Coastline Community College
Special Programs and Services for the Disabled

ADAPTIVE FITNESS

Program Review

2002-03

Submitted February 2003

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ADAPTIVE FITNESS PROGRAM
Program Review 2002-03
EXECUTIVE SUMMARY

The Adaptive Fitness Program is a component of Coastline Community College's Special Programs and Services for the Disabled Department. Coastline's program consists of five classes designed to assist seniors with disabilities in the maintenance of general physical fitness, flexibility, and balance. Students participate in one class meeting per week for up to two hours. Classes are held at Oasis, Westminster, and Seal Beach Leisure World Senior Centers as well as at Coastline's own Huntington/Westminster Center. Each class is led by one of two adjunct instructors, both of whom have completed Cal State Fullerton's Balance and Mobility Specialist Instructor Program.

In the early 2000's, the program has been generating 6 or 7 non-credit FTEs, or 2.3 to 3.3% of the college's non-credit FTEs, with an offering of 5 classes per semester. The data show a clear trend of FTE growth. Average class sizes in the program have held relatively stable throughout the last six years, with semester averages ranging from 25 to 40 per class.

The program has no students enrolled in multiple classes simultaneously, making the seat count per semester synonymous with the unduplicated headcount. Because an increase in the unduplicated count of students with disabilities results in an increase to AB-77 funding for disabled students, the Special Programs department has benefited from the enrollment growth of this program.

Forty-three percent of the students are between the ages of 70-79; 30% are between 80 and 89; 22% are between 60 and 69; 3 percent are between 50 and 59 and another 3% are between 90 and 99.

Coastline Community College's Adaptive Fitness Program meets the needs of seniors with disabilities. Students, professionals within the community, and faculty show overwhelming satisfaction with almost every aspect of the program. Some of the Adaptive Fitness Program's strengths include:

- Quality of instruction
- Helpfulness and dedication of faculty and staff
- Accessibility within the community
- The ability to facilitate improvement and maintenance in students' physical fitness
- No-cost program
- Faculty's continued efforts to stay current with the latest fitness theories with the field of aging

GOALS

1. The Special Programs staff will work with community sites to pursue the possibility of acquiring larger classrooms at those sites or at others.

2. Special Programs staff members who serve on the Westminster Center Steering Committee should keep the issue of continued Adaptive Fitness classes at the new Westminster Center under discussion by the committee.

3. Special Programs staff should pursue improvements to the Letter of Agreement process to facilitate communication with community facilities.

PROGRAM REVIEW PROCESS

Dr. Stacey Hunter Schwartz, Dean of Instruction, Special Programs, appointed Celeste Ryan, Instructor/Coordinator Special Programs and Services to chair the Adaptive Fitness Review Team. Other team members included adjunct faculty members Pat Caliendo and Judy Aprile; Special Programs and Services staff assistant, Lori Genova, and full-time Emeritus faculty member Debbie Secord. The students in the Adaptive Fitness program were surveyed, but none were available to participate on the program review study team.

The committee met during the Fall 2002. All team members were invited to participate in the process. Electronic media and mail were the primary means utilized to allow the team members to contribute to the Program Review process.

The program review team developed a list of general survey questions. The surveys were produced in several different forms; each tailored to the appropriate respondents. Surveys were sent to all current Adaptive Fitness students, to Adaptive Fitness Faculty, and to the facility coordinators. Surveys were collected, tabulated, and summarized by Program Review Steering Committee Co-Chair Pat Arlington. The Program Review team analyzed the data.

The chair compiled contributions from the team members. The chair and the dean then solicited additional suggestions for recommendations from Adult Fitness faculty and facility coordinators. Together, the chair and the dean finalized the report.

PROGRAM DESCRIPTION

Introduction

The Adaptive Fitness Program is a component of Coastline Community College's Special Programs and Services for the Disabled Department. The courses are funded by AB-77 monies, which are categorically earmarked for students with disabilities in the college through the state chancellor's office Disabled Students Programs and Services (DSP&S) department. Coastline's program consists of five courses designed to assist seniors with disabilities in the maintenance of general physical fitness, flexibility, and balance. Students participate in one class meeting per week for up to two hours. Classes are held at Oasis, Westminster, and Seal Beach Leisure World Senior Centers as well as at Coastline's own Huntington/Westminster Center.

Background

A review of archive records indicates that Coastline Special Programs started serving the needs of the disabled senior citizen as early as 1980-1981. A copy of a 1980-1981 Handicapped Student Programs and Services Application (dated February 13, 1980) lists major program goals to be addressed in 1980-81. These goals included goal "1.11 To explore and implement where appropriate select special education courses to serve the handicapped senior citizen." Another document dated Summer 1986 notes that "Special education classes for disabled seniors were first offered in 1983-84.

In 1996, when Special Programs conducted its program review, instructional programs for students' different types of disabilities were combined into one report. The disabled adults' program, however, was not included.

Students

The appropriate verified disability for enrollment in this program is defined by Title V, § 56032:

"Physical disability means a visual, mobility or orthopedic impairment . . . Mobility and orthopedic impairment mean a serious limitation in locomotion or motor function." Title V goes on to specify "that mobility impairments can be verified, if possible, by the personal observation of a DSP&S professional staff member with the DSP&S coordinator review, by documentation from a physician, or by the documentation of the referring agency if the verification is done by a physician." Because the adaptive fitness students do not have readily observable disabilities (e.g., amputation, cerebral palsy) and their referring agencies do not have medical staff, the students are required to produce verification from their attending physicians. Typical medical histories include arthritis, osteoporosis, heart condition, stroke, diabetes, cancer, balance difficulties. These conditions result in physicians recommending modified exercise programs and instruction in health and safety concerns.

Staffing

The staff for the Adaptive Fitness Program includes portions of: one dean, one full-time Instructor/Coordinator and two classified staff. Each of these staff members contributes no more than 10% of their total assignment to the program.

Each class is led by one of two adjunct instructors, both of whom have completed Cal State Fullerton's Balance and Mobility Specialist Instructor Program.

Facilities

The Adaptive Fitness classes are held at the following locations:

Oasis Senior Center, Corona del Mar
Westminster Senior Center, Westminster (three classes)
Seal Beach Leisure World Senior Center, Seal Beach
Huntington/Westminster Center

Each classroom is designed for multiple purposes. The rooms vary in size. None of the community facilities charge the college a fee for room usage.

FINDINGS AND DISCUSSION

Quantitative Findings

This section will include data gathered from the survey process. Each sub-section of this report will include the results of relevant data and discussion of those results.

Course Elements

FTEs. In the 1990's, the program demonstrated a fairly consistent pattern of generating approximately 4 non-credit FTEs, or 1.5 to 1.9 percent of the college's non-credit FTEs per semester. An exception is Spring, 1997, when only one class (rather than the three classes typical of the 1990's pattern) was offered. In the early 2000's, the program has been generating 6 or 7 non-credit FTEs, or 2.3 to 3.3% of the college's non-credit FTEs, with an offering of 5 classes per semester. An exception is the most recent semester for which data is available, Fall, 2002, in which the program, which has now grown to 6 classes per semester, generated 8.89 non-credit FTEs.

In summary, the data show a clear trend of FTE growth.

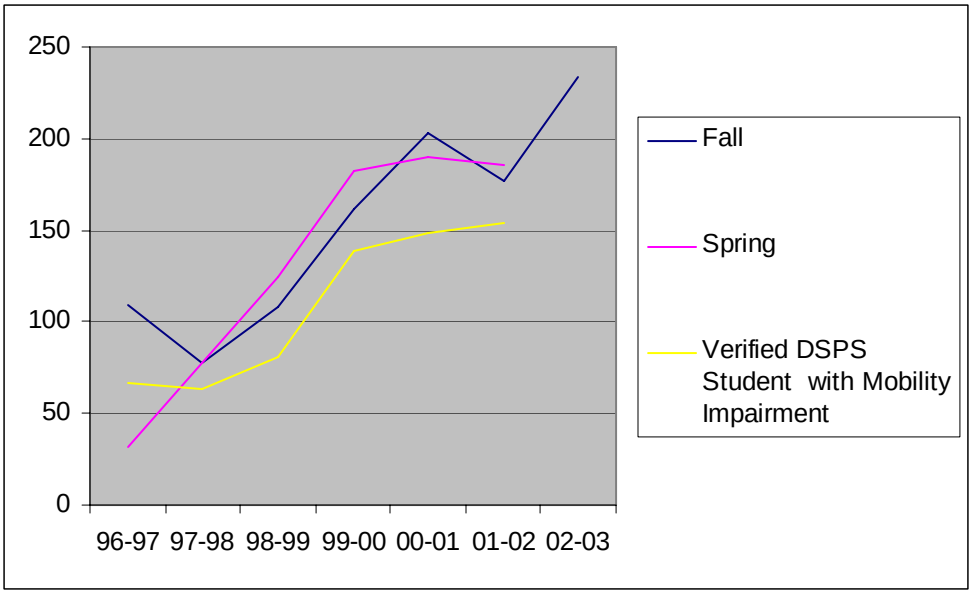
Enrollment. Average class sizes in the program have held relatively stable throughout the last six years, with semester averages ranging from 25 to 40 per class.

