfied	8	29.63 %	11	40.74 %
Neutral	4	14.81 %	15	55.56 %
Somewhat Dissatisfied	8	29.63 %	23	85.19 %
Very Dissatisfied	4	14.81 %	27	100.00 %
Total Responses	27	100%	27	100%
Quality of the physical site for non-traditional students				
Very Satisfied	2	7.69 %	2	7.69 %
Somewhat Satisfied	7	26.92 %	9	34.62 %
Neutral	8	30.77 %	17	65.38 %
Somewhat Dissatisfied	6	23.08 %	23	88.46 %
Very Dissatisfied	3	11.54 %	26	100.00 %
Total Responses	26	100%	26	100%
Adequacy of office space for faculty needs				
Very Satisfied	3	11.11 %	3	11.11 %
Somewhat Satisfied	5	18.52 %	8	29.63 %
Neutral	4	14.81 %	12	44.44 %
Somewhat Dissatisfied	6	22.22 %	18	66.67 %
Very Dissatisfied	9	33.33 %	27	100.00 %
Total Responses	27	100%	27	100%

Professional Development (All Respondents)

ABI Program Review--Faculty Survey

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
	Respondents: 26	
CCC General Faculty Meeting	12	46.15 %
Discipline flex-day workshops	7	26.92 %
Technology flex-day workshops	2	7.69 %
Other flex-day workshops	3	11.54 %
Professional conferences	13	50.00 %
Graduate classes/program	5	19.23 %
Other classes	7	26.92 %
Professional training	8	30.77 %
Discipline-related reading	9	34.62 %
Technology-related reading	8	30.77 %
None of the above	4	15.38 %
Other	1	3.85 %
Total Responses	79	100%

Comments (All Respondents)

ABI Program Review--Faculty Survey

Question: Are there any courses or course outlines within this program that you feel need to be modified, updated, or deleted? If so, which ones?

Figural Analogies--application to real life? Psychosocial--pre-injury personality.

ABI course content is not particularly relevant for our older adults who will not return to work.

Question: Are there other courses or services that you would like the ABI Program to offer?

Greater emphasis on transition

Speech/Language

Students request memory class be offered more than once a week.

Speech. Adaptive physical education.

Many students have expressed an interest in having extra computer lab time available for them to freely explore and learn.

Student liaison

I would like to see an exercise program, very low impact. I think it could help with depression, cognition, and self-image.

Exercise for the students is good.

Comments (All Respondents)

ABI Program Review--Faculty Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or in the table on this page, please explain your concerns.

Need to have a pool of available substitutes. Would like to see classrooms updated--draperies, carpet. Re: lack of cleanliness: cobwebs, ants, dust. Need more office space for counseling, more space and desks with computer for each faculty member.

Need more room to meet with students in trailers.

Memos, confidentiality amongst staff persons. Computer lab quality of software. Lack of space for meetings, intakes, counseling services. Overcrowding staff room/space.

Physical site: sidewalks need repair. New paint would help.

Classrooms are filthy. Walking paths are bumpy--a hazard for students and staff.

Very dissatisfied regarding physical site. Feel that it is unsafe for persons with physical disabilities in particular. Ground is uneven, lots of potholes. Also, classrooms are dirty--floors need cleaning. Not enough office space for counseling and student/family meetings. Lack of adequate substitutes, essentially only one available.

Physical plant needs upgrades. Office space is inadequate for staff. General maintenance of physical plant is a problem, probably related to age of physical plant.

Could use more computers in faculty room.

Cracked sidewalks in parking lot and on walkways are a huge safety issue. I'm surprised no one has fallen and suffered a serious injury.

There is inadequate space to counsel students.

Need to continue to take strides to incorporate students' goals into cognitive, psychosocial, and computer lab classes. I would prefer all messages be forwarded to voice mail due to frequent inaccuracies.

There seems to be a shortage of the "substitute pool" when someone is needed. The quality and comfort of the classrooms are alright but the cleanliness is very poor. There is dust, trash, cobwebs, dirt, etc. anywhere you look in the classrooms.

Classrooms are hot in summer and cold in winter. Walkways/sidewalk quite unsafe in places due to tree roots growing beneath--area near K 1-2 where art class is given.

There are ants and dirt inside classrooms.

I don't feel you need to explain every personal detail of your life and have everyone talk about it.

Not a lot of substitutes when an instructor is out ill. Janitors do a poor job of classroom cleanliness. We have a lot of complaints in the office.

Need more space of counseling and meetings. Classrooms are dirty; we need phones for safety. Physical surroundings are unsafe--uneven terrain. Office staff has poor boundaries.

There are not enough rooms for faculty and counselors.

Cleanliness of office is marginal (i.e., bathrooms). Computers: The problem is actually not the hardware--but the server and the e-mail and PNI and the lack of speed at our site. We actually lose days of being unable to use PNI.

Aren't enough computers for faculty use.

The staff computers are very slow. Going on the Internet is worst than a trip to the dentist office. Having only 2 computers are okay, but it would be more efficient if there was more. I would really like to have a bigger cafeteria.

Comments (All Respondents)

ABI Program Review--Faculty Survey

Question: Do you have any other comments or recommendations?

Would like to see more professional development inservices, on site. More productivity at general staff meetings.

Quality of lunch time would sure be enhanced by having a staff lounge/rec area with several microwaves, a sink, and hot water for coffee and tea.

Have a covered break area for the students to use when it's raining or it has rained. Have a covered bus stop/access bus stop.

Referring to the cleanliness of classrooms, bathrooms, etc., if I were on the tour as a new prospective student, with my family, that would be a large negative to coming here.

Redo sidewalks. More space for counseling, etc.

Stacey is a terrific boss and caring person.

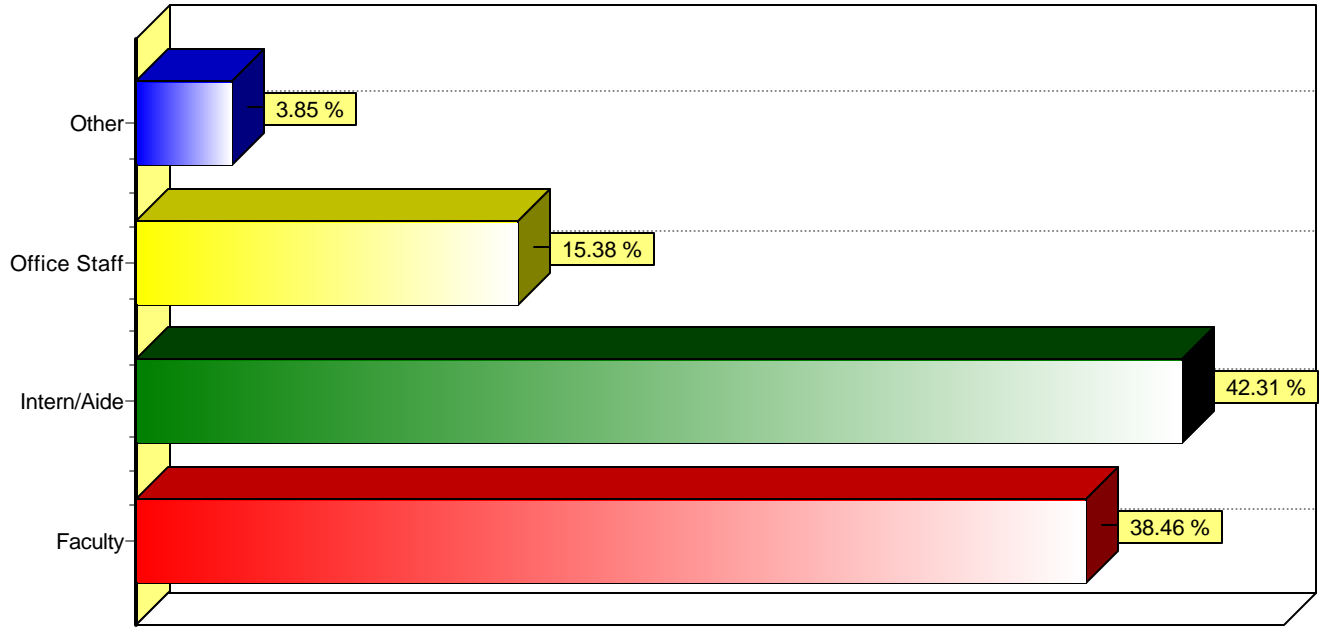
My phone messages rarely have the return phone numbers on them.

I think the program is awesome for the students. However, for the interns/aides, I would like to have more training. It wa shard to figure out what was required when I was just thrown to the lions.

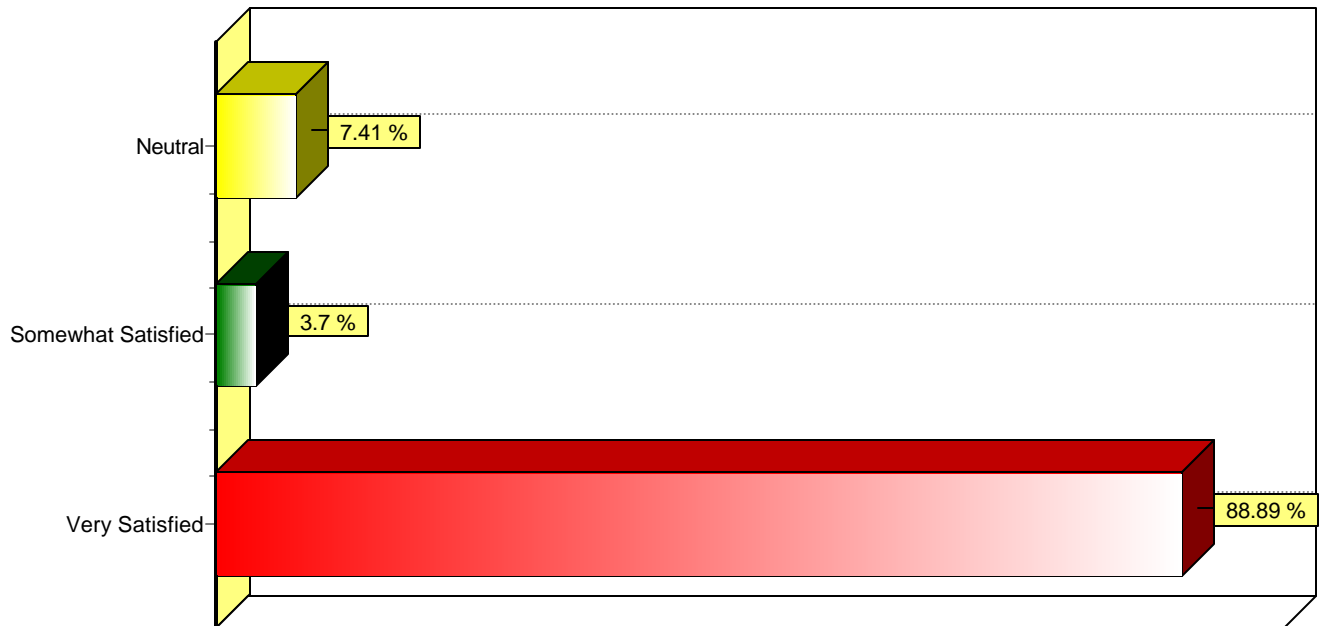
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Which best describes your primary role in the ABI Program?



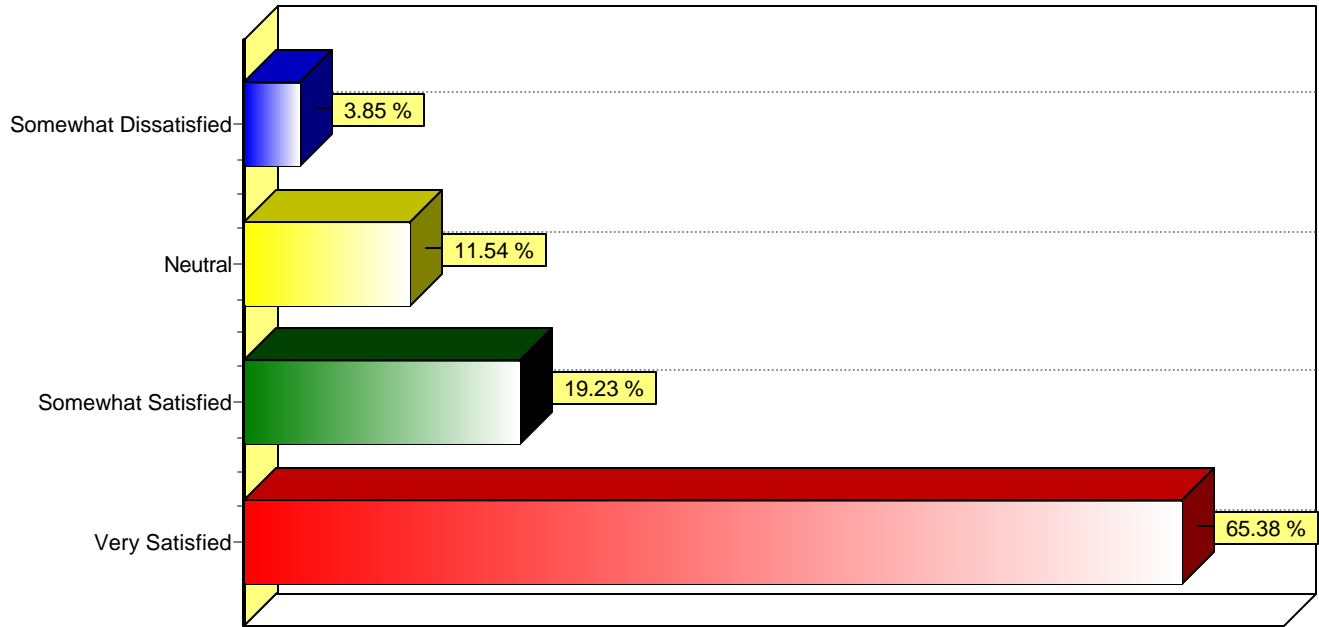
Scheduling of classes (time of day, length of class sessions, days of week)



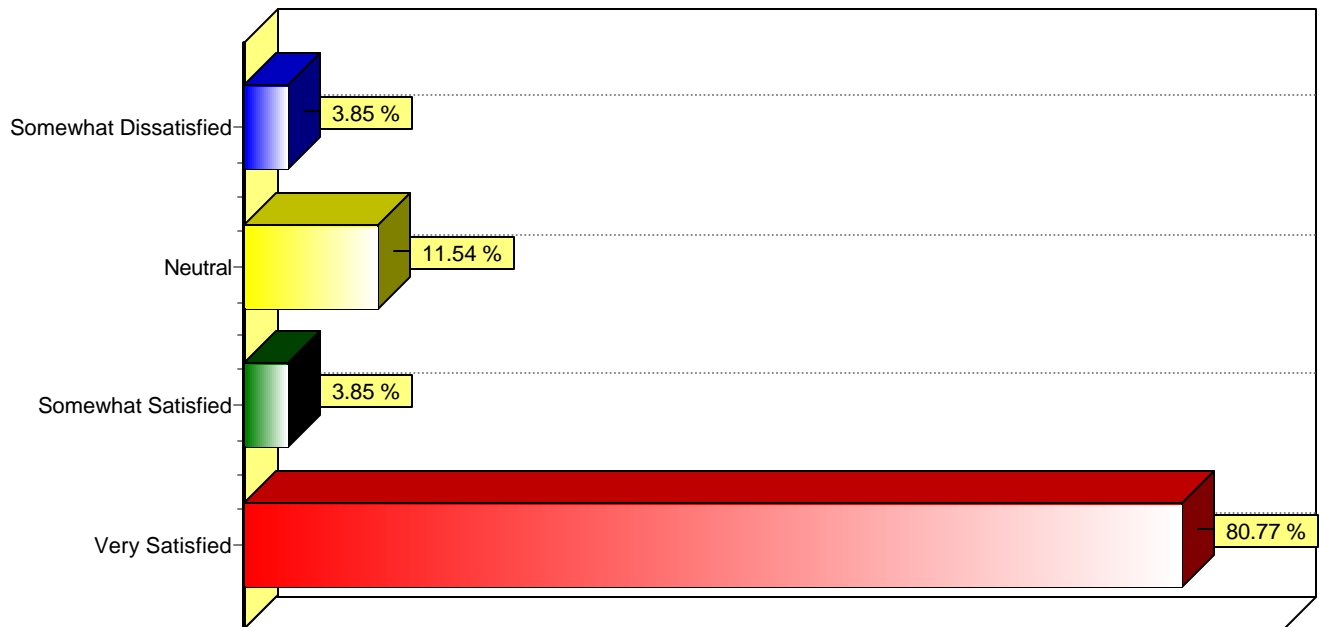
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals



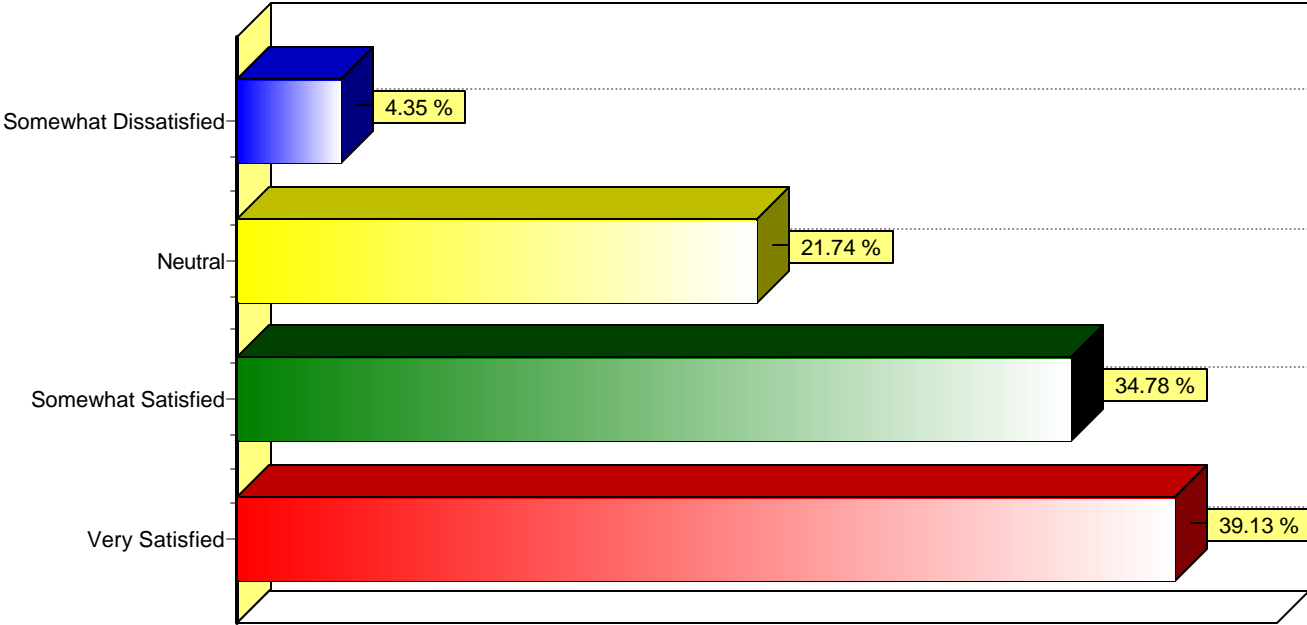
Relevance of the Psychosocial Class to students' vocational/academic or personal goals



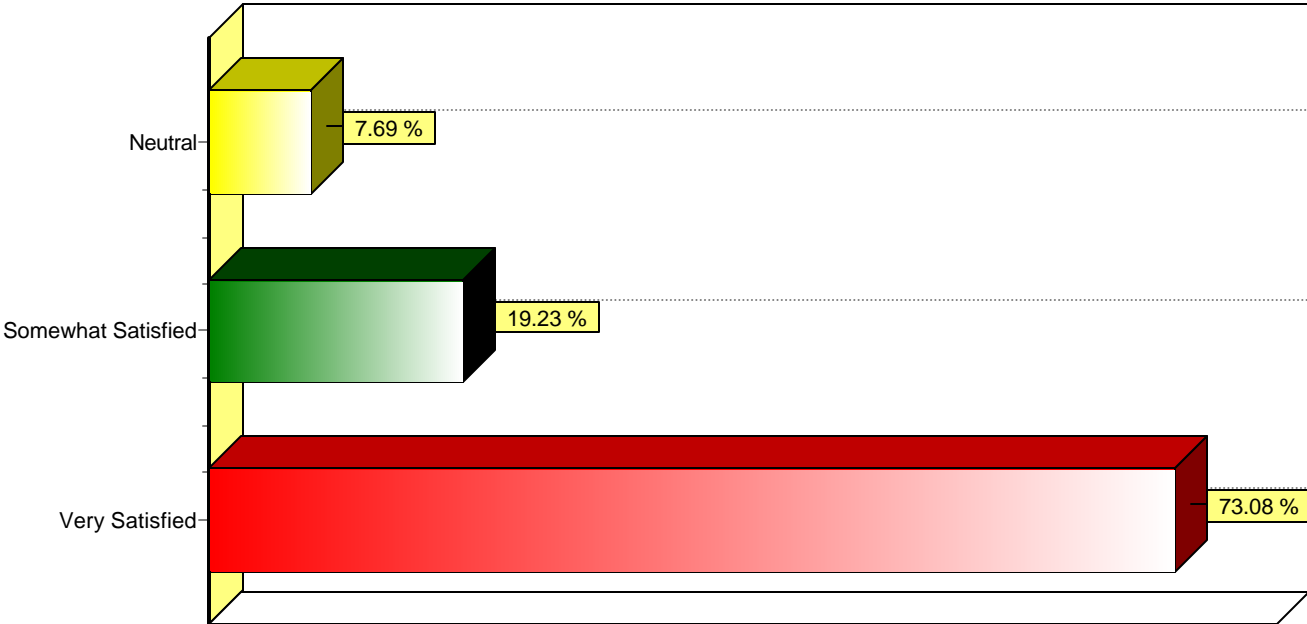
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Relevance of the Computer Lab to students' vocational/academic or personal goals



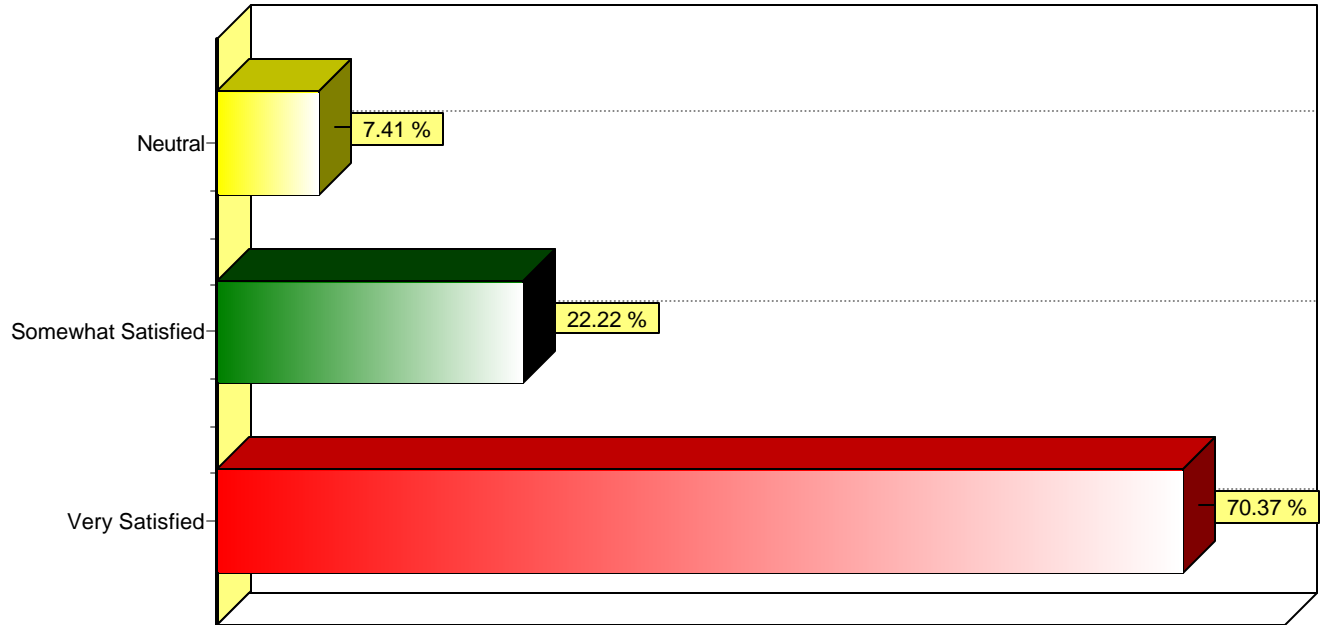
ABI Program's ability to facilitate use of compensation strategies



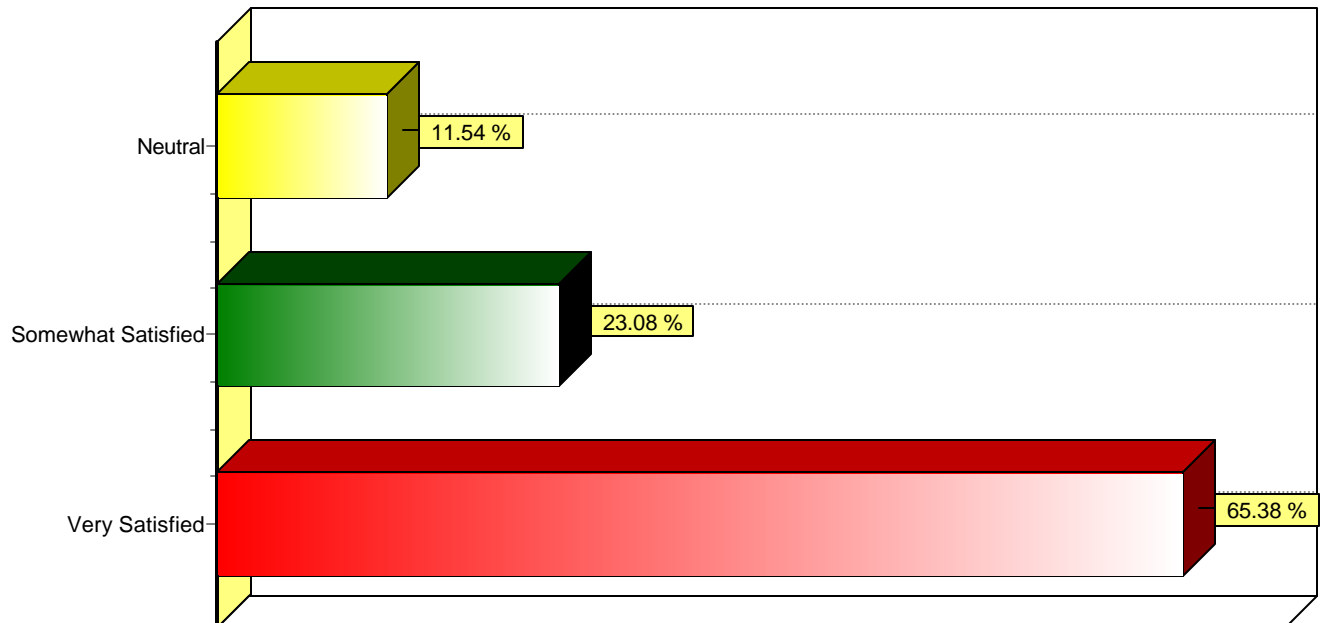
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

ABI Program's ability to facilitate awareness of cognitive skills



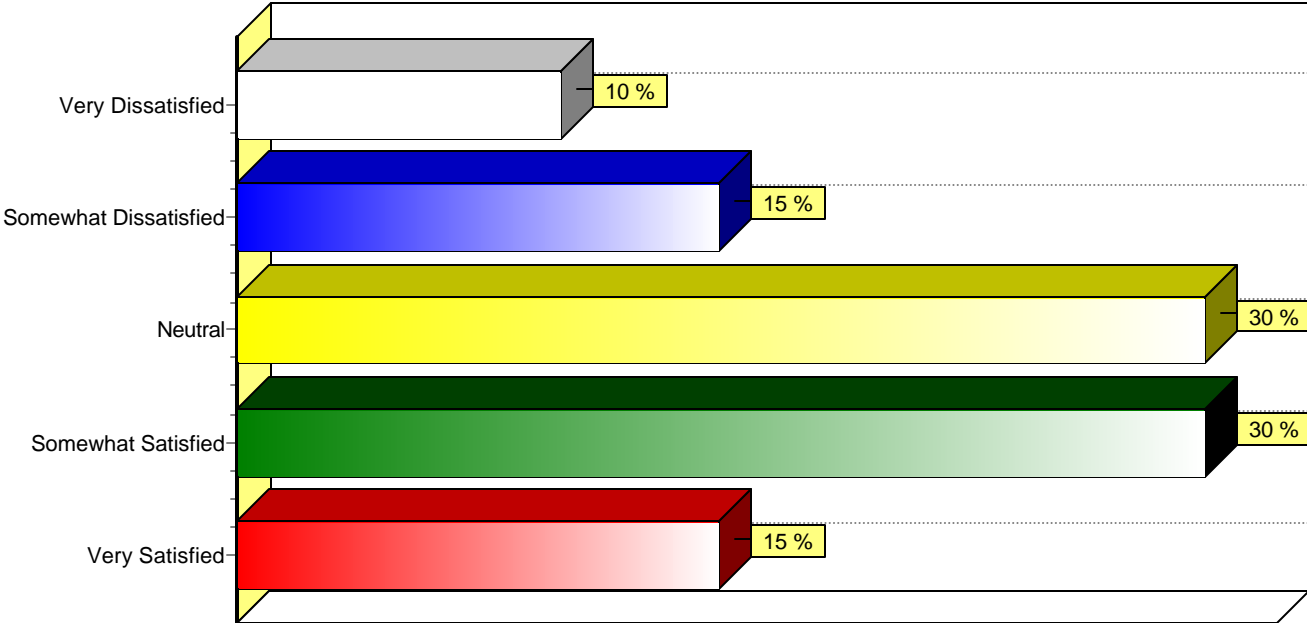
ABI Program's ability to facilitate psychosocial adjustment



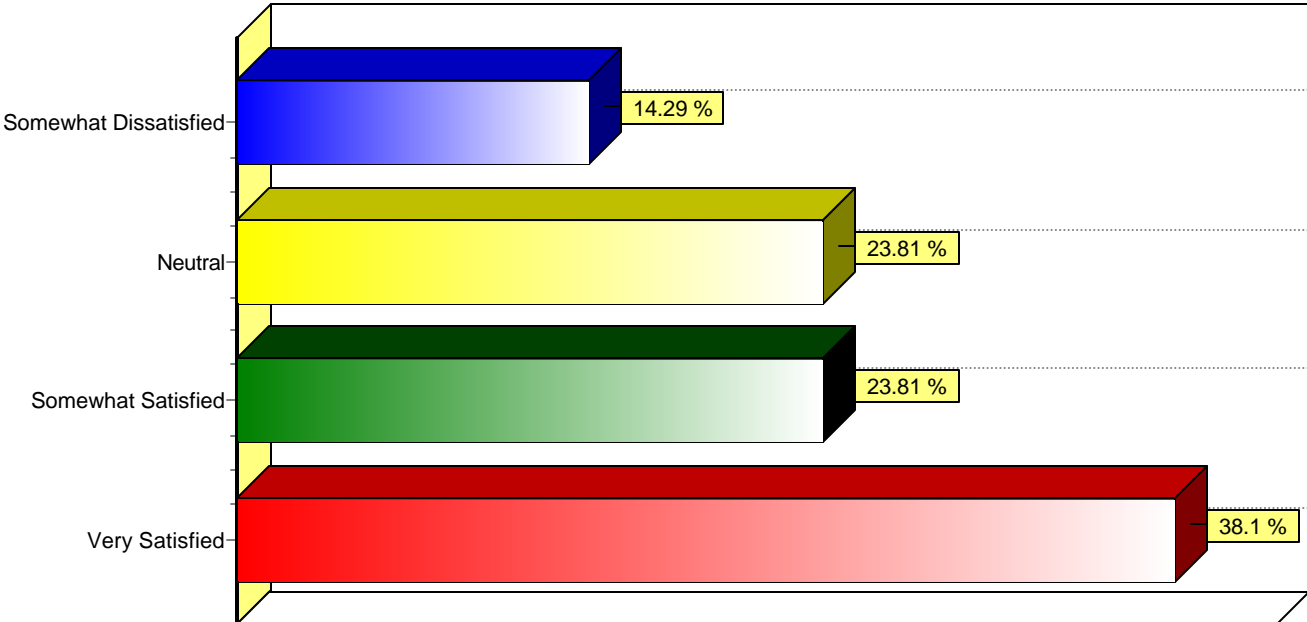
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Availability of substitute pool



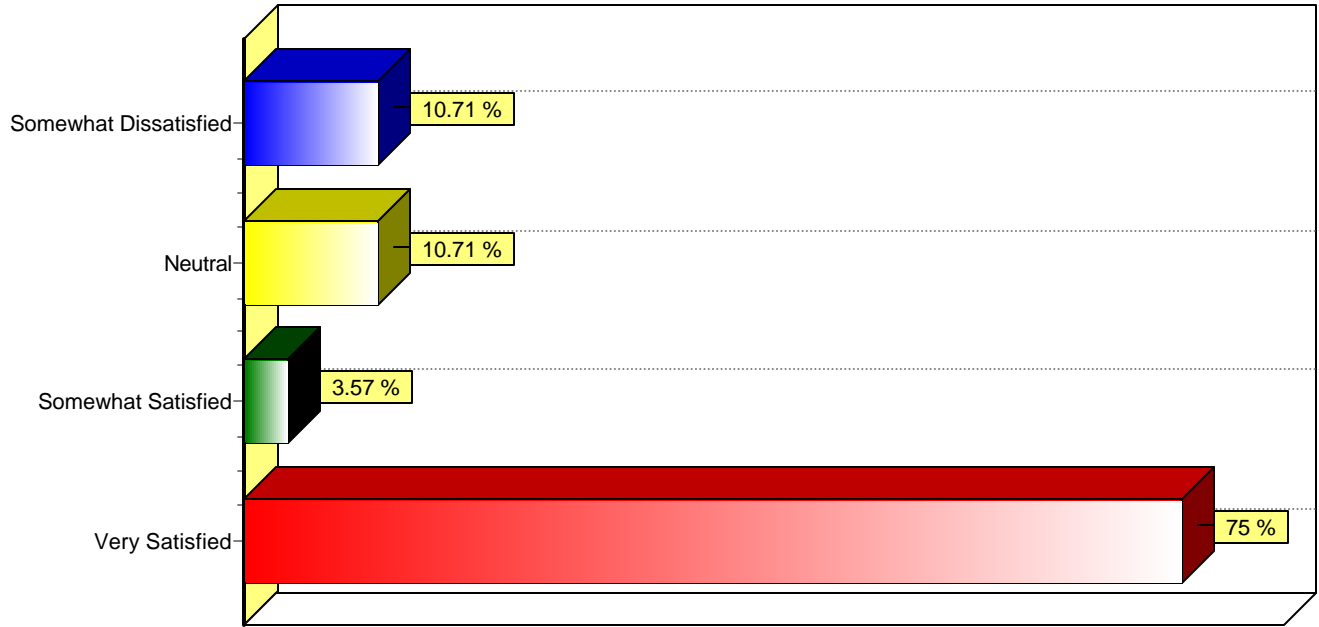
Quality of substitute pool



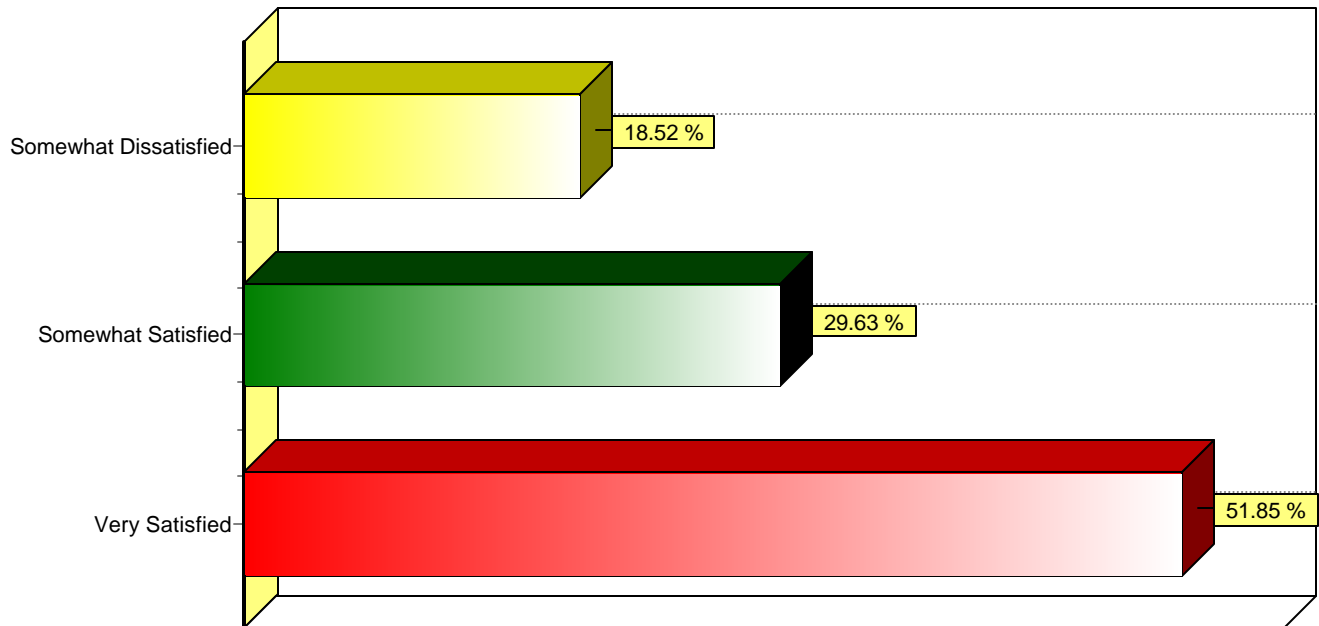
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Adequacy of clerical staff for faculty needs



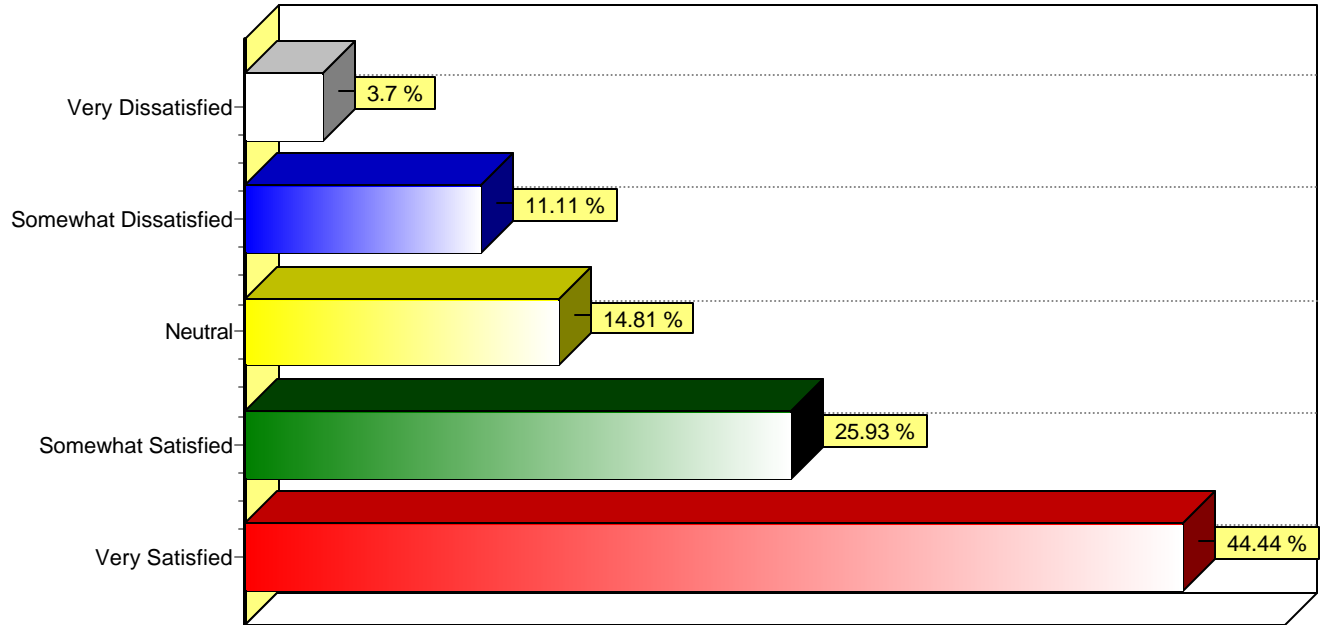
Quality of intraoffice communication (including accuracy/completeness of phone messages and memos)



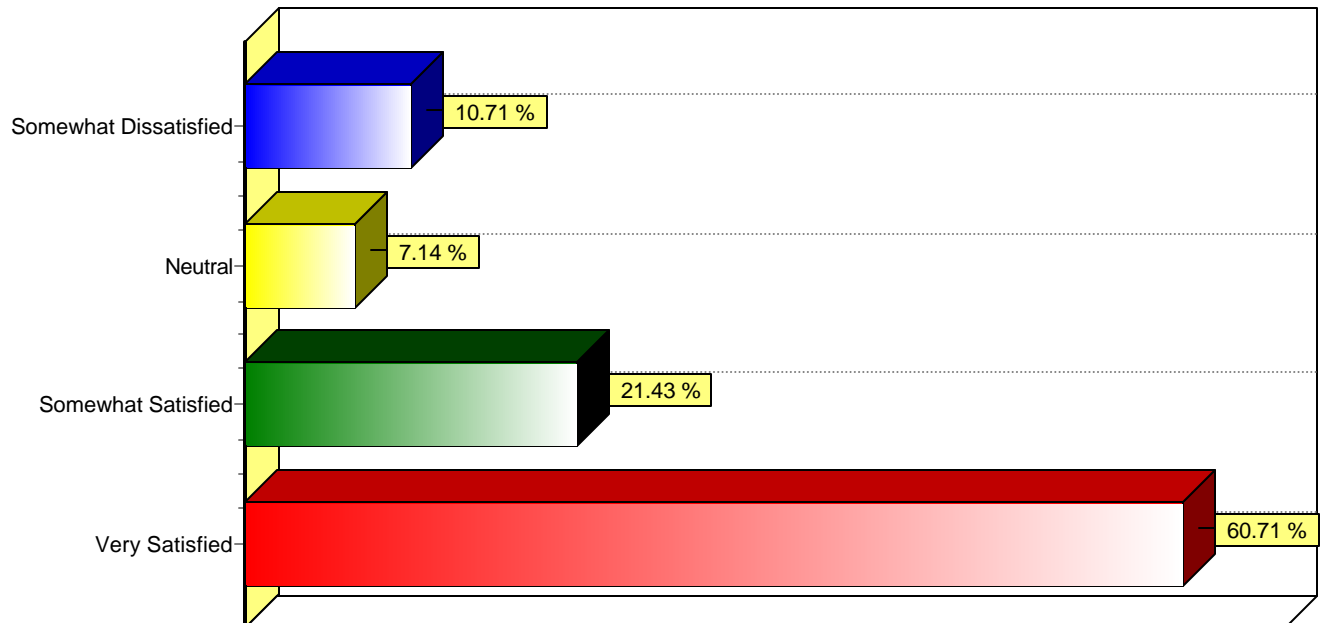
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Maintenance of student/staff confidentiality within the department



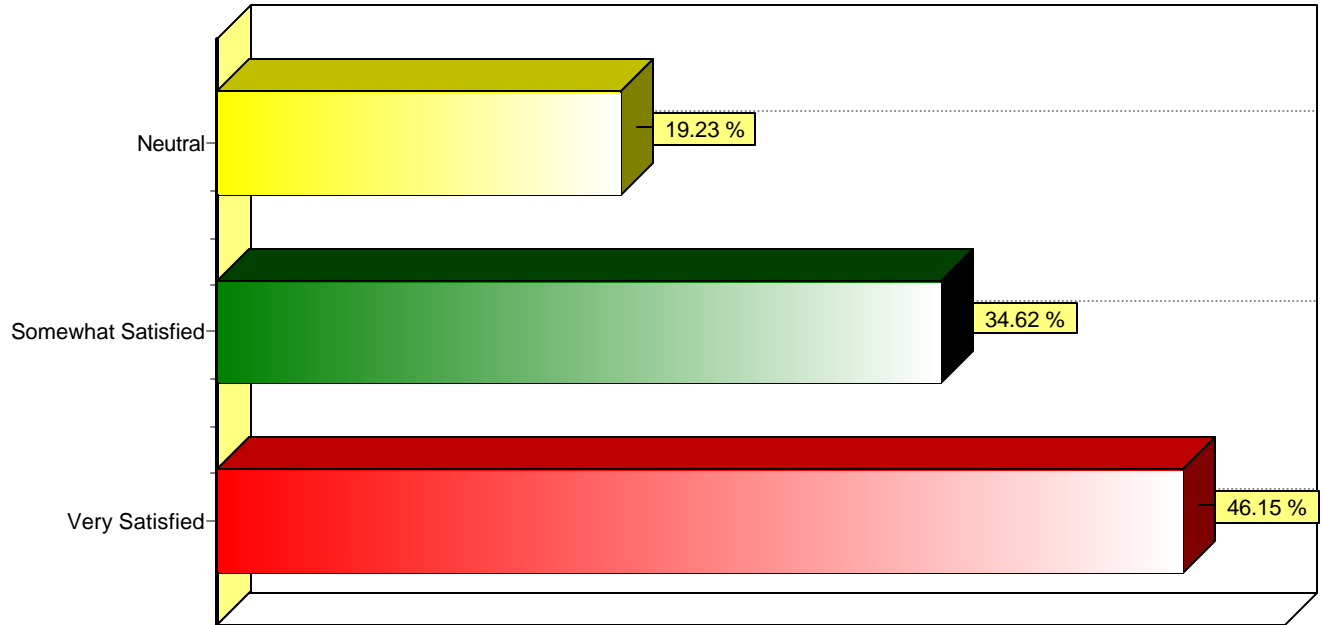
Maintenance of professional boundaries



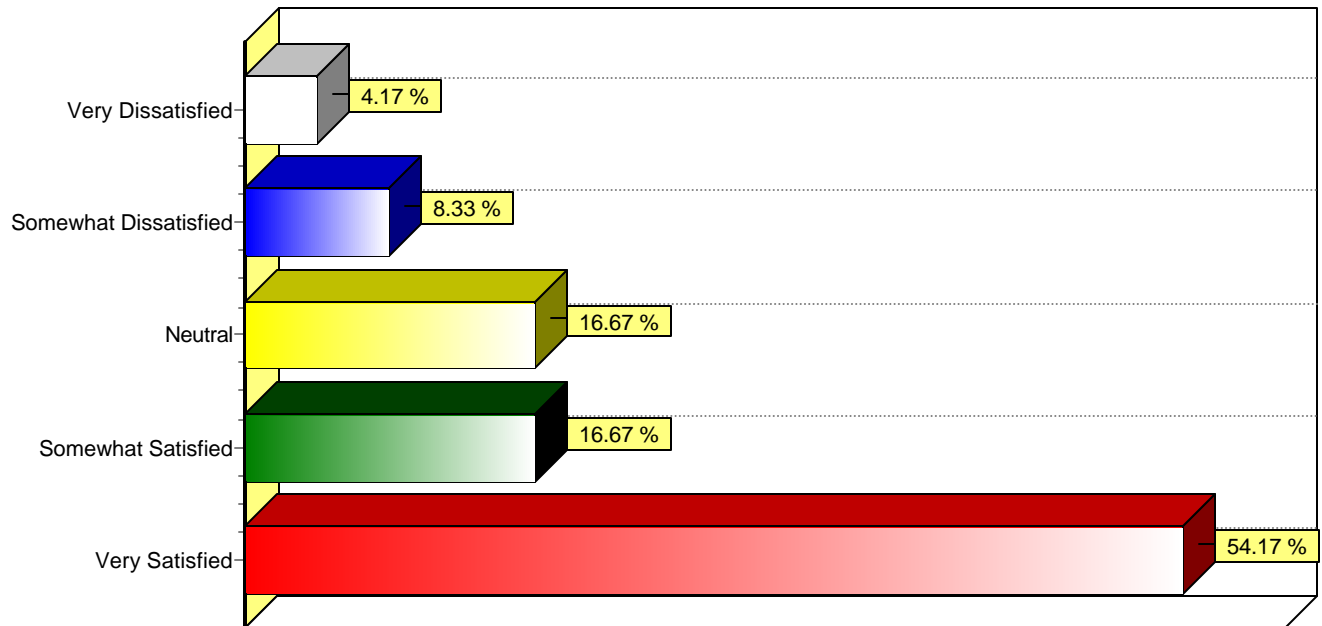
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Extent to which the program uses technology to enhance teaching and learning



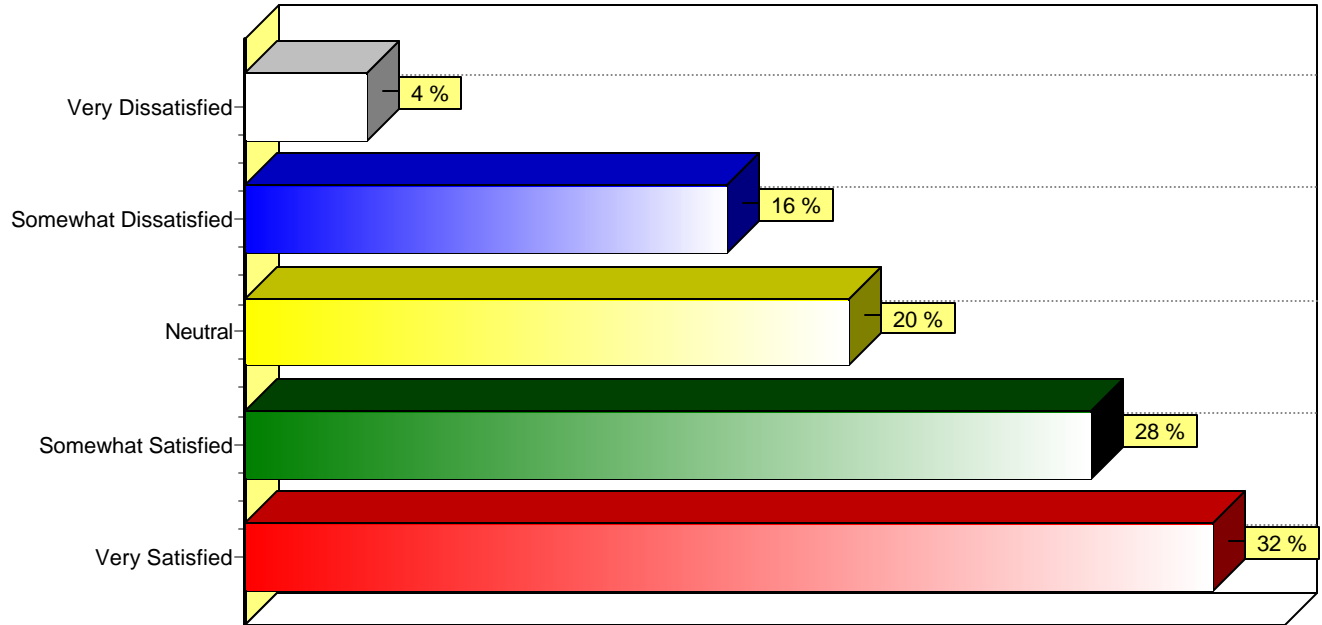
Quality of staff computers



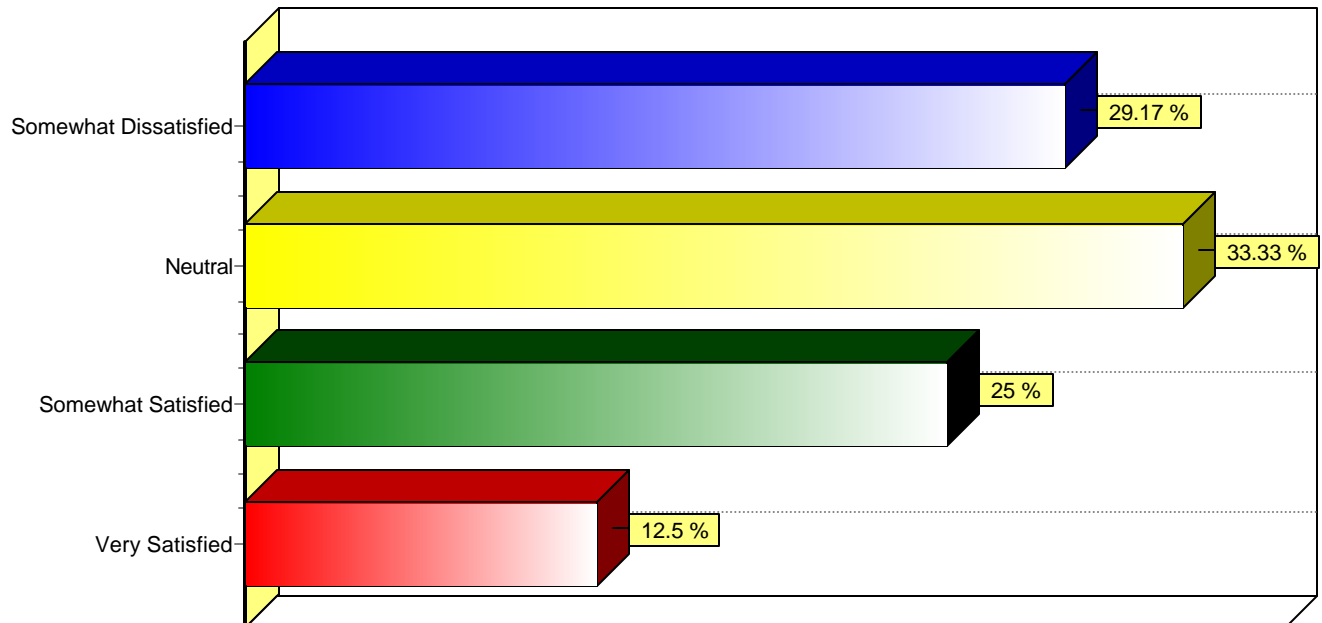
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Quantity of staff computers



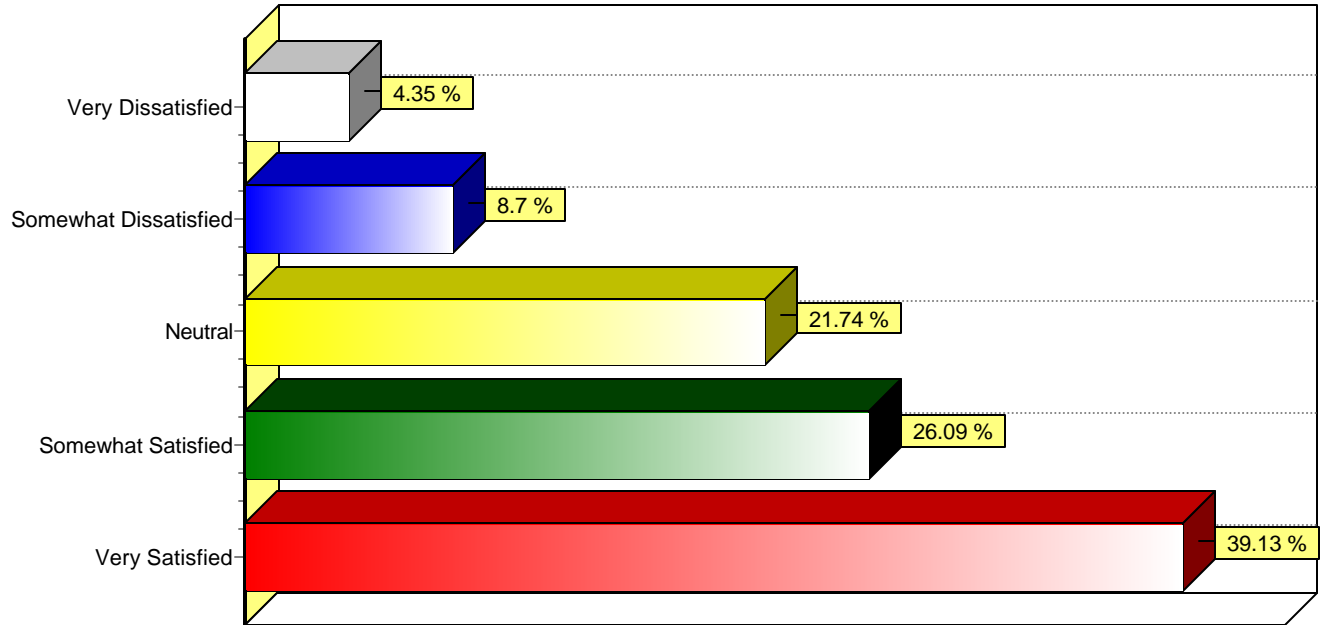
Quality/comfort of classrooms



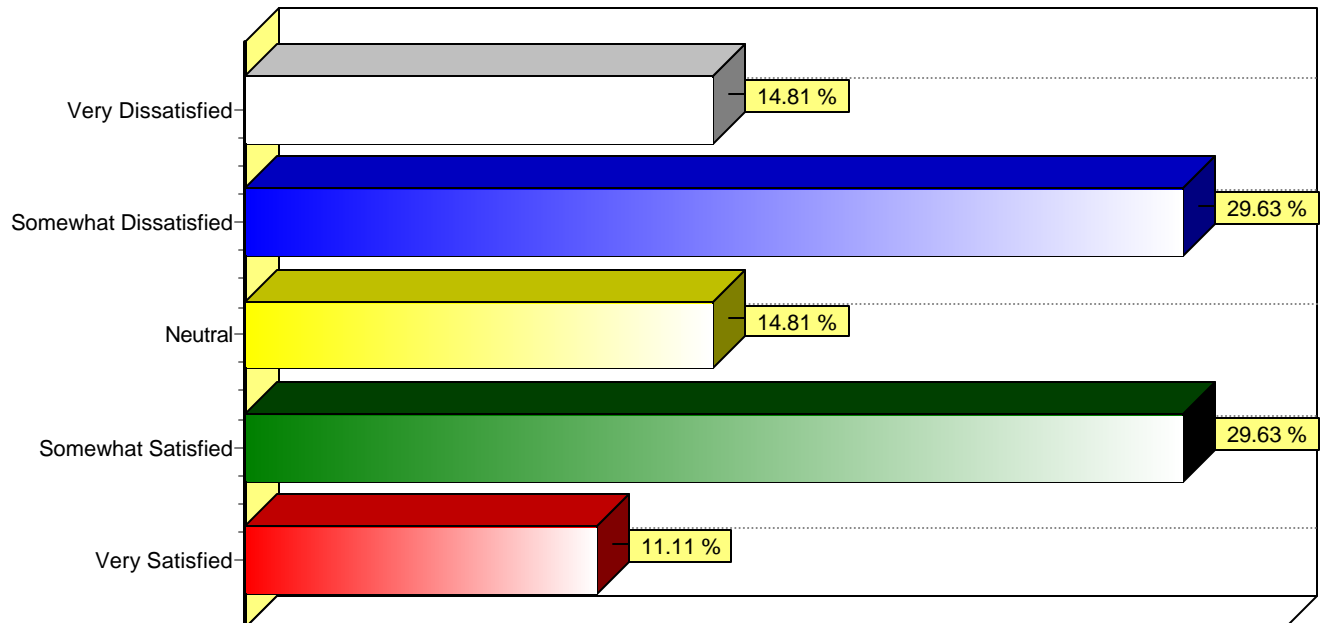
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Quality of VCRs and/or other audio-visual equipment



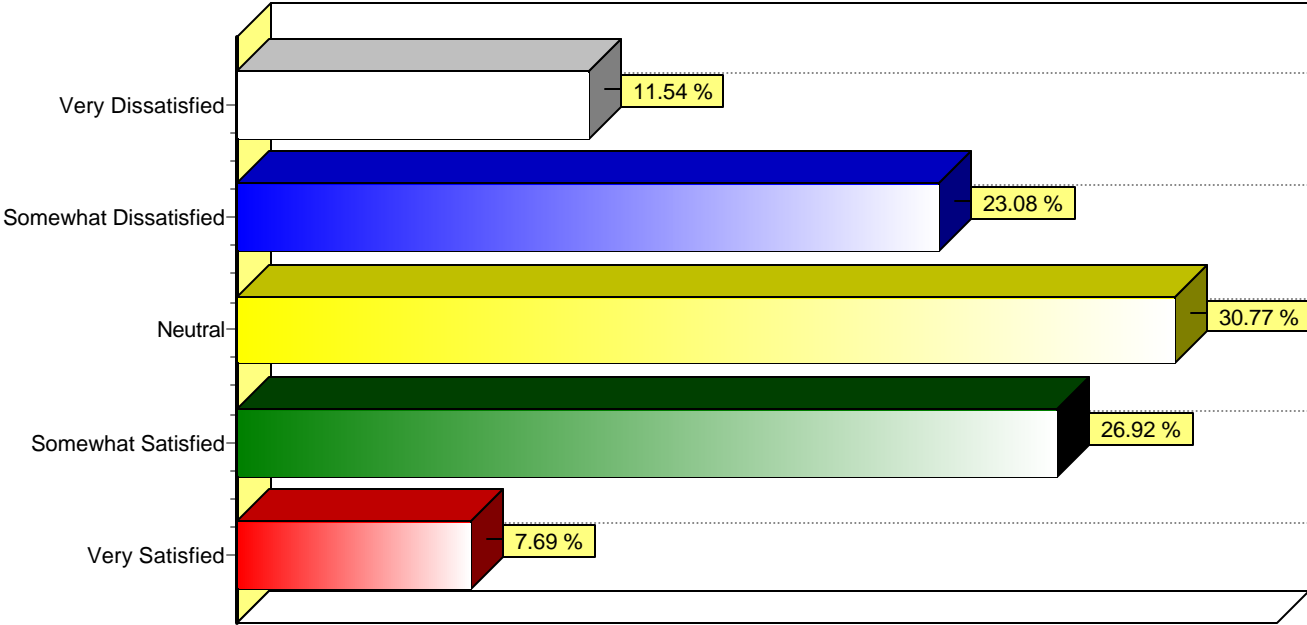
Cleanliness of the classrooms and DSP&S office



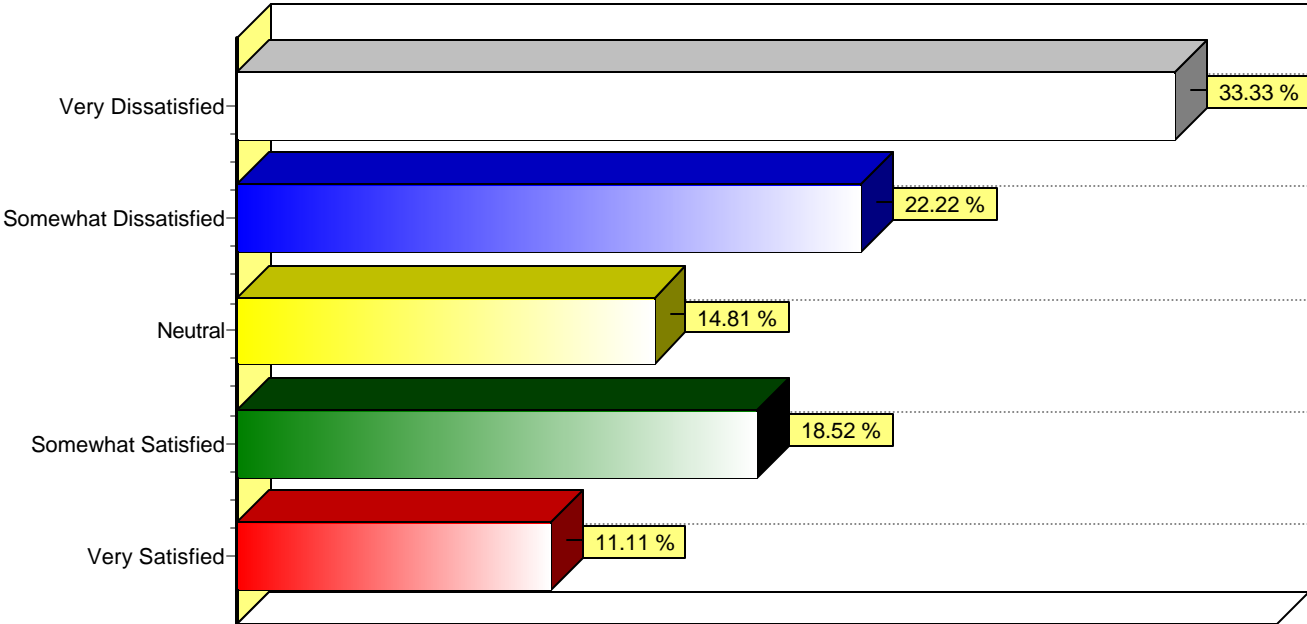
Bar Graphs (All Respondents)

ABI Program Review--Faculty Survey

Quality of the physical site for non-traditional students



Adequacy of office space for faculty needs



Cumulative Count and Percent (Faculty Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Which best describes your primary role in the ABI Program?				
Faculty	10	100.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Scheduling of classes (time of day, length of class sessions, days of week)				
Very Satisfied	9	90.00 %	9	90.00 %
Somewhat Satisfied	1	10.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals				
Very Satisfied	6	66.67 %	6	66.67 %
Somewhat Satisfied	1	11.11 %	7	77.78 %
Neutral	1	11.11 %	8	88.89 %
Somewhat Dissatisfied	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%
Relevance of the Psychosocial Class to students' vocational/academic or personal goals				
Very Satisfied	8	80.00 %	8	80.00 %
Somewhat Satisfied	1	10.00 %	9	90.00 %
Somewhat Dissatisfied	1	10.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Relevance of the Computer Lab to students' vocational/academic or personal goals				
Very Satisfied	2	28.57 %	2	28.57 %
Somewhat Satisfied	2	28.57 %	4	57.14 %
Neutral	2	28.57 %	6	85.71 %
Somewhat Dissatisfied	1	14.29 %	7	100.00 %
Total Responses	7	100%	7	100%
ABI Program's ability to facilitate use of compensation strategies				
Very Satisfied	7	70.00 %	7	70.00 %
Somewhat Satisfied	3	30.00 %	10	100.00 %
Total Responses	10	100%	10	100%
ABI Program's ability to facilitate awareness of cognitive skills				
Very Satisfied	10	100.00 %	10	100.00 %
Total Responses	10	100%	10	100%
ABI Program's ability to facilitate psychosocial adjustment				
Very Satisfied	8	80.00 %	8	80.00 %
Somewhat Satisfied	1	10.00 %	9	90.00 %
Neutral	1	10.00 %	10	100.00 %
Total Responses	10	100%	10	100%

Cumulative Count and Percent (Faculty Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Availability of substitute pool				
Somewhat Satisfied	4	40.00 %	4	40.00 %
Neutral	2	20.00 %	6	60.00 %
Somewhat Dissatisfied	2	20.00 %	8	80.00 %
Very Dissatisfied	2	20.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Quality of substitute pool				
Very Satisfied	3	30.00 %	3	30.00 %
Somewhat Satisfied	4	40.00 %	7	70.00 %
Neutral	1	10.00 %	8	80.00 %
Somewhat Dissatisfied	2	20.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Adequacy of clerical staff for faculty needs				
Very Satisfied	5	50.00 %	5	50.00 %
Neutral	2	20.00 %	7	70.00 %
Somewhat Dissatisfied	3	30.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Quality of intraoffice communication (including accuracy/completeness of phone messages and memos)				
Very Satisfied	2	20.00 %	2	20.00 %
Somewhat Satisfied	4	40.00 %	6	60.00 %
Somewhat Dissatisfied	4	40.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Maintenance of student/staff confidentiality within the department				
Very Satisfied	3	30.00 %	3	30.00 %
Somewhat Satisfied	2	20.00 %	5	50.00 %
Neutral	2	20.00 %	7	70.00 %
Somewhat Dissatisfied	3	30.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Maintenance of professional boundaries				
Very Satisfied	3	30.00 %	3	30.00 %
Somewhat Satisfied	3	30.00 %	6	60.00 %
Neutral	2	20.00 %	8	80.00 %
Somewhat Dissatisfied	2	20.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Extent to which the program uses technology to enhance teaching and learning				
Very Satisfied	4	44.44 %	4	44.44 %
Somewhat Satisfied	3	33.33 %	7	77.78 %
Neutral	2	22.22 %	9	100.00 %
Total Responses	9	100%	9	100%

Cumulative Count and Percent (Faculty Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quality of staff computers				
Very Satisfied	6	66.67 %	6	66.67 %
Somewhat Satisfied	1	11.11 %	7	77.78 %
Neutral	1	11.11 %	8	88.89 %
Somewhat Dissatisfied	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%
Quantity of staff computers				
Very Satisfied	3	30.00 %	3	30.00 %
Somewhat Satisfied	2	20.00 %	5	50.00 %
Neutral	2	20.00 %	7	70.00 %
Somewhat Dissatisfied	3	30.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Quality/comfort of classrooms				
Very Satisfied	1	10.00 %	1	10.00 %
Somewhat Satisfied	3	30.00 %	4	40.00 %
Neutral	3	30.00 %	7	70.00 %
Somewhat Dissatisfied	3	30.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Quality of VCRs and/or other audio-visual equipment				
Very Satisfied	5	50.00 %	5	50.00 %
Somewhat Satisfied	3	30.00 %	8	80.00 %
Somewhat Dissatisfied	1	10.00 %	9	90.00 %
Very Dissatisfied	1	10.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Cleanliness of the classrooms and DSP&S office				
Very Satisfied	1	10.00 %	1	10.00 %
Somewhat Satisfied	3	30.00 %	4	40.00 %
Neutral	1	10.00 %	5	50.00 %
Somewhat Dissatisfied	3	30.00 %	8	80.00 %
Very Dissatisfied	2	20.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Quality of the physical site for non-traditional students				
Very Satisfied	1	10.00 %	1	10.00 %
Somewhat Satisfied	4	40.00 %	5	50.00 %
Neutral	2	20.00 %	7	70.00 %
Somewhat Dissatisfied	1	10.00 %	8	80.00 %
Very Dissatisfied	2	20.00 %	10	100.00 %
Total Responses	10	100%	10	100%

Cumulative Count and Percent (Faculty Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Adequacy of office space for faculty needs				
Very Satisfied	2	20.00 %	2	20.00 %
Neutral	1	10.00 %	3	30.00 %
Somewhat Dissatisfied	2	20.00 %	5	50.00 %
Very Dissatisfied	5	50.00 %	10	100.00 %
Total Responses	10	100%	10	100%

Professional Development (Faculty Only)

ABI Program Review--Faculty Survey

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
	Respondents: 10	
CCC General Faculty Meeting	9	90.00 %
Discipline flex-day workshops	7	70.00 %
Technology flex-day workshops	2	20.00 %
Other flex-day workshops	3	30.00 %
Professional conferences	9	90.00 %
Graduate classes/program	2	20.00 %
Other classes	3	30.00 %
Professional training	4	40.00 %
Discipline-related reading	6	60.00 %
Technology-related reading	4	40.00 %
Total Responses	49	100%

Comments (Faculty Only)

ABI Program Review--Faculty Survey

Question: Are there any courses or course outlines within this program that you feel need to be modified, updated, or deleted? If so, which ones?

Figural Analogies--application to real life? Psychosocial--pre-injury personality.

Question: Are there other courses or services that you would like the ABI Program to offer?

Greater emphasis on transition

Speech/Language

Students request memory class be offered more than once a week.

Speech. Adaptive physical education.

Student liaison

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or in the table on this page, please explain your concerns.

Need to have a pool of available substitutes. Would like to see classrooms updated--draperies, carpet. Re: lack of cleanliness: cobwebs, ants, dust. Need more office space for counseling, more space and desks with computer for each faculty member.

Need more room to meet with students in trailers.

Memos, confidentiality amongst staff persons. Computer lab quality of software. Lack of space for meetings, intakes, counseling services. Overcrowding staff room/space.

Physical site: sidewalks need repair. New paint would help.

Very dissatisfied regarding physical site. Feel that it is unsafe for persons with physical disabilities in particular. Ground is uneven, lots of potholes. Also, classrooms are dirty--floors need cleaning. Not enough office space for counseling and student/family meetings. Lack of adequate substitutes, essentially only one available.

Need to continue to take strides to incorporate students' goals into cognitive, psychosocial, and computer lab classes. I would prefer all messages be forwarded to voice mail due to frequent inaccuracies.

Need more space of counseling and meetings. Classrooms are dirty; we need phones for safety. Physical surroundings are unsafe--uneven terrain. Office staff has poor boundaries.

Aren't enough computers for faculty use.

Question: Do you have any other comments or recommendations?

Would like to see more professional development inservices, on site. More productivity at general staff meetings.

Redo sidewalks. More space for counseling, etc.

Cumulative Count and Percent (Intern/Aide Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Which best describes your primary role in the ABI Program?				
Intern/Aide	10	100.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Scheduling of classes (time of day, length of class sessions, days of week)				
Very Satisfied	8	88.89 %	8	88.89 %
Neutral	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%
Relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals				
Very Satisfied	6	66.67 %	6	66.67 %
Somewhat Satisfied	3	33.33 %	9	100.00 %
Total Responses	9	100%	9	100%
Relevance of the Psychosocial Class to students' vocational/academic or personal goals				
Very Satisfied	7	87.50 %	7	87.50 %
Neutral	1	12.50 %	8	100.00 %
Total Responses	8	100%	8	100%
Relevance of the Computer Lab to students' vocational/academic or personal goals				
Very Satisfied	3	37.50 %	3	37.50 %
Somewhat Satisfied	4	50.00 %	7	87.50 %
Neutral	1	12.50 %	8	100.00 %
Total Responses	8	100%	8	100%
ABI Program's ability to facilitate use of compensation strategies				
Very Satisfied	6	75.00 %	6	75.00 %
Somewhat Satisfied	2	25.00 %	8	100.00 %
Total Responses	8	100%	8	100%
ABI Program's ability to facilitate awareness of cognitive skills				
Very Satisfied	4	44.44 %	4	44.44 %
Somewhat Satisfied	5	55.56 %	9	100.00 %
Total Responses	9	100%	9	100%
ABI Program's ability to facilitate psychosocial adjustment				
Very Satisfied	4	44.44 %	4	44.44 %
Somewhat Satisfied	4	44.44 %	8	88.89 %
Neutral	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%

Cumulative Count and Percent (Intern/Aide Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Availability of substitute pool				
Somewhat Satisfied	1	33.33 %	1	33.33 %
Neutral	2	66.67 %	3	100.00 %
Total Responses	3	100%	3	100%
Quality of substitute pool				
Very Satisfied	1	25.00 %	1	25.00 %
Somewhat Satisfied	1	25.00 %	2	50.00 %
Neutral	2	50.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Adequacy of clerical staff for faculty needs				
Very Satisfied	9	90.00 %	9	90.00 %
Neutral	1	10.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Quality of intraoffice communication (including accuracy/completeness of phone messages and memos)				
Very Satisfied	6	66.67 %	6	66.67 %
Somewhat Satisfied	3	33.33 %	9	100.00 %
Total Responses	9	100%	9	100%
Maintenance of student/staff confidentiality within the department				
Very Satisfied	6	66.67 %	6	66.67 %
Somewhat Satisfied	2	22.22 %	8	88.89 %
Neutral	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%
Maintenance of professional boundaries				
Very Satisfied	9	90.00 %	9	90.00 %
Somewhat Satisfied	1	10.00 %	10	100.00 %
Total Responses	10	100%	10	100%
Extent to which the program uses technology to enhance teaching and learning				
Very Satisfied	3	33.33 %	3	33.33 %
Somewhat Satisfied	4	44.44 %	7	77.78 %
Neutral	2	22.22 %	9	100.00 %
Total Responses	9	100%	9	100%
Quality of staff computers				
Very Satisfied	4	57.14 %	4	57.14 %
Somewhat Satisfied	2	28.57 %	6	85.71 %
Neutral	1	14.29 %	7	100.00 %
Total Responses	7	100%	7	100%

Cumulative Count and Percent (Intern/Aide Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quantity of staff computers				
Very Satisfied	2	28.57 %	2	28.57 %
Somewhat Satisfied	2	28.57 %	4	57.14 %
Neutral	2	28.57 %	6	85.71 %
Somewhat Dissatisfied	1	14.29 %	7	100.00 %
Total Responses	7	100%	7	100%
Quality/comfort of classrooms				
Very Satisfied	1	14.29 %	1	14.29 %
Somewhat Satisfied	2	28.57 %	3	42.86 %
Neutral	2	28.57 %	5	71.43 %
Somewhat Dissatisfied	2	28.57 %	7	100.00 %
Total Responses	7	100%	7	100%
Quality of VCRs and/or other audio-visual equipment				
Very Satisfied	2	33.33 %	2	33.33 %
Somewhat Satisfied	2	33.33 %	4	66.67 %
Neutral	1	16.67 %	5	83.33 %
Somewhat Dissatisfied	1	16.67 %	6	100.00 %
Total Responses	6	100%	6	100%
Cleanliness of the classrooms and DSP&S office				
Very Satisfied	2	22.22 %	2	22.22 %
Somewhat Satisfied	3	33.33 %	5	55.56 %
Neutral	1	11.11 %	6	66.67 %
Somewhat Dissatisfied	2	22.22 %	8	88.89 %
Very Dissatisfied	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%
Quality of the physical site for non-traditional students				
Very Satisfied	1	11.11 %	1	11.11 %
Somewhat Satisfied	2	22.22 %	3	33.33 %
Neutral	3	33.33 %	6	66.67 %
Somewhat Dissatisfied	3	33.33 %	9	100.00 %
Total Responses	9	100%	9	100%
Adequacy of office space for faculty needs				
Very Satisfied	1	11.11 %	1	11.11 %
Somewhat Satisfied	3	33.33 %	4	44.44 %
Neutral	1	11.11 %	5	55.56 %
Somewhat Dissatisfied	2	22.22 %	7	77.78 %
Very Dissatisfied	2	22.22 %	9	100.00 %
Total Responses	9	100%	9	100%

Professional Development (Intern/Aide Only)

ABI Program Review--Faculty Survey

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
	Respondents: 10	
Professional conferences	1	10.00 %
Graduate classes/program	3	30.00 %
Other classes	1	10.00 %
Professional training	2	20.00 %
Discipline-related reading	1	10.00 %
Technology-related reading	1	10.00 %
None of the above	3	30.00 %
Other	1	10.00 %
<hr/>		
Total Responses	13	100%

Comments (Intern/Aide Only)

ABI Program Review--Faculty Survey

Question: Are there any courses or course outlines within this program that you feel need to be modified, updated, or deleted? If so, which ones?

ABI course content is not particularly relevant for our older adults who will not return to work.

Question: Are there other courses or services that you would like the ABI Program to offer?

Many students have expressed an interest in having extra computer lab time available for them to freely explore and learn.

I would like to see an exercise program, very low impact. I think it could help with depression, cognition, and self-image.

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or in the table on this page, please explain your concerns.

Could use more computers in faculty room.

Cracked sidewalks in parking lot and on walkways are a huge safety issue. I'm surprised no one has fallen and suffered a serious injury.

There is inadequate space to counsel students.

There seems to be a shortage of the "substitute pool" when someone is needed. The quality and comfort of the classrooms are alright but the cleanliness is very poor. There is dust, trash, cobwebs, dirt, etc. anywhere you look in the classrooms.

Classrooms are hot in summer and cold in winter. Walkways/sidewalk quite unsafe in places due to tree roots growing beneath--area near K 1-2 where art class is given.

There are ants and dirt inside classrooms.

Question: Do you have any other comments or recommendations?

Quality of lunch time would sure be enhanced by having a staff lounge/rec area with several microwaves, a sink, and hot water for coffee and tea.

Have a covered break area for the students to use when it's raining or it has rained. Have a covered bus stop/access bus stop.

Referring to the cleanliness of classrooms, bathrooms, etc., if I were on the tour as a new prospective student, with my family, that would be a large negative to coming here.

Cumulative Count and Percent (Office Staff Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Which best describes your primary role in the ABI Program?				
Office Staff	4	100.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Scheduling of classes (time of day, length of class sessions, days of week)				
Very Satisfied	4	100.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals				
Very Satisfied	3	75.00 %	3	75.00 %
Neutral	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Relevance of the Psychosocial Class to students' vocational/academic or personal goals				
Very Satisfied	3	75.00 %	3	75.00 %
Neutral	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Relevance of the Computer Lab to students' vocational/academic or personal goals				
Very Satisfied	3	75.00 %	3	75.00 %
Neutral	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
ABI Program's ability to facilitate use of compensation strategies				
Very Satisfied	3	75.00 %	3	75.00 %
Neutral	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
ABI Program's ability to facilitate awareness of cognitive skills				
Very Satisfied	3	75.00 %	3	75.00 %
Neutral	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
ABI Program's ability to facilitate psychosocial adjustment				
Very Satisfied	3	75.00 %	3	75.00 %
Neutral	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Availability of substitute pool				
Very Satisfied	2	50.00 %	2	50.00 %
Neutral	1	25.00 %	3	75.00 %
Somewhat Dissatisfied	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%

Cumulative Count and Percent (Office Staff Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quality of substitute pool				
Very Satisfied	2	50.00 %	2	50.00 %
Neutral	1	25.00 %	3	75.00 %
Somewhat Dissatisfied	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Adequacy of clerical staff for faculty needs				
Very Satisfied	3	75.00 %	3	75.00 %
Somewhat Satisfied	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Quality of intraoffice communication (including accuracy/completeness of phone messages and memos)				
Very Satisfied	2	50.00 %	2	50.00 %
Somewhat Satisfied	1	25.00 %	3	75.00 %
Somewhat Dissatisfied	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Maintenance of student/staff confidentiality within the department				
Very Satisfied	1	25.00 %	1	25.00 %
Somewhat Satisfied	2	50.00 %	3	75.00 %
Very Dissatisfied	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Maintenance of professional boundaries				
Very Satisfied	1	25.00 %	1	25.00 %
Somewhat Satisfied	2	50.00 %	3	75.00 %
Somewhat Dissatisfied	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Extent to which the program uses technology to enhance teaching and learning				
Very Satisfied	2	50.00 %	2	50.00 %
Somewhat Satisfied	2	50.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Quality of staff computers				
Very Satisfied	2	50.00 %	2	50.00 %
Neutral	1	25.00 %	3	75.00 %
Somewhat Dissatisfied	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Quantity of staff computers				
Very Satisfied	2	50.00 %	2	50.00 %
Somewhat Satisfied	1	25.00 %	3	75.00 %
Neutral	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%

Cumulative Count and Percent (Office Staff Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quality/comfort of classrooms				
Very Satisfied	1	33.33 %	1	33.33 %
Neutral	2	66.67 %	3	100.00 %
Total Responses	3	100%	3	100%
Quality of VCRs and/or other audio-visual equipment				
Somewhat Satisfied	1	33.33 %	1	33.33 %
Neutral	2	66.67 %	3	100.00 %
Total Responses	3	100%	3	100%
Cleanliness of the classrooms and DSP&S office				
Somewhat Satisfied	1	25.00 %	1	25.00 %
Neutral	1	25.00 %	2	50.00 %
Somewhat Dissatisfied	2	50.00 %	4	100.00 %
Total Responses	4	100%	4	100%
Quality of the physical site for non-traditional students				
Somewhat Satisfied	1	33.33 %	1	33.33 %
Neutral	2	66.67 %	3	100.00 %
Total Responses	3	100%	3	100%
Adequacy of office space for faculty needs				
Somewhat Satisfied	2	50.00 %	2	50.00 %
Neutral	1	25.00 %	3	75.00 %
Somewhat Dissatisfied	1	25.00 %	4	100.00 %
Total Responses	4	100%	4	100%

Professional Development (Office Staff Only)

ABI Program Review--Faculty Survey

	Count	Percent
In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)		
	Respondents: 3	
CCC General Faculty Meeting	1	33.33 %
Professional conferences	1	33.33 %
Other classes	2	66.67 %
Professional training	1	33.33 %
Technology-related reading	1	33.33 %
Total Responses	6	100%

Comments (Office Staff Only)

ABI Program Review--Faculty Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or in the table on this page, please explain your concerns.

I don't feel you need to explain every personal detail of your life and have everyone talk about it.

Not a lot of substitutes when an instructor is out ill. Janitors do a poor job of classroom cleanliness. We have a lot of complaints in the office.

There are not enough rooms for faculty and counselors.

Cleanliness of office is marginal (i.e., bathrooms). Computers: The problem is actually not the hardware--but the server and the e-mail and PNI and the lack of speed at our site. We actually lose days of being unable to use PNI.

Question: Do you have any other comments or recommendations?

Stacey is a terrific boss and caring person.

My phone messages rarely have the return phone numbers on them.

Cumulative Count and Percent (Other Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Which best describes your primary role in the ABI Program?				
Other	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Scheduling of classes (time of day, length of class sessions, days of week)				
Very Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Relevance of the ABI cognitive classes (concepts and applications) to students' vocational/academic or personal goals				
Somewhat Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Relevance of the Psychosocial Class to students' vocational/academic or personal goals				
Very Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Relevance of the Computer Lab to students' vocational/academic or personal goals				
Somewhat Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
ABI Program's ability to facilitate use of compensation strategies				
Very Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
ABI Program's ability to facilitate awareness of cognitive skills				
Somewhat Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
ABI Program's ability to facilitate psychosocial adjustment				
Somewhat Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Availability of substitute pool				
Neutral	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Quality of substitute pool				
Neutral	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%

Cumulative Count and Percent (Other Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Adequacy of clerical staff for faculty needs				
Very Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Quality of intraoffice communication (including accuracy/completeness of phone messages and memos)				
Very Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Maintenance of student/staff confidentiality within the department				
Somewhat Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Maintenance of professional boundaries				
Very Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Extent to which the program uses technology to enhance teaching and learning				
Very Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Quality of staff computers				
Somewhat Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Quantity of staff computers				
Somewhat Satisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Quality/comfort of classrooms				
Somewhat Dissatisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Quality of VCRs and/or other audio-visual equipment				
Neutral	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Cleanliness of the classrooms and DSP&S office				
Somewhat Dissatisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%
Quality of the physical site for non-traditional students				
Somewhat Dissatisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%

Cumulative Count and Percent (Other Only)

ABI Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Adequacy of office space for faculty needs				
Very Dissatisfied	1	100.00 %	1	100.00 %
Total Responses	1	100%	1	100%

Professional Development (Other Only)

ABI Program Review--Faculty Survey

	Count	Percent
<p>In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)</p> <p style="text-align: right;">Respondents: 1</p>		
CCC General Faculty Meeting	1	100.00 %
Professional conferences	1	100.00 %
Discipline-related reading	1	100.00 %
Technology-related reading	1	100.00 %
Total Responses	4	100%

Comments (Other Only)

ABI Program Review--Faculty Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or in the table on this page, please explain your concerns.

Physical plant needs upgrades. Office space is inadequate for staff. General maintenance of physical plant is a problem, probably related to age of physical plant.

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ABI Family

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Cumulative Count and Percent ABI Program Review--Family Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Relevance of ABI classes to the student's vocational/academic or personal goals				
Very Satisfied	16	59.26 %	16	59.26 %
Somewhat Satisfied	11	40.74 %	27	100.00 %
Total Responses	27	100%	27	100%
Scheduling of classes (time of day, length of class sessions, days of week)				
Very Satisfied	20	64.52 %	20	64.52 %
Somewhat Satisfied	11	35.48 %	31	100.00 %
Total Responses	31	100%	31	100%
Quality of the physical site for non-traditional students				
Very Satisfied	10	38.46 %	10	38.46 %
Somewhat Satisfied	11	42.31 %	21	80.77 %
Neutral	3	11.54 %	24	92.31 %
Somewhat Dissatisfied	2	7.69 %	26	100.00 %
Total Responses	26	100%	26	100%
ABI Program's ability to facilitate use of compensation strategies				
Very Satisfied	18	64.29 %	18	64.29 %
Somewhat Satisfied	7	25.00 %	25	89.29 %
Neutral	2	7.14 %	27	96.43 %
Somewhat Dissatisfied	1	3.57 %	28	100.00 %
Total Responses	28	100%	28	100%
ABI Program's ability to facilitate awareness of cognitive skills				
Very Satisfied	22	84.62 %	22	84.62 %
Somewhat Satisfied	4	15.38 %	26	100.00 %
Total Responses	26	100%	26	100%
ABI Program's ability to facilitate psychosocial adjustment				
Very Satisfied	17	62.96 %	17	62.96 %
Somewhat Satisfied	10	37.04 %	27	100.00 %
Total Responses	27	100%	27	100%
Professionalism of faculty and staff				
Very Satisfied	24	80.00 %	24	80.00 %
Somewhat Satisfied	3	10.00 %	27	90.00 %
Neutral	1	3.33 %	28	93.33 %
Somewhat Dissatisfied	2	6.67 %	30	100.00 %
Total Responses	30	100%	30	100%
Helpfulness of office staff				
Very Satisfied	26	81.25 %	26	81.25 %
Somewhat Satisfied	4	12.50 %	30	93.75 %
Neutral	2	6.25 %	32	100.00 %
Total Responses	32	100%	32	100%

Cumulative Count and Percent ABI Program Review--Family Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Usefulness of student/family meetings				
Very Satisfied	17	60.71 %	17	60.71 %
Somewhat Satisfied	6	21.43 %	23	82.14 %
Neutral	4	14.29 %	27	96.43 %
Somewhat Dissatisfied	1	3.57 %	28	100.00 %
Total Responses	28	100%	28	100%
Number/frequency of student/family meetings				
Very Satisfied	11	42.31 %	11	42.31 %
Somewhat Satisfied	4	15.38 %	15	57.69 %
Neutral	7	26.92 %	22	84.62 %
Somewhat Dissatisfied	4	15.38 %	26	100.00 %
Total Responses	26	100%	26	100%
Usefulness of ABI Program Orientation				
Very Satisfied	24	77.42 %	24	77.42 %
Somewhat Satisfied	4	12.90 %	28	90.32 %
Neutral	3	9.68 %	31	100.00 %
Total Responses	31	100%	31	100%
ABI registration process				
Very Satisfied	22	73.33 %	22	73.33 %
Somewhat Satisfied	4	13.33 %	26	86.67 %
Neutral	4	13.33 %	30	100.00 %
Total Responses	30	100%	30	100%
Adequacy of counseling services				
Very Satisfied	11	50.00 %	11	50.00 %
Somewhat Satisfied	5	22.73 %	16	72.73 %
Neutral	4	18.18 %	20	90.91 %
Somewhat Dissatisfied	2	9.09 %	22	100.00 %
Total Responses	22	100%	22	100%
Usefulness of family support group				
Very Satisfied	5	27.78 %	5	27.78 %
Somewhat Satisfied	5	27.78 %	10	55.56 %
Neutral	7	38.89 %	17	94.44 %
Somewhat Dissatisfied	1	5.56 %	18	100.00 %
Total Responses	18	100%	18	100%
Adequacy of transition services (career development workshops and transitional counseling)				
Very Satisfied	7	38.89 %	7	38.89 %
Somewhat Satisfied	4	22.22 %	11	61.11 %
Neutral	5	27.78 %	16	88.89 %
Somewhat Dissatisfied	2	11.11 %	18	100.00 %
Total Responses	18	100%	18	100%

Cumulative Count and Percent ABI Program Review--Family Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Overall quality of the program				
Very Satisfied	19	73.08 %	19	73.08 %
Somewhat Satisfied	6	23.08 %	25	96.15 %
Neutral	1	3.85 %	26	100.00 %
Total Responses	26	100%	26	100%
Overall satisfaction with the program				
Very Satisfied	20	66.67 %	20	66.67 %
Somewhat Satisfied	7	23.33 %	27	90.00 %
Neutral	3	10.00 %	30	100.00 %
Total Responses	30	100%	30	100%
Satisfaction with family member's progress				
Very Satisfied	16	55.17 %	16	55.17 %
Somewhat Satisfied	10	34.48 %	26	89.66 %
Neutral	3	10.34 %	29	100.00 %
Total Responses	29	100%	29	100%

Text and Paragraph Responses by Question

ABI Program Review--Family Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the above items, please explain your concerns.