The program has no students enrolled in multiple classes simultaneously. Therefore, the seat count per semester is synonymous with the unduplicated count. Enrollments at census have steadily grown each year since 1996-97. FTE generation, while beneficial to the college as a whole, results in a deduction to AB-77 funding for disabled students. However, an increase in the unduplicated count of students with disabilities results in an increase to AB-77 funding. Therefore, the Special Programs department has benefited from the enrollment growth of this program.[1]

As the table and its graphic equivalent below reflect, the steady increase in enrollments corresponds to a steady increase in students with verified mobility impairments.

Enrollments compared to DSP&S verified mobility count

	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Fall	109	77	108	162	203	177	234
Spring	32	78	125	182	190	186	
Verified DSPS Student with Mobility Impairment	67	63	81	139	149	154	



[1] Title V regulations require that 51% of the students in a special class must have a verified disability in order for AB-77 funds to be used to pay for that class; the minimal level is far exceeded by current class compositions, which range from 60 to 80 percent of students having a verified disability.

FTEF (full-time equivalent faculty). Back in the 1990's when the program consisted of 3 classes, the FTEF load was .3 FTEF. Currently, with 6 classes being offered, the FTEF load is .6. All classes are and have always been taught by adjunct faculty.

The program's latest figures indicate 8.89 FTES per .6 FTEF, for a ratio of 14.8. Productivity has held relatively steady since Fall 1996, which had three classes for a total of 4.40 FTES per .3 FTEF, or a ratio of 14.67.

Student/Faculty Ratio. Student to faculty ratios range from approximately 25:1 to 40:1.

Student Elements

Demographic Characteristics. All classes are held in the daytime. Analysis of rosters revealed that the majority of students (93%) are female, and only 7% are male. Seventy-three percent are white; 20% are Asian, and almost 3% are Hispanic. Forty-three percent are between the ages of 70-79; 30% are between 80 and 89; 22% are between 60 and 69; 3 percent are between 50 and 59 and another 3% are between 90 and 99.[2]

Primary Language. Ninety-five percent of the students declare English to be their primary language, and 2% speak Vietnamese. Three percent declare "other" than English, Spanish or Vietnamese.

Completion/Retention. Attrition rates from census to semester end range from 0 to 10.1%.

Cost Elements

Direct Instructional Costs. The current semester costs for the two adjuncts teaching six courses is $8,751, all paid by AB-77 funds for the disabled. The classes have no aides or teaching assistants.

Support Costs. Approximately $2000 was spent to acquire necessary equipment (e.g., weights, Therabands) to support the classes. This equipment is expected to last for years. Minimal copy charges are incurred by Special Programs. Management support (including classified, administration, and instructor-coordinator) is estimated to cost less than $500 per semester.

Facilities Costs. The community facilities do not charge any fees for using their space.

Cost per FTES. Based on Fall, 2002 figures, the cost per FTES is $1040.61 (derived from $9,251/8.89 FTES). It should be noted that these costs result not only in FTE income to the college, but also in weighted student count income to Special Programs.

Qualitative Findings

Need

The current need for this program is great, as evidenced by steadily increasing enrollments. According to the Association of Retired Persons, the population of elders 85 and older is the fastest growing segment of the population. In the Coast Community College District, according to data provided by the District research department, the proportion of citizens in the 65 and older segment of the population has increased at a greater rate than the state average.

[2] This figure represents three students over the age of 90!

Although no specific data can be cited, it seems reasonable to assume that the state exacts a cost benefit from these classes. Research conducted at California State University, Fullerton has shown that balance and mobility training can reduce the incidence of injuries, such as broken bones, in seniors. Because so many seniors receive government-provided health services, a reduction in health care claims would more than justify the costs of this instructional program.

Student Satisfaction

During Fall 2002, currently enrolled Adaptive Fitness students were asked to complete a thirty-one-question survey that asked them to rank their satisfaction with the program. A total of 115 surveys were completed and returned to the instructor, for a response rate of 54%. Of these current students, 99% report a satisfaction rating of Very Satisfied with the 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 Adaptive Fitness Program. Comments included:

> "Exercise that I need and would not do alone. I walk alone, but companionship lifts your spirits."
>
> "Have become more balanced and now do exercises as in class on other days of the week on my own. I feel more in control and healthier thanks to the excellent class."
>
> "I not only get lots of physical exercises, etc., but it keeps me mentally alive. At our age we need to exercise regularly."

Students were asked whether they would be willing to pay a fee for the classes. Ninety percent of respondents were willing to pay for the classes. Thirty-nine percent expressed a specific willingness to pay up to $15. This apparent limit of $15 may be influenced by the instructors' prior discussions with the students regarding the possibility of an $11 tuition payment plus $3 student services fee. A proposed increase in tuition in community colleges might necessitate a repeat survey attempt.

While the survey consistently illustrates students' satisfaction with every aspect of the program, the written comments communicate some issues that need to be addressed. The most frequent comment written to explain some level of dissatisfaction (7 out of 16 written comments) is to request larger rooms, as evidenced by the following comment:

> "Larger class, need a bit more room to spread arms out without hitting someone else"

The second most frequent request is the desire to receive semester class schedules earlier, prior to phone-in registration.

Satisfaction by Facility Personnel

The Adaptive Fitness classes are held at four locations in the Coast Community College District. Three courses are held at the Westminster Senior Center, one an Oasis Senior Center, one at Seal Beach Leisure World and one at Coastline's Huntington/Westminster Center. A representative from each site was asked to complete an eighteen-question survey that asked them to rank their satisfaction with the program. A representative from each site responded to the survey for a total of four respondents. Overall the sites are Somewhat Satisfied to Very Satisfied with the relevance of the course (100%), interactions with Coastline faculty (75%), quality of Coastline Fitness courses (100%), scheduling of classes (75%), communication between facility and staff (75%), understanding and ease of registration (75%), staff support/staff availability/staff responsiveness (100%), and opportunities to suggest courses (75%). Site representatives strongly agree that the Adaptive Fitness courses assist in the maintenance or

improvement of participants' mobility (100%), improvement of cardio-pulmonary functioning (75%), assist in the maintenance or improvement of participants' mental abilities (100%), assist in the recovery from illness or injuries (75%), and provide opportunities for social interaction among participants (100%).

Areas that warrant further study are concerns expressed over accuracy and timeliness of Letter of Agreement. Currently, this is the responsibility of the Coastline Site Facilitators rather than Special Programs staff.

Partnerships

The Adaptive Fitness Program and its students benefit from partnerships with several outside agencies and universities.

- *Oasis Senior Center*
- *Westminster Senior Center*
- *Leisure World, Seal Beach*
- *Coastline Emeritus Institute*
- *California State University at Fullerton, Center for Successful Aging, Balance and Mobility Specialist Instructor Program*

Faculty Satisfaction

Both adjunct faculty members were asked to complete a twenty-four-question survey that asked them to rank their satisfaction with various aspects of the Adaptive Fitness Program. The response rate was 100%. Overall, the faculty are somewhat satisfied to very satisfied with the following: staff support (100%), staff responsiveness (100%), and faculty and staff ability to meet the needs of non-traditional students (100%). Faculty strongly to somewhat agree that the courses help participants maintain or improve their mobility (100%), help participants improve their cardio-pulmonary functioning (100%), help maintain or improve their mental abilities (100%), help participants who are recovering from illness or injuries (100%), provide opportunities fro social interaction among the participants (100%), and help participants cope with depression (100%).

Dissatisfaction was expressed over attaining accurate rosters from Admissions and Records. Staff comments included:

> "Rosters—consistently get them to teachers on time for a semester. Positive attendance rosters continue to have errors after many corrections. So much more work for teachers. And, often when speaking to staff to correct problems, I get 'attitude.' Shouldn't happen!"
>
> "Registration—I do a great marketing job, but have had students complain to me that they have had problems getting help, and they get 'attitude.' "

Professional Development Pursuits

Adaptive Fitness faculty members are active in the community as well as in college-wide activities. Faculty and administration have attended and/or presented at conferences, meetings, seminars, and trainings over the last few years. The following list is representative, though not all-inclusive:

- Discipline-related workshops
- Development and Instruction of Flex-Day Activities:
  * Stress Management
  * Adult Fitness

- NISOD
- California State University at Fullerton, Center For Successful Aging, Balance and Mobility Specialist Instructor Program

Faculty work in cooperation with each other, share information they glean from attendance at these events, and sometimes, as a result, programmatic changes ensue.

Technology

Instructors employ techniques and strategies proven effective by research at the Center For Successful Aging, Balance and Mobility Specialist Instructor Program. These techniques require specific assessment and instructional procedures but do not require specialized technology.

Recruitment/Enrollment of Diverse Students

Instructors regularly and successfully recruit students by eating lunch with senior center members of all races and ethnicities. An atmosphere of collaboration is fostered within the classes, which contributes to the comfort of all students.

Awards

2001 Coastline Teacher of the Year (Pat Caliendo)

CONCLUSIONS

Coastline Community College's Adaptive Fitness Program meets the needs of seniors with disabilities. Students, professionals within the community, and faculty show overwhelming satisfaction with almost every aspect of the program. Some of the Adaptive Fitness Program's strengths include:

- Quality of instruction
- Helpfulness and dedication of faculty and staff
- Accessibility within the community
- The ability to facilitate improvement and maintenance in students' physical fitness
- No-cost program
- Faculty's continued efforts to stay current with the latest fitness theories with the field of aging

As with any program, there is always room for improvement. Students and staff would like the program to continue to grow by adding more classes. Larger classroom spaces are needed, Concern was expressed about the class currently offered at the Huntington/Westminster site. The new Westminster Center is projected to be completed by Spring, 2005. Initial space studies do not include a plan for moving the Adaptive Fitness course to the new center. Overall, the Adaptive Fitness Program continues to serve as an outstanding model for addressing the unique needs of seniors with physical disabilities.

GOALS

1. Given the District's decreased need for non-credit FTES, program faculty members should be encouraged to investigate the appropriateness of altering the current curriculum to create one-

unit classes. Students might be surveyed to ascertain the predicted effects of a higher tuition than was in effect when previously surveyed.[3]

2. The Special Programs staff will work with community sites to pursue the possibility of acquiring larger classrooms at those sites or at others.

3. Special Programs staff members who serve on the Westminster Center Steering Committee should keep the issue of continued Adaptive Fitness classes at the new Westminster under discussion by the committee.

4. Special Programs staff should discuss with site facilitators at area offices the possibility of taking responsibility for getting the Letter of Agreement document to the sites and securing appropriate signatures. This procedure may aid in the communication between class sites and the Special Programs staff. This interaction also would provide the opportunity to discuss other areas of concern such as room size, registration, and scheduling.

[3] After analysis by the Program Review Steering Committee, this goal was dropped. The amount of FTES generated by such a change would justify neither the administrative burden nor the costs for the students. Additionally, course repeatability could be an issue.

ADAPTIVE FITNESS PROGRAM (Non-credit classes)
Six and a Half-Year Summary of Enrollments and FTES

	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
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**	**SPRING 013**	**FALL* 022**
FTES													
Program	4.40	1.47	3.81	3.72	4.972	4.65	4.31	6.96	7.26	6.31	6.05	6.78	8.89
College	267.43	269.08	251.21	244.53	251.72	248.86	282.58	256.41	222.85	216.09	266.63	309.85	325.18
Program as % of College	1.6%	0.5%	1.5%	1.5%	2.0%	1.9%	1.5%	2.7%	3.3%	2.9%	2.3%	2.2%	2.7%
Program Sections													
Total Sections Scheduled	3	3	3	3	3	4	4	5	5	5	5	5	6
Sections Cancelled	0	2	0	0	0	0	0	0	0	0	0	0	0
Avg. Enroll. All Classes	36	32	26	25	35	30	40	36	40	37	34	37	38
Seat Count at Census													
Program	109	32	77	76	106	120	161	179	201	186	172	184	230
College	4,597	4,887	4,395	3,880	4,279	4,333	5,027	4,599	4,197	3,872	5,255	5,258	5,948
Program as % of College	2.4%	0.7%	1.8%	2.0%	2.5%	2.8%	3.2%	3.9%	4.8%	4.8%	3.3%	3.5%	3.9%
Seat Count at Semester End													
Program	99	32	76	75	98	120	146	161	182	182	158	169	213
College	4,209	4,467	4,100	3,606	3,841	3,828	4,693	4,125	3,940	3,982	5,234	4,952	5,328
Program as % of College	2.4%	0.7%	1.9%	2.1%	2.6%	3.1%	3.1%	3.9%	4.6%	4.6%	3.0%	3.4%	4.0%
Attrition (Cens. to End Seats)													
Program	9.2%	0.0%	1.3%	1.3%	7.5%	0.0%	9.3%	10.1%	0.0%	2.2%	8.1%	8.2%	7.4%
College	8.4%	8.6%	6.7%	7.1%	10.2%	11.7%	6.6%	10.3%	6.1%	0.0%	0.4%	5.8%	10.4%

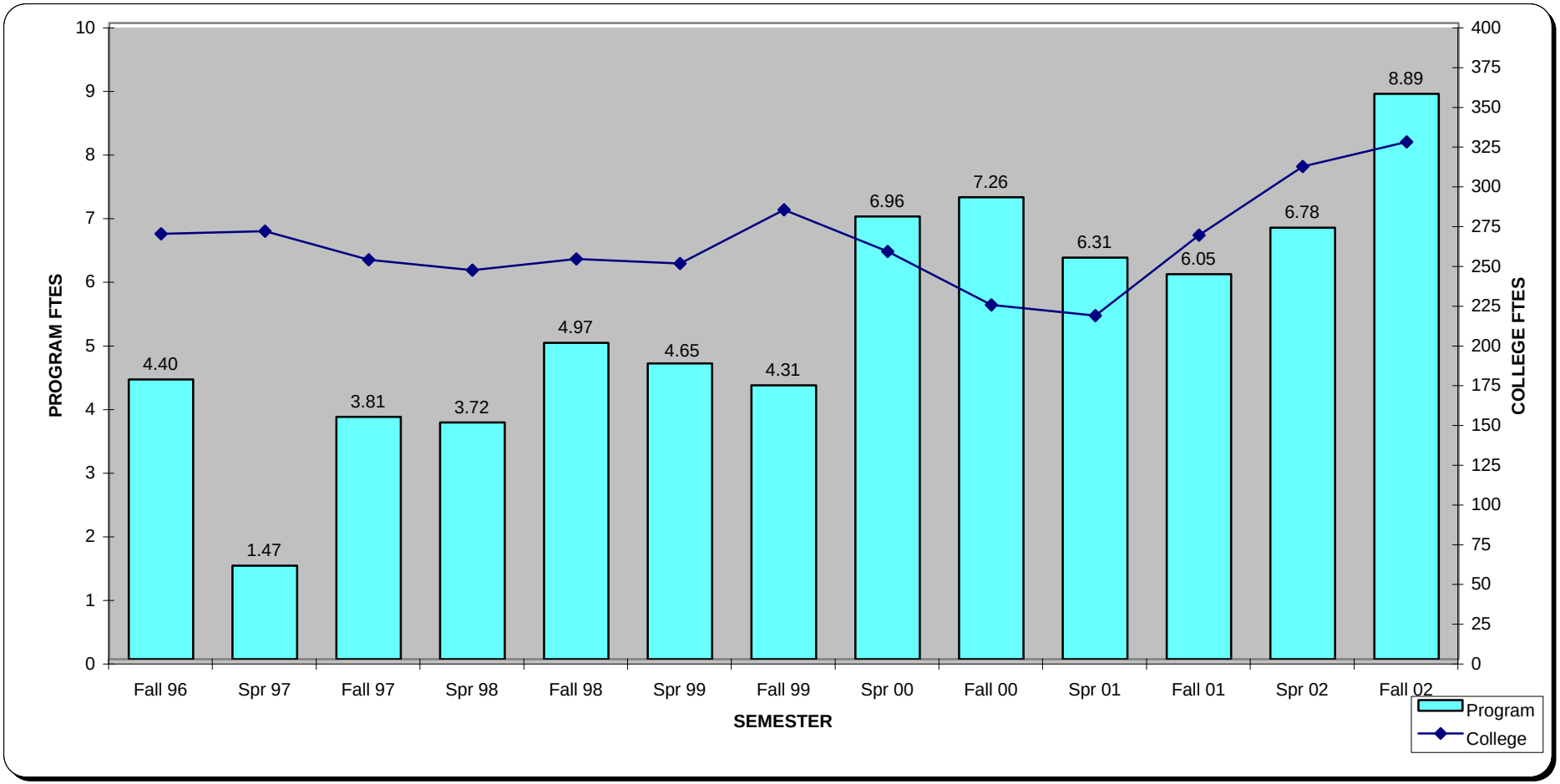
Fall 2002 data approximate; FTES and enrollments represent projections as of Jan. 28, 2003