Physical site leaves much room for improvement. Inadequate counselors. Lack of options given for situation.

I would like to see more frequent scheduling of student-family meetings.

More contact with family members. Follow up because of memory problem, I don't get a lot of information from my student. Would like more classes offered if student could continue after the two years is up.

I have been "somewhat satisfied" with my loved one's memory teacher. However, this is just the 2nd semester in the program and there have been substitute teachers all semester. I am "somewhat dissatisfied" with the subs.

My family member has had a substitute teacher for the first 11 weeks of the Fall semester. Since she is new to the program, it has been difficult to assess the program.

Your students are adults, true, but they are still people whose faculties are limited in some manner! As such, I depend on CCC to keep me informed of any successes or difficulties my wife has. So far I have received no letters or progress reports concerning how she is doing and any parts where the family may help.

Just joined the program. Cannot answer most questions as yet.

I'm unaware of family support groups.

Student-family meetings: Only had one meeting during 1st quarter--no followup to date. It's difficult for me to answer most of these questions since I have had no school feedback since 1st meeting. I cannot evaluate effectiveness at this time. I do not know if student has progressed from 1st quarter test results. Need measure of progress.

Student depression is obvious. Great need for more outside activities and exercises. Listing more often, physiological evaluation.

Physical site--chairs hard and tables not adjustable. Family meetings--should be more frequent.

Question: Are there other courses or services that you would like the ABI Program to offer?

Courses after two year program is complete.

More speech therapy or separate program for persons with speech problems.

Maybe, P.E. classes, Art, more one on one classes.

Having class notes taken full-time would be helpful.

A full-time note taker for the classes. One who will take thorough notes that can be used to help review the material. Also, I would be interested in spelling/vocabulary, practical math and sentence writing classes.

Adaptive P. E.

Physical exercise -- Activities! Baseball games, movies! Picnics, etc.

More family support group. More student/family meetings.

Text and Paragraph Responses by Question

ABI Program Review--Family Survey

Question: Do you have any other comments or recommendations?

More communication with teachers to family.

The staff is very helpful!

Great job!! Keep up the good work.

Over all an excellent program.

Overall I am very pleased with Coastline ABI Program. My student has been very happy, and we his parents appreciate the warm loving caring teachers and staff! My son has made a great recovery. "God Bless Coastline." Peggi Hillis

I am very grateful that this program exists.

This is the first program we know of to define and directly address our daughter's problems. We are in a distance away and were not a part of the questions we did not answer.

Special classes on everyday life! Food preparation, laundry, taking care of their personal needs. (or asking for help when needed). Dangers for handicapped people! Realizing Limitations! Understanding what programs and assistance is available to make life easier! to have fun!

We feel very blessed that our son has been able to attend Coastline's ABI Program. Michael has improved greatly in every aspect. We look forward to his continued advancement.

My student is too new in the program for comments at this time.

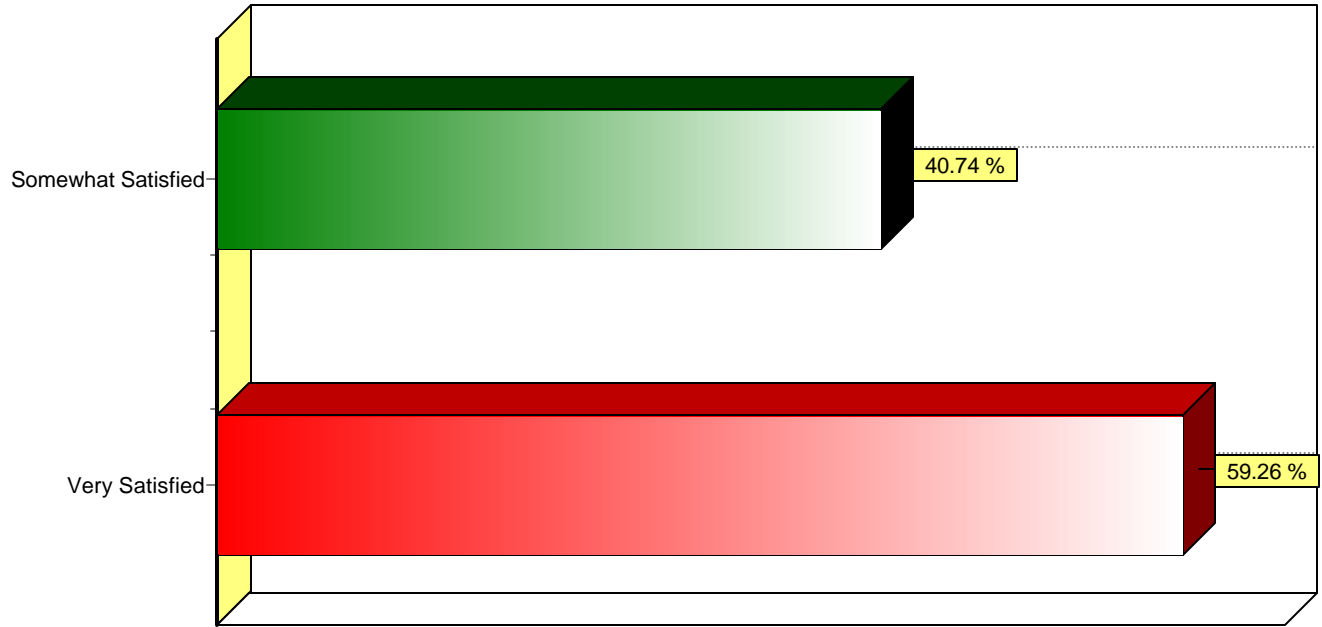
This is a computer program staff activity may have less benefit to most students.

It has truly met mother's needs quite well. We are eagerly anticipating the second year. What surprises it holds. I think we will be sorry to see it end.

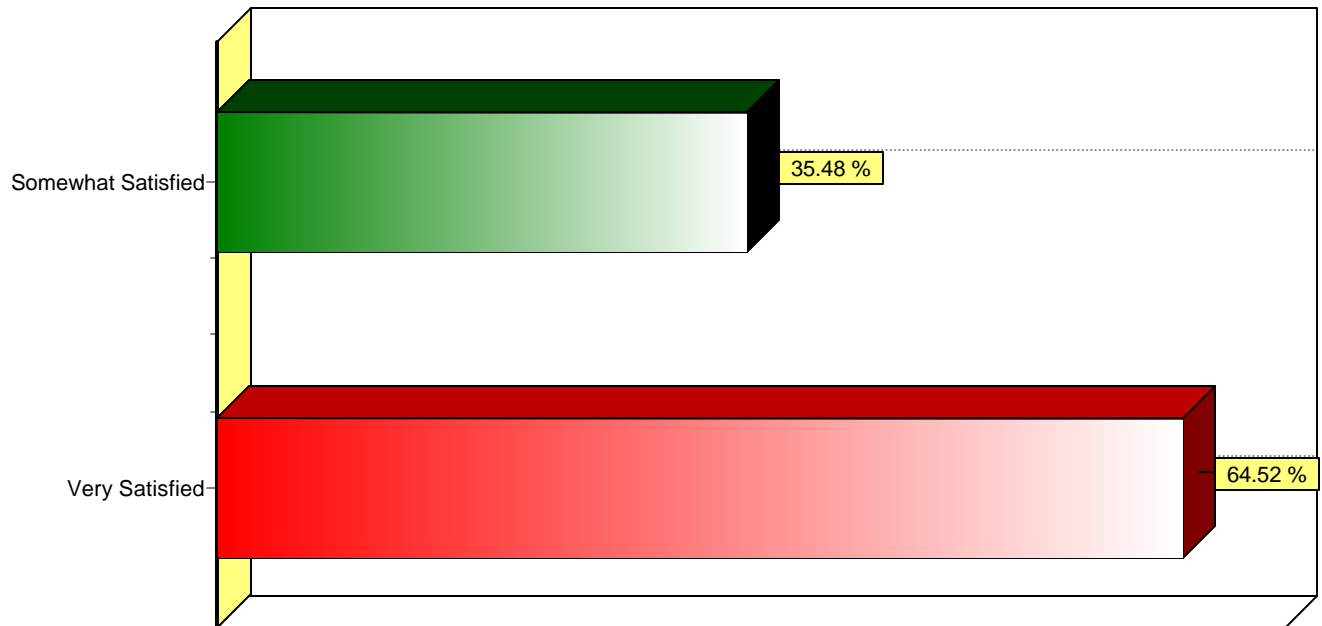
Bar Graphs

ABI Program Review--Family Survey

Relevance of ABI classes to the student's vocational/academic or personal goals



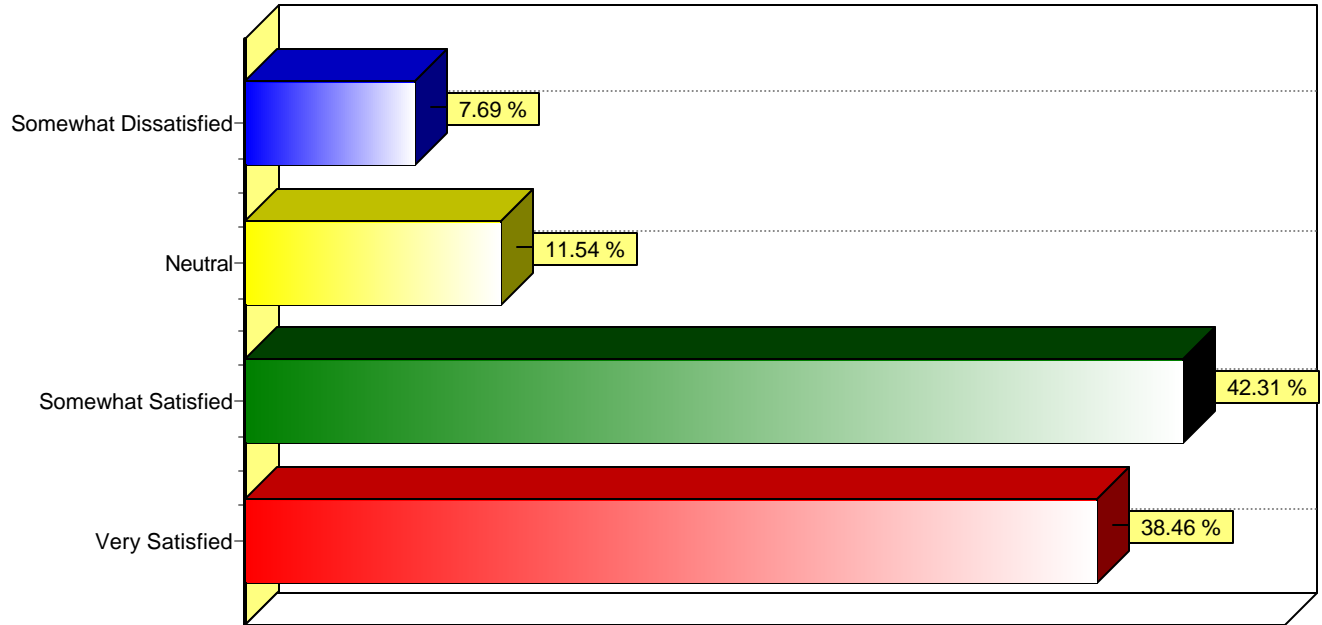
Scheduling of classes (time of day, length of class sessions, days of week)



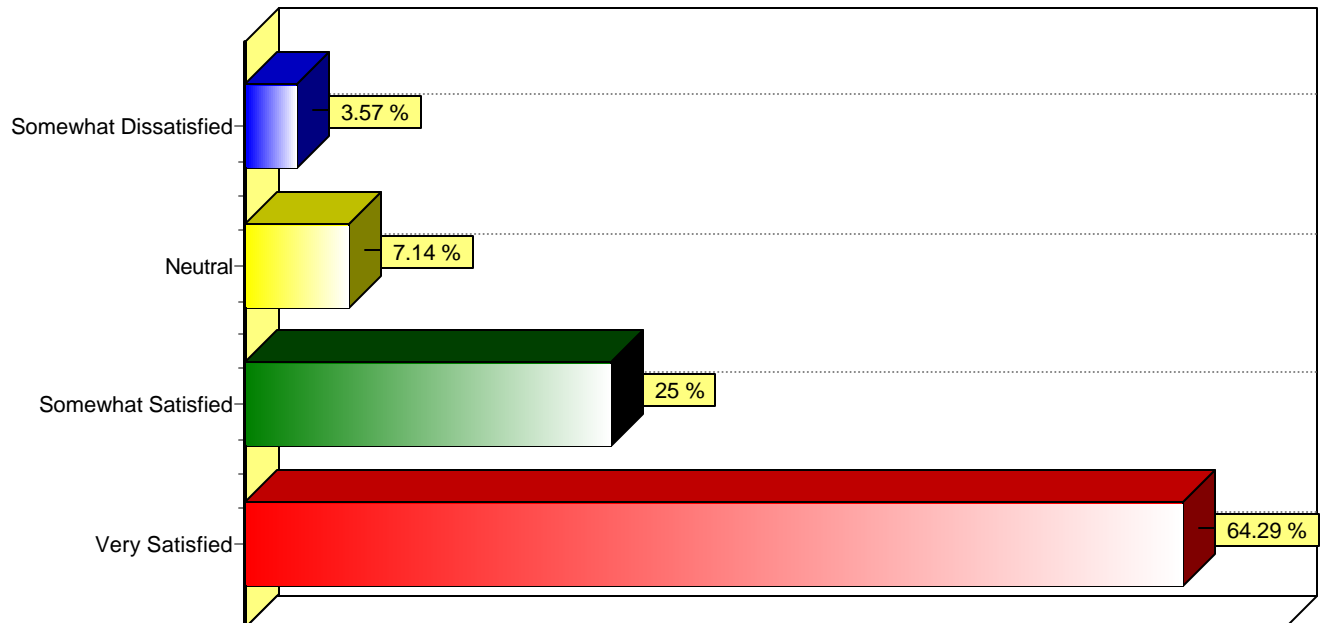
Bar Graphs

ABI Program Review--Family Survey

Quality of the physical site for non-traditional students



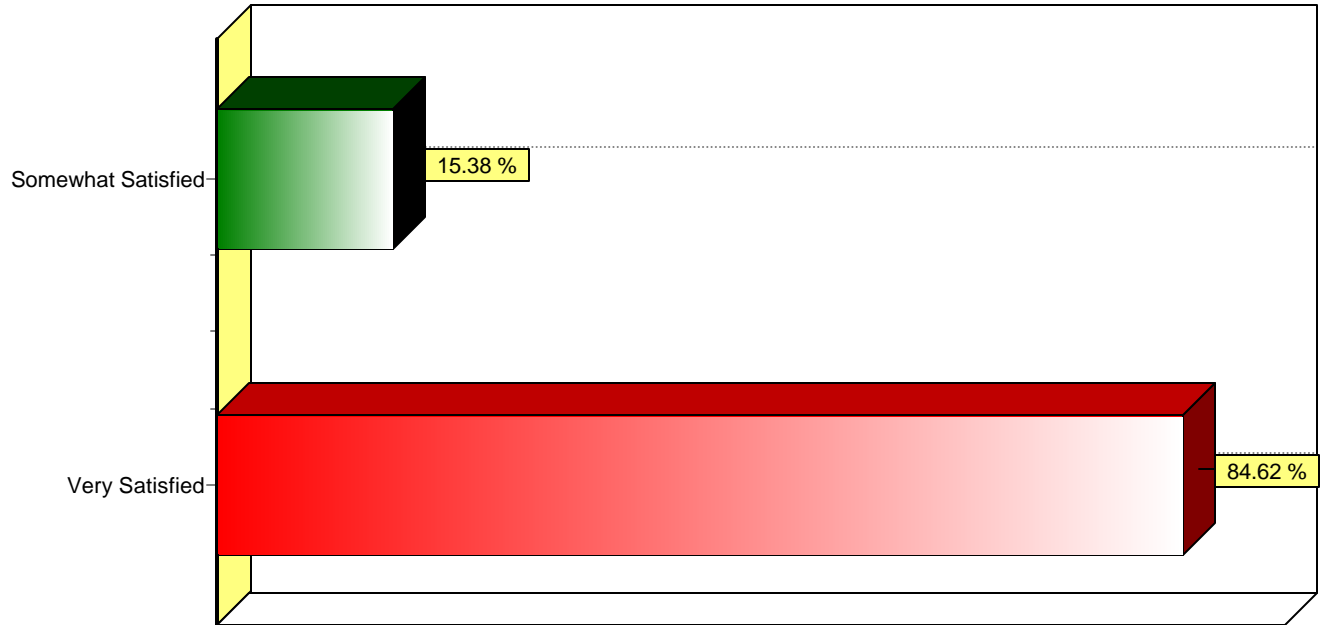
ABI Program's ability to facilitate use of compensation strategies



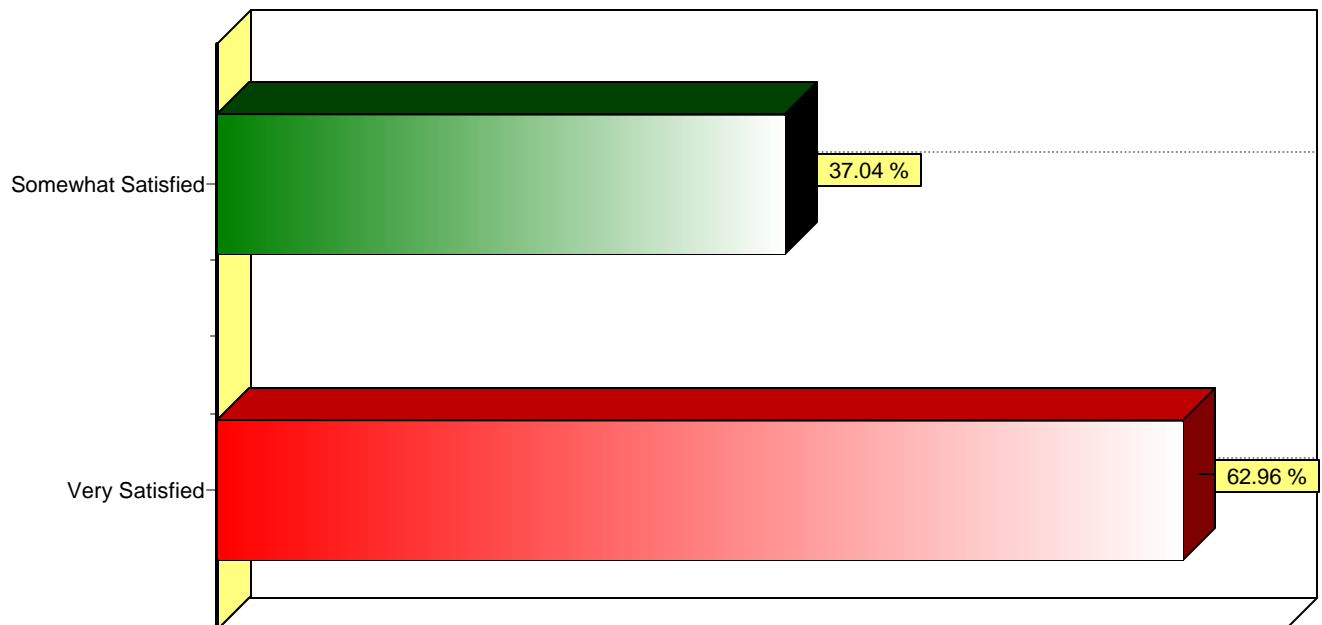
Bar Graphs

ABI Program Review--Family Survey

ABI Program's ability to facilitate awareness of cognitive skills



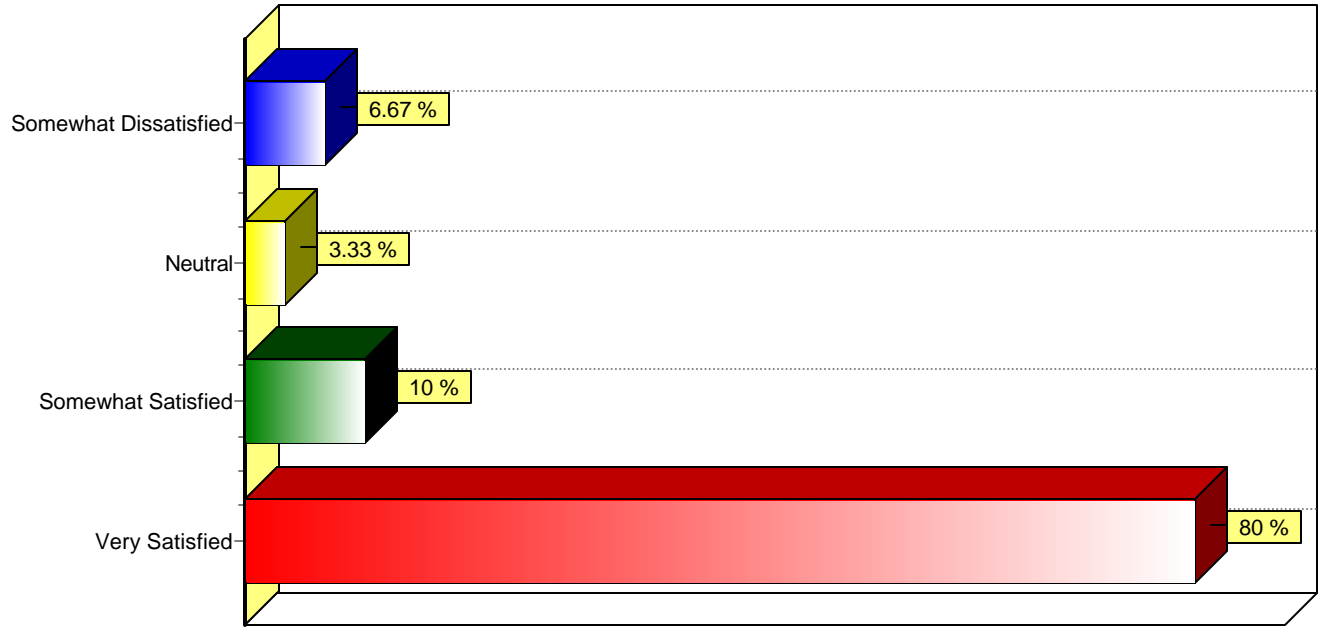
ABI Program's ability to facilitate psychosocial adjustment



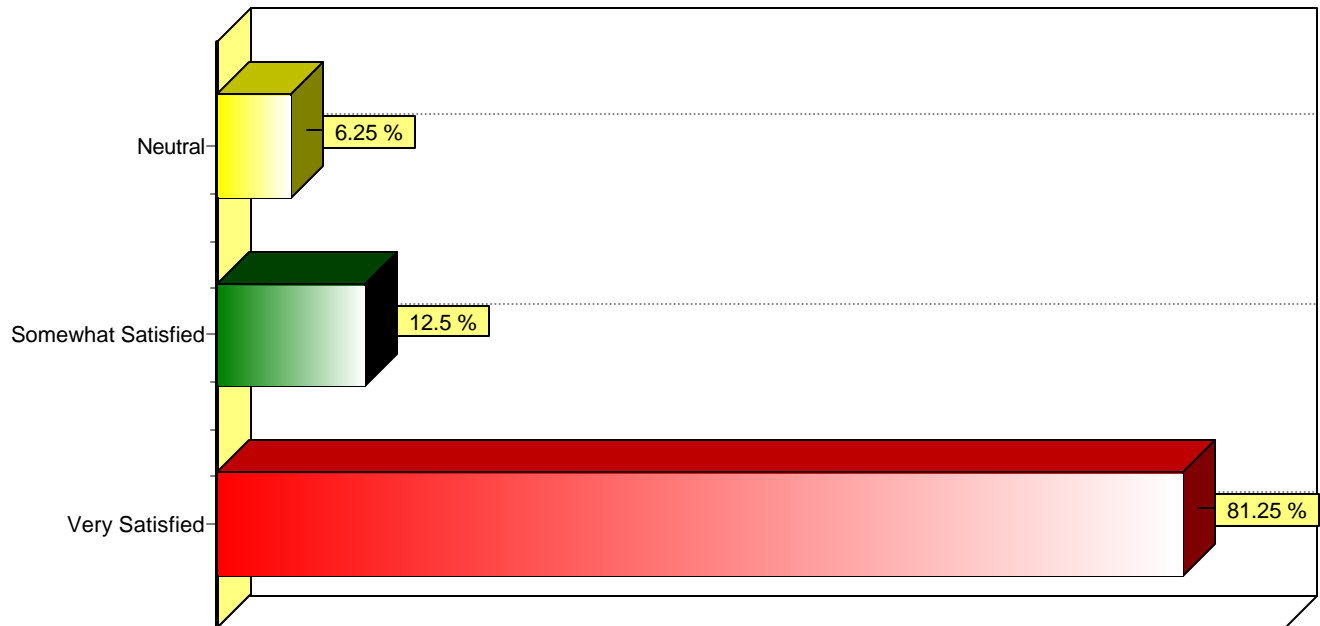
Bar Graphs

ABI Program Review--Family Survey

Professionalism of faculty and staff



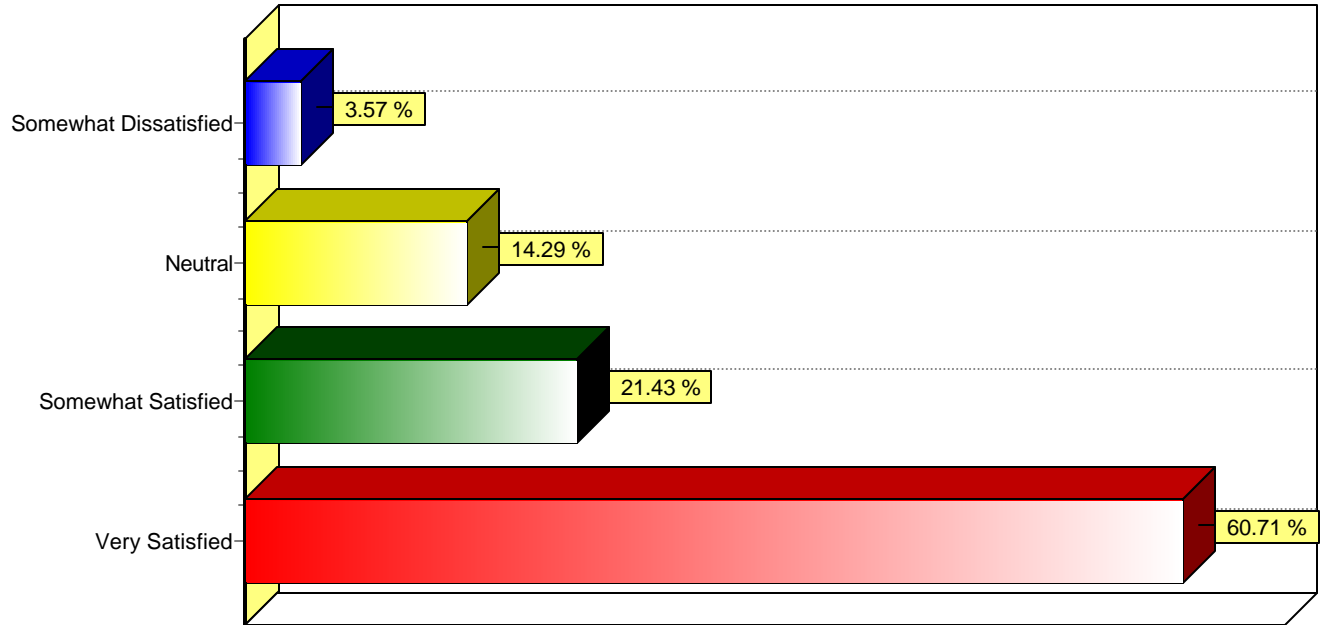
Helpfulness of office staff



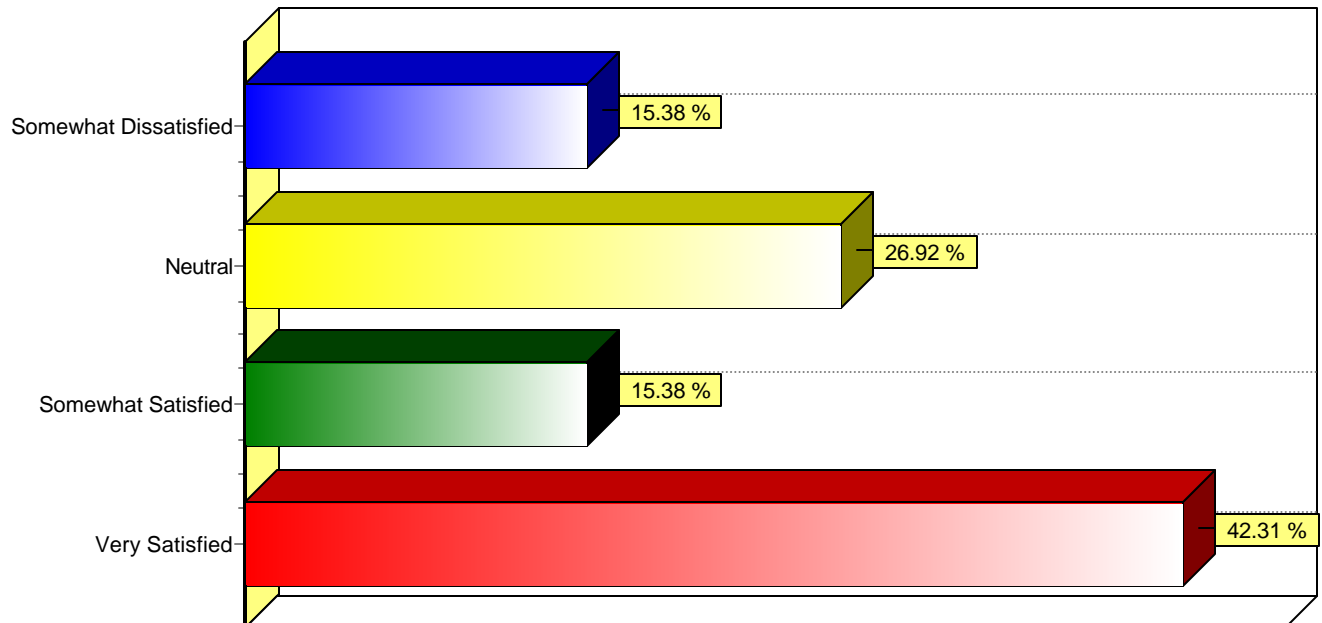
Bar Graphs

ABI Program Review--Family Survey

Usefulness of student/family meetings



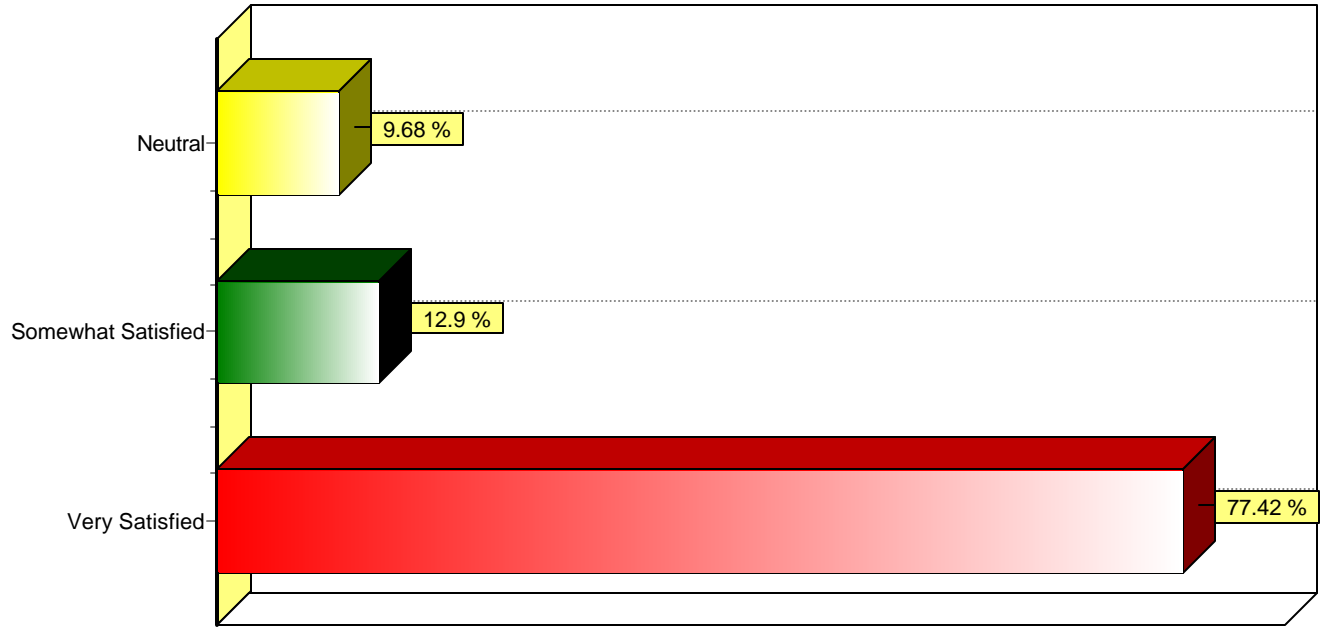
Number/frequency of student/family meetings



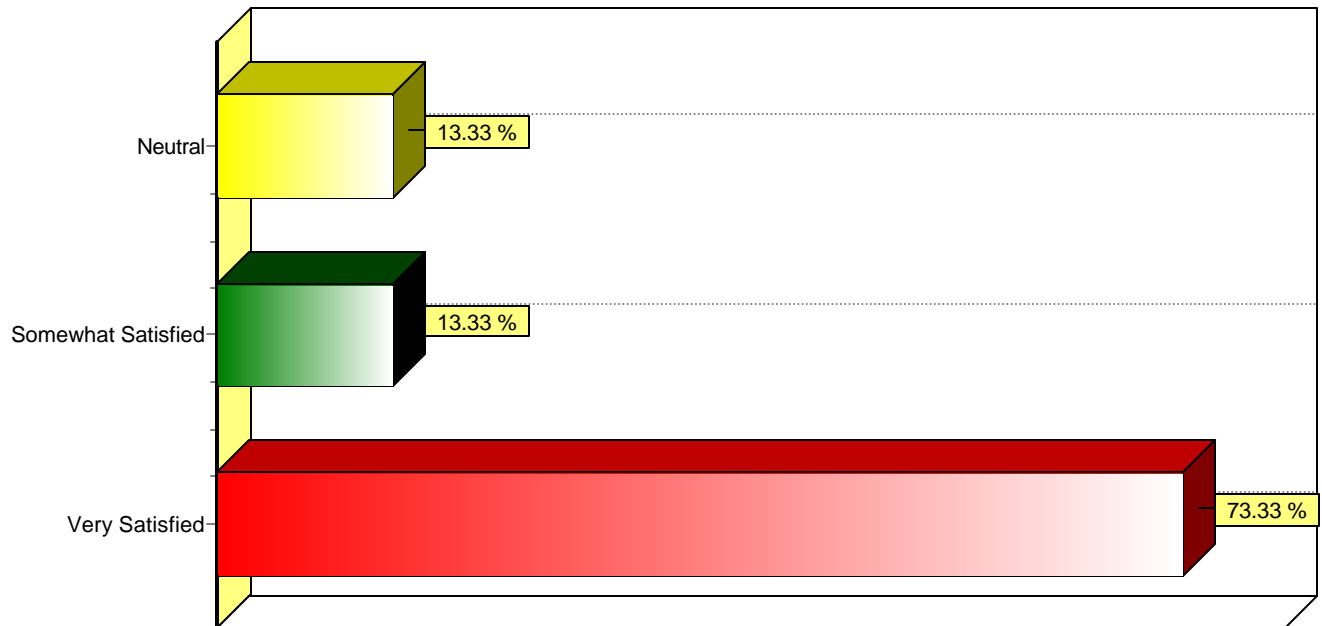
Bar Graphs

ABI Program Review--Family Survey

Usefulness of ABI Program Orientation



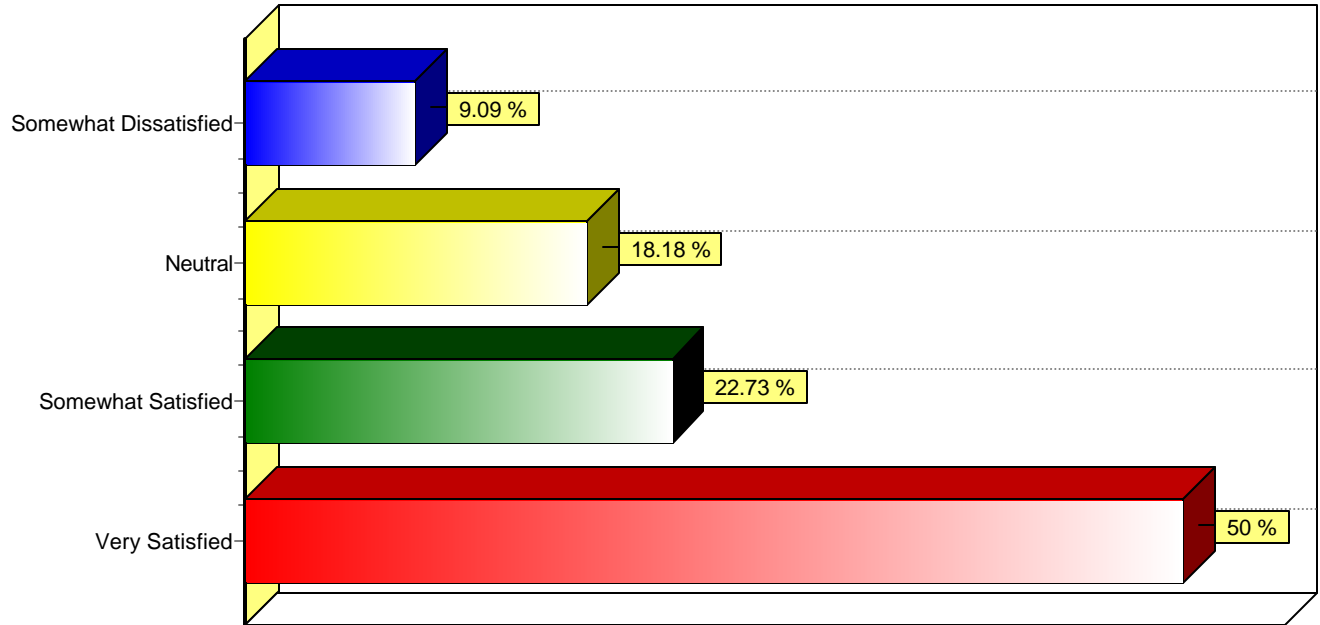
ABI registration process



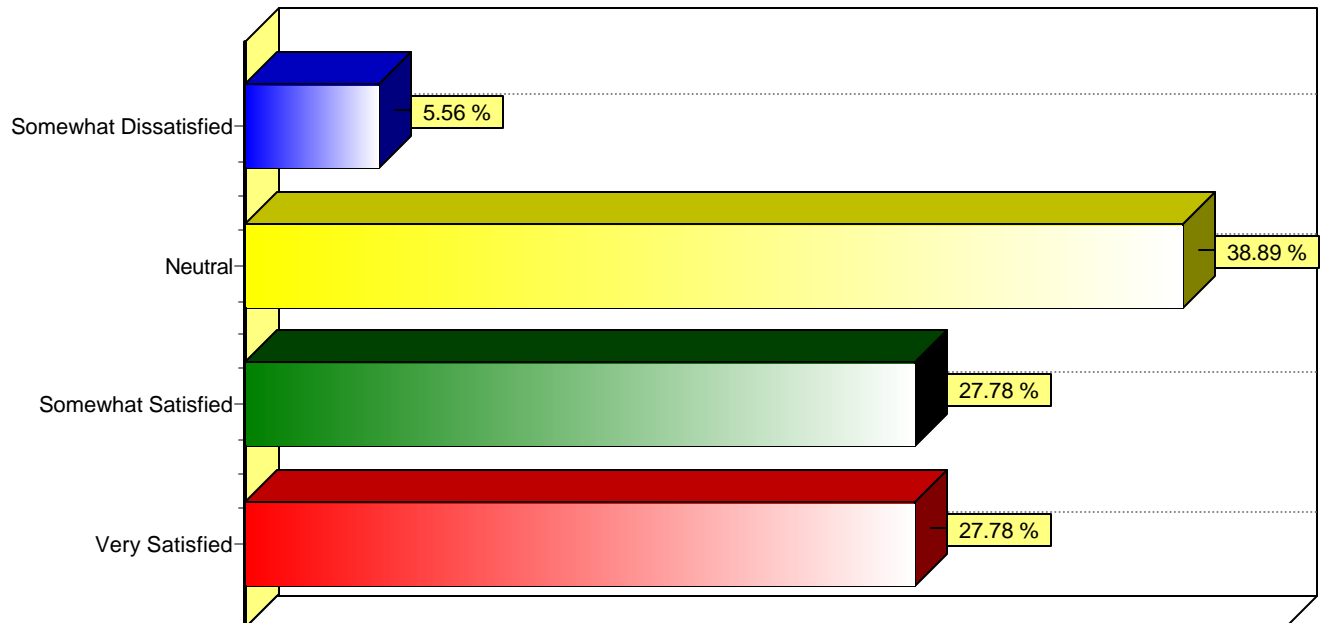
Bar Graphs

ABI Program Review--Family Survey

Adequacy of counseling services



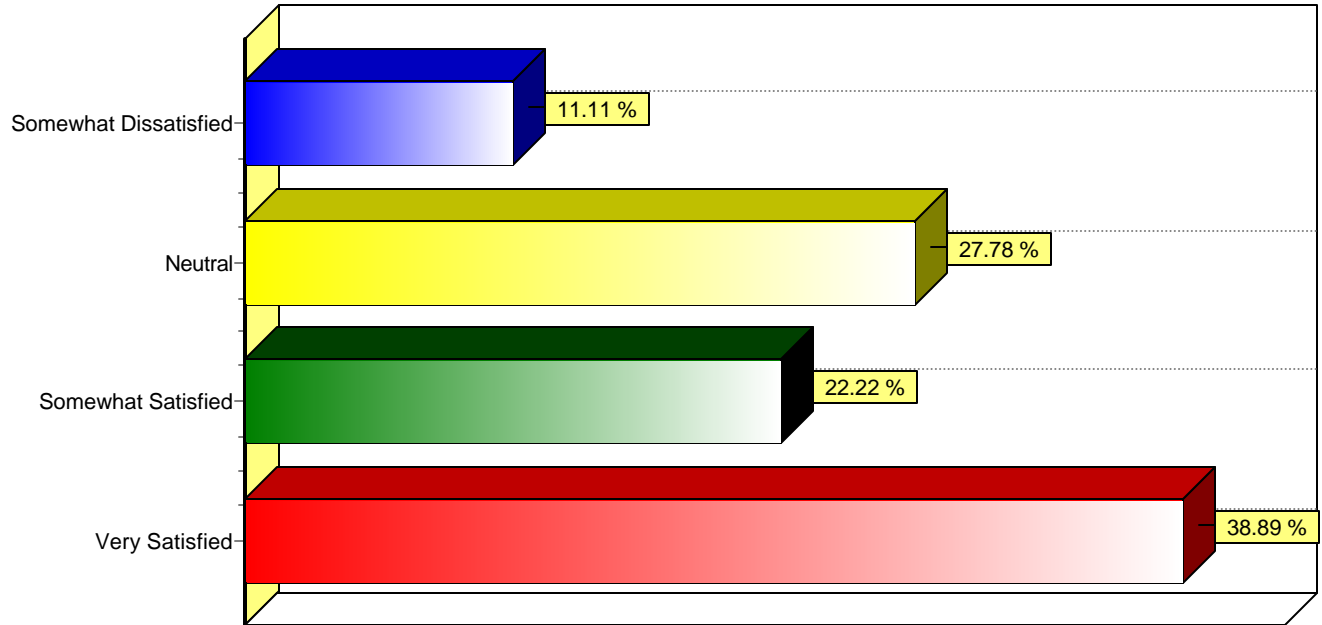
Usefulness of family support group



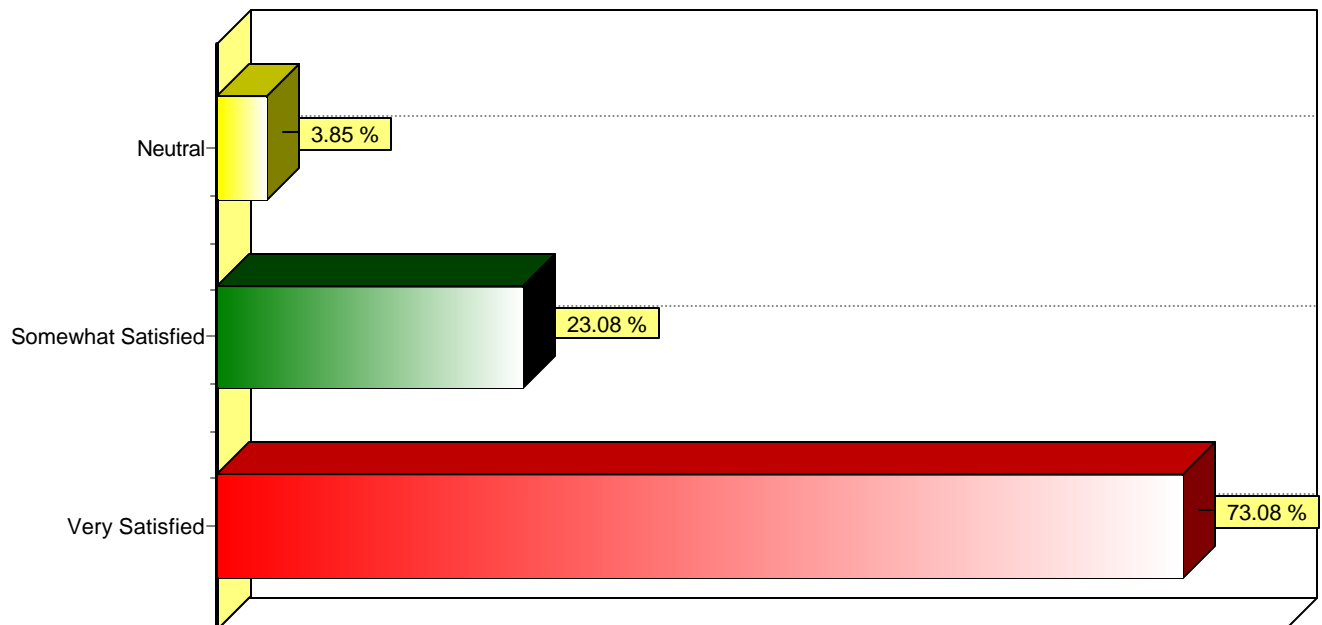
Bar Graphs

ABI Program Review--Family Survey

Adequacy of transition services (career development workshops and transitional counseling)



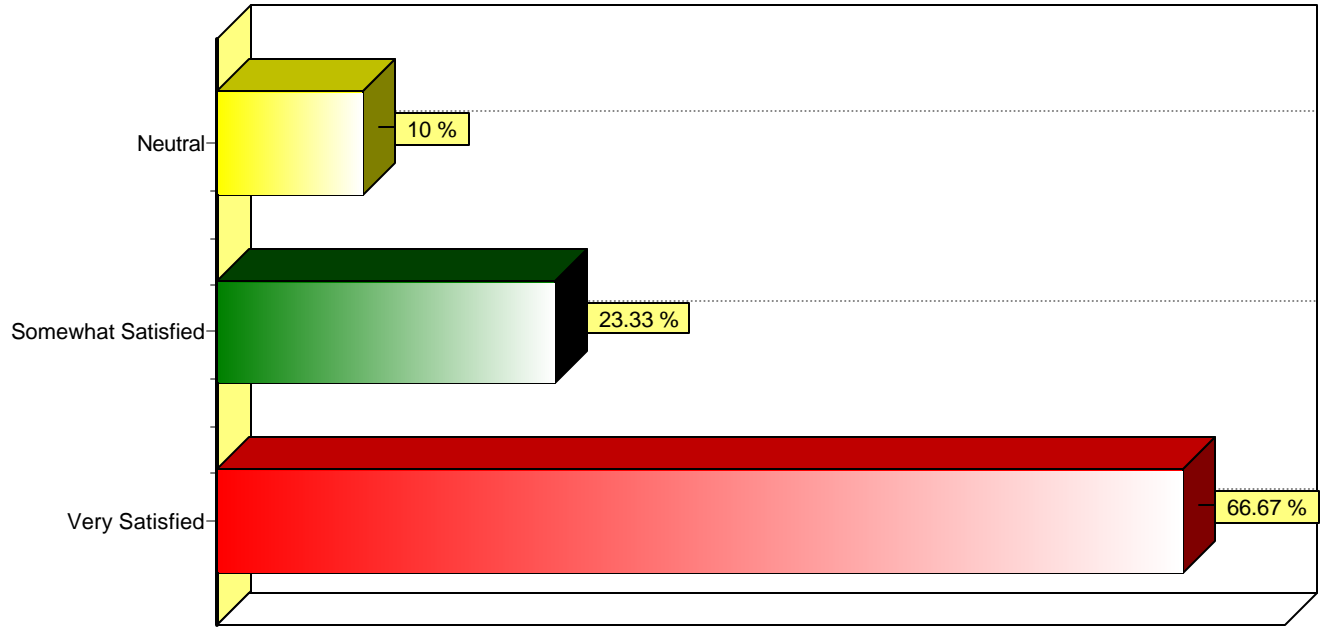
Overall quality of the program



Bar Graphs

ABI Program Review--Family Survey

Overall satisfaction with the program



Satisfaction with family member's progress

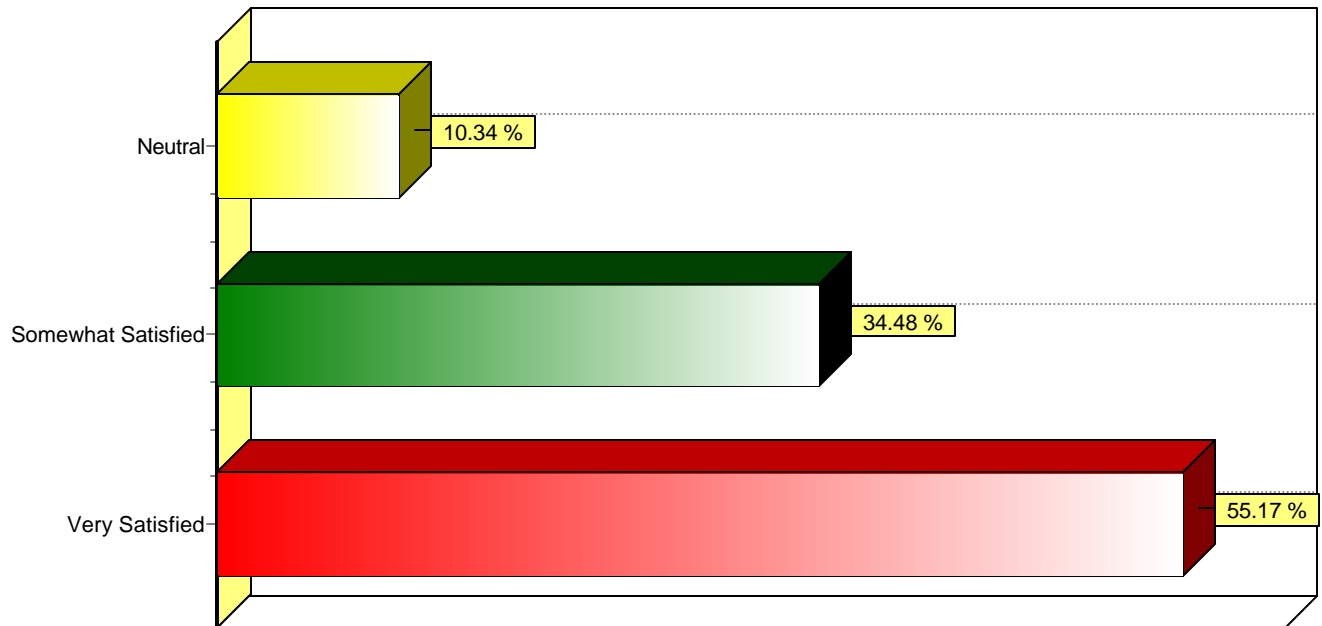


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Cumulative Count and Percent ABI Program Review--Professional Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Which best describes your profession?				
Psychologist or Neuropsychologist	3	33.33 %	3	33.33 %
Therapist (Speech, OT, PT, etc.)	1	11.11 %	4	44.44 %
Social Worker	2	22.22 %	6	66.67 %
Counselor	1	11.11 %	7	77.78 %
Other	2	22.22 %	9	100.00 %
Total Responses	9	100%	9	100%
How many clients/patients/students have you referred to Coastline's ABI Program in the past 5 years?				
None	1	11.11 %	1	11.11 %
2	1	11.11 %	2	22.22 %
4	1	11.11 %	3	33.33 %
5 or more	6	66.67 %	9	100.00 %
Total Responses	9	100%	9	100%
Relevance of the ABI Program classes to the vocational/academic or personal goals of the ABI population				
Very Satisfied	4	57.14 %	4	57.14 %
Somewhat Satisfied	2	28.57 %	6	85.71 %
Neutral	1	14.29 %	7	100.00 %
Total Responses	7	100%	7	100%
Scheduling of classes (time of day, length of class sessions, days of week)				
Very Satisfied	2	28.57 %	2	28.57 %
Somewhat Satisfied	3	42.86 %	5	71.43 %
Neutral	2	28.57 %	7	100.00 %
Total Responses	7	100%	7	100%
ABI Program's ability to facilitate use of compensation strategies				
Very Satisfied	4	50.00 %	4	50.00 %
Somewhat Satisfied	2	25.00 %	6	75.00 %
Neutral	2	25.00 %	8	100.00 %
Total Responses	8	100%	8	100%
ABI Program's ability to facilitate awareness of cognitive skills				
Very Satisfied	4	50.00 %	4	50.00 %
Somewhat Satisfied	3	37.50 %	7	87.50 %
Neutral	1	12.50 %	8	100.00 %
Total Responses	8	100%	8	100%
ABI Program's ability to facilitate psychosocial adjustment				
Very Satisfied	2	25.00 %	2	25.00 %
Somewhat Satisfied	4	50.00 %	6	75.00 %
Neutral	2	25.00 %	8	100.00 %
Total Responses	8	100%	8	100%

Cumulative Count and Percent

ABI Program Review--Professional Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Professionalism of faculty				
Very Satisfied	6	75.00 %	6	75.00 %
Somewhat Satisfied	1	12.50 %	7	87.50 %
Neutral	1	12.50 %	8	100.00 %
Total Responses	8	100%	8	100%
Helpfulness of office staff				
Very Satisfied	6	66.67 %	6	66.67 %
Somewhat Satisfied	1	11.11 %	7	77.78 %
Neutral	1	11.11 %	8	88.89 %
Somewhat Dissatisfied	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%
Communication between faculty/staff and yourself				
Very Satisfied	6	66.67 %	6	66.67 %
Neutral	2	22.22 %	8	88.89 %
Somewhat Dissatisfied	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%
Adequacy of counseling services				
Very Satisfied	4	57.14 %	4	57.14 %
Somewhat Satisfied	1	14.29 %	5	71.43 %
Neutral	1	14.29 %	6	85.71 %
Somewhat Dissatisfied	1	14.29 %	7	100.00 %
Total Responses	7	100%	7	100%
Adequacy of transition services (career development workshops and transitional counseling)				
Very Satisfied	2	28.57 %	2	28.57 %
Somewhat Satisfied	2	28.57 %	4	57.14 %
Neutral	2	28.57 %	6	85.71 %
Somewhat Dissatisfied	1	14.29 %	7	100.00 %
Total Responses	7	100%	7	100%
Convenience of program location				
Very Satisfied	2	25.00 %	2	25.00 %
Somewhat Satisfied	1	12.50 %	3	37.50 %
Neutral	2	25.00 %	5	62.50 %
Somewhat Dissatisfied	3	37.50 %	8	100.00 %
Total Responses	8	100%	8	100%
Overall quality of the program				
Very Satisfied	5	62.50 %	5	62.50 %
Somewhat Satisfied	2	25.00 %	7	87.50 %
Neutral	1	12.50 %	8	100.00 %
Total Responses	8	100%	8	100%

Cumulative Count and Percent

ABI Program Review--Professional Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Overall satisfaction with the program				
Very Satisfied	5	62.50 %	5	62.50 %
Somewhat Satisfied	2	25.00 %	7	87.50 %
Somewhat Dissatisfied	1	12.50 %	8	100.00 %
Total Responses	8	100%	8	100%

If, in the future, you had a client/patient/student who had an acquired brain injury and needed cognitive rehabilitation, how likely would you be to refer that individual to Coastline's ABI Program?

Very likely	6	66.67 %	6	66.67 %
Somewhat likely	2	22.22 %	8	88.89 %
Very unlikely	1	11.11 %	9	100.00 %
Total Responses	9	100%	9	100%

Listing of "other" Responses by Question

ABI Program Review--Professional Survey

Question: Which best describes your profession?

- Case Manager
- Service Provider

Text and Paragraph Responses by Question

ABI Program Review--Professional Survey

Question: Are there other courses or services that you would like the ABI Program to offer?

Integration of social events (sponsored by Coastline) on campus

Psyco/soc. issues related to sexual issues. Big need w/TBIs. Behavior modification classes--How to's. Caregiver support/survivor class--Transitioning into home, community, or work (Where do we go now after graduation...Resources)

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page, please explain your concerns.

Transportation issues and housing around school in Costa Mesa location are hard to find or do not exist.

I the [sic] programs enrollment requirement are to strict and out of touch with the ABI population in general.

Question: Do you have any other comments or recommendations?

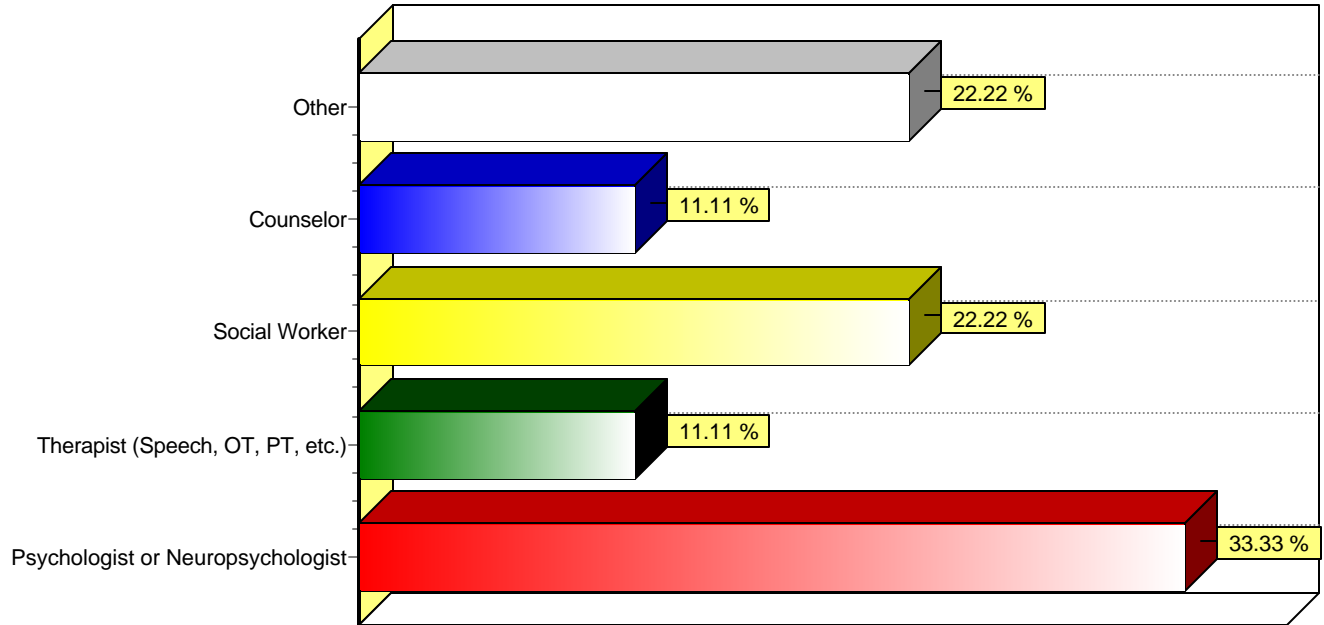
Great program. Very helpful and meaningful. So lucky to have ABI program in O.C.

The program needs to strengthen their placement program or acquire someone qualified to run one. A change in administration could give the program a much needed change in policy and outlook on better serving ABI.

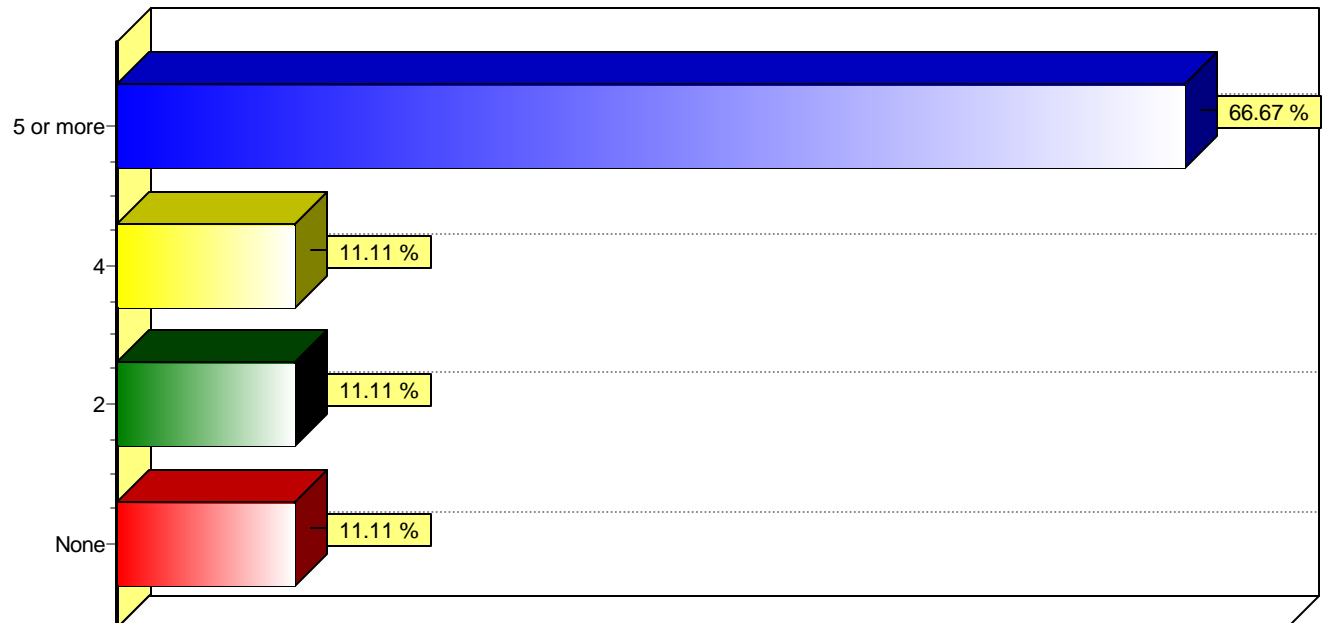
Bar Graphs

ABI Program Review--Professional Survey

Which best describes your profession?



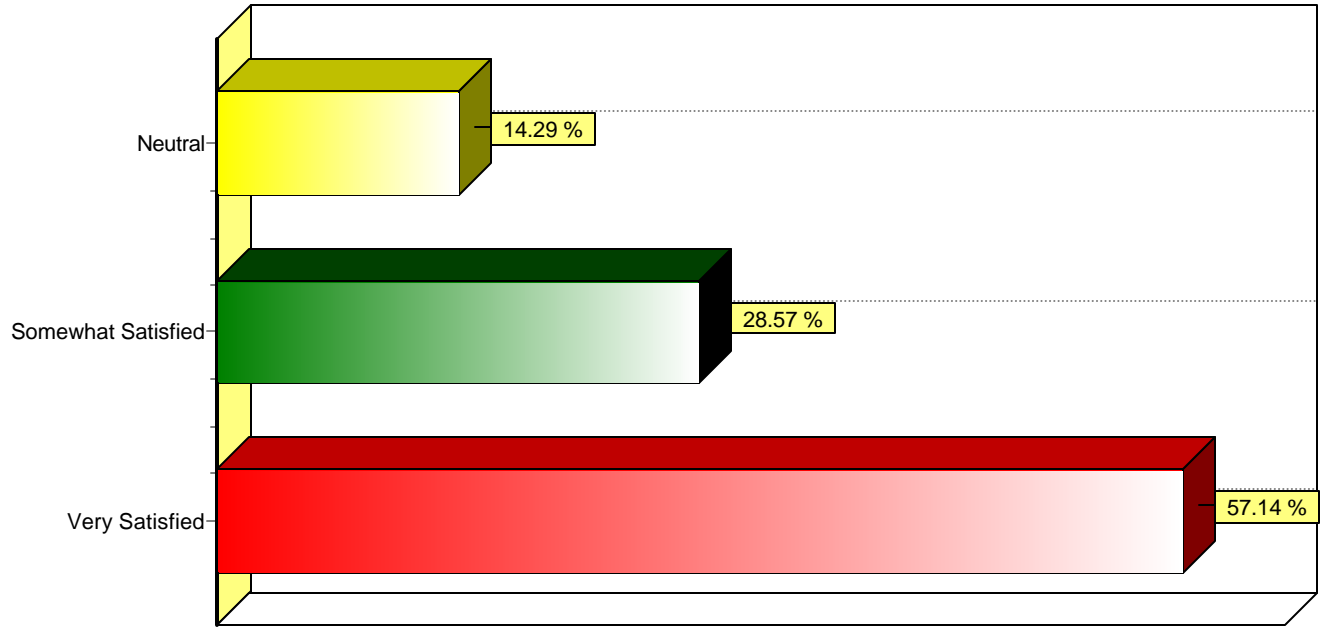
How many clients/patients/students have you referred to Coastline's ABI Program in the past 5 years?



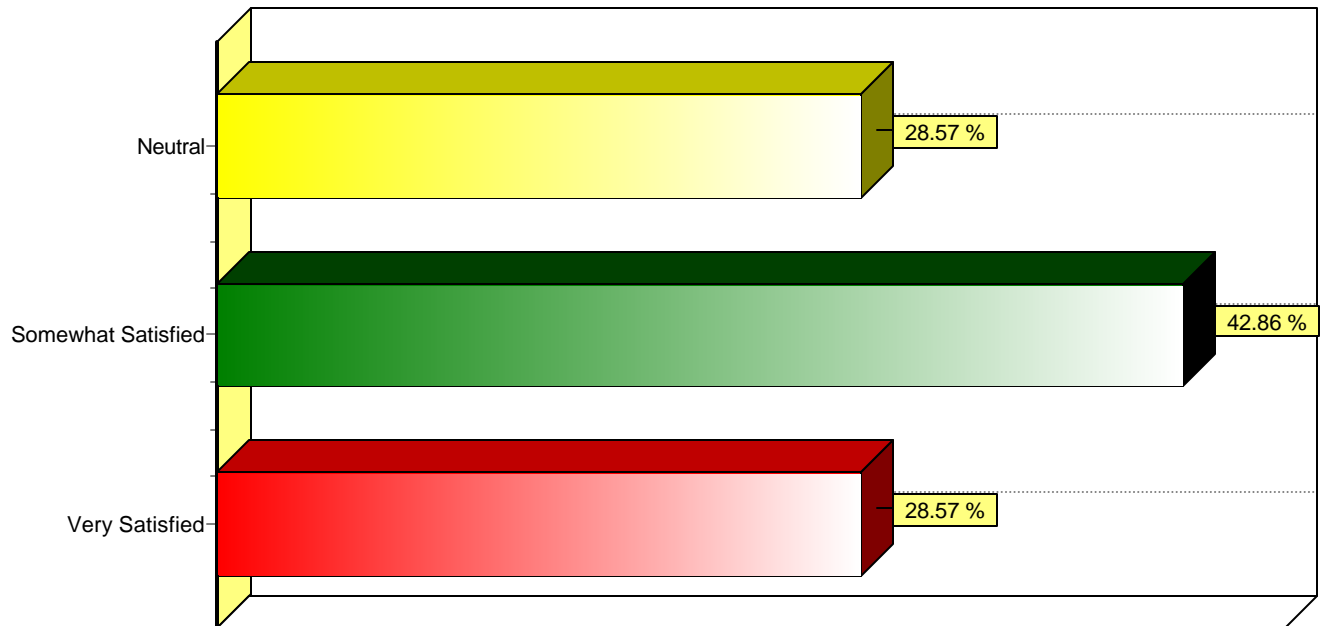
Bar Graphs

ABI Program Review--Professional Survey

Relevance of the ABI Program classes to the vocational/academic or personal goals of the ABI population



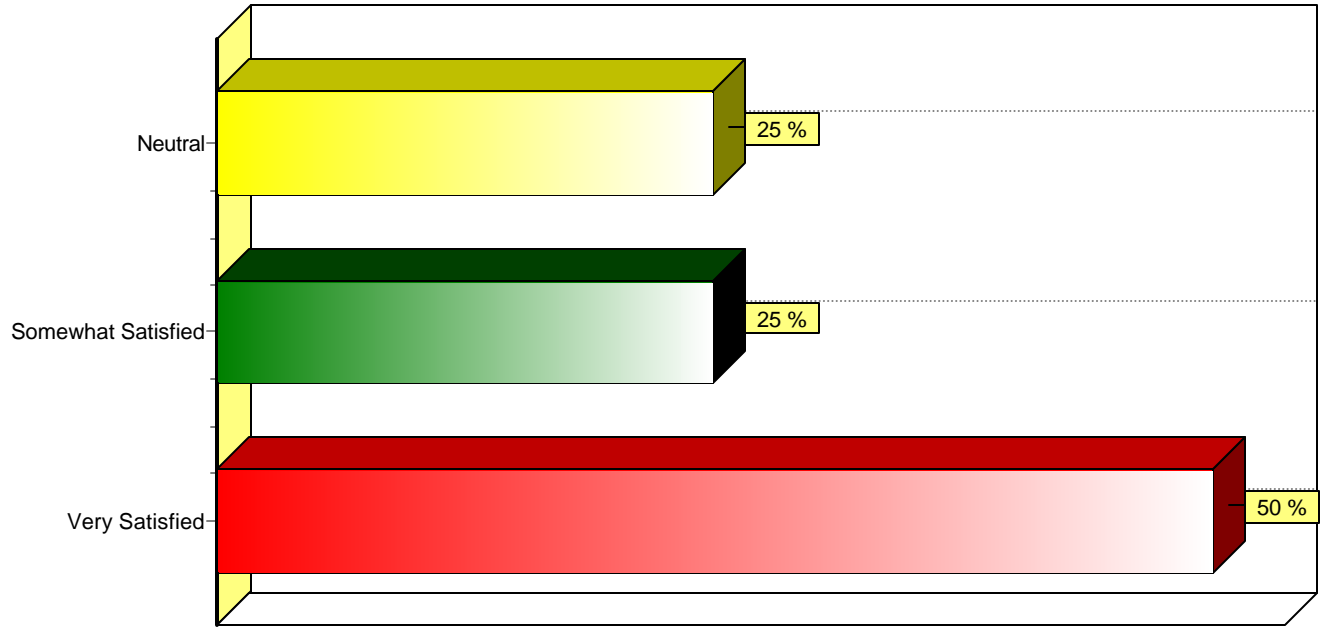
Scheduling of classes (time of day, length of class sessions, days of week)



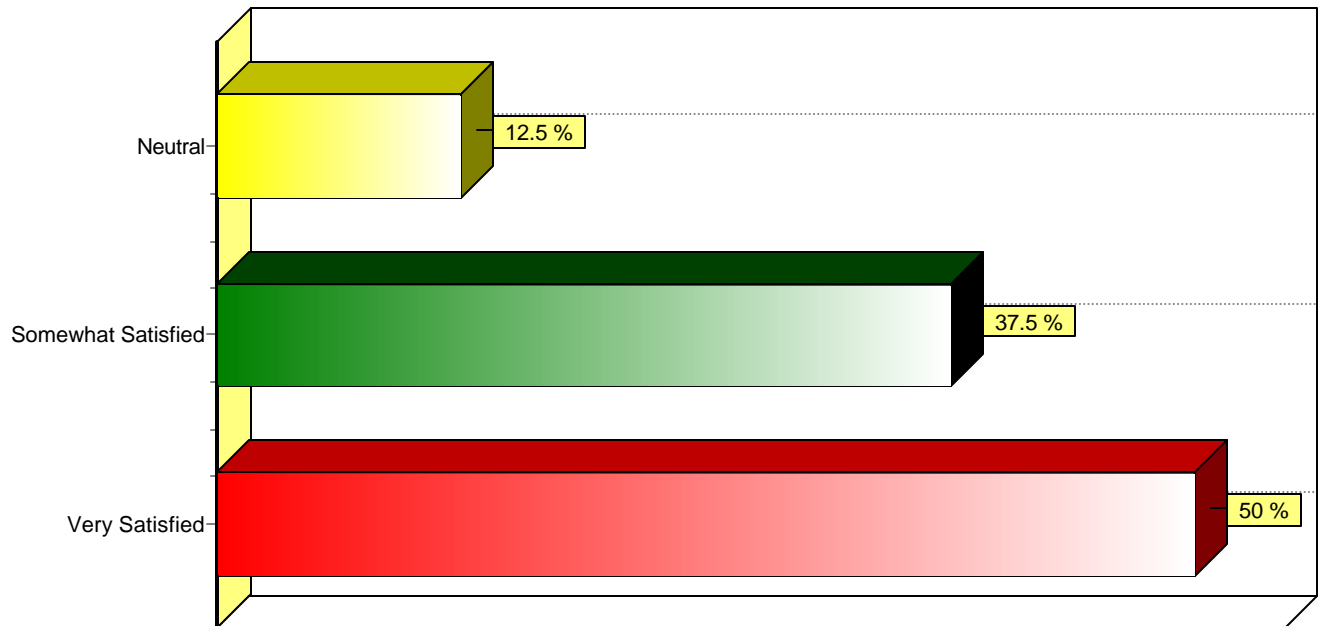
Bar Graphs

ABI Program Review--Professional Survey

ABI Program's ability to facilitate use of compensation strategies



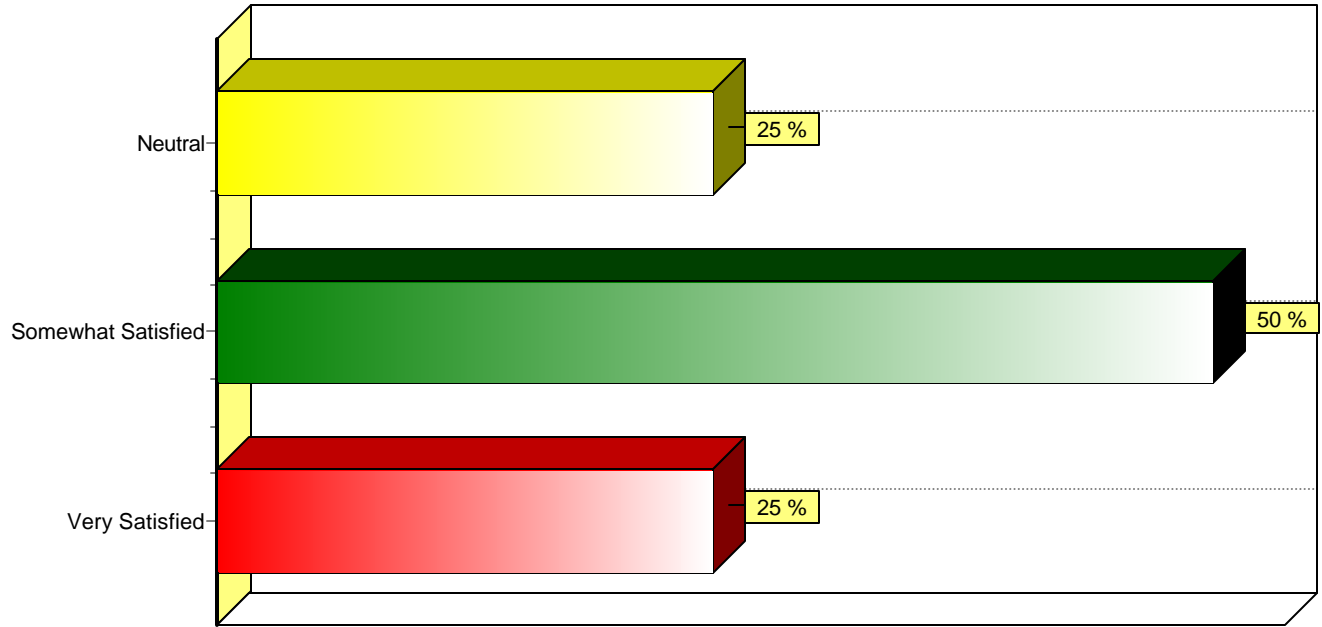
ABI Program's ability to facilitate awareness of cognitive skills



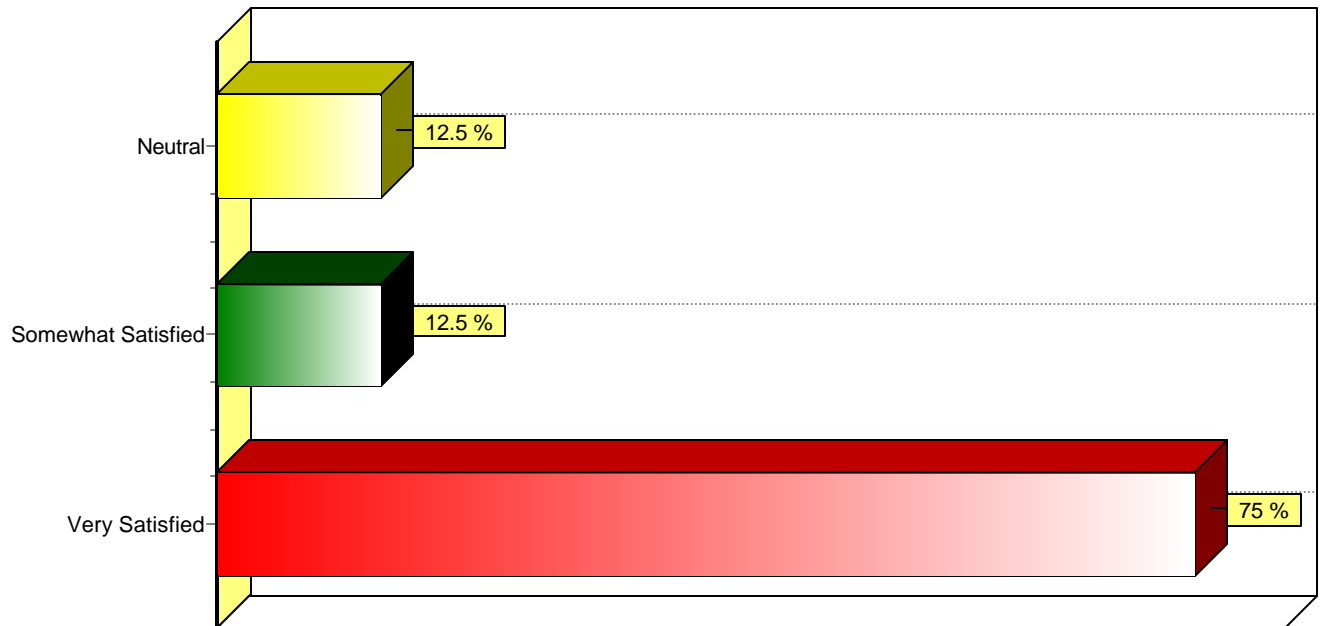
Bar Graphs

ABI Program Review--Professional Survey

ABI Program's ability to facilitate psychosocial adjustment



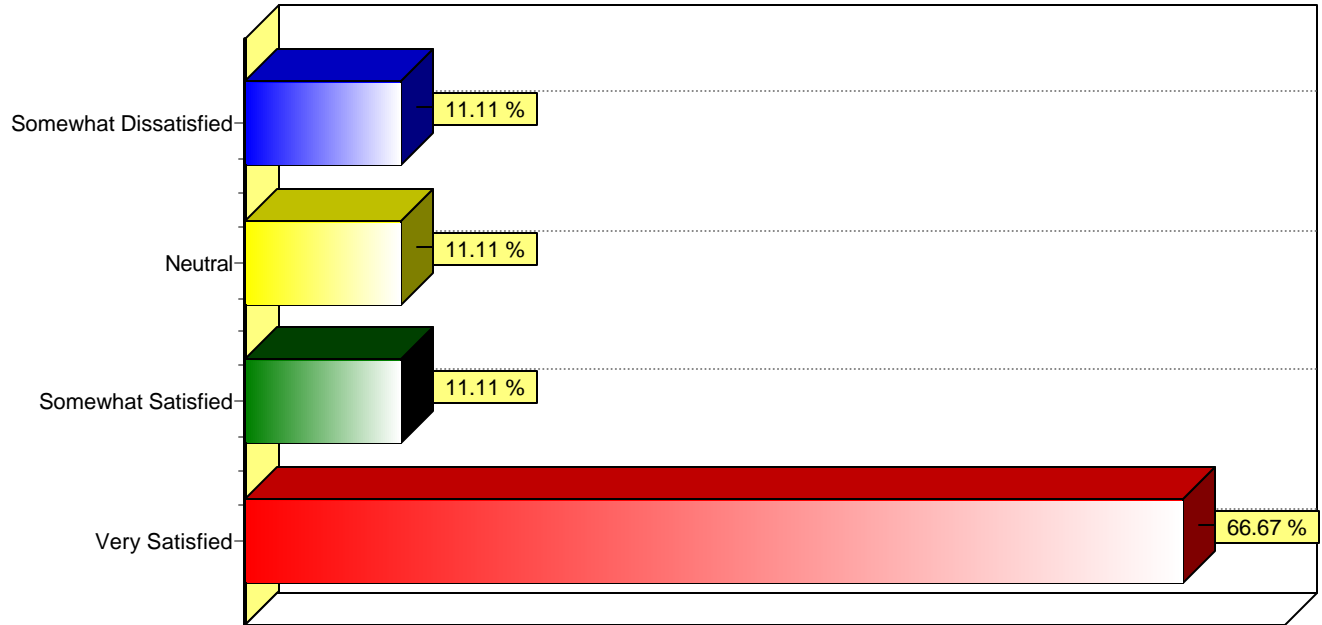
Professionalism of faculty



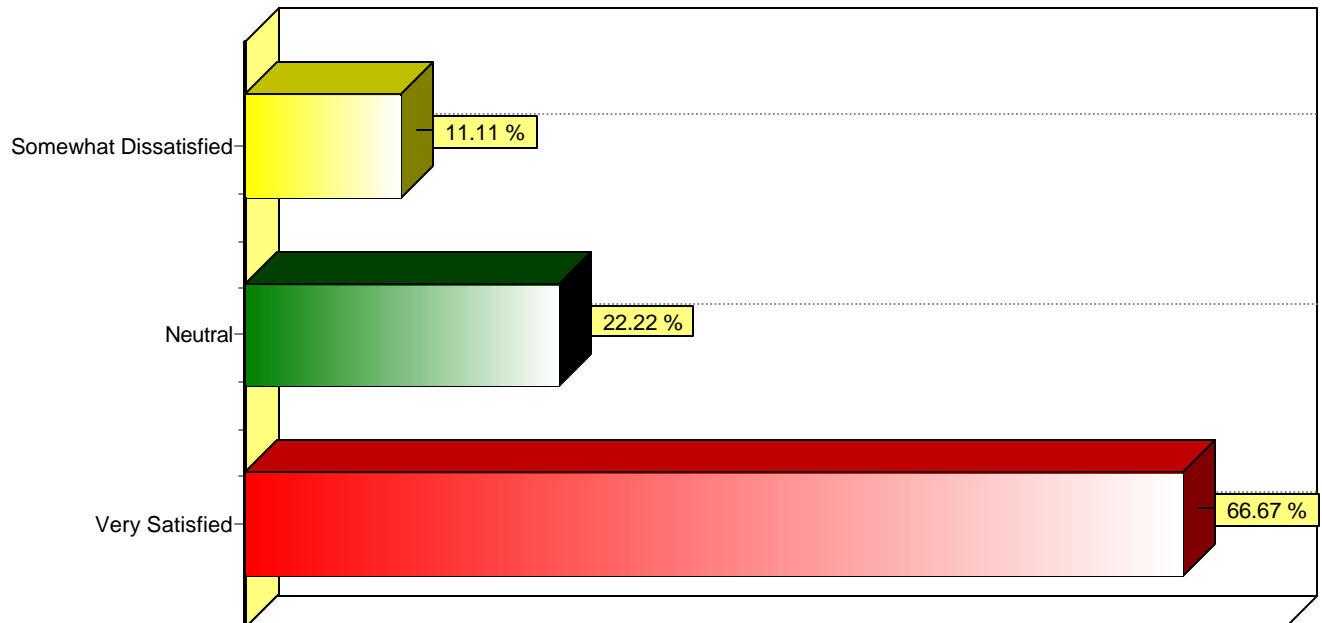
Bar Graphs

ABI Program Review--Professional Survey

Helpfulness of office staff



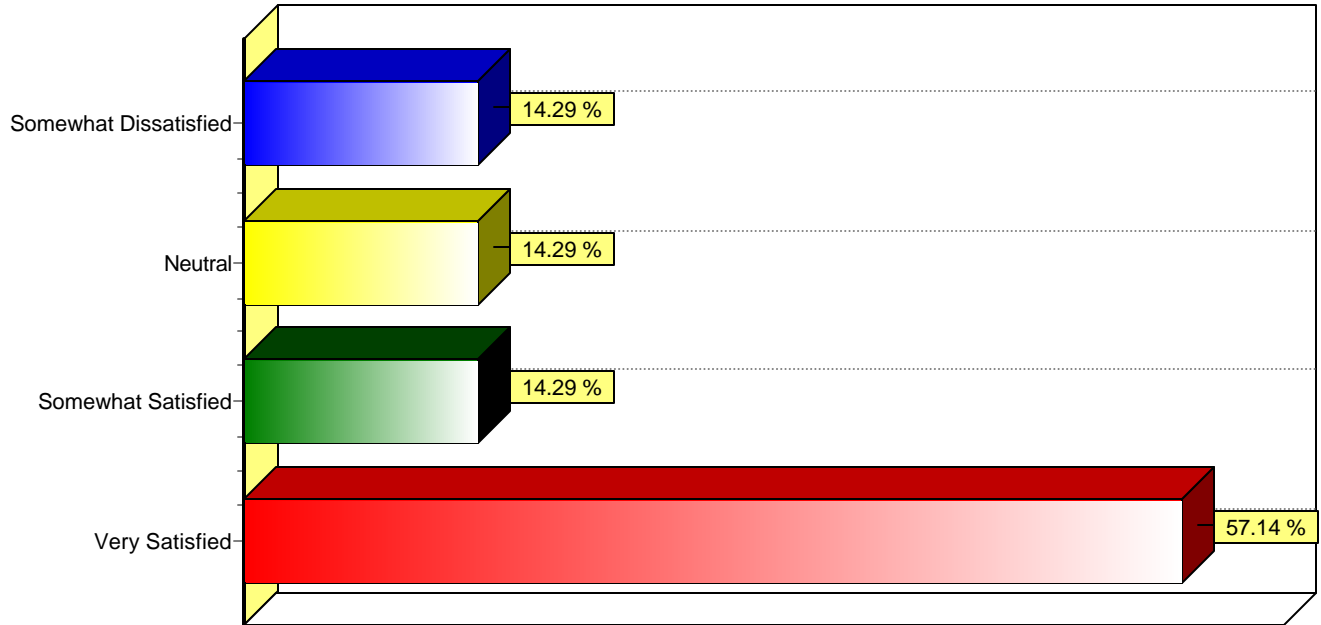
Communication between faculty/staff and yourself