Source: ADATERM and PAUDIT reports

Prepared by Pat Arlington, 1/28/2003
Data2003.xls AdaptiveFitness

ADAPTIVE FITNESS PROGRAM (Non-credit classes)
Six 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	Spr 02	Fall 02
Program	4.40	1.47	3.81	3.72	4.97	4.65	4.31	6.96	7.26	6.31	6.05	6.78	8.89
College	267.43	269.08	251.21	244.53	251.72	248.86	282.58	256.41	222.85	216.09	266.63	309.85	325.18
% of College	1.6%	0.5%	1.5%	1.5%	2.0%	1.9%	1.5%	2.7%	3.3%	2.9%	2.3%	2.2%	2.7%



Fall 2002 data approximate; FTES and enrollments represent projections as of Jan. 28, 2003

Prepared by Pat Arlington, 1/28/2003
Data2003.xls AdaptiveFitness

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Adaptive Fitness Program Review--Facility Survey

1. How many Coastline College Adaptive Fitness courses are offered at your facility in a typical semester?

(Choose one)

[ ] 1. None
[ ] 2. 1
[ ] 3. 2
[ ] 4. 3
[ ] 5. 4
[ ] 6. 5 or more

2. Table 1 Satisfaction Levels - Relevance of the courses to the needs of your clients

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

3. Table 1 Satisfaction Levels - Interactions with Coastline College faculty

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

4. Table 1 Satisfaction Levels - Quality of Coastline College Adaptive Fitness courses

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

5. Table 1 Satisfaction Levels - Scheduling of classes (time of day, length of class sessions, days of week)

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

6. Table 1 Satisfaction Levels - Ease of getting correct list of courses to be offered at site (Letter of Agreement)

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

7. Table 1 Satisfaction Levels - Communication between your facility and the Special Programs staff

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

8. Table 1 Satisfaction Levels - Your understanding of the student registration process for courses

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

9. Table 1 Satisfaction Levels - Ease of student registration

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

10. Table 1 Satisfaction Levels - Staff support for the program in terms of staff availability

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

11. Table 1 Satisfaction Levels - Staff support for the program in terms of staff responsiveness

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

12. Table 1 Satisfaction Levels - Opportunities for you to suggest courses for your site

(Choose one)

[ ] 1. Very Satisfied
[ ] 2. Somewhat Satisfied
[ ] 3. Neutral
[ ] 4. Somewhat Dissatisfied
[ ] 5. Very Dissatisfied

13. Are there any other types of Adaptive Fitness courses that you would like to have Coastline offer at your facility?

_____

_____

_____

14. What, in your opinion, could the Adaptive Fitness Program do to better meet the needs of your clients?

_____

_____

_____

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

_____

_____

_____

16. Do you have any other comments or recommendations?

_____

_____

_____

17. The classes help participants maintain or improve their mobility

(Choose one)

[ ] 1. Strongly Agree
[ ] 2. Somewhat Agree
[ ] 3. Neutral
[ ] 4. Somewhat Disagree
[ ] 5. Strongly Disagree

18. The classes help participants improve their cardio-pulmonary functioning

(Choose one)

[ ] 1. Strongly Agree
[ ] 2. Somewhat Agree
[ ] 3. Neutral
[ ] 4. Somewhat Disagree
[ ] 5. Strongly Disagree

19. The classes help participants maintain or improve their mental abilities

(Choose one)

[ ] 1. Strongly Agree
[ ] 2. Somewhat Agree
[ ] 3. Neutral
[ ] 4. Somewhat Disagree
[ ] 5. Strongly Disagree

20. The classes help participants who are recovering from illness or injuries

(Choose one)

[ ] 1. Strongly Agree
[ ] 2. Somewhat Agree
[ ] 3. Neutral
[ ] 4. Somewhat Disagree
[ ] 5. Strongly Disagree

21. The classes provide opportunities for social interaction among the participants

(Choose one)

[ ] 1. Strongly Agree
[ ] 2. Somewhat Agree
[ ] 3. Neutral
[ ] 4. Somewhat Disagree
[ ] 5. Strongly Disagree

22. The classes help participants cope with depression

(Choose one)

[ ] 1. Strongly Agree
[ ] 2. Somewhat Agree
[ ] 3. Neutral
[ ] 4. Somewhat Disagree
[ ] 5. Strongly Disagree

23. What is the most important thing that you believe participants get from taking Coastline Adaptive Fitness classes?

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Count and Percent
Adaptive Fitness Program Review--Faculty Survey

	Count	Percent
Relevancy of courses to the vocational, academic, or personal needs of students	Respondents: 2	
Very Satisfied	2	100.00 %
Total Responses	**2**	**100 %**
Scheduling of classes (time of day, length of class sessions, days of weeks)	Respondents: 2	
Very Satisfied	2	100.00 %
Total Responses	**2**	**100 %**
Opportunity to provide input into the scheduling process	Respondents: 2	
Very Satisfied	2	100.00 %
Total Responses	**2**	**100 %**
Opportunities for you to participate in curriculum review and program development	Respondents: 2	
Very Satisfied	1	50.00 %
Neutral	1	50.00 %
Total Responses	**2**	**100 %**
Opportunities for you to suggest new courses	Respondents: 2	
Very Satisfied	1	50.00 %
Neutral	1	50.00 %
Total Responses	**2**	**100 %**
Ease of obtaining class rosters	Respondents: 2	
Neutral	1	50.00 %
Very Dissatisfied	1	50.00 %
Total Responses	**2**	**100 %**
Ease of student registration process	Respondents: 2	
Somewhat Dissatisfied	2	100.00 %
Total Responses	**2**	**100 %**
Quality of equipment/materials supplied	Respondents: 2	
Very Satisfied	1	50.00 %
Somewhat Satisfied	1	50.00 %
Total Responses	**2**	**100 %**
Amount of equipment/materials supplied	Respondents: 2	
Very Satisfied	1	50.00 %
Somewhat Satisfied	1	50.00 %
Total Responses	**2**	**100 %**

Count and Percent
Adaptive Fitness Program Review--Faculty Survey

		Count	Percent
Staff support for the program and classes in terms of staff availability	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Staff support for the program and classes in terms of staff responsiveness	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
College-wide recognition of the program	Respondents: 2		
Neutral		1	50.00 %
Somewhat Dissatisfied		1	50.00 %
	Total Responses	**2**	**100 %**
Marketing of classes and program	Respondents: 2		
Neutral		1	50.00 %
Somewhat Dissatisfied		1	50.00 %
	Total Responses	**2**	**100 %**
Availability of computers for faculty use	Respondents: 2		
Neutral		2	100.00 %
	Total Responses	**2**	**100 %**
Extent to which faculty and staff meet the needs of non-traditional students	Respondents: 2		
Very Satisfied		1	50.00 %
Somewhat Satisfied		1	50.00 %
	Total Responses	**2**	**100 %**
Extent to which faculty and staff meet the needs of culturally diverse students	Respondents: 2		
Very Satisfied		1	50.00 %
Neutral		1	50.00 %
	Total Responses	**2**	**100 %**
At which location(s) or type of facility are you currently teaching Adaptive Fitness classes? (Mark all that apply.)	Respondents: 2		
Coastline Huntington Westminster		1	50.00 %
Leisure World		1	50.00 %
Oasis		1	50.00 %
Westminster Senior Center		1	50.00 %
	Total Responses	**4**	**100 %**