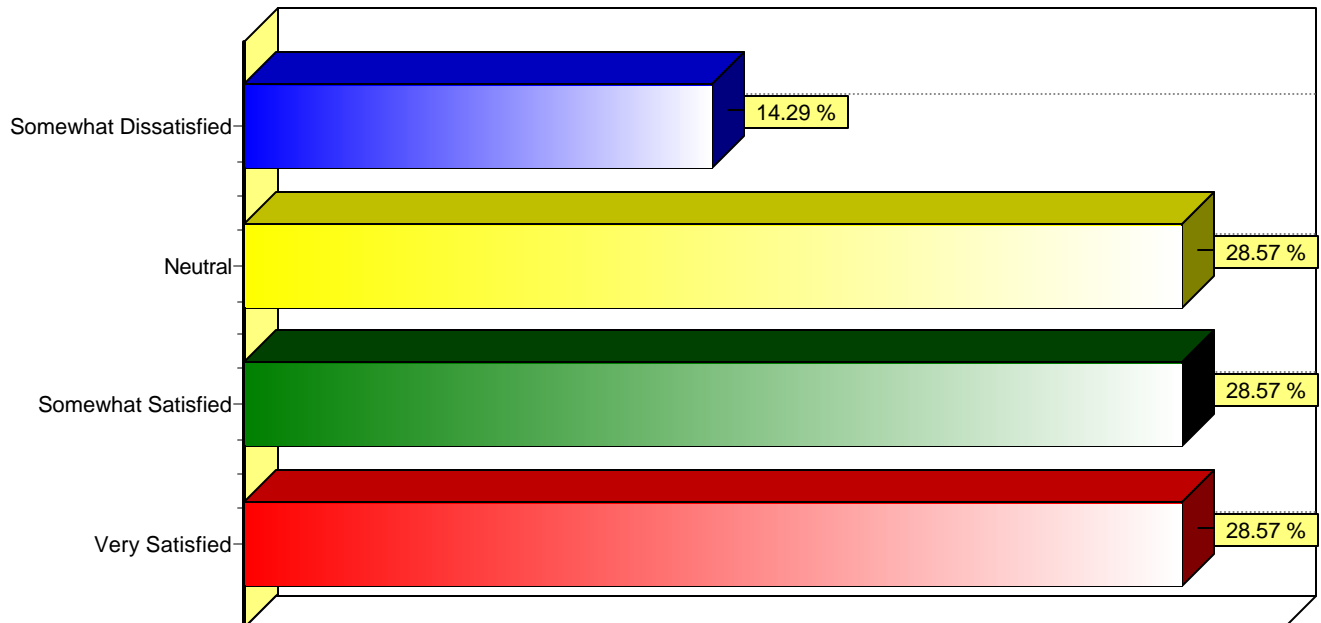
Bar Graphs

ABI Program Review--Professional Survey

Adequacy of counseling services



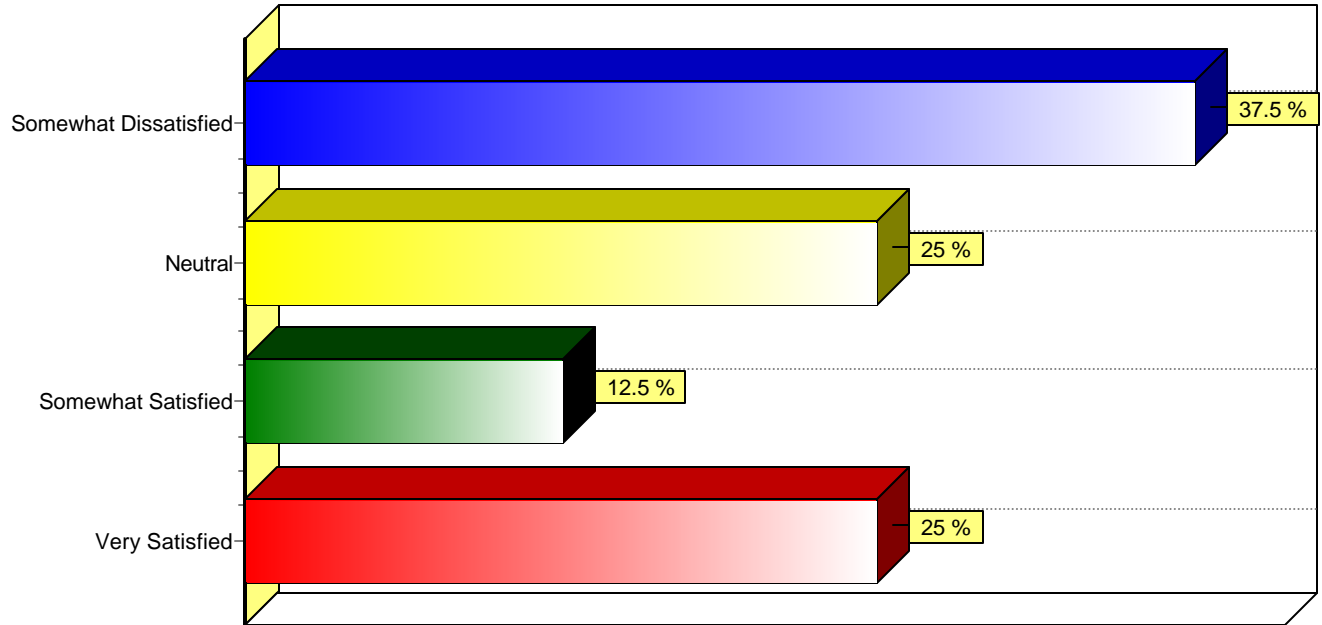
Adequacy of transition services (career development workshops and transitional counseling)



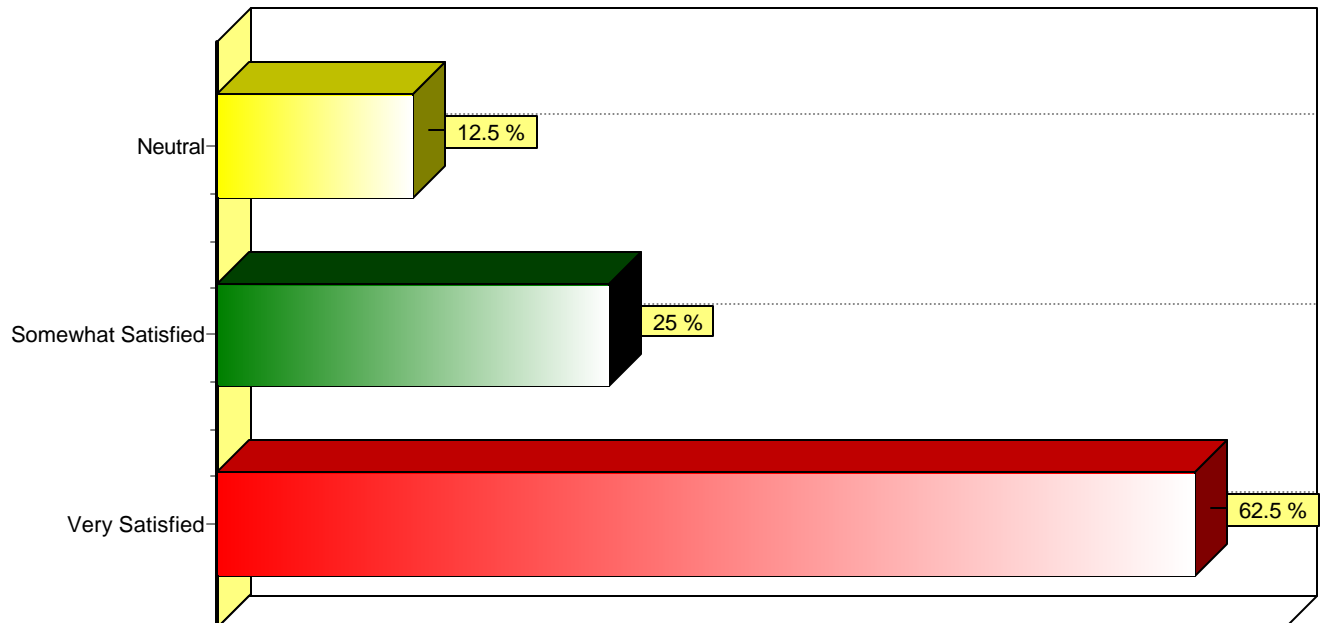
Bar Graphs

ABI Program Review--Professional Survey

Convenience of program location



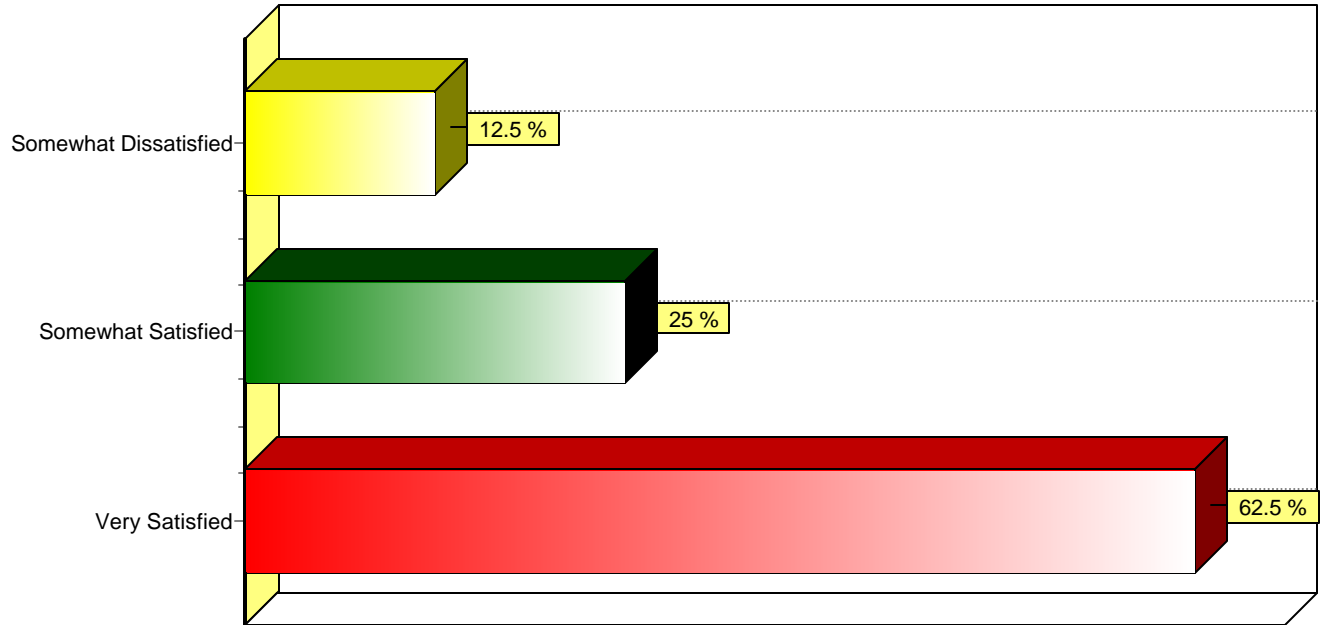
Overall quality of the program



Bar Graphs

ABI Program Review--Professional Survey

Overall satisfaction with the program



If, in the future, you had a client/patient/student who had an acquired brain injury and needed cognitive rehabilitation, how likely would you be to refer that individual to Coastline's ABI Program?

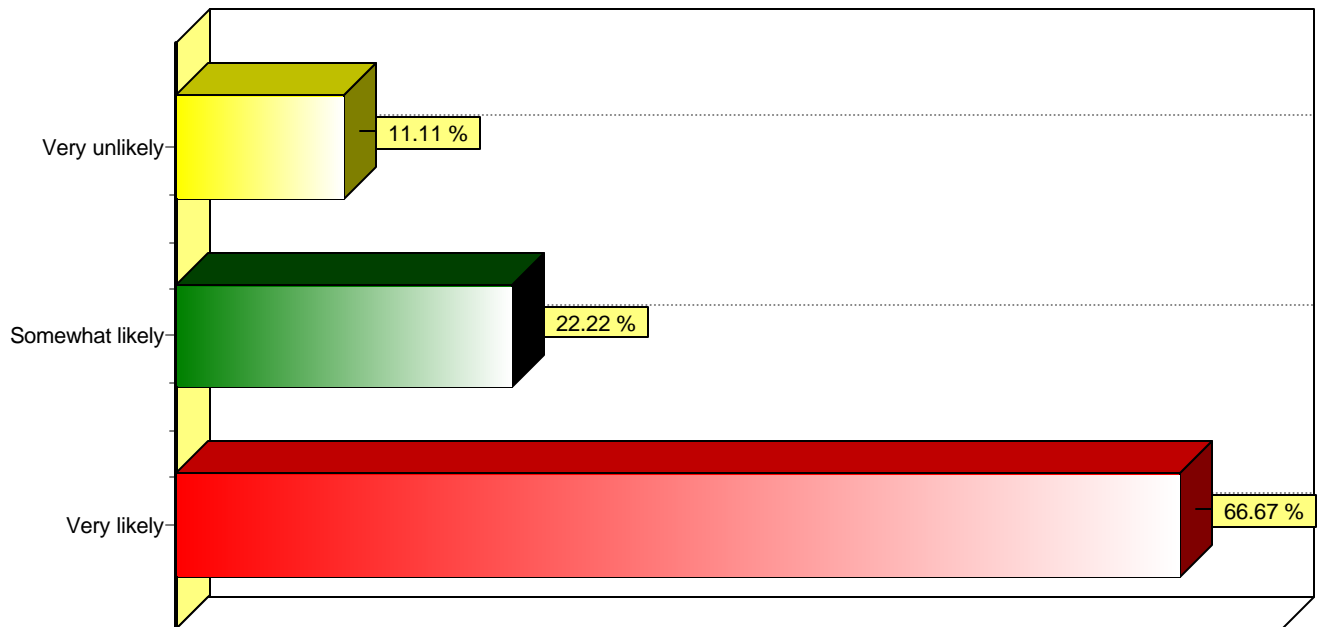


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Cumulative Count and Percent ABI Program Review--Student Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quality of instruction			Respondents: 53	
Very Satisfied	53	100.00 %	53	100.00 %
Somewhat Satisfied	12	100.00 %	65	541.67 %
Neutral	2	100.00 %	67	3350.00 %
Total Responses	67	100%	67	100%
Scheduling of classes (time of day, length of class sessions, days of week)			Respondents: 48	
Very Satisfied	48	100.00 %	48	100.00 %
Somewhat Satisfied	16	100.00 %	64	400.00 %
Neutral	1	100.00 %	65	6500.00 %
Somewhat Dissatisfied	1	100.00 %	66	6600.00 %
Total Responses	66	100%	66	100%
Relevance of ABI cognitive classes (Concepts and Applications) to your vocational, academic, or personal goals			Respondents: 38	
Very Satisfied	38	100.00 %	38	100.00 %
Somewhat Satisfied	22	100.00 %	60	272.73 %
Neutral	8	100.00 %	68	850.00 %
Total Responses	68	100%	68	100%
Relevance of ABI Psychosocial Class to your vocational/academic or personal goals			Respondents: 38	
Very Satisfied	38	100.00 %	38	100.00 %
Somewhat Satisfied	21	100.00 %	59	280.95 %
Neutral	6	100.00 %	65	1083.33 %
Somewhat Dissatisfied	2	100.00 %	67	3350.00 %
Total Responses	67	100%	67	100%
Relevance of ABI Computer Lab to your vocational/academic or personal goals			Respondents: 27	
Very Satisfied	27	100.00 %	27	100.00 %
Somewhat Satisfied	26	100.00 %	53	203.85 %
Neutral	7	100.00 %	60	857.14 %
Somewhat Dissatisfied	8	100.00 %	68	850.00 %
Total Responses	68	100%	68	100%
ABI Program's ability to facilitate use of compensation strategies			Respondents: 38	
Very Satisfied	38	100.00 %	38	100.00 %
Somewhat Satisfied	23	100.00 %	61	265.22 %
Neutral	5	100.00 %	66	1320.00 %
Somewhat Dissatisfied	1	100.00 %	67	6700.00 %
Total Responses	67	100%	67	100%
ABI Program's ability to facilitate awareness of cognitive skills			Respondents: 42	
Very Satisfied	42	100.00 %	42	100.00 %
Somewhat Satisfied	18	100.00 %	60	333.33 %
Neutral	7	100.00 %	67	957.14 %
Total Responses	67	100%	67	100%

Cumulative Count and Percent ABI Program Review--Student Survey

	Count	Percent	Cumulative Count	Cumulative Percent
ABI Program's ability to facilitate psychosocial adjustment			Respondents: 37	
Very Satisfied	37	100.00 %	37	100.00 %
Somewhat Satisfied	23	100.00 %	60	260.87 %
Neutral	5	100.00 %	65	1300.00 %
Somewhat Dissatisfied	1	100.00 %	66	6600.00 %
Total Responses	66	100%	66	100%
Availability of staff for one-on-one consultation			Respondents: 29	
Very Satisfied	29	100.00 %	29	100.00 %
Somewhat Satisfied	22	100.00 %	51	231.82 %
Neutral	5	100.00 %	56	1120.00 %
Somewhat Dissatisfied	2	100.00 %	58	2900.00 %
Very Dissatisfied	1	100.00 %	59	5900.00 %
Total Responses	59	100%	59	100%
Adequacy of counseling services			Respondents: 23	
Very Satisfied	23	100.00 %	23	100.00 %
Somewhat Satisfied	11	100.00 %	34	309.09 %
Neutral	7	100.00 %	41	585.71 %
Somewhat Dissatisfied	4	100.00 %	45	1125.00 %
Very Dissatisfied	1	100.00 %	46	4600.00 %
Total Responses	46	100%	46	100%
Adequacy of transition services (career development workshops and transitional counseling)			Respondents: 15	
Very Satisfied	15	100.00 %	15	100.00 %
Somewhat Satisfied	10	100.00 %	25	250.00 %
Neutral	8	100.00 %	33	412.50 %
Somewhat Dissatisfied	4	100.00 %	37	925.00 %
Very Dissatisfied	1	100.00 %	38	3800.00 %
Total Responses	38	100%	38	100%
Helpfulness of office staff			Respondents: 48	
Very Satisfied	48	100.00 %	48	100.00 %
Somewhat Satisfied	16	100.00 %	64	400.00 %
Neutral	1	100.00 %	65	6500.00 %
Total Responses	65	100%	65	100%
Overall quality of the ABI Program			Respondents: 47	
Very Satisfied	47	100.00 %	47	100.00 %
Somewhat Satisfied	18	100.00 %	65	361.11 %
Neutral	1	100.00 %	66	6600.00 %
Total Responses	66	100%	66	100%

Cumulative Count and Percent ABI Program Review--Student Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Your own success in the ABI Program			Respondents: 33	
Very Satisfied	33	100.00 %	33	100.00 %
Somewhat Satisfied	24	100.00 %	57	237.50 %
Neutral	6	100.00 %	63	1050.00 %
Total Responses	63	100%	63	100%
Quality of classroom computers			Respondents: 47	
Very Satisfied	47	100.00 %	47	100.00 %
Somewhat Satisfied	11	100.00 %	58	527.27 %
Neutral	5	100.00 %	63	1260.00 %
Somewhat Dissatisfied	3	100.00 %	66	2200.00 %
Total Responses	66	100%	66	100%
Adequacy of computer classroom (noise level, space, proximity of computers)			Respondents: 23	
Very Satisfied	23	100.00 %	23	100.00 %
Somewhat Satisfied	29	100.00 %	52	179.31 %
Neutral	6	100.00 %	58	966.67 %
Somewhat Dissatisfied	8	100.00 %	66	825.00 %
Very Dissatisfied	1	100.00 %	67	6700.00 %
Total Responses	67	100%	67	100%
Relevance of software			Respondents: 26	
Very Satisfied	26	100.00 %	26	100.00 %
Somewhat Satisfied	19	100.00 %	45	236.84 %
Neutral	7	100.00 %	52	742.86 %
Somewhat Dissatisfied	2	100.00 %	54	2700.00 %
Total Responses	54	100%	54	100%
Quantity of software			Respondents: 30	
Very Satisfied	30	100.00 %	30	100.00 %
Somewhat Satisfied	22	100.00 %	52	236.36 %
Neutral	11	100.00 %	63	572.73 %
Somewhat Dissatisfied	2	100.00 %	65	3250.00 %
Total Responses	65	100%	65	100%
Quality/comfort of classroom chairs			Respondents: 32	
Very Satisfied	32	100.00 %	32	100.00 %
Somewhat Satisfied	13	100.00 %	45	346.15 %
Neutral	13	100.00 %	58	446.15 %
Somewhat Dissatisfied	9	100.00 %	67	744.44 %
Total Responses	67	100%	67	100%

Cumulative Count and Percent ABI Program Review--Student Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quality/comfort of desks			Respondents: 36	
Very Satisfied	36	100.00 %	36	100.00 %
Somewhat Satisfied	15	100.00 %	51	340.00 %
Neutral	10	100.00 %	61	610.00 %
Somewhat Dissatisfied	4	100.00 %	65	1625.00 %
Very Dissatisfied	1	100.00 %	66	6600.00 %
Total Responses	66	100%	66	100%
Quality of whiteboards in classrooms			Respondents: 30	
Very Satisfied	30	100.00 %	30	100.00 %
Somewhat Satisfied	11	100.00 %	41	372.73 %
Neutral	11	100.00 %	52	472.73 %
Somewhat Dissatisfied	4	100.00 %	56	1400.00 %
Very Dissatisfied	3	100.00 %	59	1966.67 %
Total Responses	59	100%	59	100%
Adequacy of lighting in classrooms			Respondents: 33	
Very Satisfied	33	100.00 %	33	100.00 %
Somewhat Satisfied	17	100.00 %	50	294.12 %
Neutral	12	100.00 %	62	516.67 %
Somewhat Dissatisfied	2	100.00 %	64	3200.00 %
Very Dissatisfied	2	100.00 %	66	3300.00 %
Total Responses	66	100%	66	100%
Quality of classroom maintenance (cleanliness)			Respondents: 24	
Very Satisfied	24	100.00 %	24	100.00 %
Somewhat Satisfied	17	100.00 %	41	241.18 %
Neutral	11	100.00 %	52	472.73 %
Somewhat Dissatisfied	7	100.00 %	59	842.86 %
Very Dissatisfied	7	100.00 %	66	942.86 %
Total Responses	66	100%	66	100%

Count and Percent

ABI Program Review--Student Survey

Count Percent

What is your primary language (the language you are most comfortable speaking, reading, or writing)?

(Not Answered)	2	3.08 %
English	62	95.38 %
Other	1	1.54 %

Total Responses	65	100%
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What is your ethnicity?

(Not Answered)	3	4.41 %
African-American	3	4.41 %
Asian: Other	5	7.35 %
Hispanic	4	5.88 %
White	52	76.47 %
Other	1	1.47 %

Total Responses	68	100%
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Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: Are there other courses or services that you would like the ABI Program to offer?

Speech classes. Food on campus. Del Taco restaurant on campus. McDonalds. Workout classes.

I would like transportation services, exercise class.

Classes/services that help me learn to talk/say words better. Transportation services--offer. Exercise classes--offer. Have an aide sitting beside everyone in each class.

Driving and Starbucks on campus.

Course on recovering or regaining license for driving.

We need to develop a network with the local hospitals and the doctors (neurologist) to work side by side with the ABI Program

Yes. Gym, cafeteria, library.

Programming languages (Fortran, especially)

Simple math, budgeting, consumer math, better transportation alternatives

Continuation of work club

Speech--12:30-1:30 p.m., twice.

A course that specifically focuses simply on the brain.

Claudie Osborn's gadgets for assisting memory.

A math course in the program

Speech and language program/speech pathologist. Sign language course.

Speech

Maybe a course in history that instills remembering different names of terms, groups, or religions.

Something physical

Art

Would like to get more computer training.

Career/college transition class--1 hr/1 day-a-week

Physical type of courses to improve our physical body.

I would like some training in the use of computers.

Relaxation/anxiety reduction, which would also relate to concentration and ability to get more out of the other classes.

Physical exercise (stretch/tone); meditation

Make more well know what's available.

On site applications of daily tasks--kitchen, household. Workshops--i.e., crafts--sequencing, following directions, motor skills. A resource guide for students and family--local services that aren't addressed in the program, but may be a post BI issue--Medicare, SSI, transportation, etc.

A physical fitness program would be very helpful in students' recovery.

None. The two year length allows for all subjects to be covered. A condensed scheduled course be developed for those not severely injured and anxious to return to work. Create alternate curriculum tracks: 24 month, 12 month, 6 month.

You are the best judge of what we need. I have a lot of trust.

More services/support groups for the family of the students.

Awareness and importance of transitional goals earlier on in school year/program.

One more (additional) memory class

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: Are there other courses or services that you would like the ABI Program to offer?

Math

Tracy Goldberg's planning book class--great

Taller computer desks and higher monitors. They should do the review every year.

I would like it if we concentrated more on memory, especially reading comprehension.

Adaptive physical education

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or above, please explain your concerns.

Work space and noise level in comp area.

Classrooms are not kept clean.

After CABI your pretty much left alone on what to do.

The career development workshop needs to expand upon the what to do and when to go after it has given us the testing. Tell me about what the Departmnt of Rehab can do for me--tell me about One Stop--Internet sites that tell me about employment, etc.

Could use more computer programs.

The classrooms are unclean.

There were no boxes marked somewhat [dis]satisfied or very dissatisfied. Hense, my happiness at this program.

The noise level in the computer lab, the amount of space is very carmped, the proximity of the computers is too close, the cleanliess of the non-computer computer [sic] classroom is very poor.

I wrote me reasons on the questions. [Re: Transition Service--"I wish this could be a regular class--more time than a workshop." Re: Adequacy of computer classroom: "I wish we could have assigned computers; I find it's difficult when someone decides to move what I'm on is not always on another class." Re: Adequacy of classroom maintenance: "The custodian does not sweep or wash the floor much."

Quality of classroom maintenance (cleanliness). A lot of time, I'm almost disgusted because the desks aren't [unreadable] out. Quality of comfort with both chairs and desks could be improved making the desk more of a separate from the other ones. The noise level gets very distracting. I would like more of a one to one time.

Scheduling--long day for those of us who have to travel far to get here, especially those with kids. Would be nice to have some more flexible schedule options beyong the transition. Flex plans. Counseling--Need more counselors so I'm not stuck on waiting list. Chairs--Very uncomfortable. I'm probably not the only one with orthopedic problems in addition to head injury. We don't all need "comfy chairs" that there are 2 or 3 of, but better than the regular chairs.

Psycho/Soc--tends to process too much. Computers--need to track activities and specific injury needs. Classrooms--no computers, chairs very stiff, floors/tables dirty, walls need paint.

Field trips.

Too bright in the computer lab. Also, the white boards reflex the floresent lights--glare. I think the maintenance staff does a great job, but the students don't pick up after themselves!

Quality of cleanliness has gone way down. There are crumbs and debris on the floor for several months. The restrooms are also not being kept up as well as last year. Chairs are hard on people with back injuries.

I would like to have more to target me to return to work.

The computer lab can be very noise at times.

There was a time I need one-on-one counseling and it never came to be. Some dropped the ball with me. I know this doesn't always happen because I see others receiving individual counseling.

Room 8 is filthy. The floors are never swept. The table tops are grimey. Is this room EVER cleaned?

White boards are very disruptive to my neurological self. Headache, nausea, painful to look at cause my system is on "edge." Flourescent lights are also disruptive to

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or above, please explain your concerns.

neurological vestibular SPH.

No organized computer use, a lot of surfing the net, solitaire, and whatever you want to do.

Ants in the class room. It's never mopped or swept. I feel like a test rat when it comes to counseling. The change of counselors doesn't help. We are people not rats. No help finding counselor for academic problems to go back to main stream college. [Re: counseling:] Really sucks.

It seems that our instructors get annoyed with the whiteboards and the markers. I also hope we can increase the counseling staff. I am in great need of one.

Helping others in comp. lab.

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: Do you have any other comments or recommendations?

Brenda helps me talk better.

Making sure the aides are here to help. I would like to drink in class.

I like being a part of the ABI Program and having responsibilities. I like having an aide beside me in class.

I believe the staff is very professional, patient, compassionate, and well informed in their fields. I will achieve my [sentence unfinished].

Very satisfied.

More programming languages, especially Fortran

Build a roof for shade and protection from rain over bench for waiting for access in parking, a shaded bus bench or two.

I would like to see more of a transition after graduation--I feel that there should be a 2 days a week offered to graduates for at least 6 months or maybe longer--after graduation 1 day a month is not enough!!!

Because so little is known about ABI, I would work on making what is available to ABI survivors more publicized [sic] and well known.

Class in Osborn's memory gadgets. The one on one meeting with the instructor has input from 3 teachers but we cannot interact with them.

Not at this time.

The ABI Program is a wonderful place to heal and to grow; filled with wonderful, caring people who make the whole process a most incredible experience. And the fellowships with the students allows us to bond in very unique and supportive ways. Thanks, ABI.

I wish to have more adapted technologies.

Access to neuro physical therapist to discuss exercise programs. I'm too new to comment on some of these.

No, just to keep up the fantastic work that has been going on. My experience here has been great! From socializing with new people, to learning new key on a computer keyboard.

The program should provide a class overview for all of the classes in the program for the entire two year schedule. So one could come to understand how it all links together.

My teacher Tracy Goldberg is a very beautiful human being and I really love her.

Great job everyone!

Waiting list for consultation--waiting period? Need explanation or response after application for counseling. Could we have more counselors? Bathroom cleanliness. [Re: transition workshops:] I wish this could be a regular class--more than workshop.

MORE COUNSELORS!! Too many waiting for help for too long. I was lucky and got help early.

It's a good school.

More promotions about this program to rehab. hospitals/doctors.

I felt I was better off doing the memory curriculum on my own.

Tracy Goldberg is outstanding in all aspects of her job.

I am surprised at how much I've learned. As a former college teacher, I recognize effective learning and assessment. Tracy receives an "A" in both areas.

I think we would all be helped by a yoga class on Tuesdays at 1:00 or 1:30 or 2:00. This would help blood get to brain and help with balance, etc. We could practice at home on the other days.

Fire your cleaning crew and hire a new one.

Staff, keep up good work. Knowledge staff is willing to [slave?] helps a lot.

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: Do you have any other comments or recommendations?

I'm very pleased with my progress. I feel frustrated I don't have time to talk with my main teacher--Zina--she is an excellent teacher.

Give Jim from counseling a raise.

No I think they no what do better [sic].

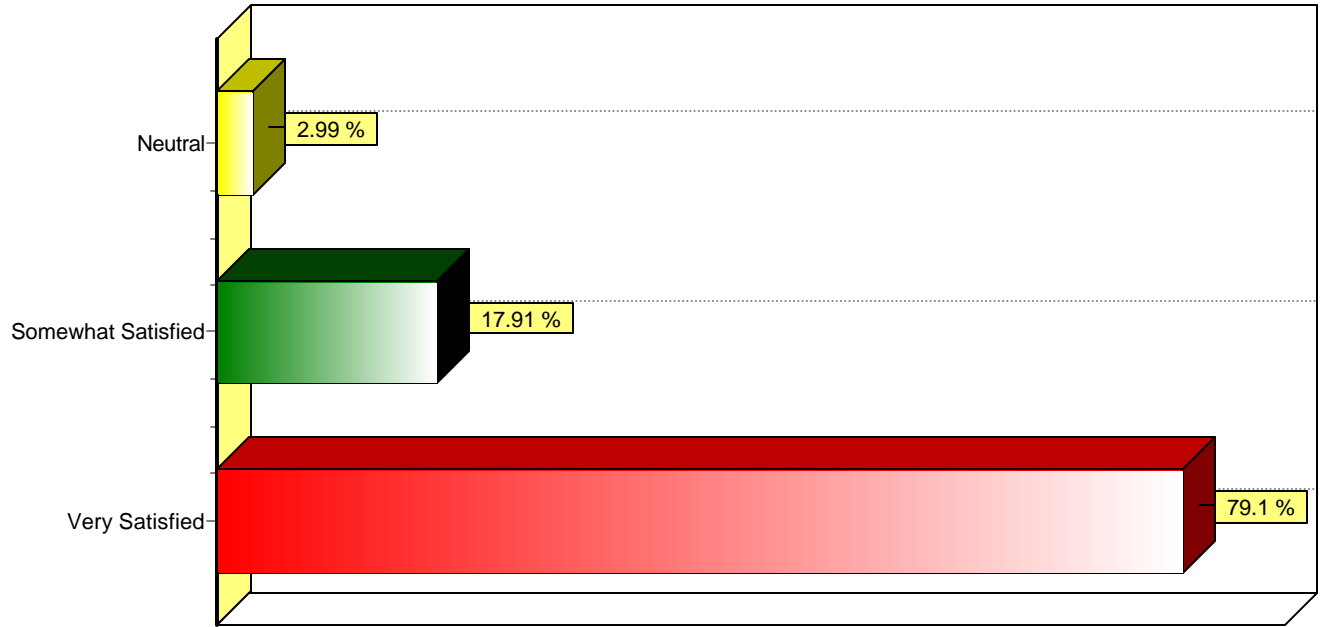
Michelle Wild, Kim Peterson--great. Student and family participation--good. Celeste Ryan--good. Zina Manneh/Boratynec--great.

Wight boards was a bad move. You should have asked the students. (It's blinding.) Herts the eyes.

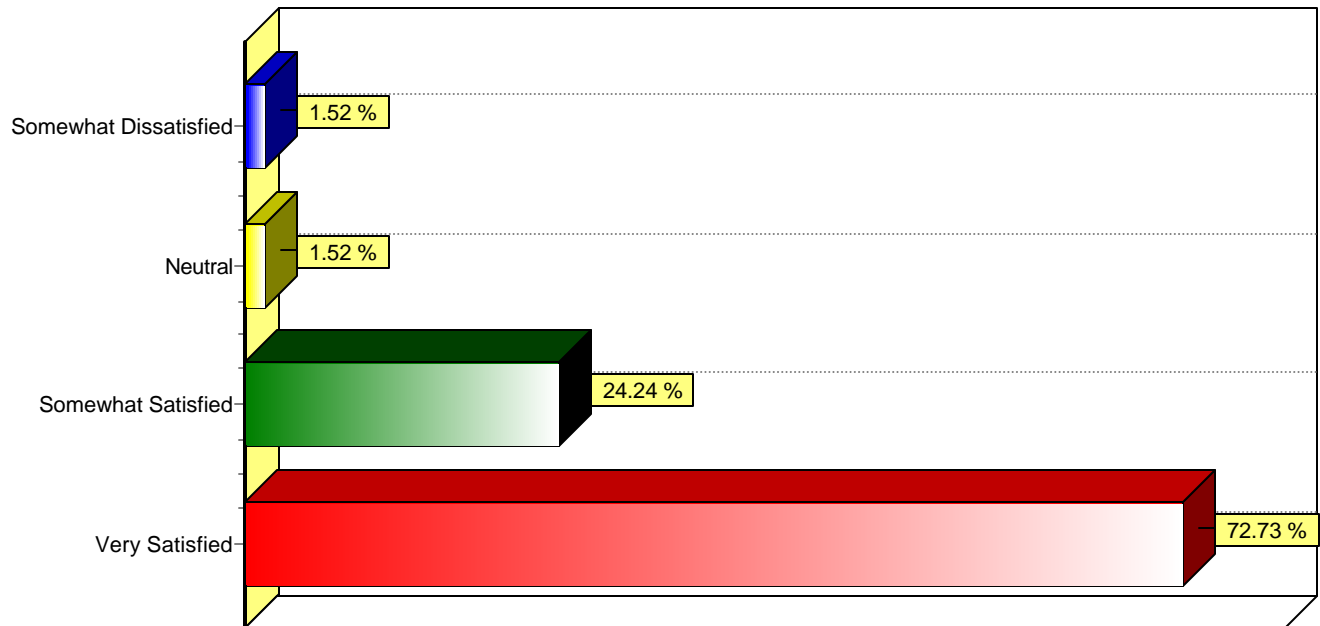
Bar Graphs

ABI Program Review--Student Survey

Quality of instruction



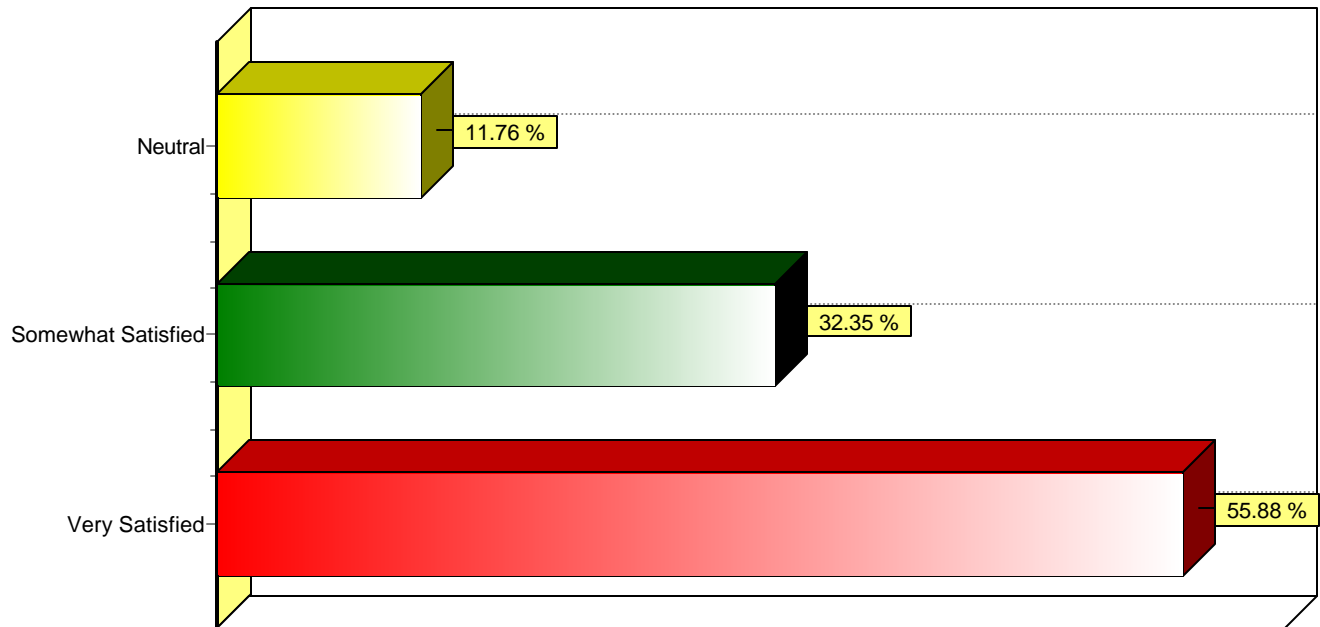
Scheduling of classes (time of day, length of class sessions, days of week)



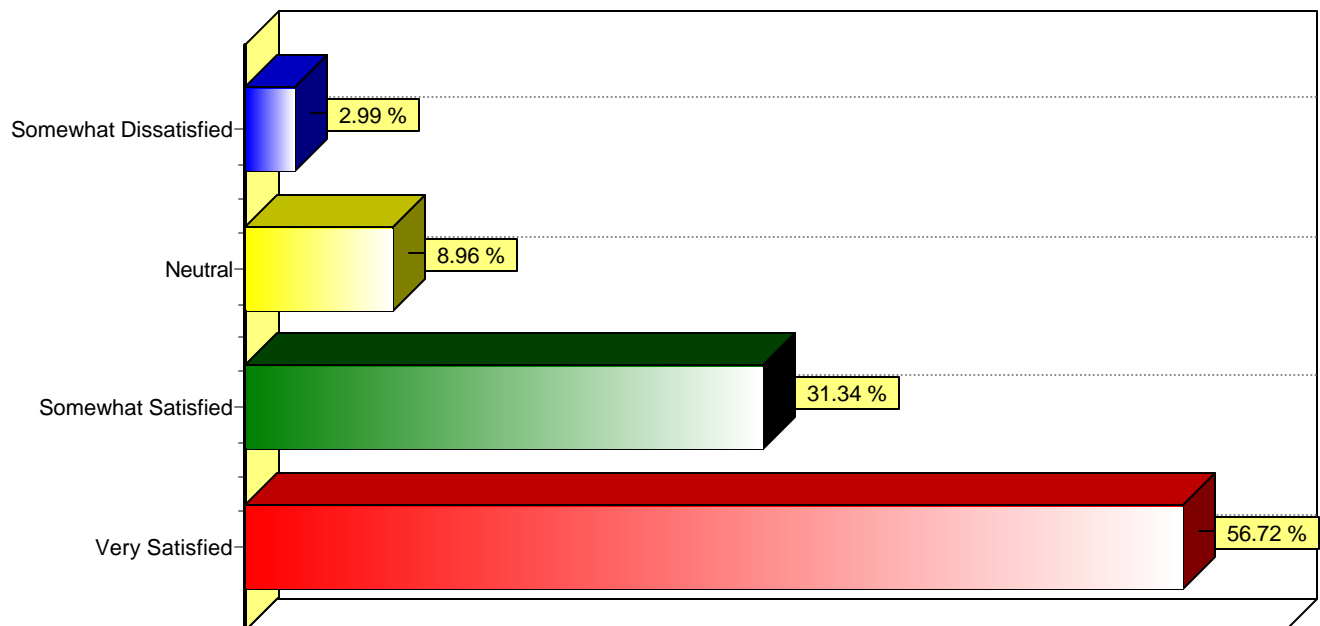
Bar Graphs

ABI Program Review--Student Survey

Relevance of ABI cognitive classes (Concepts and Applications) to your vocational, academic, or personal goals



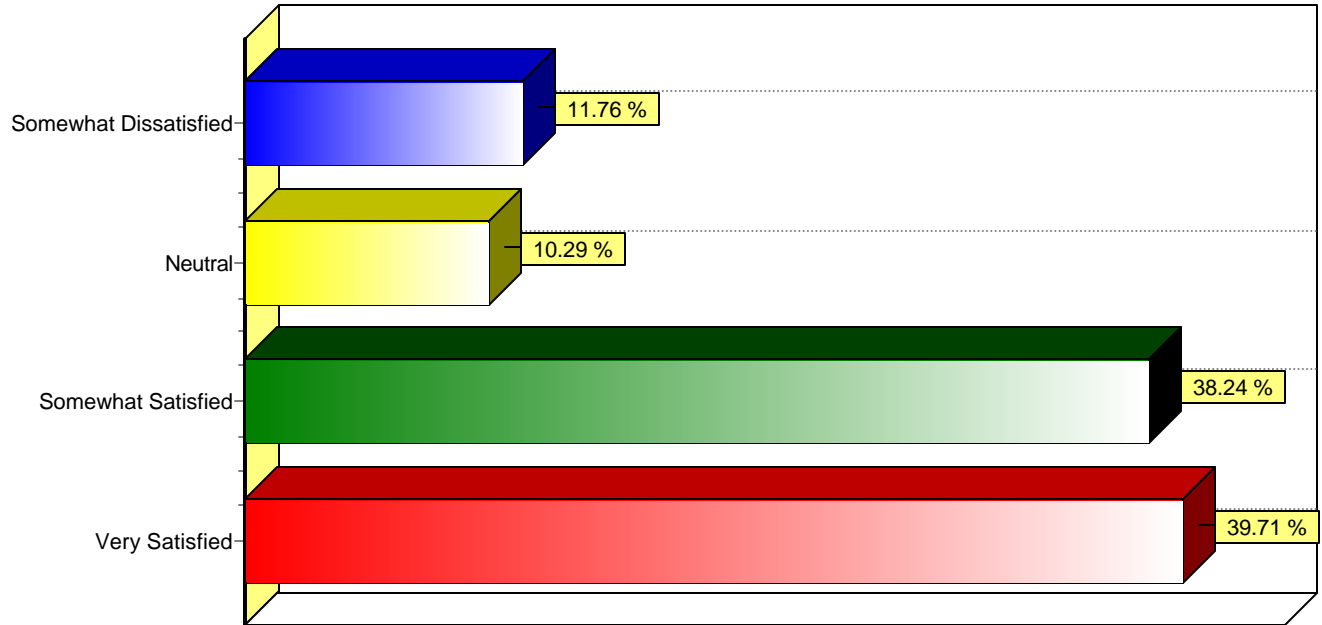
Relevance of ABI Psychosocial Class to your vocational/academic or personal goals



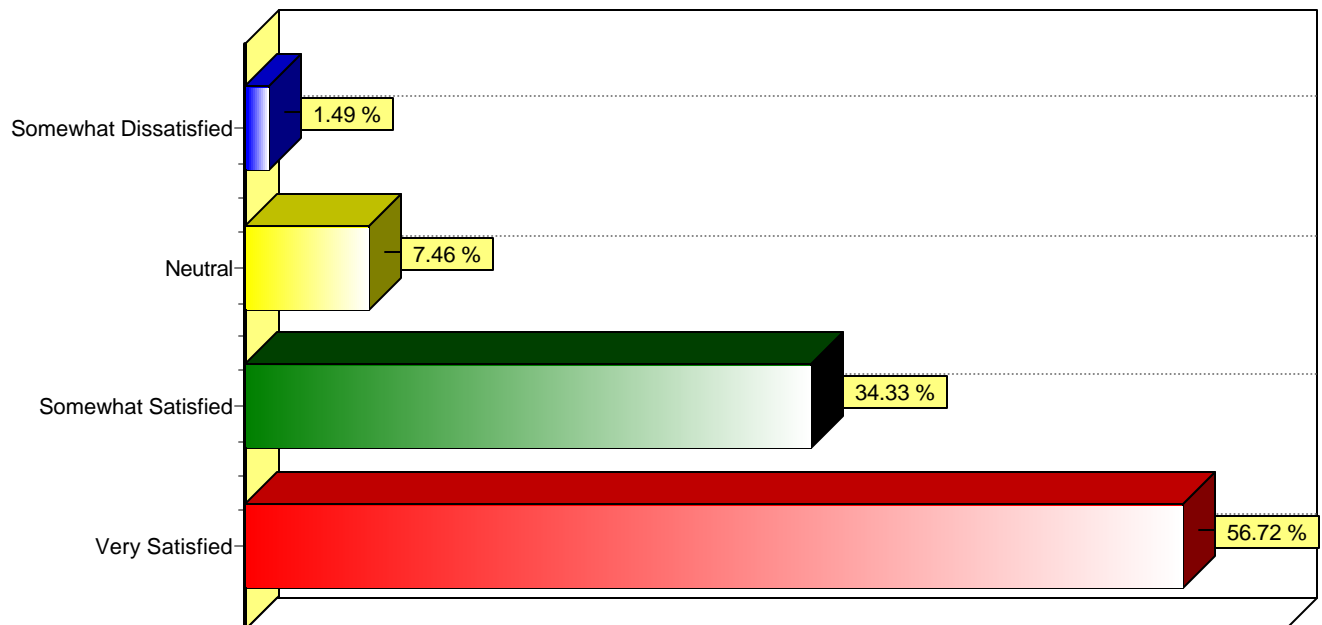
Bar Graphs

ABI Program Review--Student Survey

Relevance of ABI Computer Lab to your vocational/academic or personal goals



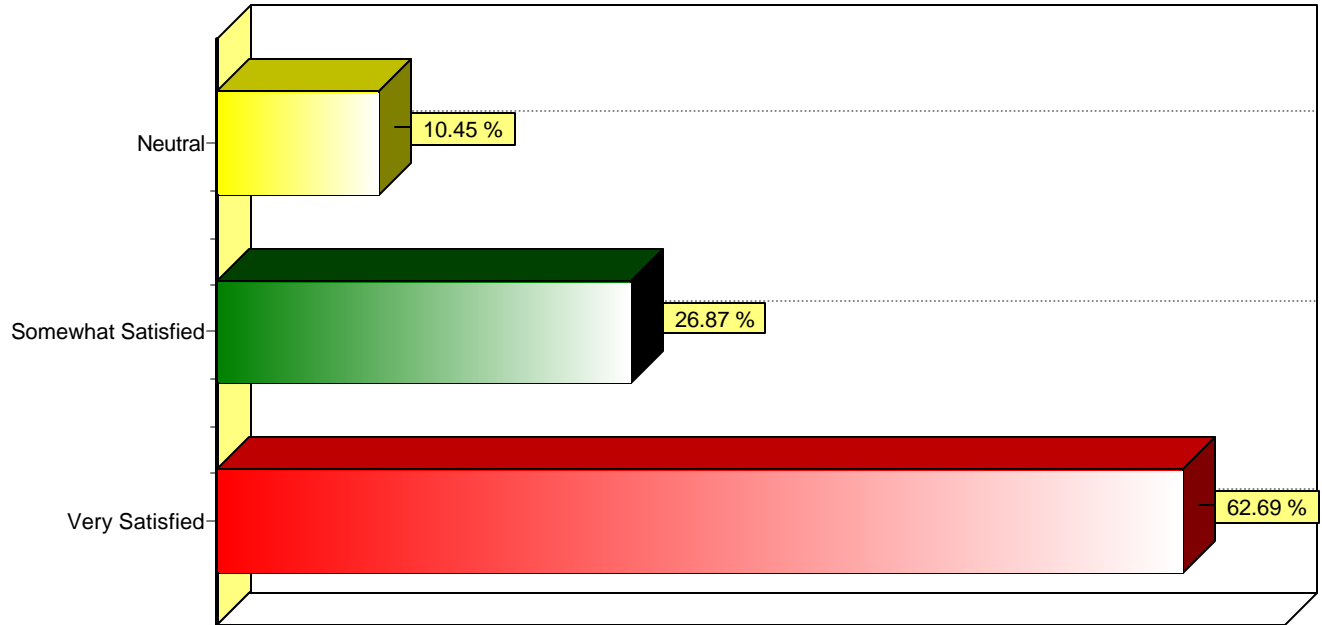
ABI Program's ability to facilitate use of compensation strategies



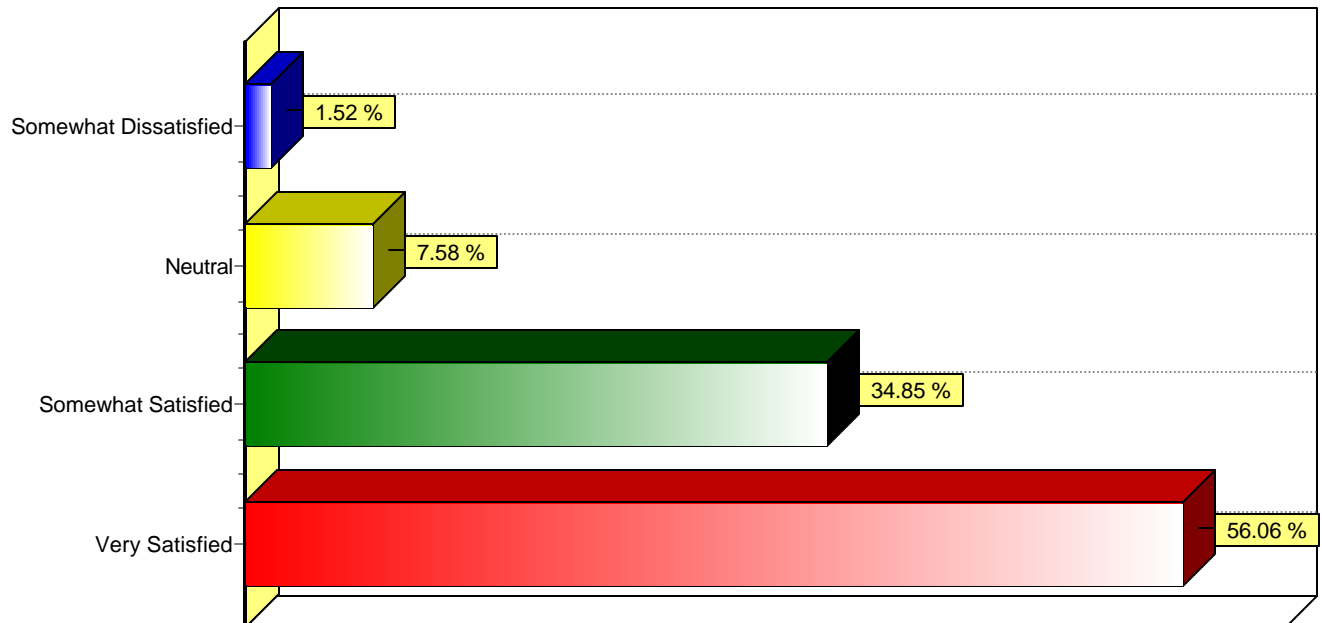
Bar Graphs

ABI Program Review--Student Survey

ABI Program's ability to facilitate awareness of cognitive skills



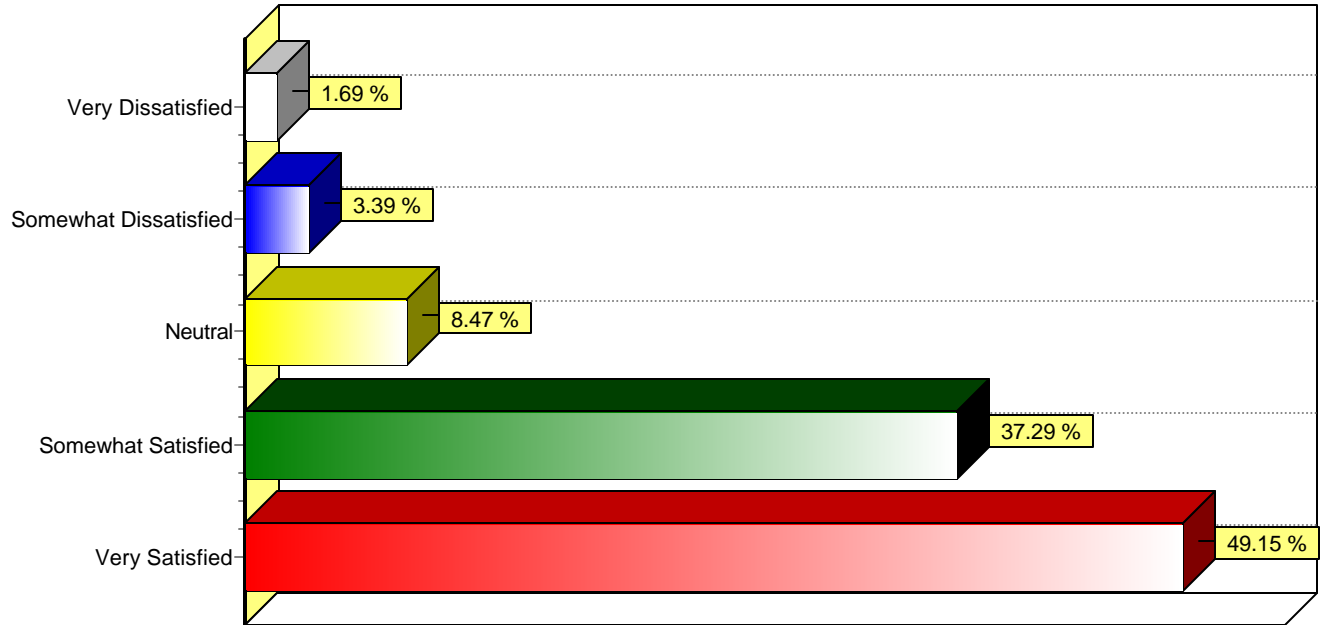
ABI Program's ability to facilitate psychosocial adjustment



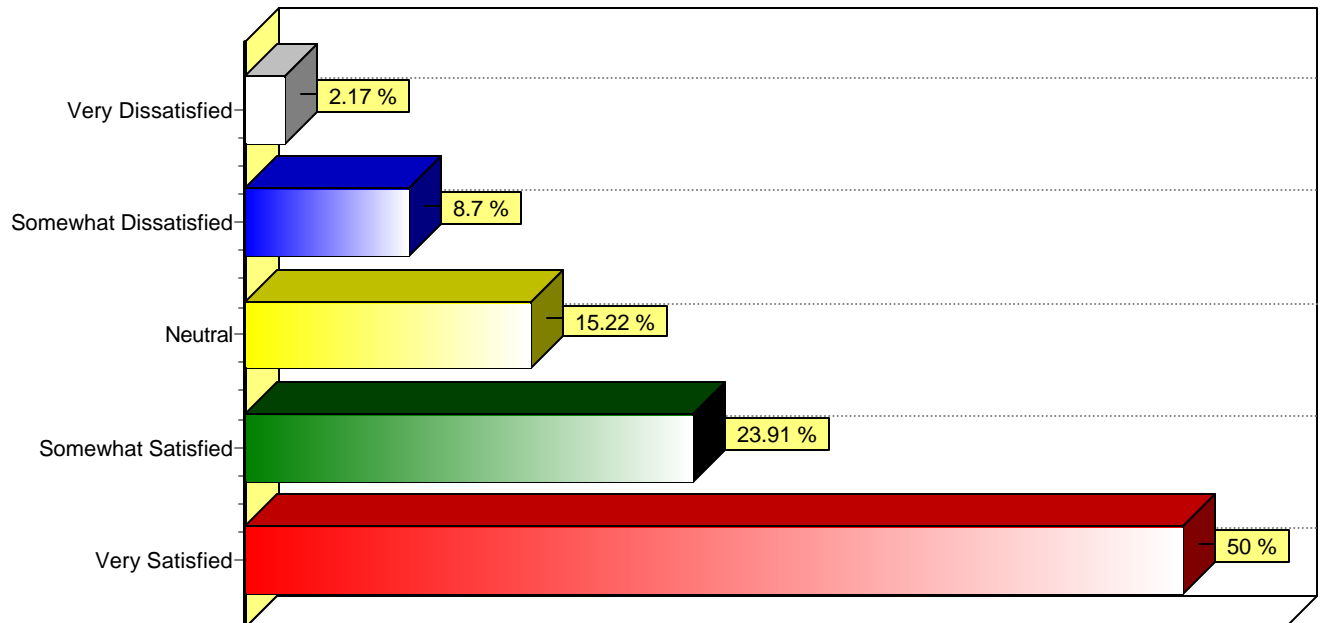
Bar Graphs

ABI Program Review--Student Survey

Availability of staff for one-on-one consultation



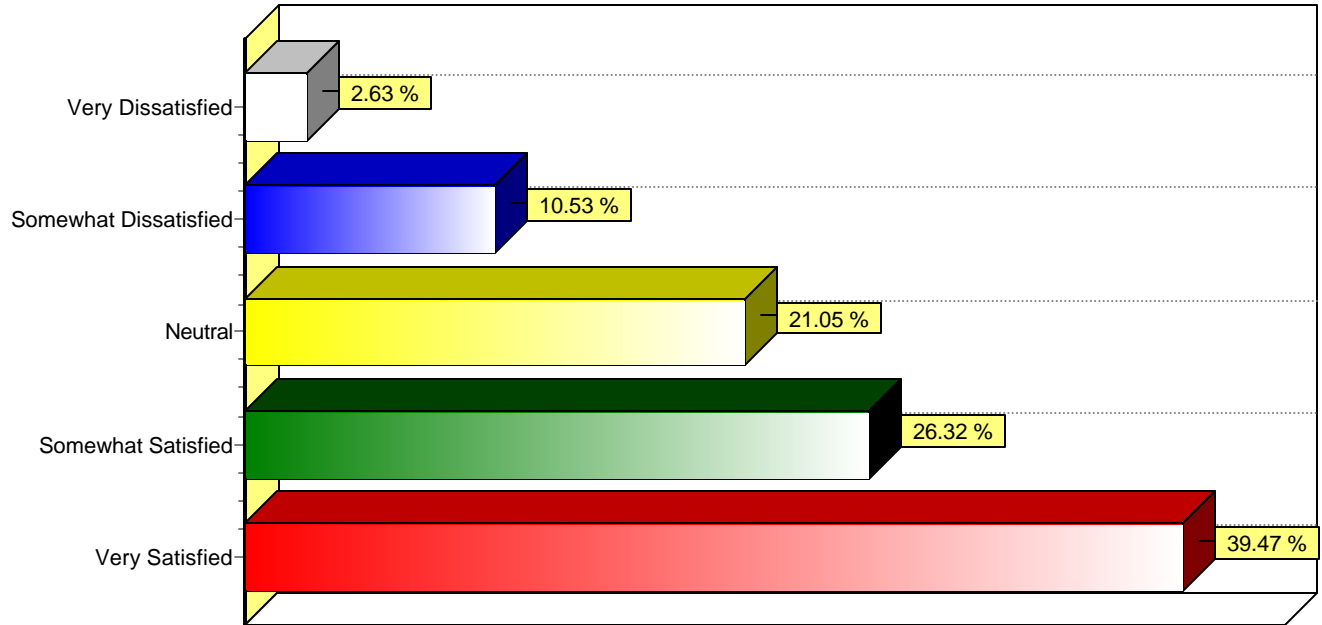
Adequacy of counseling services



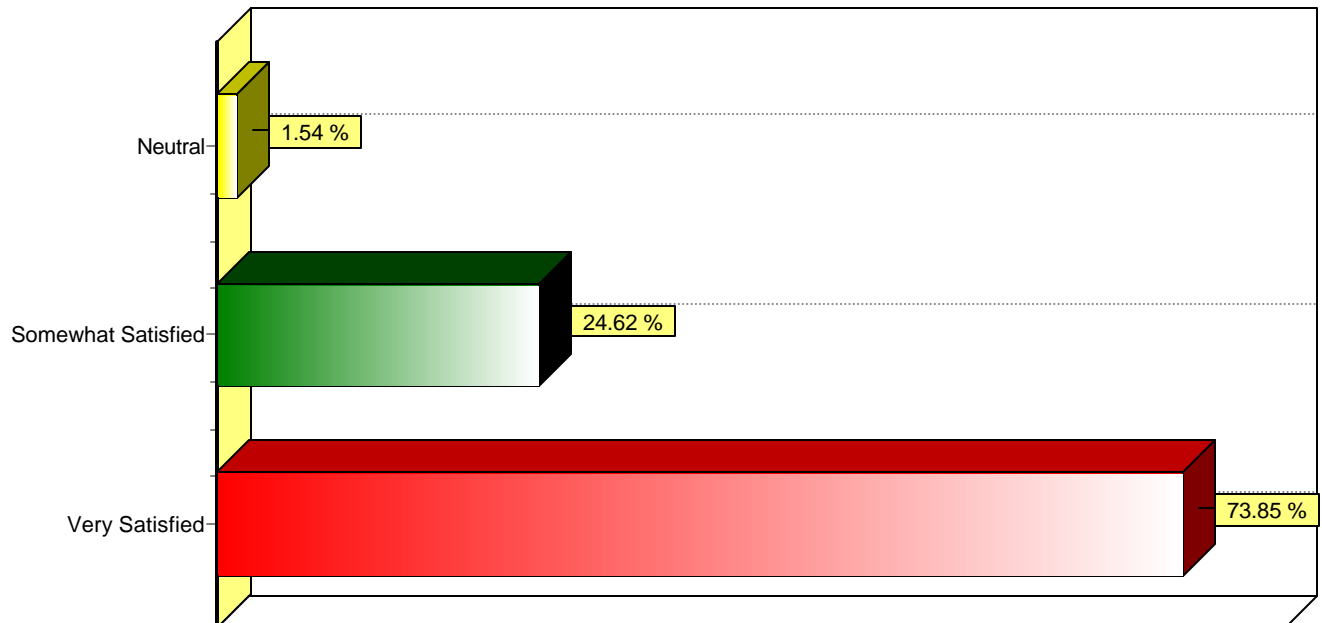
Bar Graphs

ABI Program Review--Student Survey

Adequacy of transition services (career development workshops and transitional counseling)



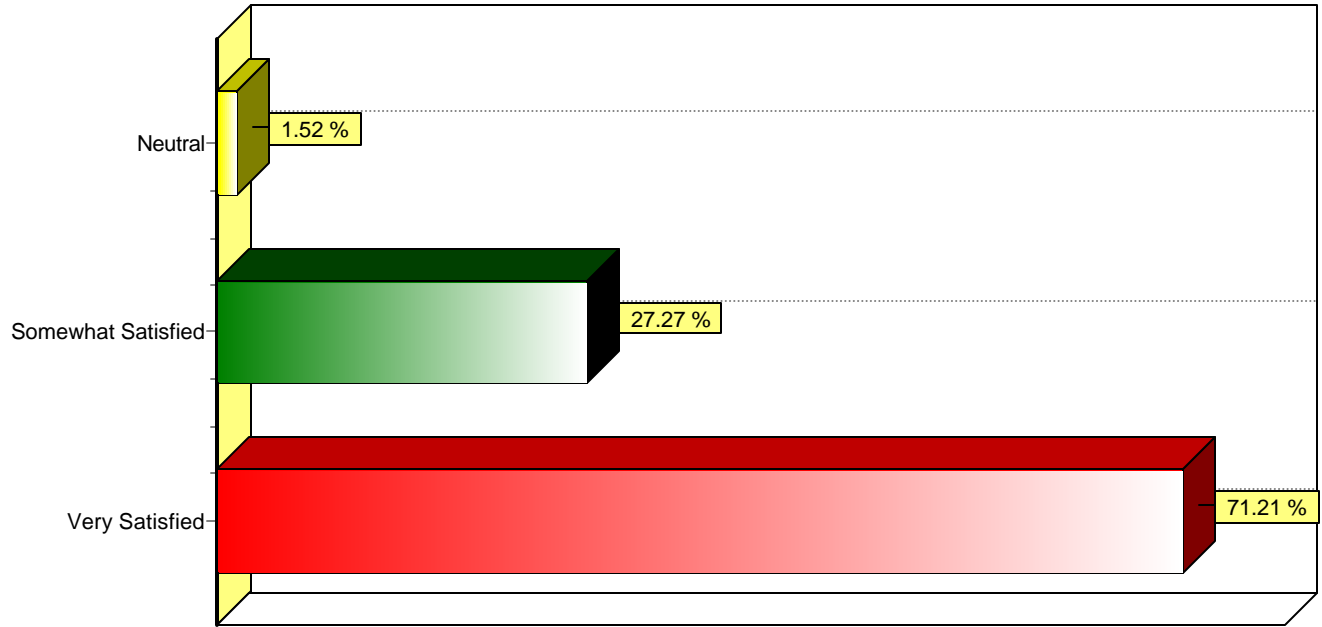
Helpfulness of office staff



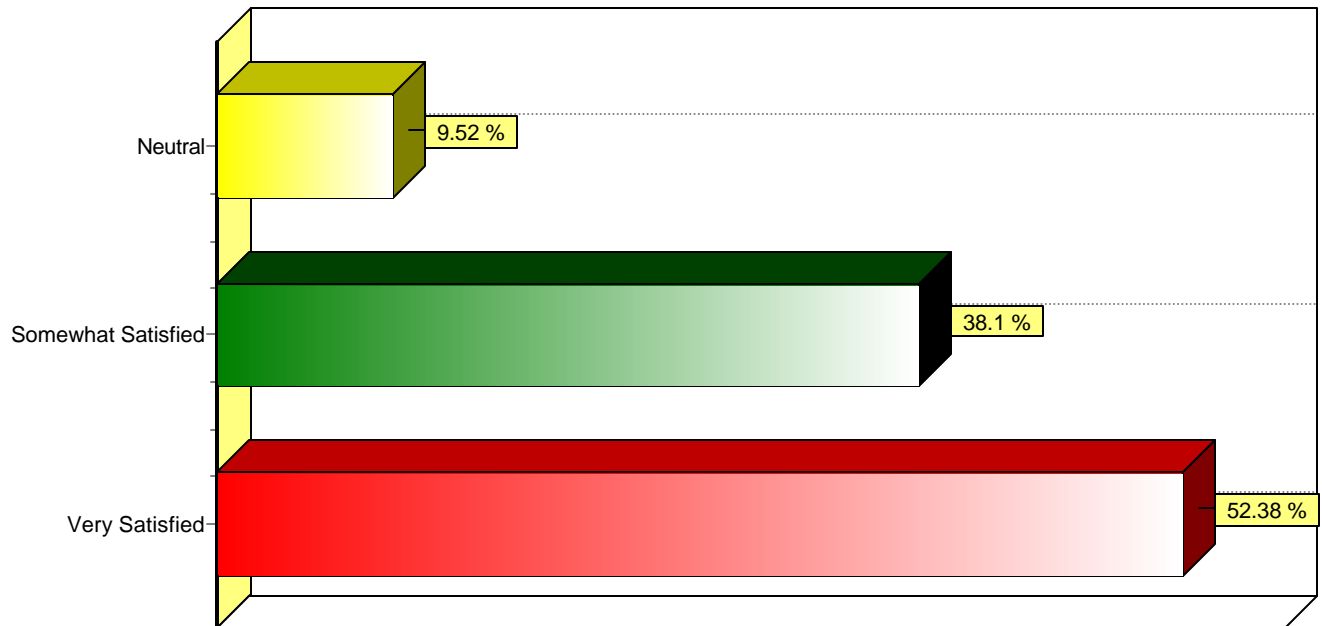
Bar Graphs

ABI Program Review--Student Survey

Overall quality of the ABI Program



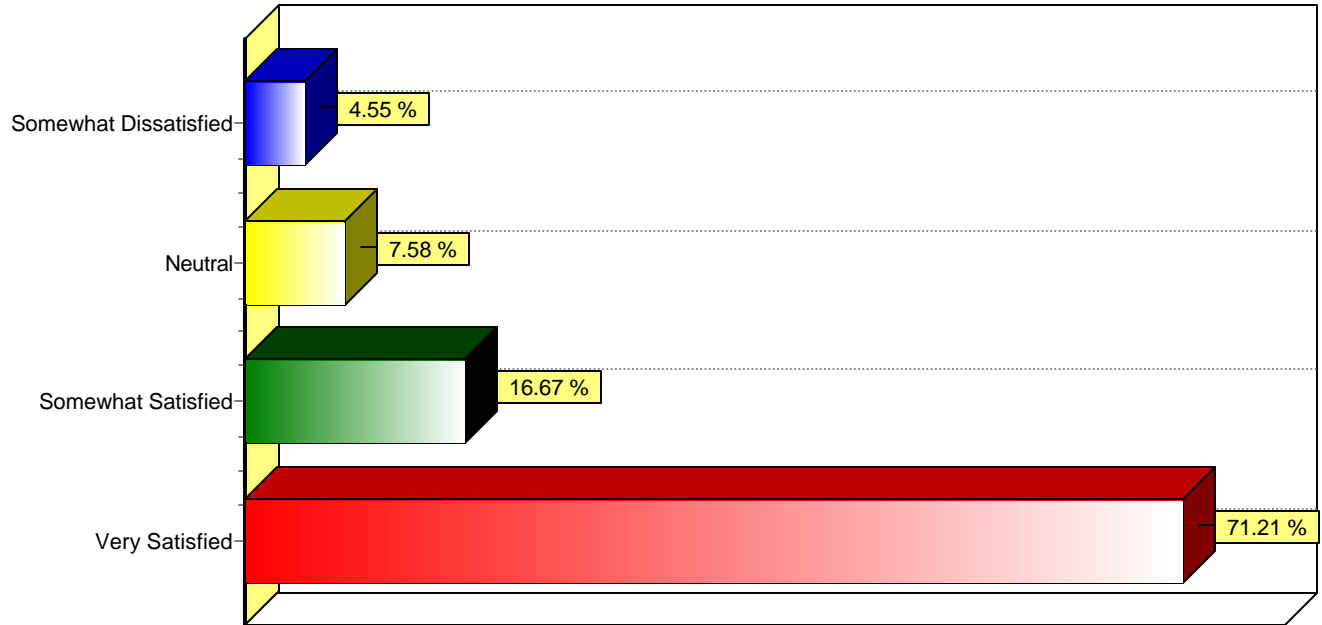
Your own success in the ABI Program



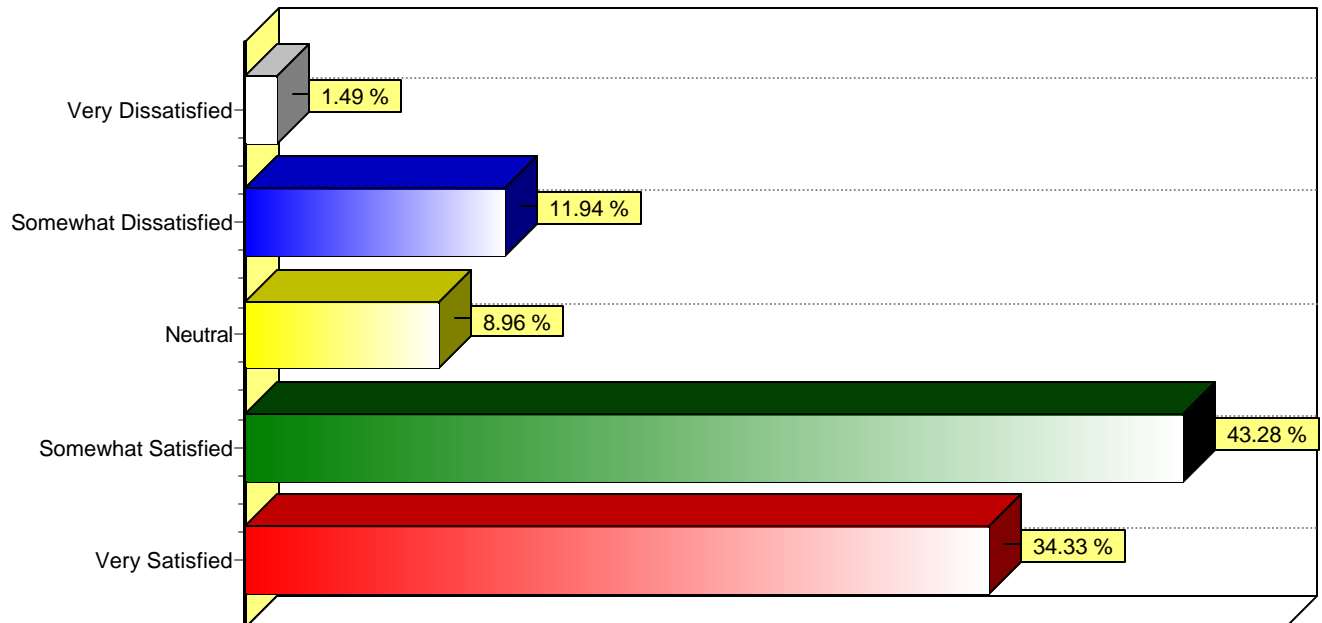
Bar Graphs

ABI Program Review--Student Survey

Quality of classroom computers



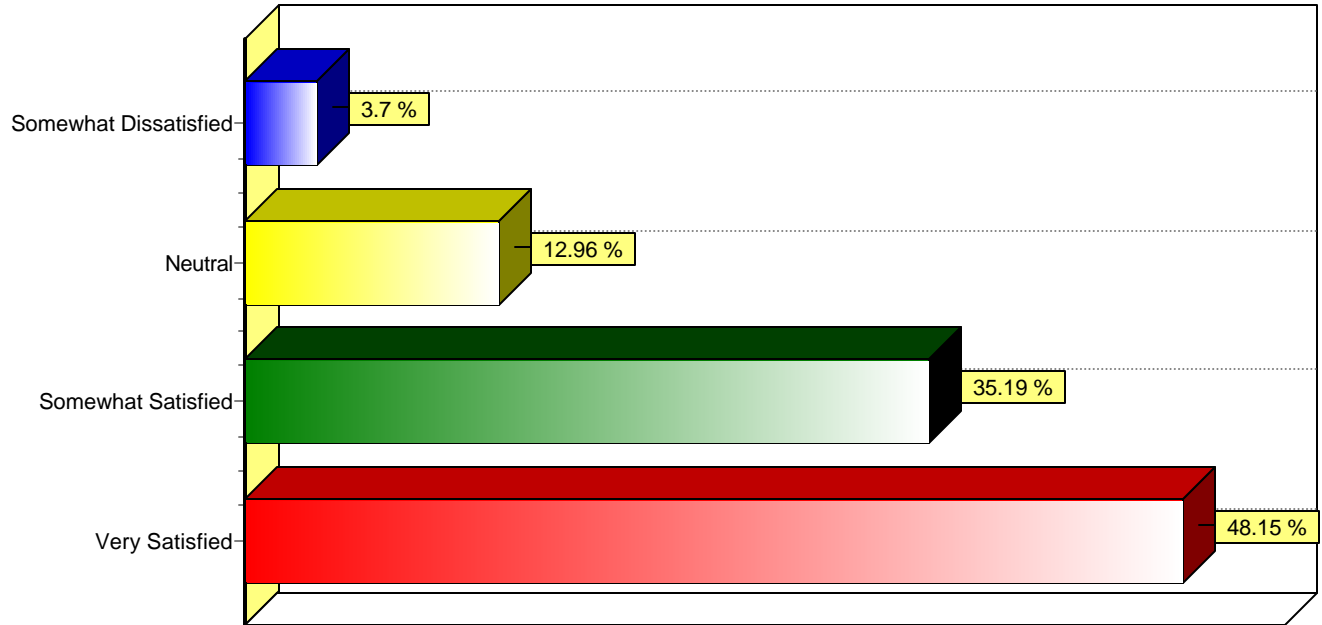
Adequacy of computer classroom (noise level, space, proximity of computers)



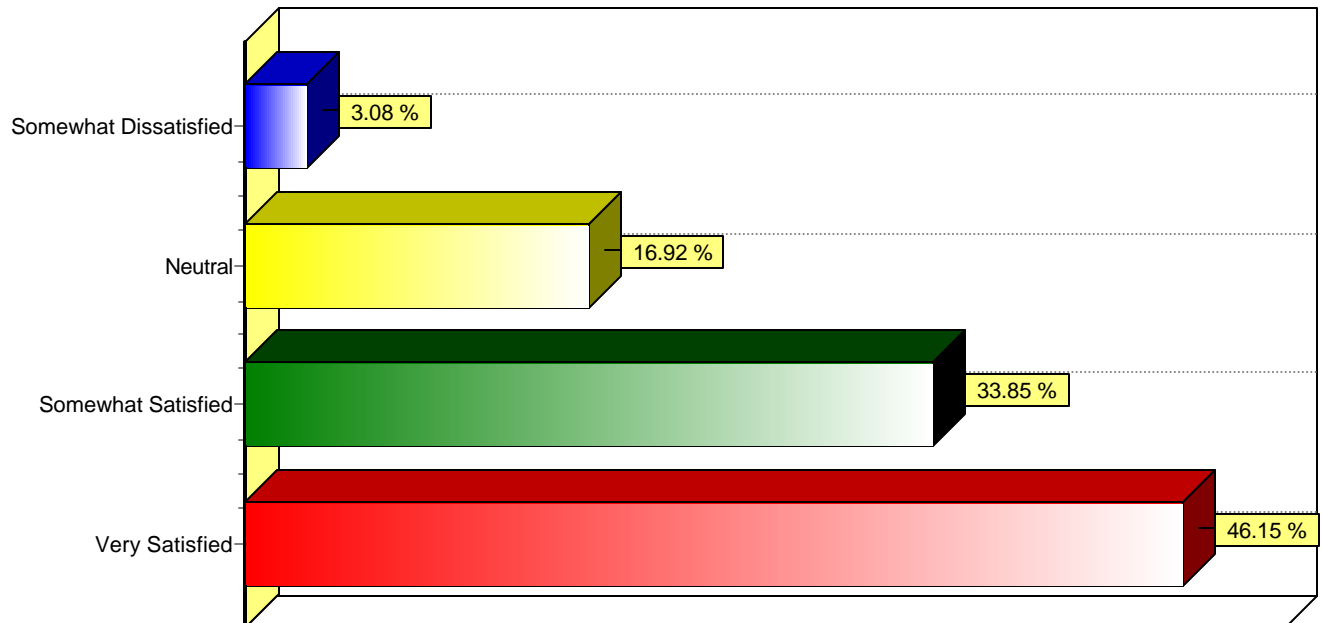
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ABI Program Review--Student Survey

Relevance of software



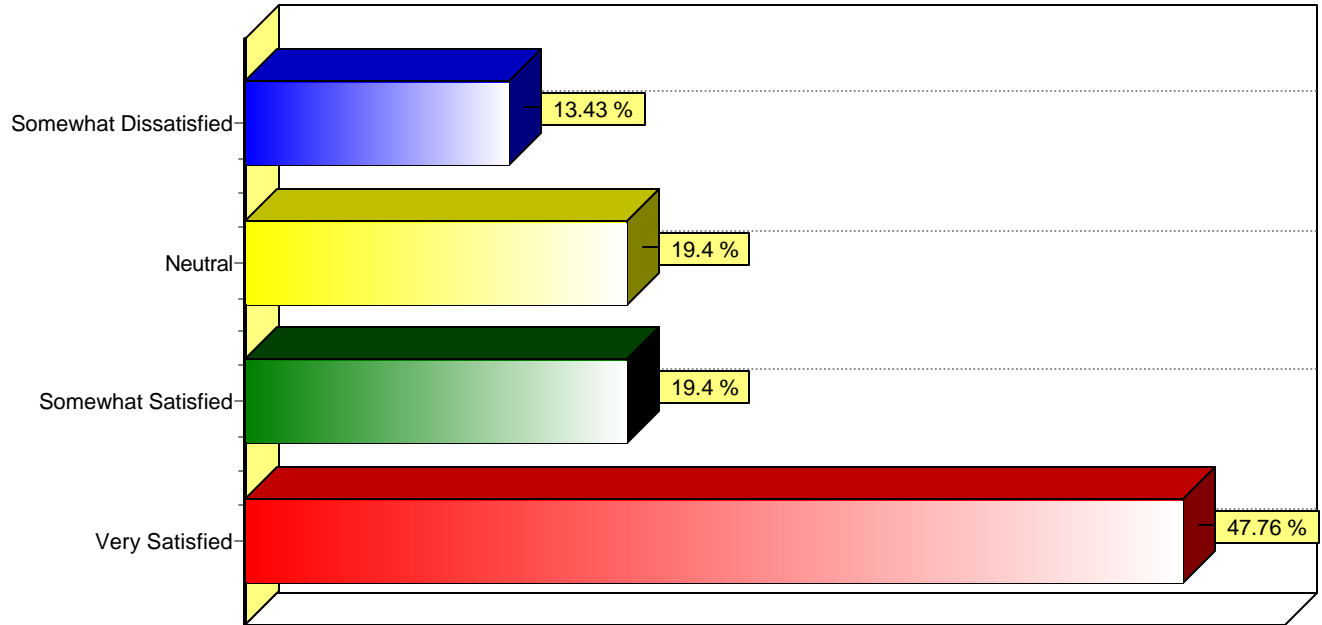
Quantity of software



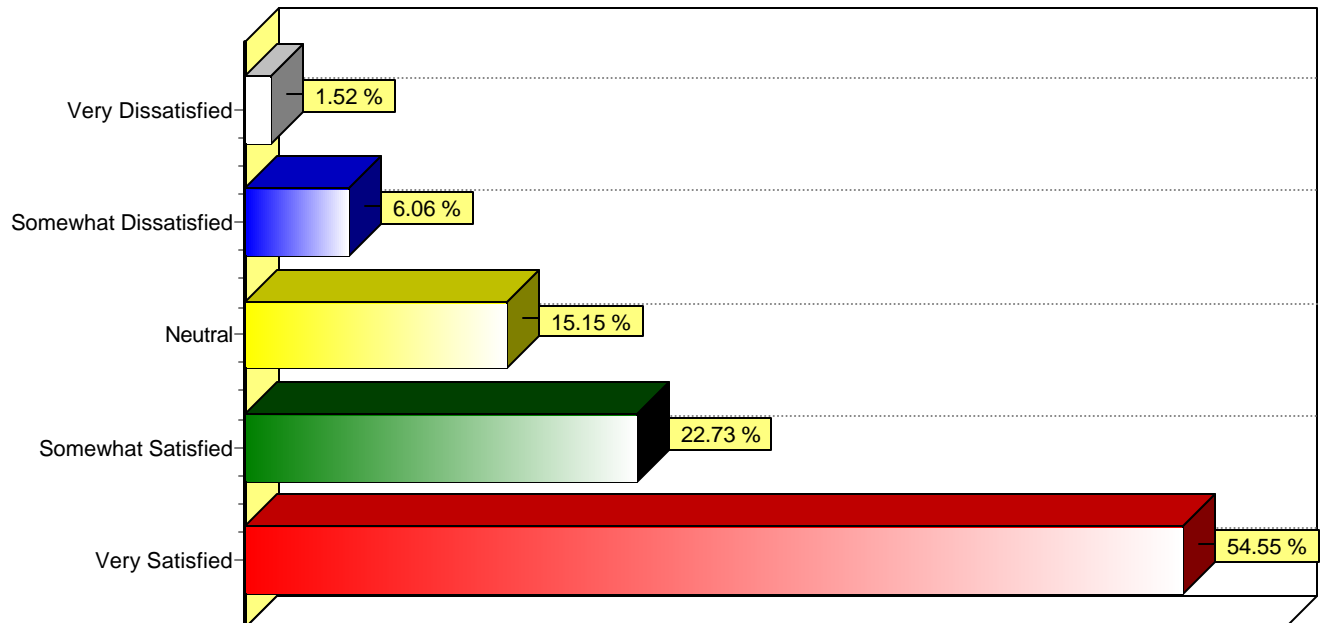
Bar Graphs

ABI Program Review--Student Survey

Quality/comfort of classroom chairs



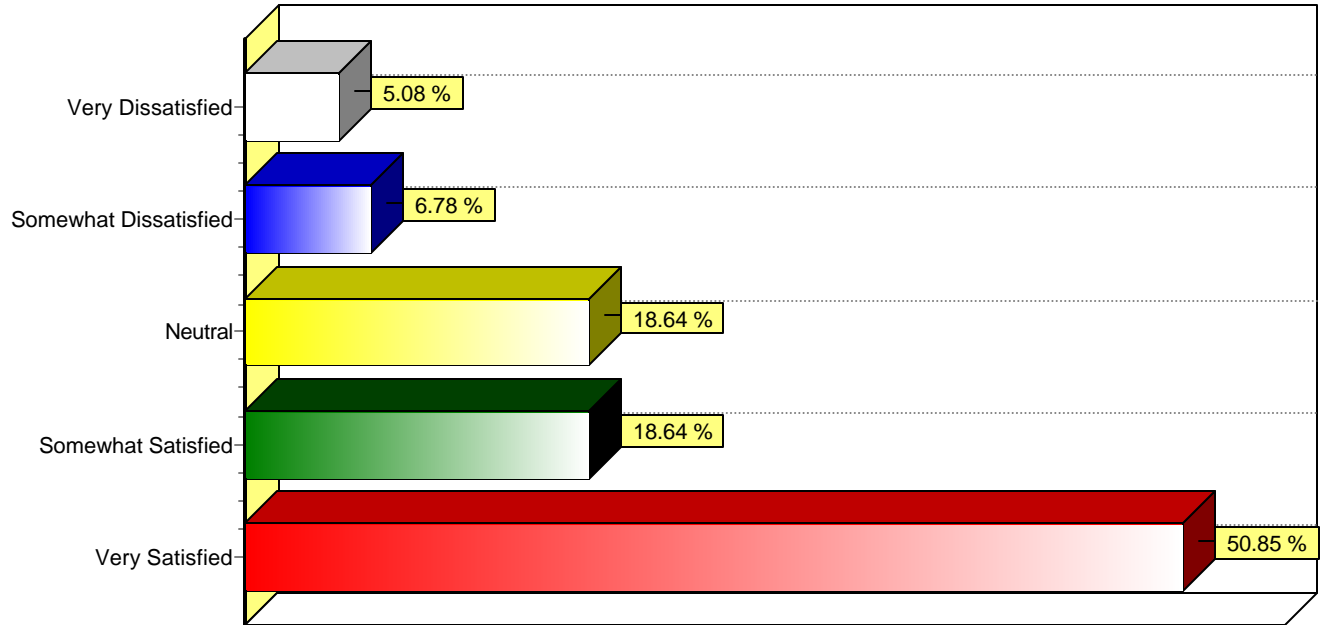
Quality/comfort of desks



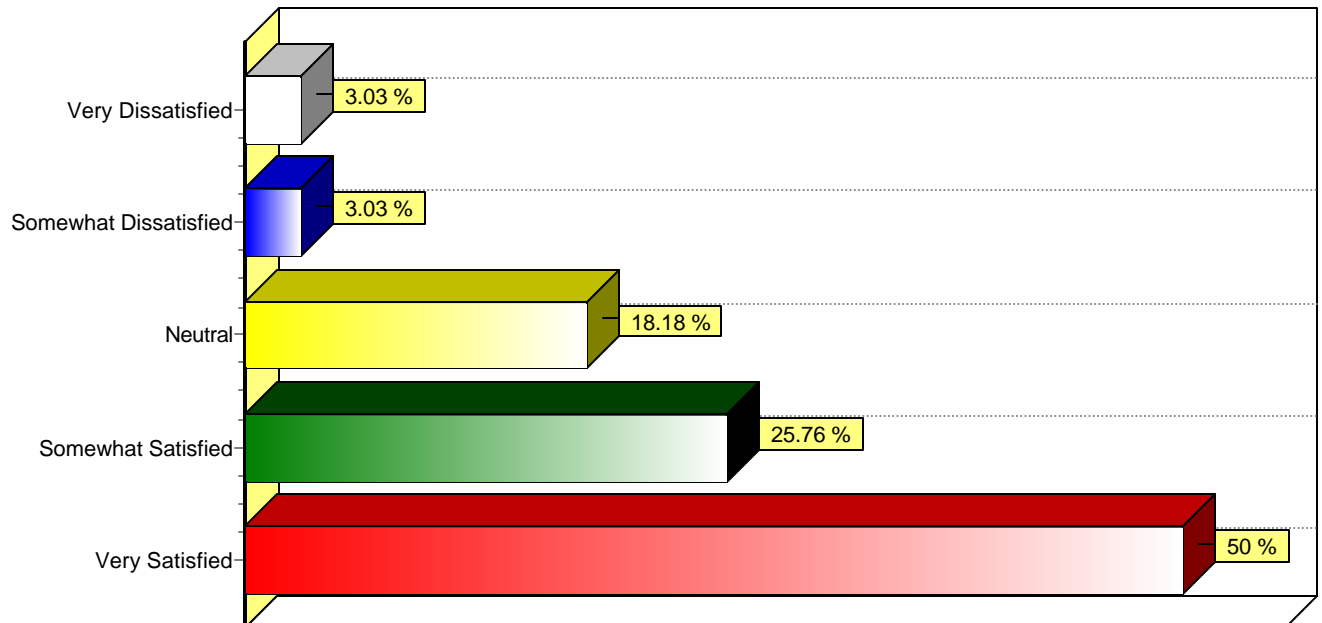
Bar Graphs

ABI Program Review--Student Survey

Quality of whiteboards in classrooms



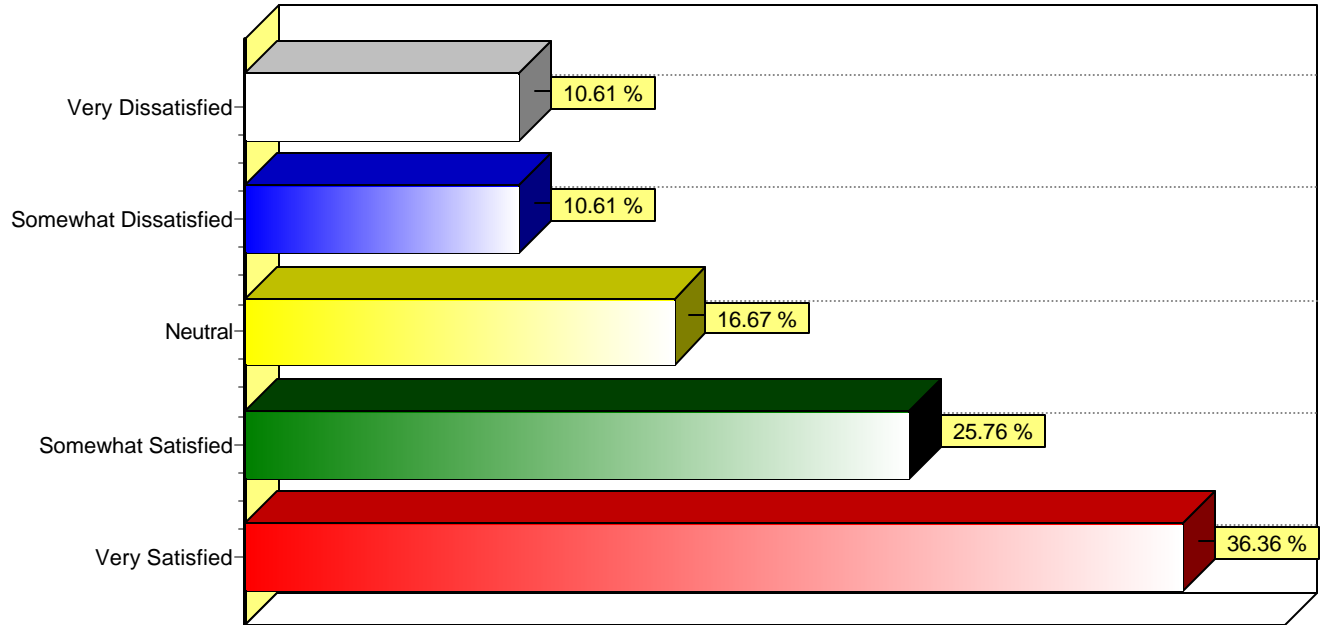
Adequacy of lighting in classrooms



Bar Graphs

ABI Program Review--Student Survey

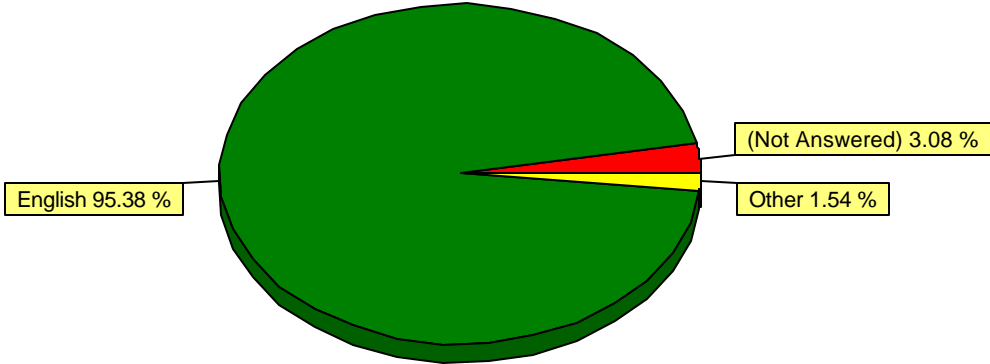
Quality of classroom maintenance (cleanliness)



Language and Ethnicity Charts

ABI Program Review--Student Survey

What is your primary language (the language you are most comfortable speaking, reading, or writing)?