Count and Percent
Adaptive Fitness 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: 2		
CCC General Faculty Meeting		2	100.00 %
Discipline-related workshops		1	50.00 %
Professional conferences		1	50.00 %
Other classes		2	100.00 %
Professional training		1	50.00 %
	Total Responses	**7**	**100 %**
The classes help participants maintain or improve their mobility	Respondents: 2		
Strongly Agree		2	100.00 %
	Total Responses	**2**	**100 %**
The classes help participants improve their cardio-pulmonary functioning	Respondents: 2		
Strongly Agree		1	50.00 %
Somewhat Agree		1	50.00 %
	Total Responses	**2**	**100 %**
The classes help participants maintain or improve their mental abilities	Respondents: 2		
Strongly Agree		2	100.00 %
	Total Responses	**2**	**100 %**
The classes help participants who are recoverying from illness or injuries	Respondents: 2		
Strongly Agree		2	100.00 %
	Total Responses	**2**	**100 %**
The classes provide opportunities for social interaction among the participants	Respondents: 2		
Strongly Agree		2	100.00 %
	Total Responses	**2**	**100 %**
The classes help participants cope with depression	Respondents: 2		
Strongly Agree		2	100.00 %
	Total Responses	**2**	**100 %**

Text and Paragraph Responses by Question
Adaptive Fitness Program Review--Faculty Survey

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

Rosters= cannot consistently get them to teachers on time for a semester. Positive attendance rosters continue to have errors after many corrections. So much more work for teachers. And, often when speaking to staff to correct problems, I get "attitude". Shouldn't happen!!
Registration=I do a great marketing job, but have had students complain to me that they have had problems getting help, and they get "attitude".

Question: Are there other types of Adaptive Fitness courses that you would like Coastline College to offer?

1-A course that provides coping skills for depression, insomnia and general age related problems. Not a talk at you course, but one that will actually assist and give specific examples of coping mechanisms.
2-A course to deal with the loss of loved ones. How to look at the new life one has been given and take steps to begin again.

Water exercise

Question: What is the most important thing that you believe participants get out of taking Coastline Adaptive Fitness classes?

Firstly, the opportunity to go away with the feeling that they are maintaining their health and that the instructors are there to assist and provide a resource for them.

Movement & motivation

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Adaptive Fitness

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Count and Percent
Adaptive Fitness Program Review--Student Survey

		Count	Percent
Quality of instruction	Respondents:	114	
Very Satisfied		113	99.12 %
Neutral		1	0.88 %
	Total Responses	**114**	**100 %**
Variety of classes	Respondents:	95	
Very Satisfied		82	86.32 %
Somewhat Satisfied		4	4.21 %
Neutral		9	9.47 %
	Total Responses	**95**	**100 %**
Relevance of courses to your vocational, academic, or personal needs	Respondents:	110	
Very Satisfied		101	91.82 %
Somewhat Satisfied		5	4.55 %
Neutral		4	3.64 %
	Total Responses	**110**	**100 %**
Scheduling of classes (time of day, length of class sessions, days of week)	Respondents:	110	
Very Satisfied		103	93.64 %
Somewhat Satisfied		5	4.55 %
Neutral		1	0.91 %
Somewhat Dissatisfied		1	0.91 %
	Total Responses	**110**	**100 %**
Convenience of the location where your class meets	Respondents:	114	
Very Satisfied		102	89.47 %
Somewhat Satisfied		7	6.14 %
Neutral		4	3.51 %
Somewhat Dissatisfied		1	0.88 %
	Total Responses	**114**	**100 %**
Overall satisfaction with the facility at which your class meets	Respondents:	114	
Very Satisfied		95	83.33 %
Somewhat Satisfied		14	12.28 %
Neutral		2	1.75 %
Somewhat Dissatisfied		2	1.75 %
Very Dissatisfied		1	0.88 %
	Total Responses	**114**	**100 %**
Size of the classroom in which your class meets	Respondents:	110	
Very Satisfied		67	60.91 %
Somewhat Satisfied		23	20.91 %
Neutral		2	1.82 %
Somewhat Dissatisfied		4	3.64 %
Very Dissatisfied		14	12.73 %
	Total Responses	**110**	**100 %**

Count and Percent
Adaptive Fitness Program Review--Student Survey

		Count	Percent
Adequacy and quality of classroom equipment	Respondents:	112	
Very Satisfied		91	81.25 %
Somewhat Satisfied		18	16.07 %
Neutral		3	2.68 %
	Total Responses	**112**	**100 %**
Ease of student registration process	Respondents:	112	
Very Satisfied		97	86.61 %
Somewhat Satisfied		11	9.82 %
Neutral		2	1.79 %
Somewhat Dissatisfied		2	1.79 %
	Total Responses	**112**	**100 %**
Staff support for the program and classes in terms of staff availability	Respondents:	110	
Very Satisfied		95	86.36 %
Somewhat Satisfied		10	9.09 %
Neutral		5	4.55 %
	Total Responses	**110**	**100 %**
Staff support for the program and classes in terms of staff responsiveness	Respondents:	109	
Very Satisfied		96	88.07 %
Somewhat Satisfied		6	5.50 %
Neutral		7	6.42 %
	Total Responses	**109**	**100 %**
Extent to which faculty and staff meet the needs of non-traditional students	Respondents:	106	
Very Satisfied		90	84.91 %
Somewhat Satisfied		5	4.72 %
Neutral		11	10.38 %
	Total Responses	**106**	**100 %**
Extent to which faculty and staff meet the needs of culturally diverse students	Respondents:	105	
Very Satisfied		85	80.95 %
Somewhat Satisfied		6	5.71 %
Neutral		14	13.33 %
	Total Responses	**105**	**100 %**
Marketing of classes and program	Respondents:	104	
Very Satisfied		69	66.35 %
Somewhat Satisfied		11	10.58 %
Neutral		22	21.15 %
Somewhat Dissatisfied		1	0.96 %
Very Dissatisfied		1	0.96 %
	Total Responses	**104**	**100 %**

Count and Percent
Adaptive Fitness Program Review--Student Survey

	Count	Percent
Amount of information you receive about the program from the class site	Respondents: 111	
Very Satisfied	101	90.99 %
Somewhat Satisfied	7	6.31 %
Neutral	3	2.70 %
Total Responses	**111**	**100 %**
Amount of information you receive about the program from Coastline College	Respondents: 103	
Very Satisfied	74	71.84 %
Somewhat Satisfied	15	14.56 %
Neutral	10	9.71 %
Somewhat Dissatisfied	3	2.91 %
Very Dissatisfied	1	0.97 %
Total Responses	**103**	**100 %**
Overall quality of the program	Respondents: 113	
Very Satisfied	103	91.15 %
Somewhat Satisfied	9	7.96 %
Neutral	1	0.88 %
Total Responses	**113**	**100 %**
Your own success in the program	Respondents: 113	
Very Satisfied	92	81.42 %
Somewhat Satisfied	15	13.27 %
Neutral	6	5.31 %
Total Responses	**113**	**100 %**
At which location does your current Adaptive Fitness class(es) meet? (Mark all that apply.)	Respondents: 110	
Coastline Huntington Westminster	6	5.45 %
Leisure World	26	23.64 %
Oasis	12	10.91 %
Westminster Senior Center	67	60.91 %
Other	1	0.91 %
Total Responses	**112**	**100 %**
Are you currently enrolled in an educational program in addition to Coastline's Adaptive Fitness classes? (Mark all that apply.)	Respondents: 89	
Coastline College Emeritus Program	15	16.85 %
Coastline College (other than Emeritus or Adaptive Fitness)	5	5.62 %
Adult education (other than at Coastline)	1	1.12 %
No, only enrolled in Coastline Adaptive Fitness classes	70	78.65 %
Other	1	1.12 %
Total Responses	**92**	**100 %**