What is your ethnicity?

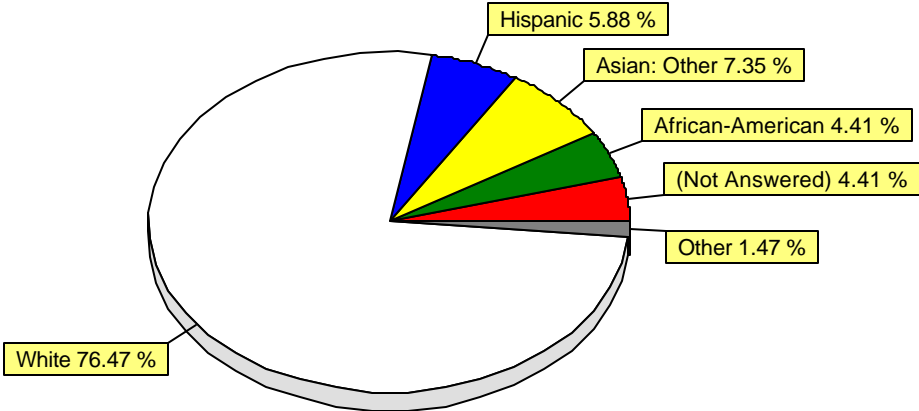


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ABI Student

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Cumulative Count and Percent ABI Program Review--Student Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quality of instruction			Respondents: 53	
Very Satisfied	53	100.00 %	53	100.00 %
Somewhat Satisfied	12	100.00 %	65	541.67 %
Neutral	2	100.00 %	67	3350.00 %
Total Responses	67	100%	67	100%
Scheduling of classes (time of day, length of class sessions, days of week)			Respondents: 48	
Very Satisfied	48	100.00 %	48	100.00 %
Somewhat Satisfied	16	100.00 %	64	400.00 %
Neutral	1	100.00 %	65	6500.00 %
Somewhat Dissatisfied	1	100.00 %	66	6600.00 %
Total Responses	66	100%	66	100%
Relevance of ABI cognitive classes (Concepts and Applications) to your vocational, academic, or personal goals			Respondents: 38	
Very Satisfied	38	100.00 %	38	100.00 %
Somewhat Satisfied	22	100.00 %	60	272.73 %
Neutral	8	100.00 %	68	850.00 %
Total Responses	68	100%	68	100%
Relevance of ABI Psychosocial Class to your vocational/academic or personal goals			Respondents: 38	
Very Satisfied	38	100.00 %	38	100.00 %
Somewhat Satisfied	21	100.00 %	59	280.95 %
Neutral	6	100.00 %	65	1083.33 %
Somewhat Dissatisfied	2	100.00 %	67	3350.00 %
Total Responses	67	100%	67	100%
Relevance of ABI Computer Lab to your vocational/academic or personal goals			Respondents: 27	
Very Satisfied	27	100.00 %	27	100.00 %
Somewhat Satisfied	26	100.00 %	53	203.85 %
Neutral	7	100.00 %	60	857.14 %
Somewhat Dissatisfied	8	100.00 %	68	850.00 %
Total Responses	68	100%	68	100%
ABI Program's ability to facilitate use of compensation strategies			Respondents: 38	
Very Satisfied	38	100.00 %	38	100.00 %
Somewhat Satisfied	23	100.00 %	61	265.22 %
Neutral	5	100.00 %	66	1320.00 %
Somewhat Dissatisfied	1	100.00 %	67	6700.00 %
Total Responses	67	100%	67	100%
ABI Program's ability to facilitate awareness of cognitive skills			Respondents: 42	
Very Satisfied	42	100.00 %	42	100.00 %
Somewhat Satisfied	18	100.00 %	60	333.33 %
Neutral	7	100.00 %	67	957.14 %
Total Responses	67	100%	67	100%

Cumulative Count and Percent ABI Program Review--Student Survey

	Count	Percent	Cumulative Count	Cumulative Percent
ABI Program's ability to facilitate psychosocial adjustment			Respondents: 37	
Very Satisfied	37	100.00 %	37	100.00 %
Somewhat Satisfied	23	100.00 %	60	260.87 %
Neutral	5	100.00 %	65	1300.00 %
Somewhat Dissatisfied	1	100.00 %	66	6600.00 %
Total Responses	66	100%	66	100%
Availability of staff for one-on-one consultation			Respondents: 29	
Very Satisfied	29	100.00 %	29	100.00 %
Somewhat Satisfied	22	100.00 %	51	231.82 %
Neutral	5	100.00 %	56	1120.00 %
Somewhat Dissatisfied	2	100.00 %	58	2900.00 %
Very Dissatisfied	1	100.00 %	59	5900.00 %
Total Responses	59	100%	59	100%
Adequacy of counseling services			Respondents: 23	
Very Satisfied	23	100.00 %	23	100.00 %
Somewhat Satisfied	11	100.00 %	34	309.09 %
Neutral	7	100.00 %	41	585.71 %
Somewhat Dissatisfied	4	100.00 %	45	1125.00 %
Very Dissatisfied	1	100.00 %	46	4600.00 %
Total Responses	46	100%	46	100%
Adequacy of transition services (career development workshops and transitional counseling)			Respondents: 15	
Very Satisfied	15	100.00 %	15	100.00 %
Somewhat Satisfied	10	100.00 %	25	250.00 %
Neutral	8	100.00 %	33	412.50 %
Somewhat Dissatisfied	4	100.00 %	37	925.00 %
Very Dissatisfied	1	100.00 %	38	3800.00 %
Total Responses	38	100%	38	100%
Helpfulness of office staff			Respondents: 48	
Very Satisfied	48	100.00 %	48	100.00 %
Somewhat Satisfied	16	100.00 %	64	400.00 %
Neutral	1	100.00 %	65	6500.00 %
Total Responses	65	100%	65	100%
Overall quality of the ABI Program			Respondents: 47	
Very Satisfied	47	100.00 %	47	100.00 %
Somewhat Satisfied	18	100.00 %	65	361.11 %
Neutral	1	100.00 %	66	6600.00 %
Total Responses	66	100%	66	100%

Cumulative Count and Percent ABI Program Review--Student Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Your own success in the ABI Program			Respondents: 33	
Very Satisfied	33	100.00 %	33	100.00 %
Somewhat Satisfied	24	100.00 %	57	237.50 %
Neutral	6	100.00 %	63	1050.00 %
Total Responses	63	100%	63	100%
Quality of classroom computers			Respondents: 47	
Very Satisfied	47	100.00 %	47	100.00 %
Somewhat Satisfied	11	100.00 %	58	527.27 %
Neutral	5	100.00 %	63	1260.00 %
Somewhat Dissatisfied	3	100.00 %	66	2200.00 %
Total Responses	66	100%	66	100%
Adequacy of computer classroom (noise level, space, proximity of computers)			Respondents: 23	
Very Satisfied	23	100.00 %	23	100.00 %
Somewhat Satisfied	29	100.00 %	52	179.31 %
Neutral	6	100.00 %	58	966.67 %
Somewhat Dissatisfied	8	100.00 %	66	825.00 %
Very Dissatisfied	1	100.00 %	67	6700.00 %
Total Responses	67	100%	67	100%
Relevance of software			Respondents: 26	
Very Satisfied	26	100.00 %	26	100.00 %
Somewhat Satisfied	19	100.00 %	45	236.84 %
Neutral	7	100.00 %	52	742.86 %
Somewhat Dissatisfied	2	100.00 %	54	2700.00 %
Total Responses	54	100%	54	100%
Quantity of software			Respondents: 30	
Very Satisfied	30	100.00 %	30	100.00 %
Somewhat Satisfied	22	100.00 %	52	236.36 %
Neutral	11	100.00 %	63	572.73 %
Somewhat Dissatisfied	2	100.00 %	65	3250.00 %
Total Responses	65	100%	65	100%
Quality/comfort of classroom chairs			Respondents: 32	
Very Satisfied	32	100.00 %	32	100.00 %
Somewhat Satisfied	13	100.00 %	45	346.15 %
Neutral	13	100.00 %	58	446.15 %
Somewhat Dissatisfied	9	100.00 %	67	744.44 %
Total Responses	67	100%	67	100%

Cumulative Count and Percent ABI Program Review--Student Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Quality/comfort of desks			Respondents: 36	
Very Satisfied	36	100.00 %	36	100.00 %
Somewhat Satisfied	15	100.00 %	51	340.00 %
Neutral	10	100.00 %	61	610.00 %
Somewhat Dissatisfied	4	100.00 %	65	1625.00 %
Very Dissatisfied	1	100.00 %	66	6600.00 %
Total Responses	66	100%	66	100%
Quality of whiteboards in classrooms			Respondents: 30	
Very Satisfied	30	100.00 %	30	100.00 %
Somewhat Satisfied	11	100.00 %	41	372.73 %
Neutral	11	100.00 %	52	472.73 %
Somewhat Dissatisfied	4	100.00 %	56	1400.00 %
Very Dissatisfied	3	100.00 %	59	1966.67 %
Total Responses	59	100%	59	100%
Adequacy of lighting in classrooms			Respondents: 33	
Very Satisfied	33	100.00 %	33	100.00 %
Somewhat Satisfied	17	100.00 %	50	294.12 %
Neutral	12	100.00 %	62	516.67 %
Somewhat Dissatisfied	2	100.00 %	64	3200.00 %
Very Dissatisfied	2	100.00 %	66	3300.00 %
Total Responses	66	100%	66	100%
Quality of classroom maintenance (cleanliness)			Respondents: 24	
Very Satisfied	24	100.00 %	24	100.00 %
Somewhat Satisfied	17	100.00 %	41	241.18 %
Neutral	11	100.00 %	52	472.73 %
Somewhat Dissatisfied	7	100.00 %	59	842.86 %
Very Dissatisfied	7	100.00 %	66	942.86 %
Total Responses	66	100%	66	100%

Count and Percent

ABI Program Review--Student Survey

Count Percent

What is your primary language (the language you are most comfortable speaking, reading, or writing)?

(Not Answered)	2	3.08 %
English	62	95.38 %
Other	1	1.54 %

Total Responses	65	100%
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What is your ethnicity?

(Not Answered)	3	4.41 %
African-American	3	4.41 %
Asian: Other	5	7.35 %
Hispanic	4	5.88 %
White	52	76.47 %
Other	1	1.47 %

Total Responses	68	100%
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Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: Are there other courses or services that you would like the ABI Program to offer?

Speech classes. Food on campus. Del Taco restaurant on campus. McDonalds. Workout classes.

I would like transportation services, exercise class.

Classes/services that help me learn to talk/say words better. Transportation services--offer. Exercise classes--offer. Have an aide sitting beside everyone in each class.

Driving and Starbucks on campus.

Course on recovering or regaining license for driving.

We need to develop a network with the local hospitals and the doctors (neurologist) to work side by side with the ABI Program

Yes. Gym, cafeteria, library.

Programming languages (Fortran, especially)

Simple math, budgeting, consumer math, better transportation alternatives

Continuation of work club

Speech--12:30-1:30 p.m., twice.

A course that specifically focuses simply on the brain.

Claudie Osborn's gadgets for assisting memory.

A math course in the program

Speech and language program/speech pathologist. Sign language course.

Speech

Maybe a course in history that instills remembering different names of terms, groups, or religions.

Something physical

Art

Would like to get more computer training.

Career/college transition class--1 hr/1 day-a-week

Physical type of courses to improve our physical body.

I would like some training in the use of computers.

Relaxation/anxiety reduction, which would also relate to concentration and ability to get more out of the other classes.

Physical exercise (stretch/tone); meditation

Make more well know what's available.

On site applications of daily tasks--kitchen, household. Workshops--i.e., crafts--sequencing, following directions, motor skills. A resource guide for students and family--local services that aren't addressed in the program, but may be a post BI issue--Medicare, SSI, transportation, etc.

A physical fitness program would be very helpful in students' recovery.

None. The two year length allows for all subjects to be covered. A condensed scheduled course be developed for those not severely injured and anxious to return to work. Create alternate curriculum tracks: 24 month, 12 month, 6 month.

You are the best judge of what we need. I have a lot of trust.

More services/support groups for the family of the students.

Awareness and importance of transitional goals earlier on in school year/program.

One more (additional) memory class

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: Are there other courses or services that you would like the ABI Program to offer?

Math

Tracy Goldberg's planning book class--great

Taller computer desks and higher monitors. They should do the review every year.

I would like it if we concentrated more on memory, especially reading comprehension.

Adaptive physical education

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or above, please explain your concerns.

Work space and noise level in comp area.

Classrooms are not kept clean.

After CABI your pretty much left alone on what to do.

The career development workshop needs to expand upon the what to do and when to go after it has given us the testing. Tell me about what the Departmnt of Rehab can do for me--tell me about One Stop--Internet sites that tell me about employment, etc.

Could use more computer programs.

The classrooms are unclean.

There were no boxes marked somewhat [dis]satisfied or very dissatisfied. Hense, my happiness at this program.

The noise level in the computer lab, the amount of space is very carmped, the proximity of the computers is too close, the cleanliess of the non-computer computer [sic] classroom is very poor.

I wrote me reasons on the questions. [Re: Transition Service--"I wish this could be a regular class--more time than a workshop." Re: Adequacy of computer classroom: "I wish we could have assigned computers; I find it's difficult when someone decides to move what I'm on is not always on another class." Re: Adequacy of classroom maintenance: "The custodian does not sweep or wash the floor much."

Quality of classroom maintenance (cleanliness). A lot of time, I'm almost disgusted because the desks aren't [unreadable] out. Quality of comfort with both chairs and desks could be improved making the desk more of a separate from the other ones. The noise level gets very distracting. I would like more of a one to one time.

Scheduling--long day for those of us who have to travel far to get here, especially those with kids. Would be nice to have some more flexible schedule options beyong the transition. Flex plans. Counseling--Need more counselors so I'm not stuck on waiting list. Chairs--Very uncomfortable. I'm probably not the only one with orthopedic problems in addition to head injury. We don't all need "comfy chairs" that there are 2 or 3 of, but better than the regular chairs.

Psycho/Soc--tends to process too much. Computers--need to track activities and specific injury needs. Classrooms--no computers, chairs very stiff, floors/tables dirty, walls need paint.

Field trips.

Too bright in the computer lab. Also, the white boards reflex the floresent lights--glare. I think the maintenance staff does a great job, but the students don't pick up after themselves!

Quality of cleanliness has gone way down. There are crumbs and debris on the floor for several months. The restrooms are also not being kept up as well as last year. Chairs are hard on people with back injuries.

I would like to have more to target me to return to work.

The computer lab can be very noise at times.

There was a time I need one-on-one counseling and it never came to be. Some dropped the ball with me. I know this doesn't always happen because I see others receiving individual counseling.

Room 8 is filthy. The floors are never swept. The table tops are grimey. Is this room EVER cleaned?

White boards are very disruptive to my neurological self. Headache, nausea, painful to look at cause my system is on "edge." Flourescent lights are also disruptive to

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: If you marked "Somewhat Dissatisfied" or "Very Dissatisfied" to any of the items on the first page or above, please explain your concerns.

neurological vestibular SPH.

No organized computer use, a lot of surfing the net, solitaire, and whatever you want to do.

Ants in the class room. It's never mopped or swept. I feel like a test rat when it comes to counseling. The change of counselors doesn't help. We are people not rats. No help finding counselor for academic problems to go back to main stream college. [Re: counseling:] Really sucks.

It seems that our instructors get annoyed with the whiteboards and the markers. I also hope we can increase the counseling staff. I am in great need of one.

Helping others in comp. lab.

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: Do you have any other comments or recommendations?

Brenda helps me talk better.

Making sure the aides are here to help. I would like to drink in class.

I like being a part of the ABI Program and having responsibilities. I like having an aide beside me in class.

I believe the staff is very professional, patient, compassionate, and well informed in their fields. I will achieve my [sentence unfinished].

Very satisfied.

More programming languages, especially Fortran

Build a roof for shade and protection from rain over bench for waiting for access in parking, a shaded bus bench or two.

I would like to see more of a transition after graduation--I feel that there should be a 2 days a week offered to graduates for at least 6 months or maybe longer--after graduation 1 day a month is not enough!!!

Because so little is known about ABI, I would work on making what is available to ABI survivors more publicized [sic] and well known.

Class in Osborn's memory gadgets. The one on one meeting with the instructor has input from 3 teachers but we cannot interact with them.

Not at this time.

The ABI Program is a wonderful place to heal and to grow; filled with wonderful, caring people who make the whole process a most incredible experience. And the fellowships with the students allows us to bond in very unique and supportive ways. Thanks, ABI.

I wish to have more adapted technologies.

Access to neuro physical therapist to discuss exercise programs. I'm too new to comment on some of these.

No, just to keep up the fantastic work that has been going on. My experience here has been great! From socializing with new people, to learning new key on a computer keyboard.

The program should provide a class overview for all of the classes in the program for the entire two year schedule. So one could come to understand how it all links together.

My teacher Tracy Goldberg is a very beautiful human being and I really love her.

Great job everyone!

Waiting list for consultation--waiting period? Need explanation or response after application for counseling. Could we have more counselors? Bathroom cleanliness. [Re: transition workshops:] I wish this could be a regular class--more than workshop.

MORE COUNSELORS!! Too many waiting for help for too long. I was lucky and got help early.

It's a good school.

More promotions about this program to rehab. hospitals/doctors.

I felt I was better off doing the memory curriculum on my own.

Tracy Goldberg is outstanding in all aspects of her job.

I am surprised at how much I've learned. As a former college teacher, I recognize effective learning and assessment. Tracy receives an "A" in both areas.

I think we would all be helped by a yoga class on Tuesdays at 1:00 or 1:30 or 2:00. This would help blood get to brain and help with balance, etc. We could practice at home on the other days.

Fire your cleaning crew and hire a new one.

Staff, keep up good work. Knowledge staff is willing to [slave?] helps a lot.

Text and Paragraph Responses by Question

ABI Program Review--Student Survey

Question: Do you have any other comments or recommendations?

I'm very pleased with my progress. I feel frustrated I don't have time to talk with my main teacher--Zina--she is an excellent teacher.

Give Jim from counseling a raise.

No I think they no what do better [sic].

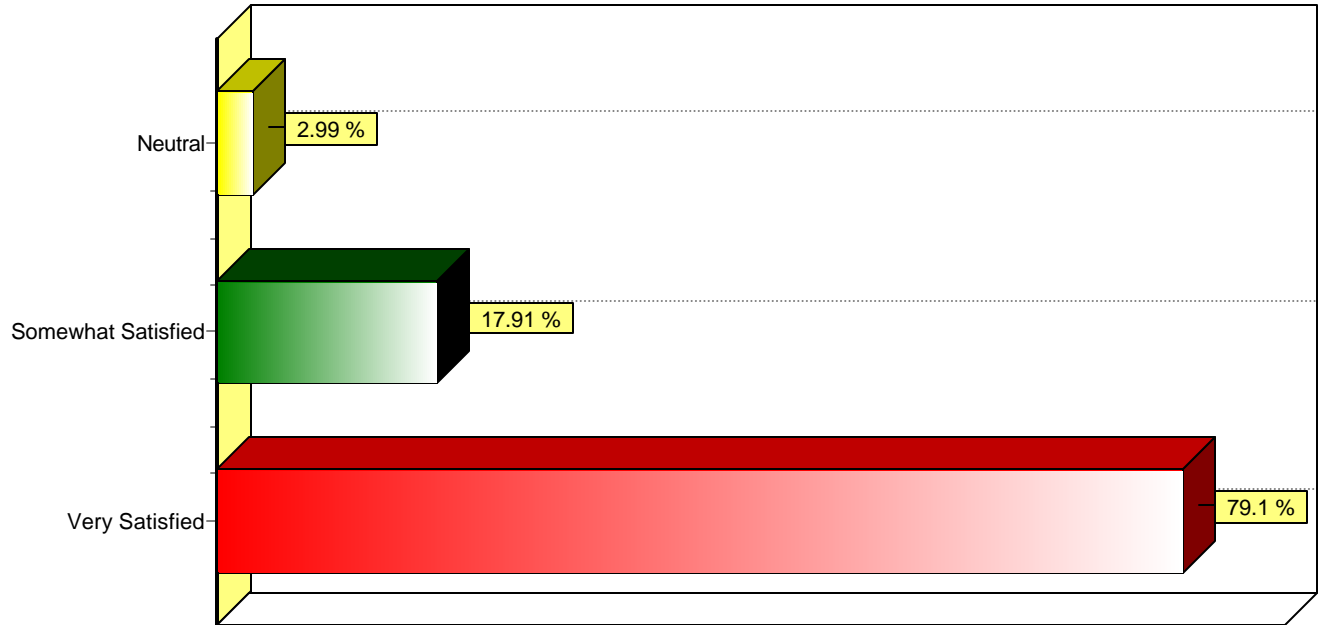
Michelle Wild, Kim Peterson--great. Student and family participation--good. Celeste Ryan--good. Zina Manneh/Boratynec--great.

Wight boards was a bad move. You should have asked the students. (It's blinding.) Herts the eyes.

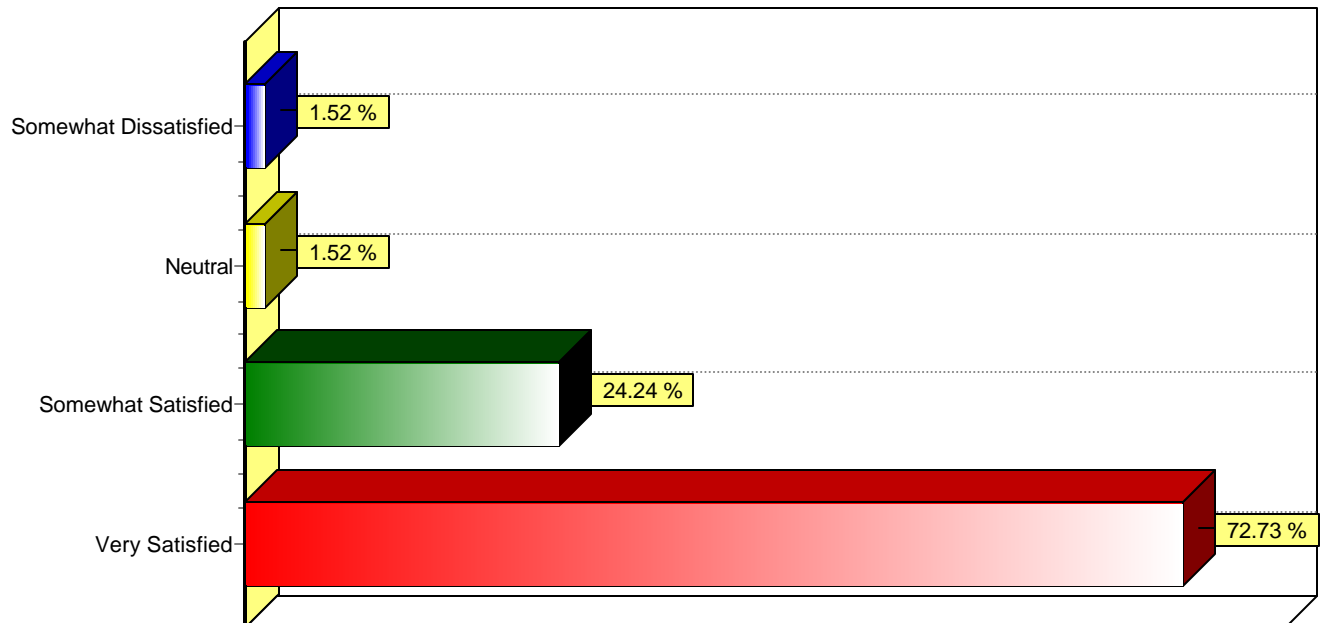
Bar Graphs

ABI Program Review--Student Survey

Quality of instruction



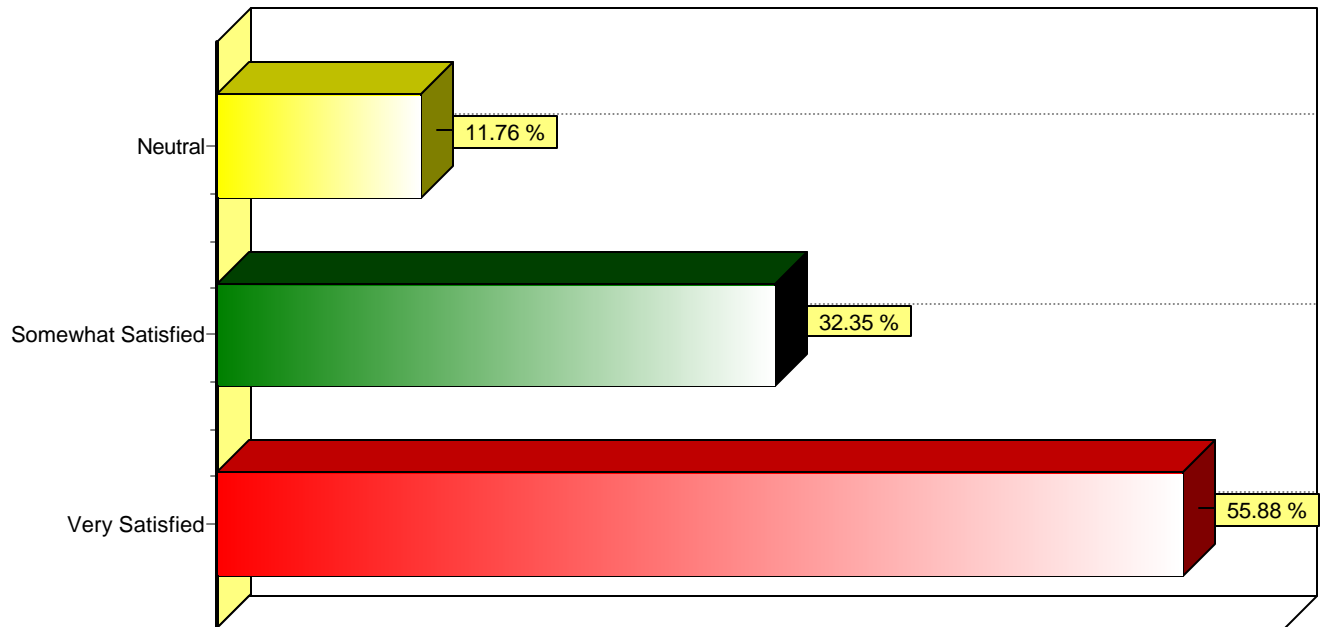
Scheduling of classes (time of day, length of class sessions, days of week)



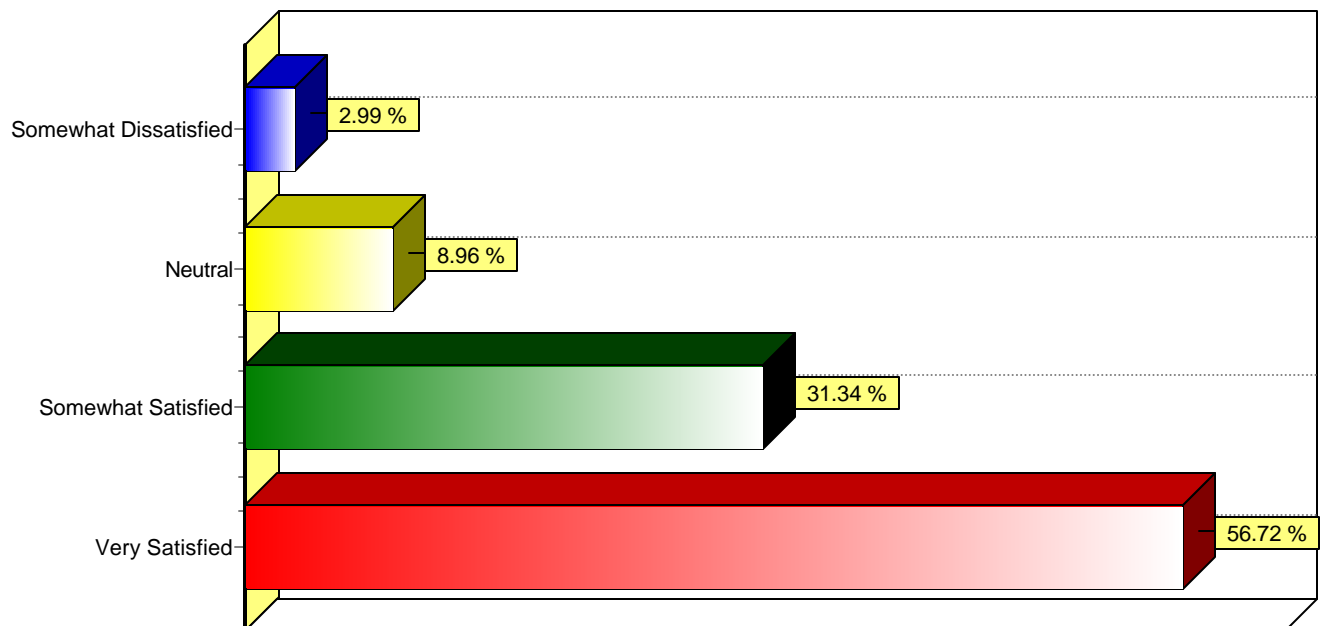
Bar Graphs

ABI Program Review--Student Survey

Relevance of ABI cognitive classes (Concepts and Applications) to your vocational, academic, or personal goals



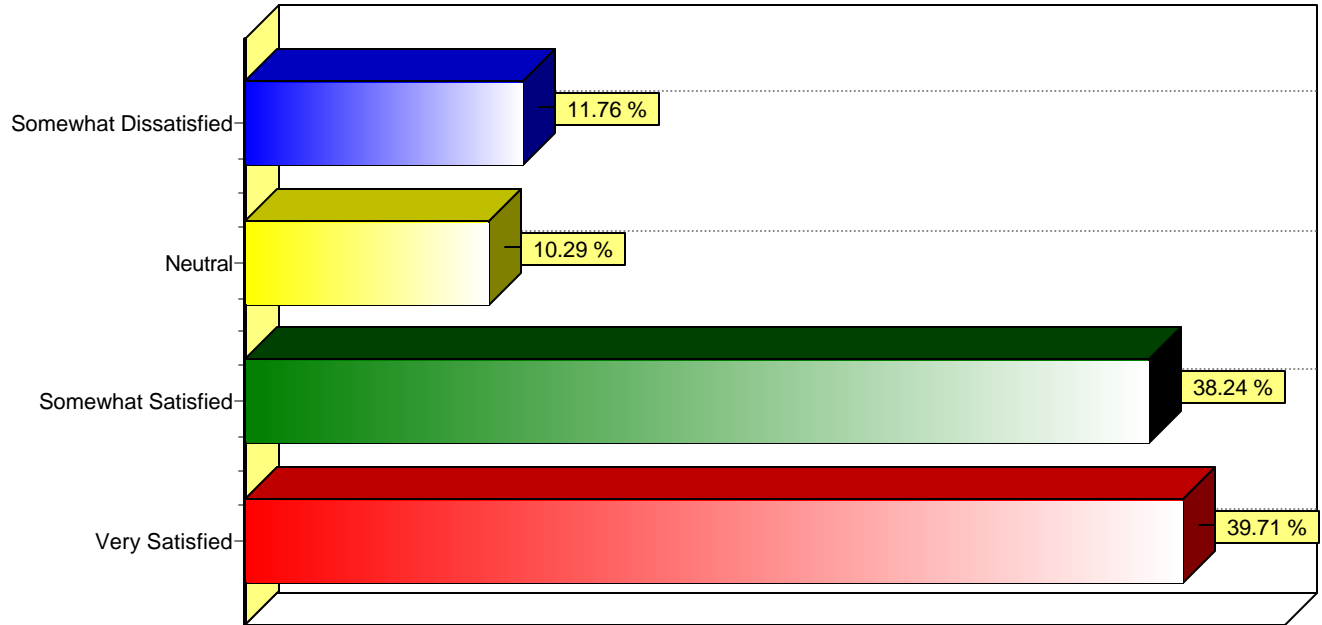
Relevance of ABI Psychosocial Class to your vocational/academic or personal goals



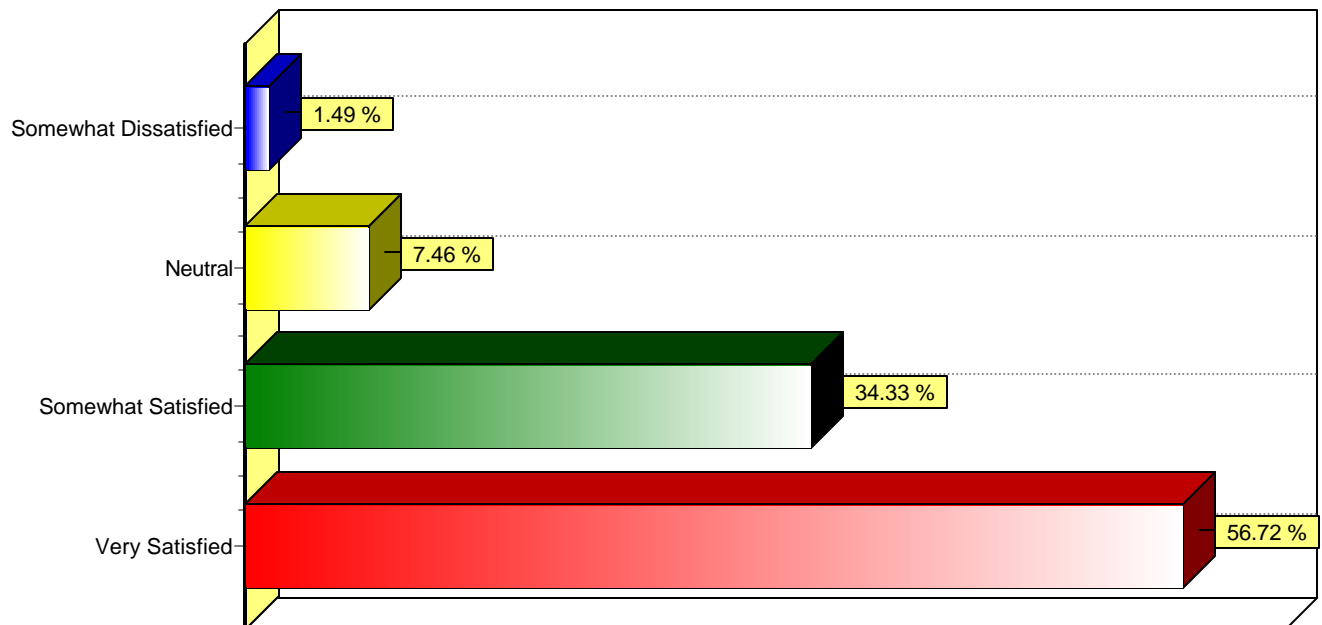
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ABI Program Review--Student Survey

Relevance of ABI Computer Lab to your vocational/academic or personal goals



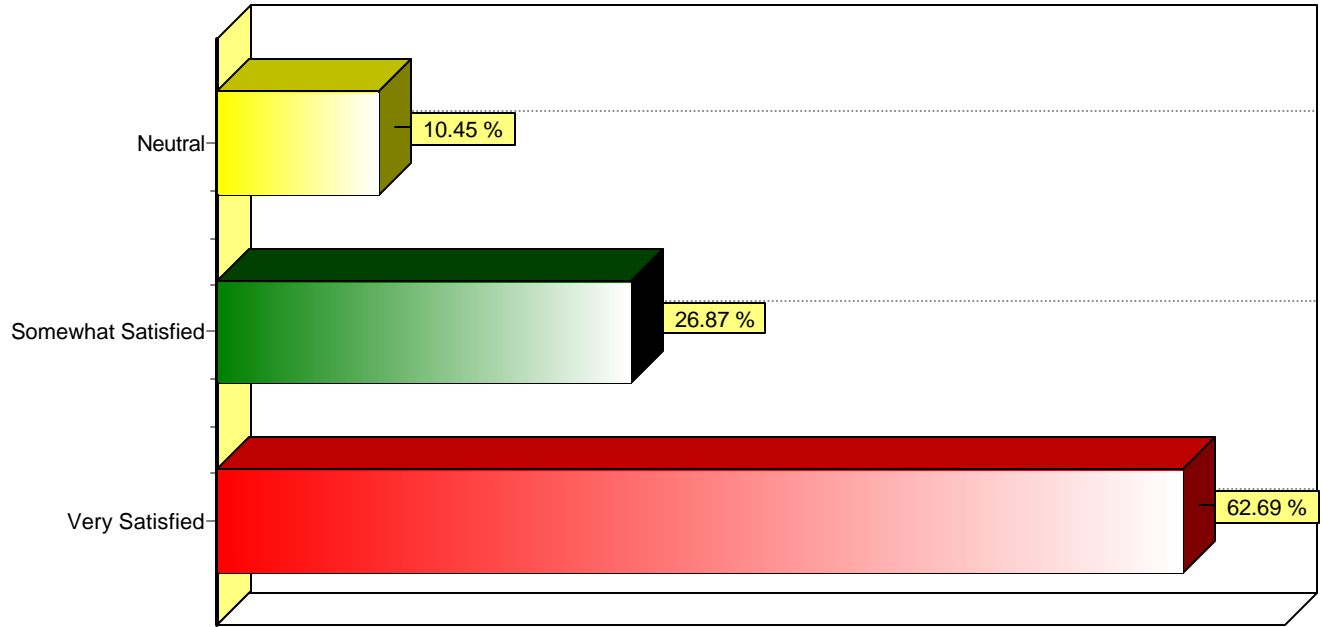
ABI Program's ability to facilitate use of compensation strategies



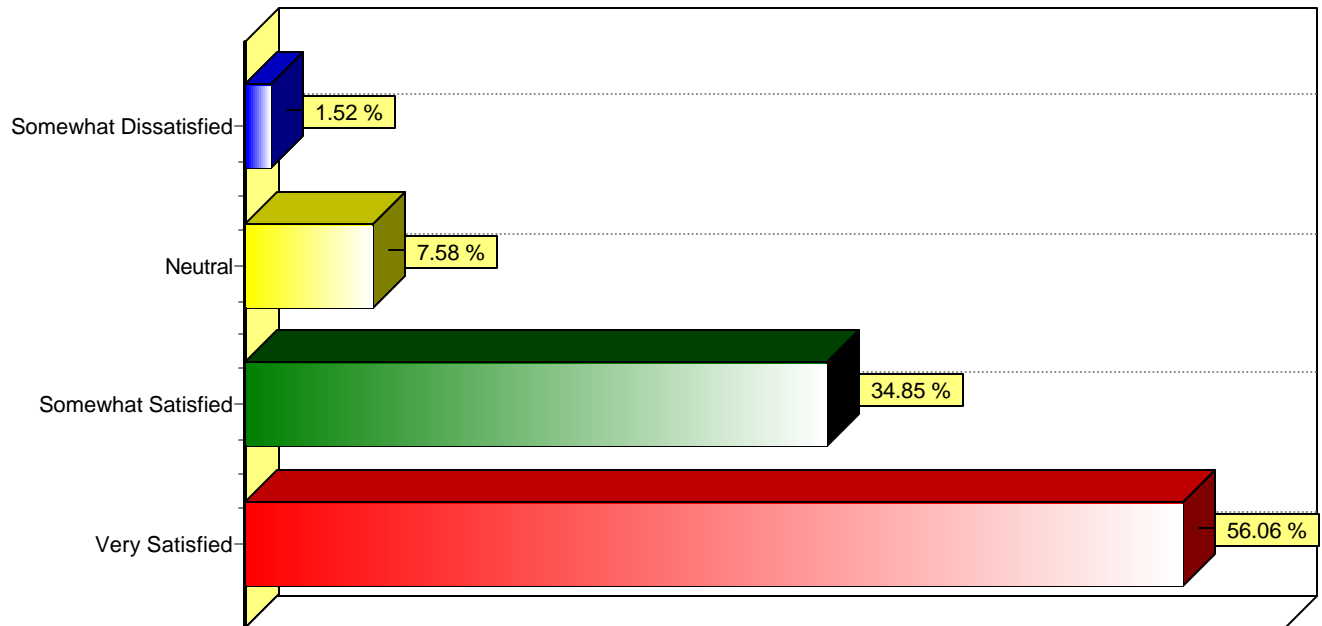
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ABI Program Review--Student Survey