Count and Percent
Adaptive Fitness Program Review--Student Survey

		Count	Percent
What is your primary language (the language you are most comfortable speaking, reading, or writing)?	Respondents: 109		
English		103	94.50 %
Spanish		1	0.92 %
Vietnamese		2	1.83 %
Other		3	2.75 %
	Total Responses	**109**	**100 %**
What is your ethnicity?	Respondents: 108		
Asian: Vietnamese		2	1.85 %
Asian: Other		20	18.52 %
Hispanic		3	2.78 %
White		79	73.15 %
Decline to state		2	1.85 %
Other		2	1.85 %
	Total Responses	**108**	**100 %**
What is your age?	Respondents: 115		
50-59		3	2.61 %
60-69		25	21.74 %
70-79		49	42.61 %
80-89		35	30.43 %
90-99		3	2.61 %
	Total Responses	**115**	**100 %**
Do you have any of the following disabilities? (Mark all that apply.)	Respondents: 101		
Health Impairment		32	31.68 %
Hearing Disability		10	9.90 %
Learning Disability		3	2.97 %
Mobility or Orthopedic Disability		46	45.54 %
Severe Visual Impairment		6	5.94 %
No disabilities		26	25.74 %
Other		7	6.93 %
	Total Responses	**130**	**100 %**
Would you be willing to pay a fee for a class? (If so, mark the maximum fee you would be willing to pay.)	Respondents: 95		
Yes, up to $5		31	32.63 %
Yes, up to $10		12	12.63 %
Yes, up to $15		37	38.95 %
Yes, up to $20		6	6.32 %
No, I would not pay a fee		9	9.47 %
	Total Responses	**95**	**100 %**

Count and Percent
Adaptive Fitness Program Review--Student Survey

		Count	Percent
I take the classes to help maintain or improve my mobility	Respondents:	114	
Strongly Agree		110	96.49 %
Somewhat Agree		3	2.63 %
Somewhat Disagree		1	0.88 %
	Total Responses	**114**	**100 %**
I take the classes to improve my cardio-pulmonary functioning	Respondents:	106	
Strongly Agree		89	83.96 %
Somewhat Agree		15	14.15 %
Neutral		2	1.89 %
	Total Responses	**106**	**100 %**
I take the classes to help maintain or improve my mental abilities	Respondents:	106	
Strongly Agree		77	72.64 %
Somewhat Agree		19	17.92 %
Neutral		10	9.43 %
	Total Responses	**106**	**100 %**
I take the classes to help my recovery from illness or injury	Respondents:	92	
Strongly Agree		49	53.26 %
Somewhat Agree		10	10.87 %
Neutral		29	31.52 %
Somewhat Disagree		1	1.09 %
Strongly Disagree		3	3.26 %
	Total Responses	**92**	**100 %**
I take the classes because I like the social interaction	Respondents:	103	
Strongly Agree		70	67.96 %
Somewhat Agree		22	21.36 %
Neutral		11	10.68 %
	Total Responses	**103**	**100 %**
I take the classes to help cope with depression	Respondents:	91	
Strongly Agree		33	36.26 %
Somewhat Agree		13	14.29 %
Neutral		31	34.07 %
Somewhat Disagree		4	4.40 %
Strongly Disagree		10	10.99 %
	Total Responses	**91**	**100 %**

Listing of "other" Responses by Question
Adaptive Fitness Program Review--Student Survey

Question: Are you currently enrolled in an educational program in addition to Coastline's Adaptive Fitness classes? (Mark all that apply.)

Huntington Ed.

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

Japanese
Japanese

Question: What is your ethnicity?

Indian

Question: Do you have any of the following disabilities? (Mark all that apply.)

arthritis
arthritis
Stroke
Chronic bronchitis
arthritis
arhritis
Lymphedema/possible Meneire's Disease

Text and Paragraph Responses by Question
Adaptive Fitness Program Review--Student Survey

Question: What is the most important thing that you get out of taking Adaptive Fitness classes?

Adaptability.

Mobility. I don't exercise on my own so this forces me to activate my stiff body!

My health.

Exercise.

Relaxation. Less stree. Overall, feel better.

Body fitness.

Body fitness. Strength.

Better balance and mobility--social interaction.

Fitness

Keeps me from being stiff and eing more agile.

Interaction with instructor.

To stay active.

That it has enable to feel as well and how much I have advanced in my physical ability thanks to my instructor.

To keep moving.

Makes me exercise regularly.

Being more active.

It improves my mobility and my mental outlook.

Helps me in my walking. After broken hip. Also arthritic knees.

Everything

Trying to become more active by exercise and social contacts.

Exercise.

A better "over all feeling"

Like social and exercise

Helps mobility (stroke).

Physical and social. Recovery from major surgery and chemotherapy.

Increased flexibility and mobility.

It's fun and it helps me with my arthritis and other health conditions.

It keeps me walking!

More upper body mobility.

Keep in shape

Mobility.

Helps flexibility.

Text and Paragraph Responses by Question
Adaptive Fitness Program Review--Student Survey

Question: What is the most important thing that you get out of taking Adaptive Fitness classes?

I like the teacher; make me feel good after each class. Like the group of people in class.

Mobility.

Stay fit, less tension, stress.

Movement.

I love the class for the social interaction.

Moving. Balance.

Mobility and relaxation.

Better mobility and strength.

Quality of life.

Additional health improvement due to excellent exercise instruction.

Greater mobility.

Flexibility

Helps to keep me walking. Judy Aprile is the best.

Very friendly instructor which makes for friendly classes.

Antidote to inactivity.

Awareness of the necessity of exercise to keep fit.

Improve physical fitness. Improve circulation. Improve balance.

Helps my breathing.

The routine of meeting weekly as a group with an instructor.

Getting the exercise needed for good health.

I not only get lots of physical exercises, etc., but keeps me mentally alive. At our age we need to exercise regularly.

Making myself exercise while having fun!

Hoping to keep mobile.

Social contact--exercise

Keeping in shape.

It keeps me going--mobile--"chugging along."

To keep flexible--keeps me going.

Exercise that I need and would not do alone. I walk alone, but companionship lifts your spirits.

Exercise--arthritis

More energy and alertness.

I'm improving my posture and balance. The class helps a great deal with my mental attitude and strengthens my muscles.

Text and Paragraph Responses by Question
Adaptive Fitness Program Review--Student Survey

Question: What is the most important thing that you get out of taking Adaptive Fitness classes?

Neuromuscular movement of all parts of my body.

Being able to walk and do things for myself.

Improves physical, emotional, mental agility.

Cardio-pulmonary exercise to raise heartbeat.

Excellent exercises for every part of the body.

Learning ways to exercise to fit our individual physical and health condition.

Adaptive fitness classes is maintain improving my health.

Maintenance of mobility.

It keeps me healthy.

Have become more balanced and now do exercises as in the class other days of the week on my own. I feel more in control and healthier thanks to this excellent class.

Increased mobility--upper body strength

The wellness feeling.

I enjoy the class and it is helping me stay healthy.

The exercise, the program.

A feeling of well-being. And socializing with the ladies enrolled!

Needed exercise. Social interaction.

I enjoy the opportunity to improve my mobility, good for arthritis, makes me feel good. Also make friends.

I feel stronger when I exercise.

I enjoy everything and the teacher is just wonderful in what she teaches us.

Muscles are used; learning to balance.

Make feel much better.

Health, healthy and sleep easier and a lot health but I can tell clearly English.

Building my body muscles.

It keeps me flexible, and healthy and strong.

Movement.

Mobility.

Exercise--Helps me stay feeling good--as I also exercise at home--bicycle--floor exercise

Better mobility.

Good health. Better mobility.

Good health. Better mobility.

Text and Paragraph Responses by Question
Adaptive Fitness Program Review--Student Survey

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

Location is inconvenient (end of McFadden). Don't have enough classes to comment on "staff."

Would appreciate college credit for class.

Room can be a little larger at times.

We do not get the semester catalogues prior to the time we are given a date to call to register! for the next semester. Requests have been made for the past 5 years for catalogue mail to continuing students or prompt delivery of the new catalogues to Leisure World.

Never receive catalog in time to register.

Marketing--not enough publicity for class (Leisure World newspeople or others). The class has grown mainly because of word of mouth.

Our instructor, Judy Aprile, is excellent. We all are helped to function better as a result.

Not in class long enough.

Large class; need a bit more room to spread arms out without "hitting" someone else.

We do not have a large enough room--and are sometimes shuffled around. Confusing paperwork. Not aware of any special "marketing."

None. I really enjoy the class.

The room is too small.

We meet in a very small room at Westminster [Senior] Center.

A larger room would be an improvement.

The classroom is quite crowded; getting full mobility is difficult. Classroom should be larger.

This class is great, but the room is too small.