ABI Program's ability to facilitate awareness of cognitive skills



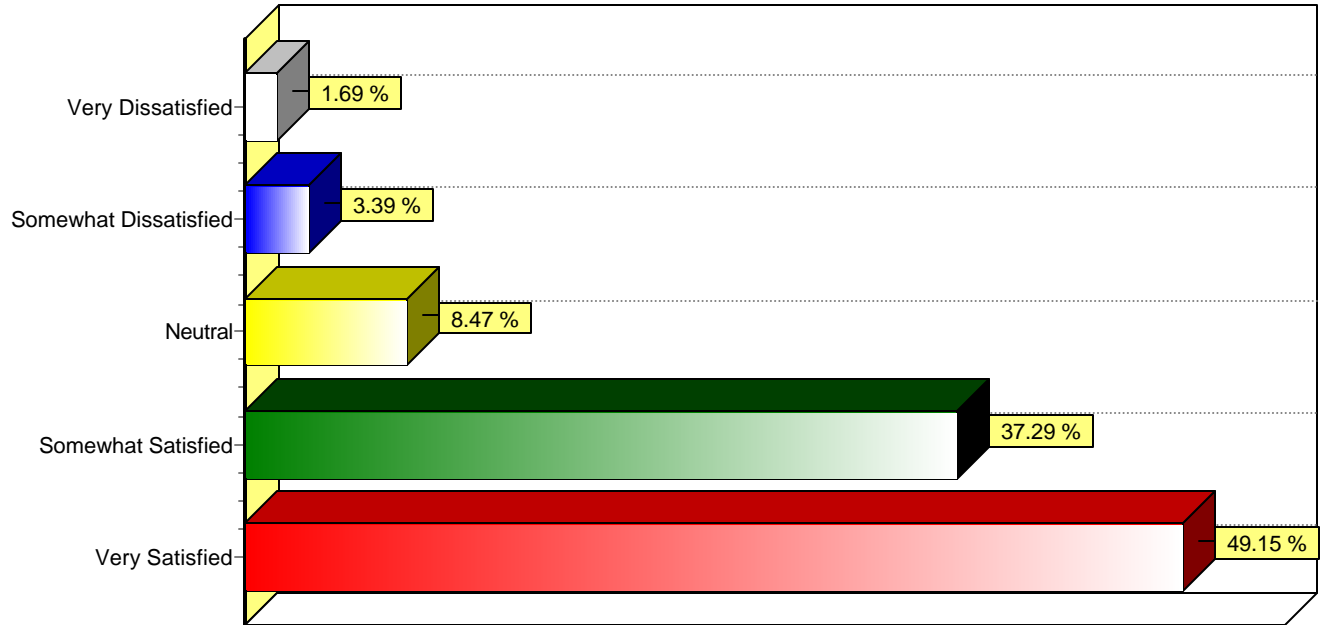
ABI Program's ability to facilitate psychosocial adjustment



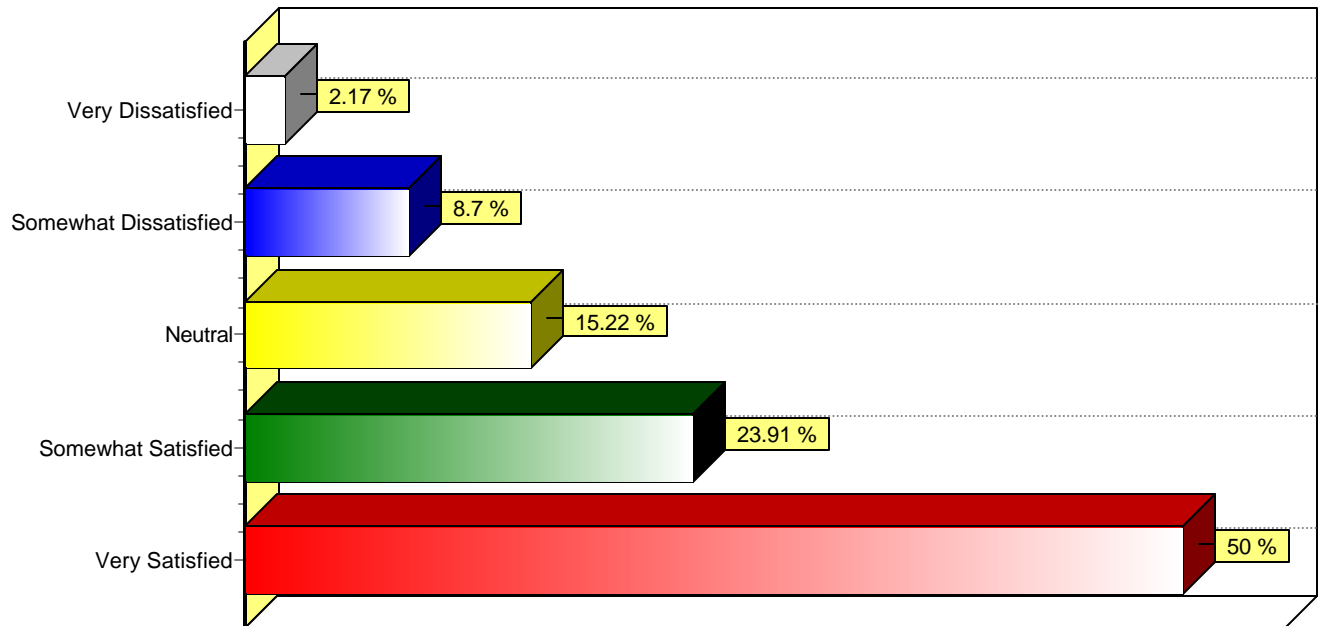
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ABI Program Review--Student Survey

Availability of staff for one-on-one consultation



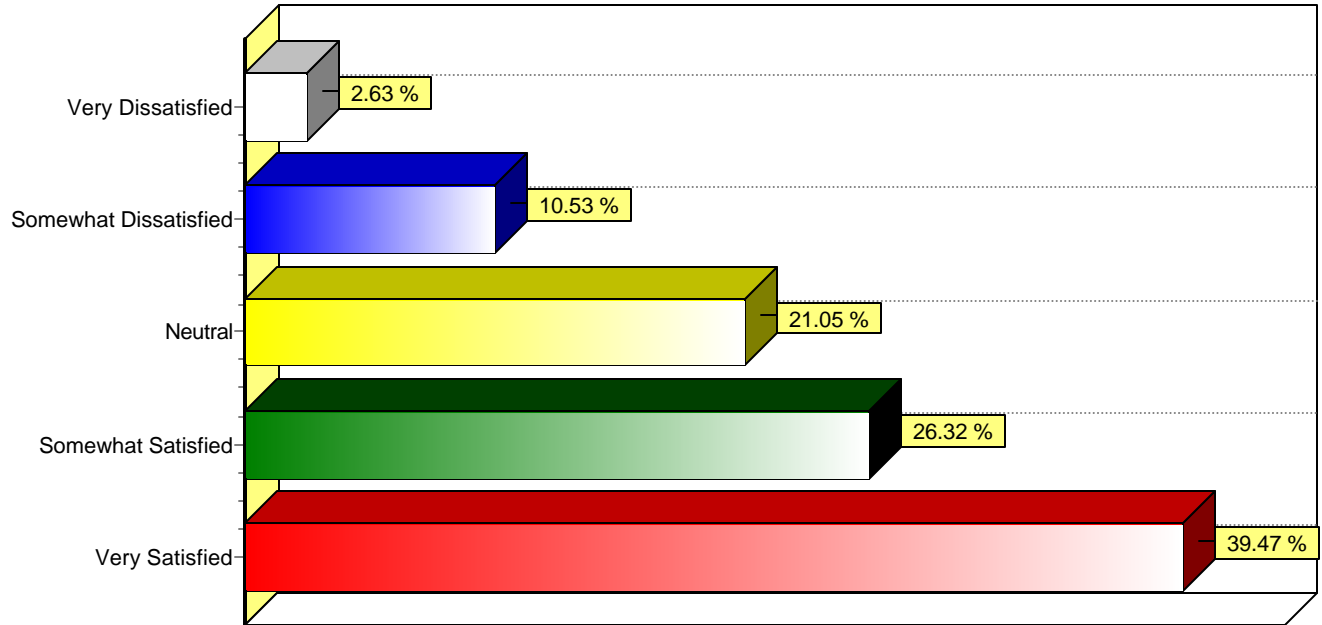
Adequacy of counseling services



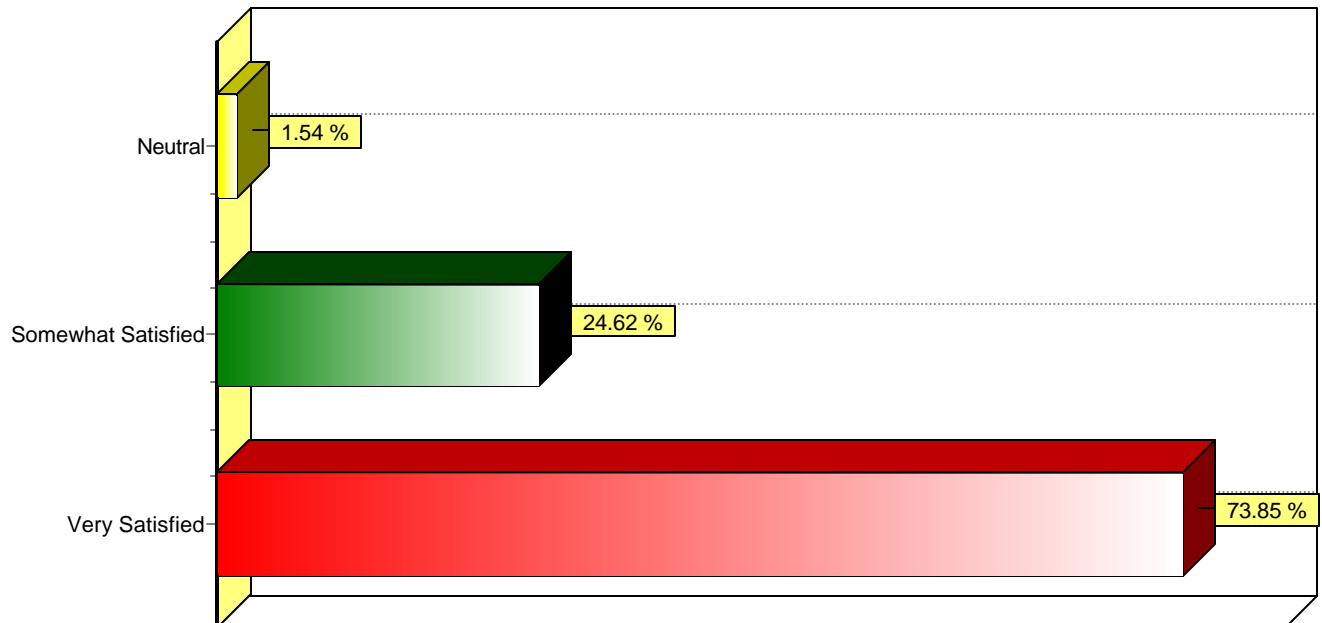
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ABI Program Review--Student Survey

Adequacy of transition services (career development workshops and transitional counseling)



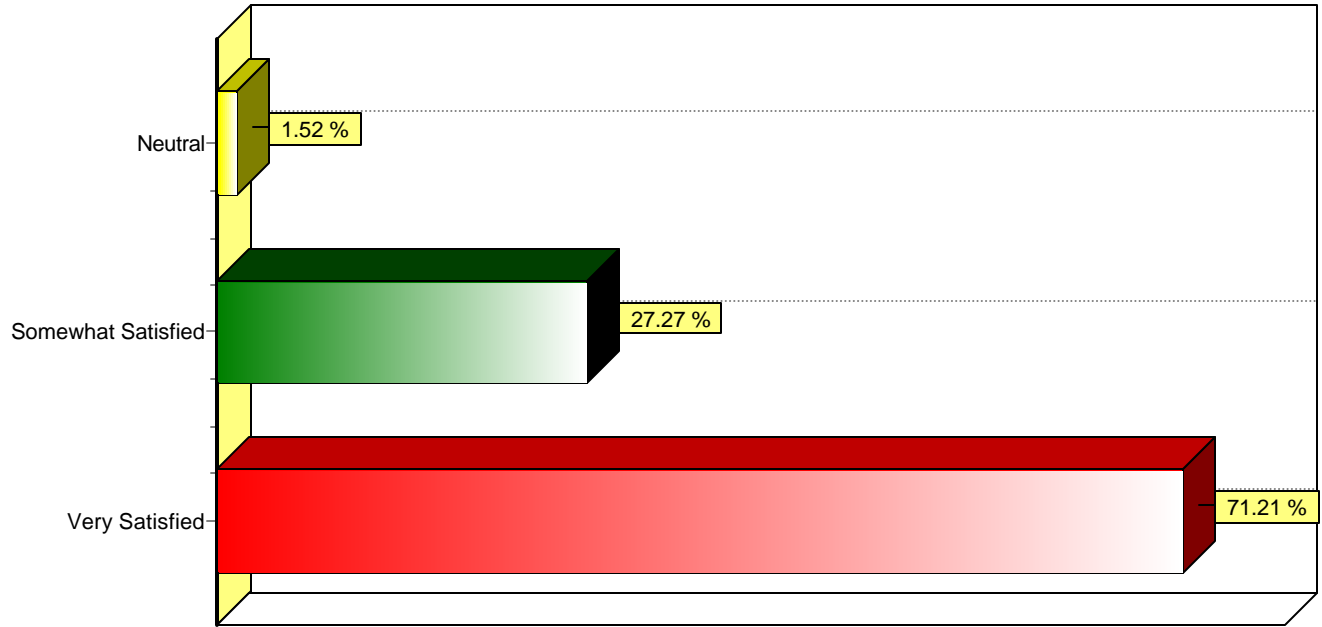
Helpfulness of office staff



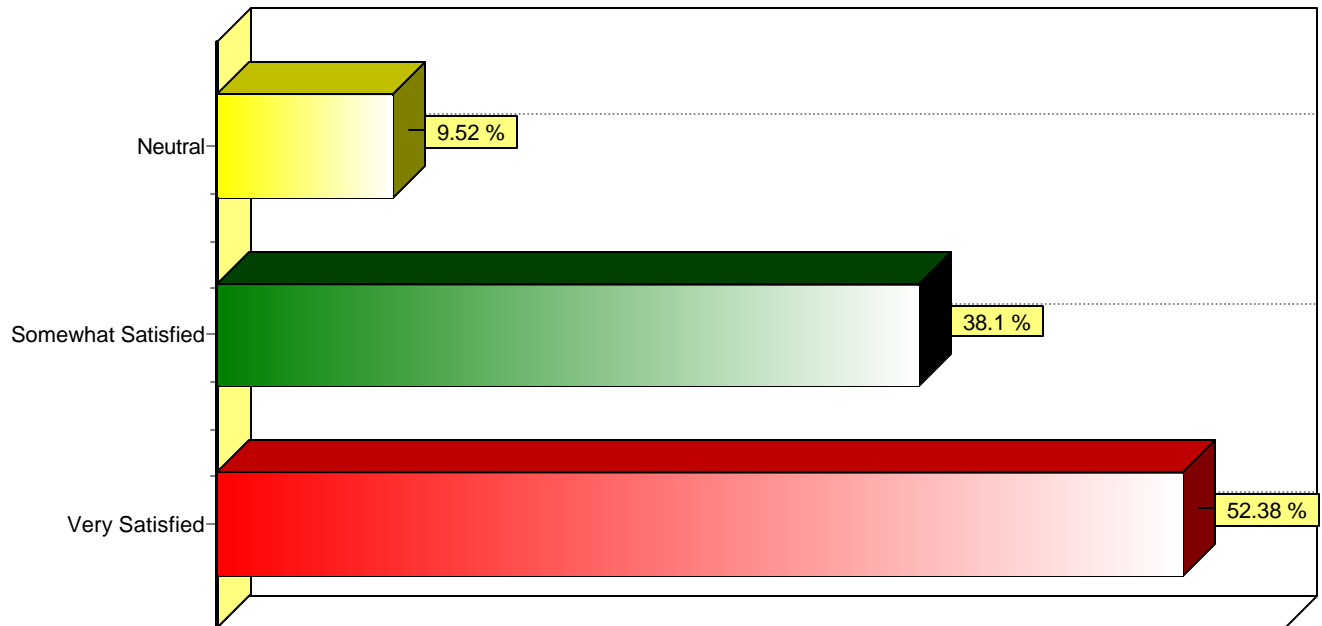
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ABI Program Review--Student Survey

Overall quality of the ABI Program



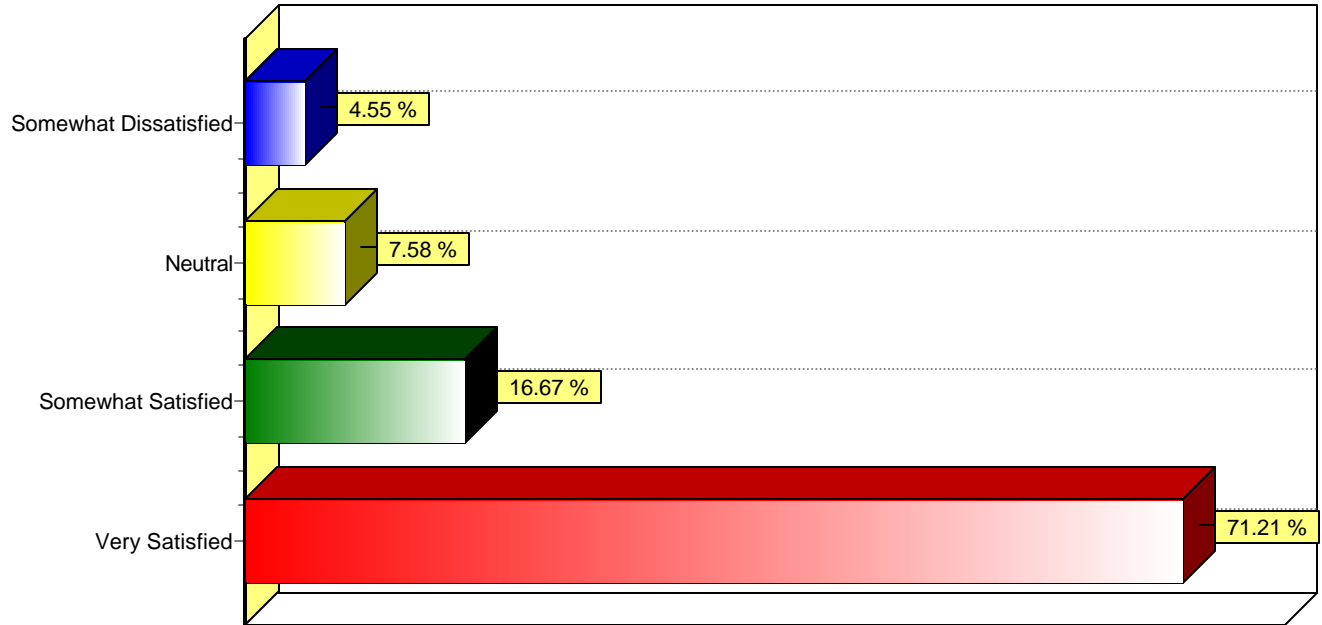
Your own success in the ABI Program



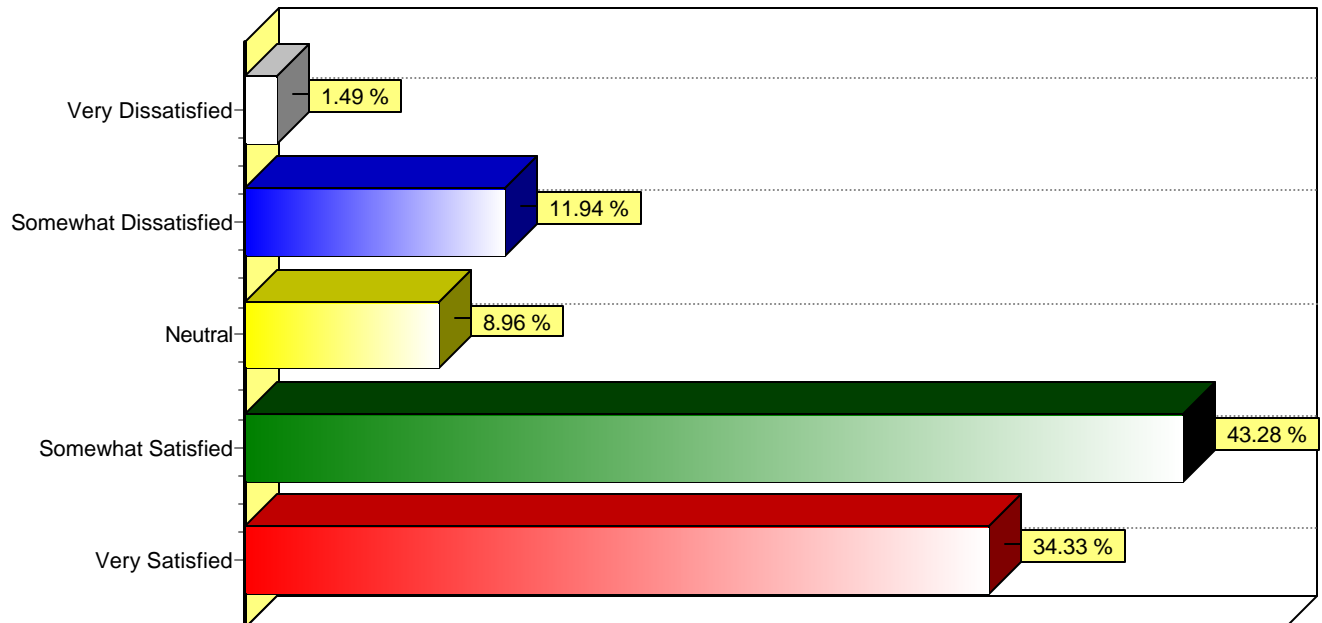
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ABI Program Review--Student Survey

Quality of classroom computers



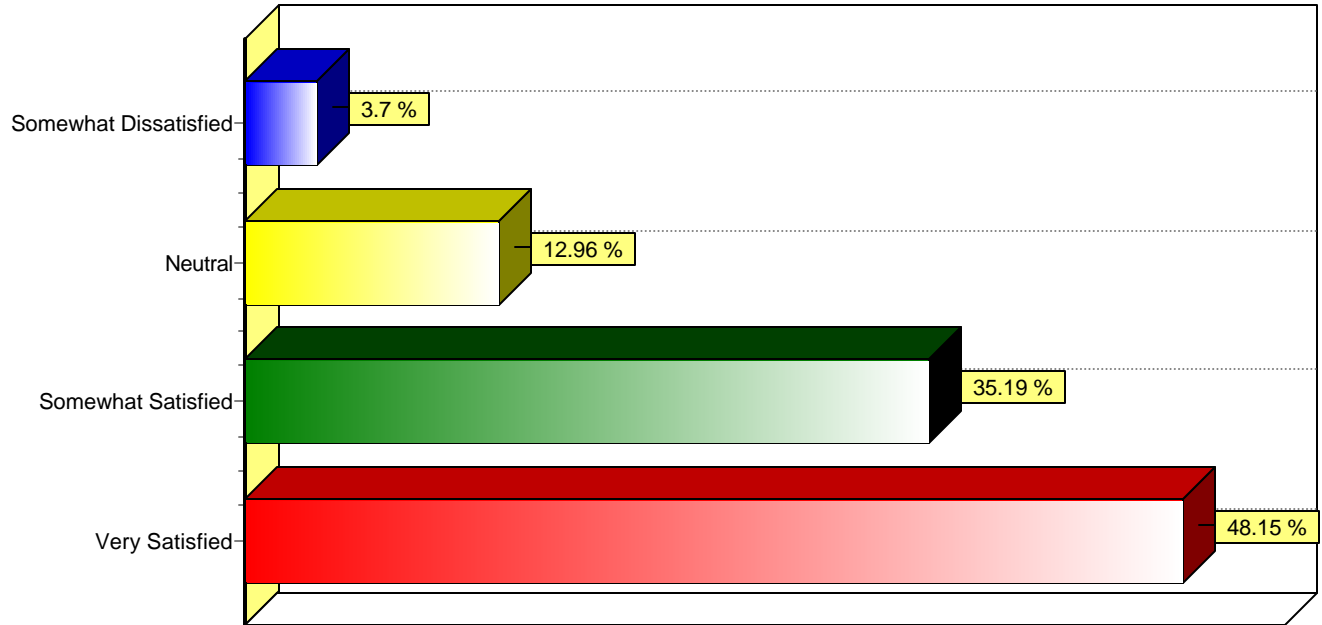
Adequacy of computer classroom (noise level, space, proximity of computers)



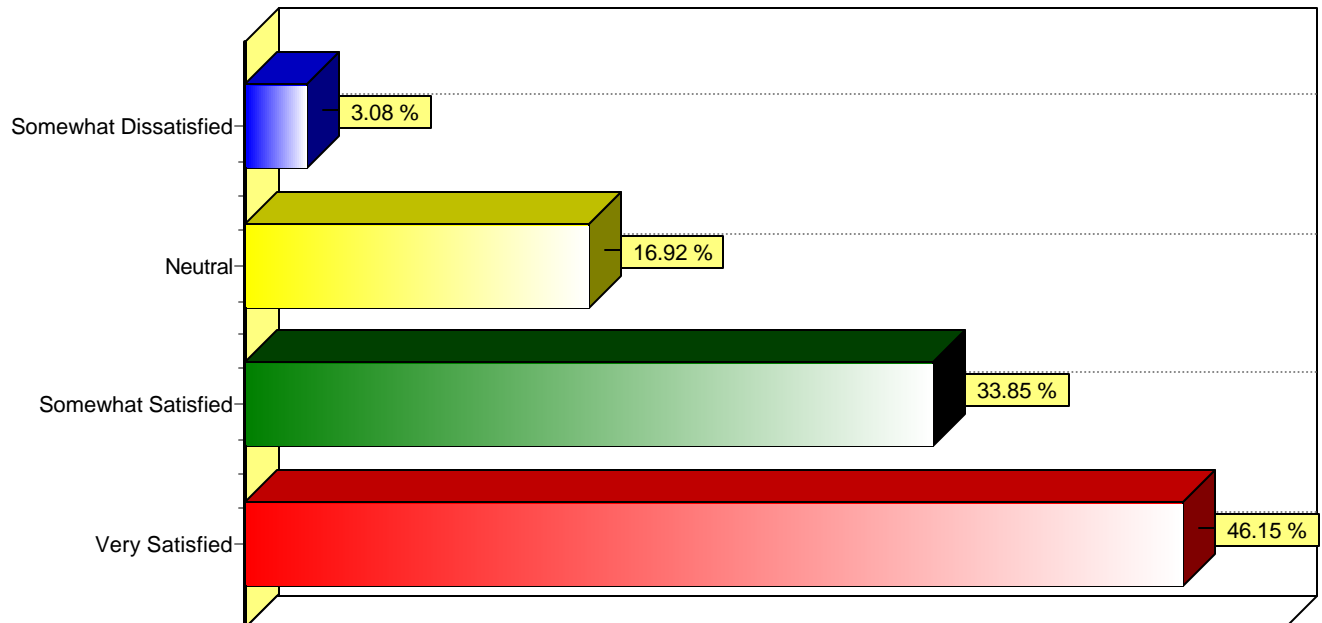
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ABI Program Review--Student Survey

Relevance of software



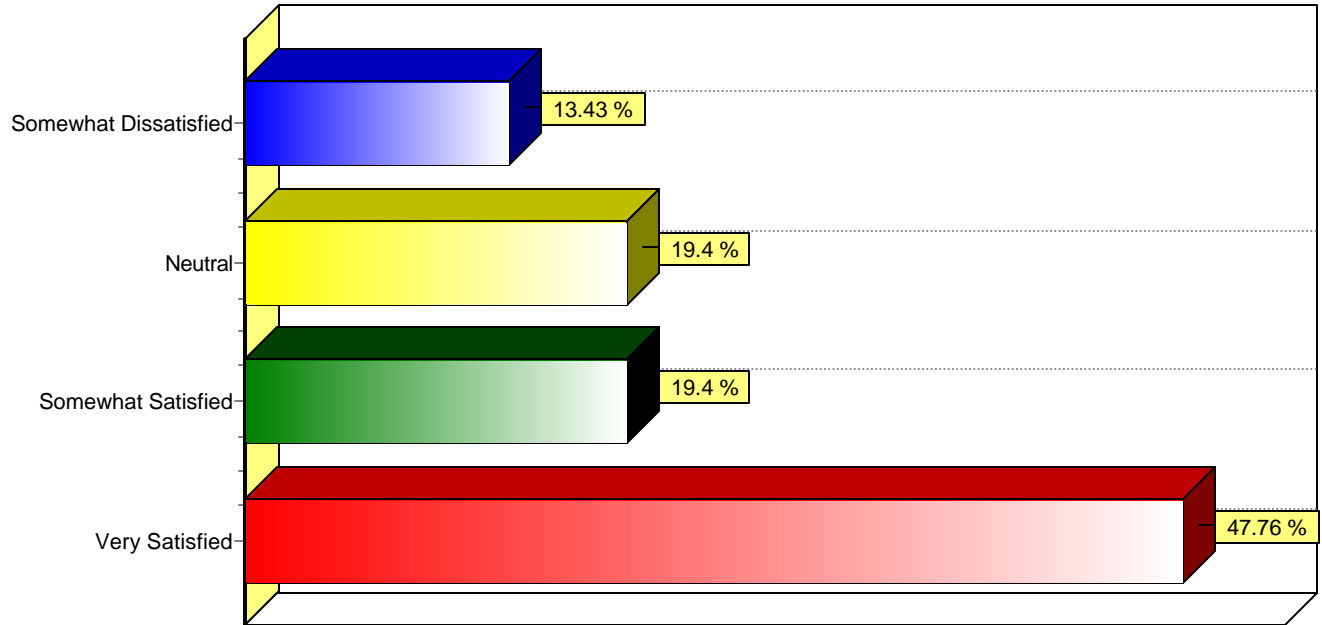
Quantity of software



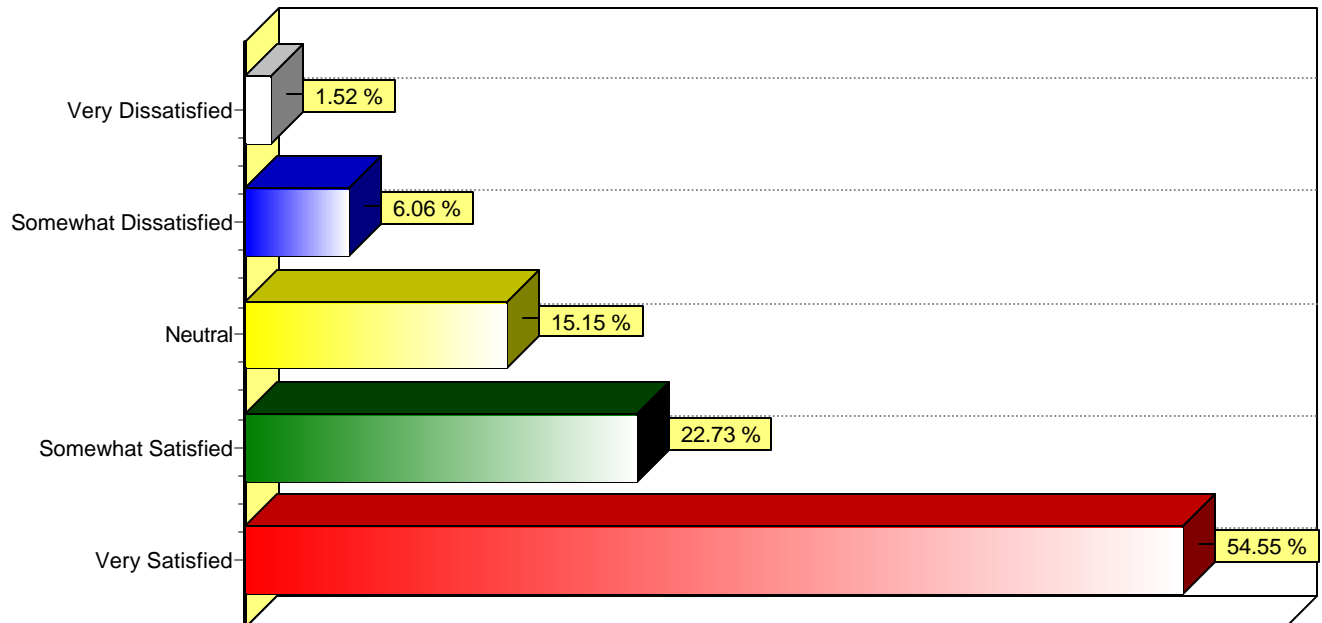
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ABI Program Review--Student Survey

Quality/comfort of classroom chairs



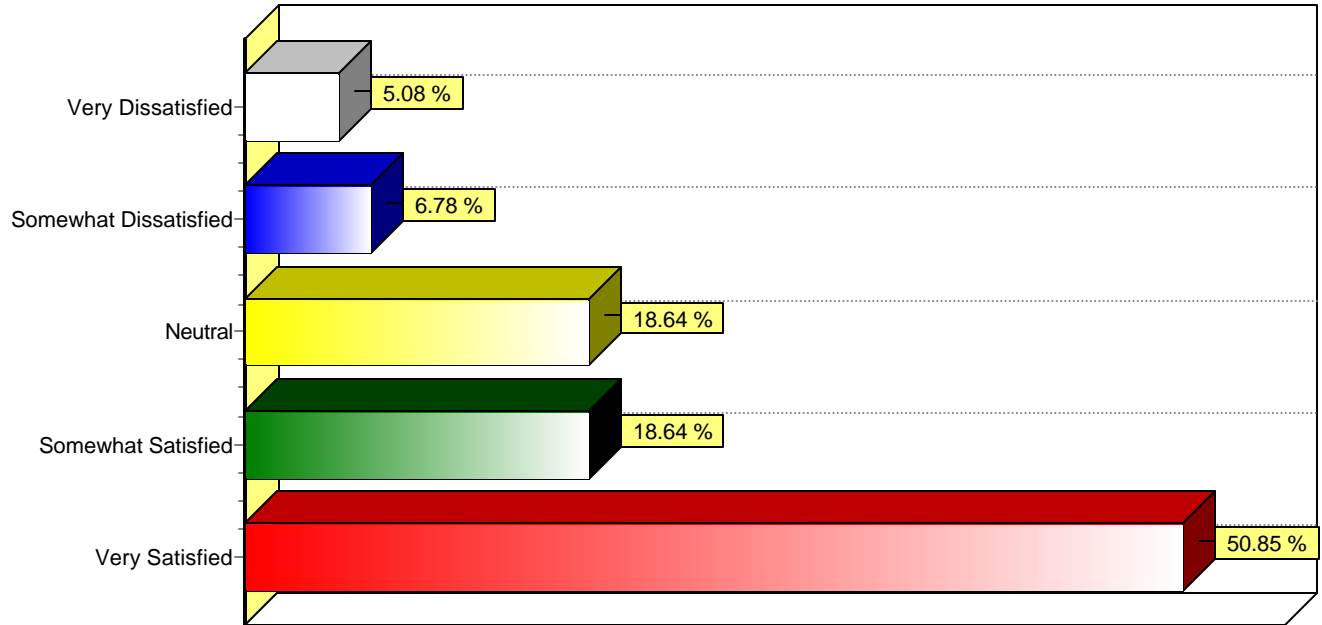
Quality/comfort of desks



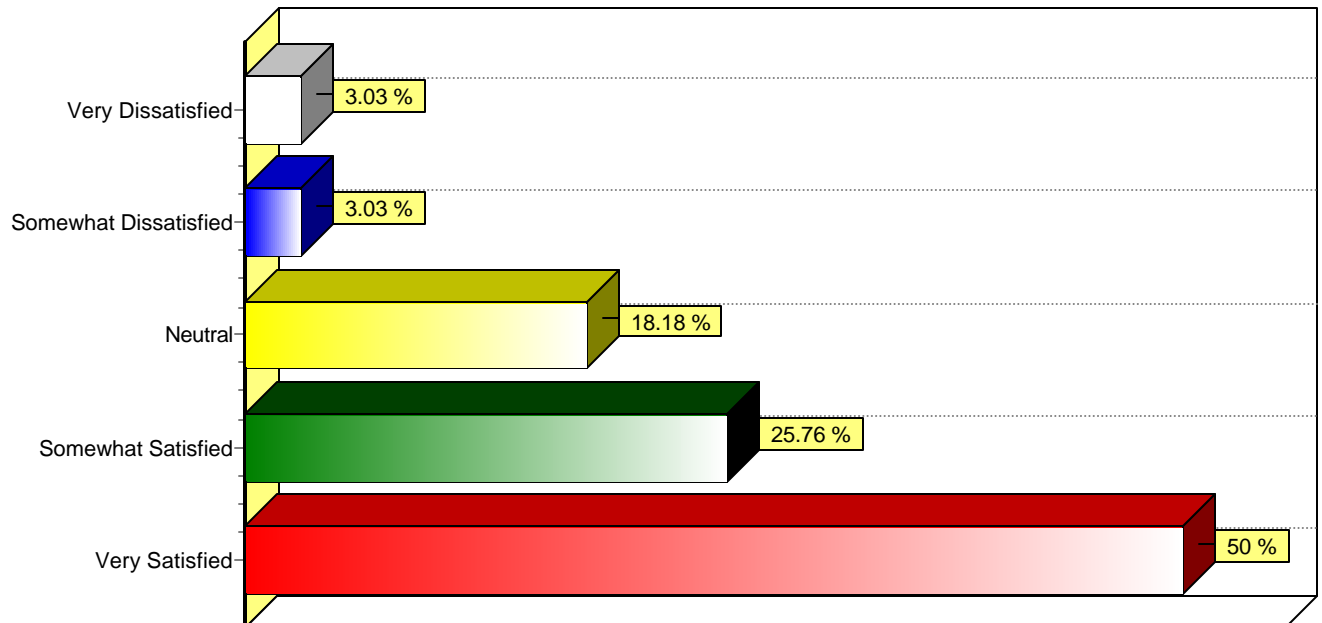
Bar Graphs

ABI Program Review--Student Survey

Quality of whiteboards in classrooms



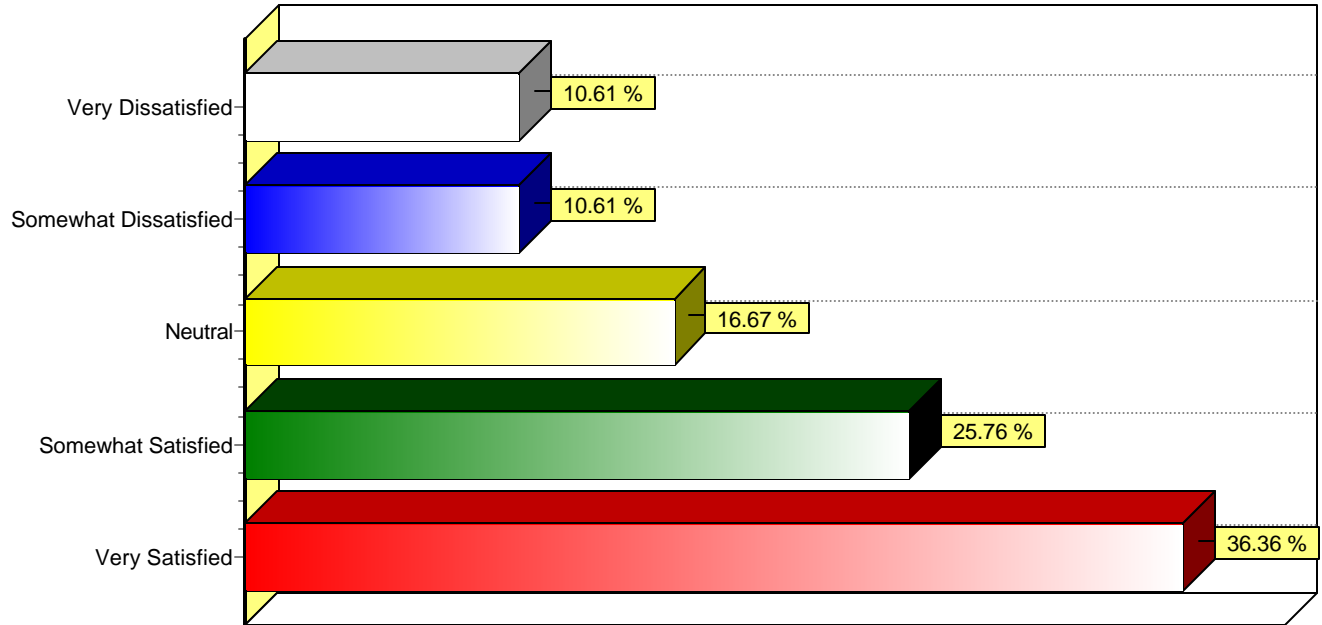
Adequacy of lighting in classrooms



Bar Graphs

ABI Program Review--Student Survey

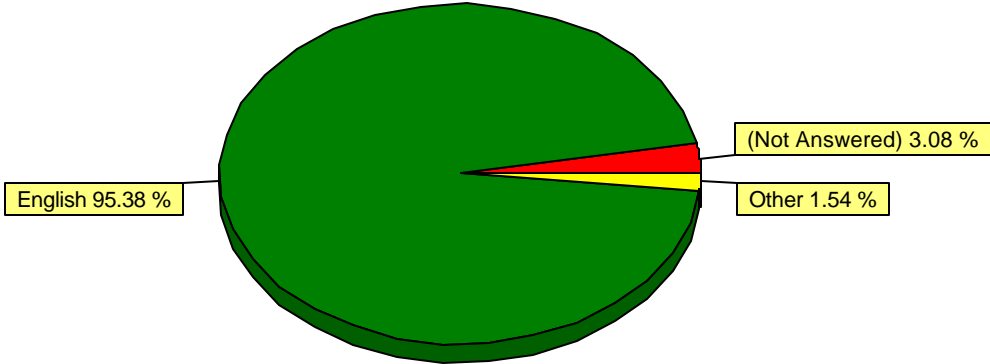
Quality of classroom maintenance (cleanliness)



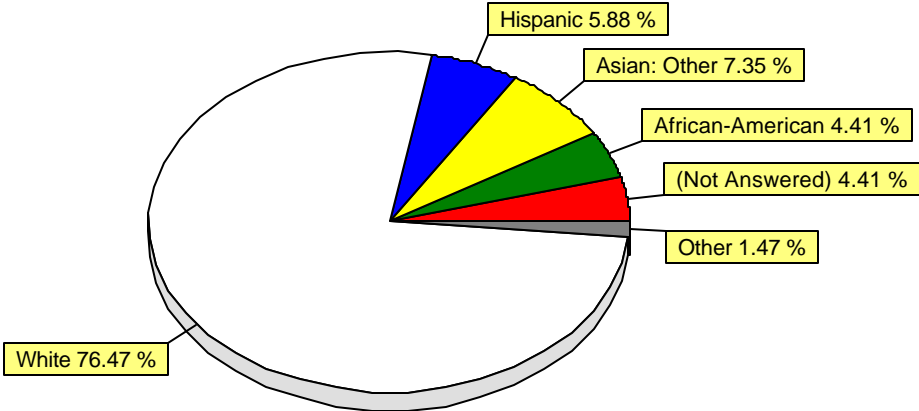
Language and Ethnicity Charts

ABI Program Review--Student Survey

What is your primary language (the language you are most comfortable speaking, reading, or writing)?



What is your ethnicity?



Coastline Community College
Program Review 2001-02
Validation Written Report

Acquired Brain Injury (ABI) Program

1. Has the program adequately addressed the topics delineated in the "Qualitative Questions for Five-Year Program Review" self-study guidelines?

Yes No

If no, note which topics were either omitted or not addressed clearly or substantially enough:

Does the data substantiate the conclusions and recommendations made?

Yes No

If no, note the areas and manner in which data does not match conclusions or recommendations.

2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:
- A. Relatively stable enrollment pattern
 - B. Student demographics follow national head injured stats.
 - C. More people are living with brain injuries; growing population for services.
 - D. Continued development of techniques and services to evaluate success of students in real-life transition.
 - E. Hispanic and Asian populations underrepresented in relation to diversity of Orange County population.
 - F. Low course attrition rate but high program attrition due to exit prior to graduation.
 - G. High level of student/alumni satisfaction.
 - H. Interest in speech/language therapy and adaptive P.E. classes
 - I. Student and faculty dissatisfaction with facility comfort, cleanliness, and maintenance and faculty/staff concerns about safety of physical site due to uneven terrain.

3. Are there any areas, which are unclear, or any significant points, which may have been overlooked?

_Yes _No

If yes, note these areas or points:

- A. Report did not address the issue of student discipline in the program.

Do the concerns noted above and/or in question number 1 warrant a written response to the Program Review Steering Committee?

_Yes _No

4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.

- A. The recommended actions and goals listed sound realistic and pertinent; recommend targeting them.
- B. Ethnicity – explore your questions in this area and attempt targeted outreach
- C. Explore possibility of a donation that might endow a “chair” for new part time speech/language therapist.
- D. Explore feasibility of offering a communications class to avoid restrictions on providing therapy and to generate additional FTES

5. Program accomplishments and commendations:

- A. Improving and infusing the program with new information learned from grant activities, including \$219,000 FIPSE grant for C⁶A³BI.
- B. Ability to tell your story “to the local and wider community in ways which garner much support including significant donations.
- C. Incredible level of “satisfaction” rating received from student/alumni survey.
- D. Productive, win-win partnerships formed with related professional organization to provide comprehensive services to students.
- E. Program emphasis on real life applications of course learnings
- F. Excellent report

- G. Wide range of support services
- H. Innovative use of rotating sub with regular class component to cover student/family meetings.
- I. Dedicated faculty and staff; professional recognition within the area is terrific
- J. Wonderful fundraising efforts
- K. Success in obtaining grants and in using them for thoughtful, innovative research and education.
- L. Successful donor liaisons, which are most recently resulting in a new modular for significant physical expansion
- M. Invitations to represent the program and Coastline with presentations in many venues.
- N. Computer classroom upgrade.
- O. Addition of application component to program.
- P. Stable FTES in spite of decline in number of students.
- Q. Great support from students and families
- R. Professional recognition accorded faculty within the program.
- S. Innovative homework lab.

**Program Review Steering Committee
May 2002**