Text and Paragraph Responses by Question
Adaptive Fitness Program Review--Student Survey

Question: Are there other courses related to adaptive fitness that you would like Coastline College to offer?

Senior aerobics

Line dancing/ballroom dance lessons

Yes--more classes.

Water exercise.

None. Judy does an excellent job--none other is needed.

An additional class was requested for the same week as the scheduled class.

Don't have enough info.

Another class of this type.

Nutrition?

Just this class twic a week.

LIght dance classes

Fitness walking

More of them.

Any physical fitness classes--yoga, another live dancing class, etc.

I would like if this class was 2 times a week.

Any exercise class.

Tap dancing--Westminster

Text and Paragraph Responses by Question
Adaptive Fitness Program Review--Student Survey

Question: Do you have any other comments or recommendations?

Teacher is great.

No. Everything is "A" okay.

Our teacher, Pat, is great.

Very helping and understanding.

Pat is a talented instructor with a great sense of humor which keeps us smiling. I am grateful for her.

Good teacher

Enjoy each class; the instructor is excellent.

No, I'm very satisfied with the class.

It is a great class with a great teacher. My life is enriched by this class.

Class credit for college

This is an excellent class with a professional teacher.

Excellent at care-giving with handicappers.

Come for the jokes.

A real fun class and very instructive for home exercises. Love our teacher.

Excellent class. Teacher dedicated. Good class.

Love our teacher.

Yes, twice a week would be wonderful.

Keep Judy!!!

Thank you for these special education and Emeritus classes.

The class is wonderful.

Judy Aprile is a wonderful instructor. She is very personable and keeps the class interesting.

We hear of this program by word of mouth only. There is not other information offered.

Judy Aprile is an inspired teacher. Could use an entire day.

Having the class meet twice a week.

We are very fortunate to have an instructor as competent and pleasant and helpful as Judy Aprile.

Are very satisfied with our instructor. Would like another class or second class with same instructor.

Flexibility--friends

Our teacher is superb!

Yes, Pat Caliendo is a fantastic teacher--keeps us motivated--makes the class fun--and keeps us young.

Text and Paragraph Responses by Question
Adaptive Fitness Program Review--Student Survey

Question: Do you have any other comments or recommendations?

Instructor is very efficient. She makes the exercise class fun and enjoyable.

This is an excellent class for any senior.

Addition in certain movements--light weights.

Pat Caliendo, our teacher, has helped us all improve the quality of our lives.

We need a larger room!

Easy cooking classes.

Pat is wonderful--as an instructor and as a person!

Instructor very helpful and very patient.

Keep the class. And add more.

I appreciate Ms. Caliendo's interest and concern for each person in the class.

We have a wonderful teacher, Pat. Enjoy the class and our facility!

Thank you for having this class.

Thank you for the opportunity for this class. The teacher is so very helpful to us. Thank you, teacher.

Pat is a good teacher.

I enjoy the exercises given to us as our instructor, Pat C., is very knowledgeale and easy to get along with.

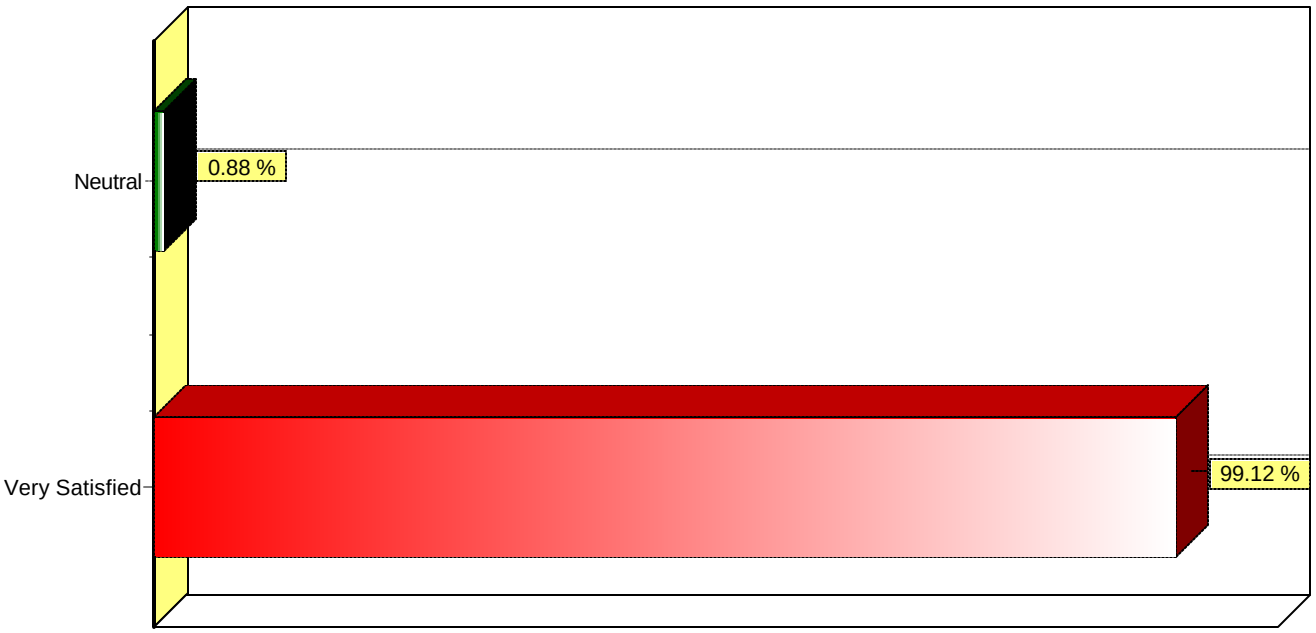
We need a larger room for exercise.

[Respondent noted that he/she would be willing to pay $1.00 for a class.]

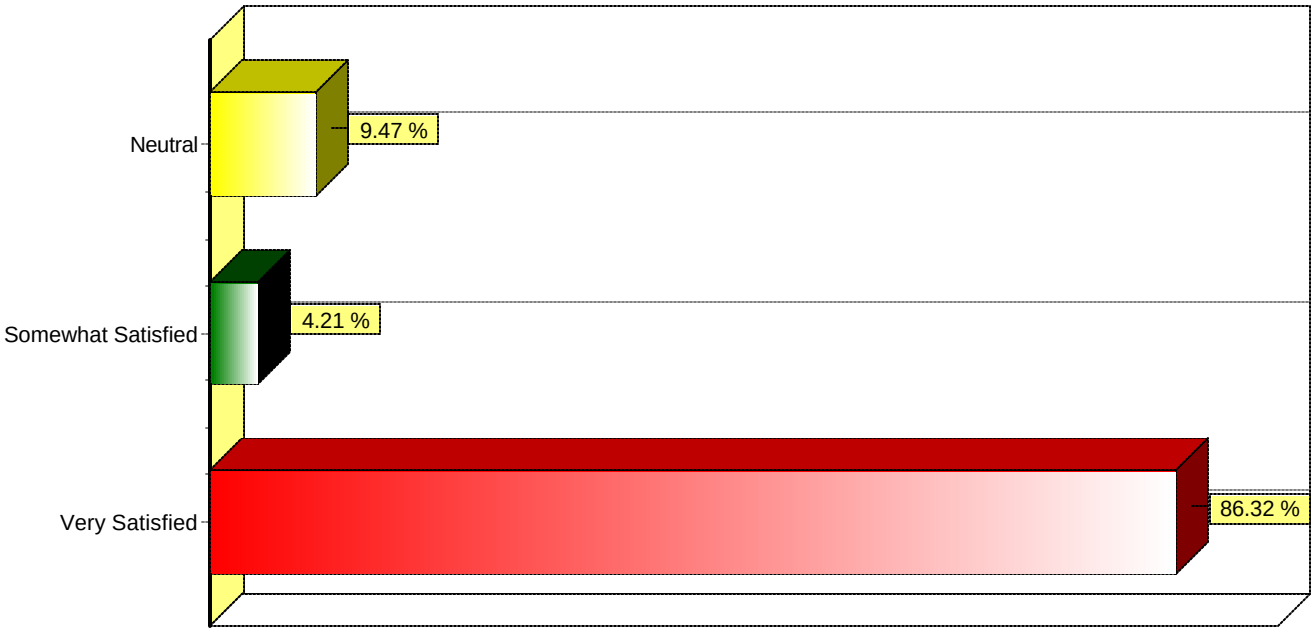
We need a larger room for the size of the class.

Bar Graphs
Adaptive Fitness Program Review--Student Survey

Quality of instruction

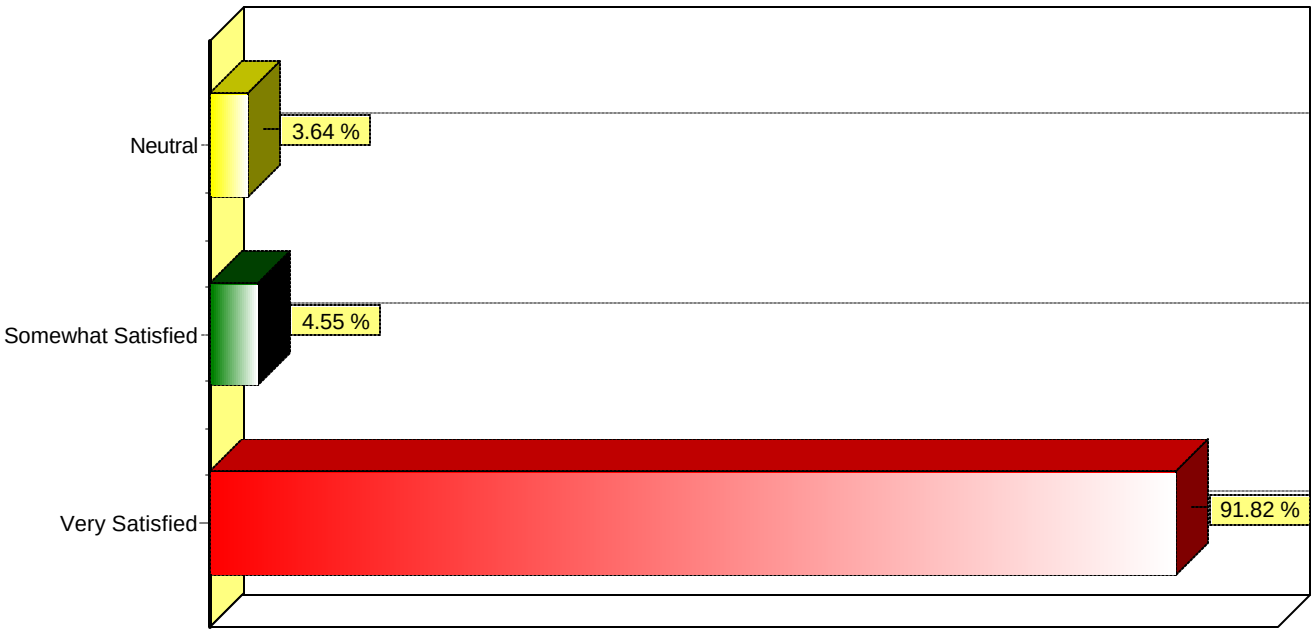


Variety of classes

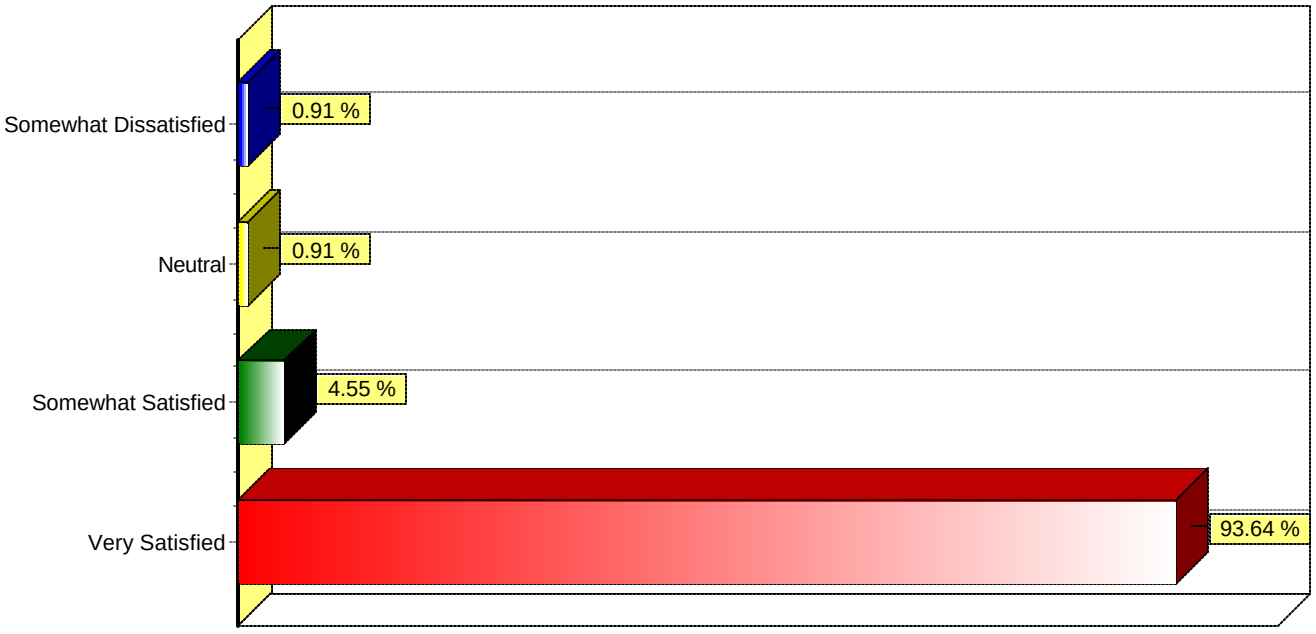


Bar Graphs
Adaptive Fitness Program Review--Student Survey

Relevance of courses to your vocational, academic, or personal needs

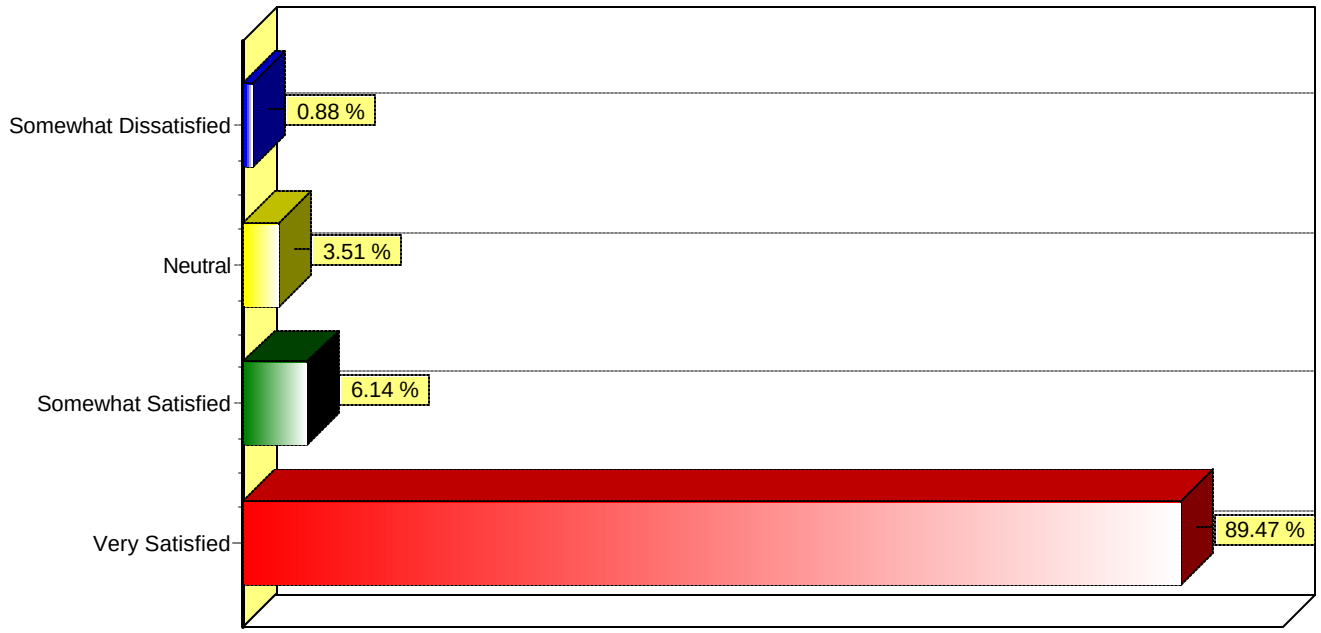


Scheduling of classes (time of day, length of class sessions, days of week)

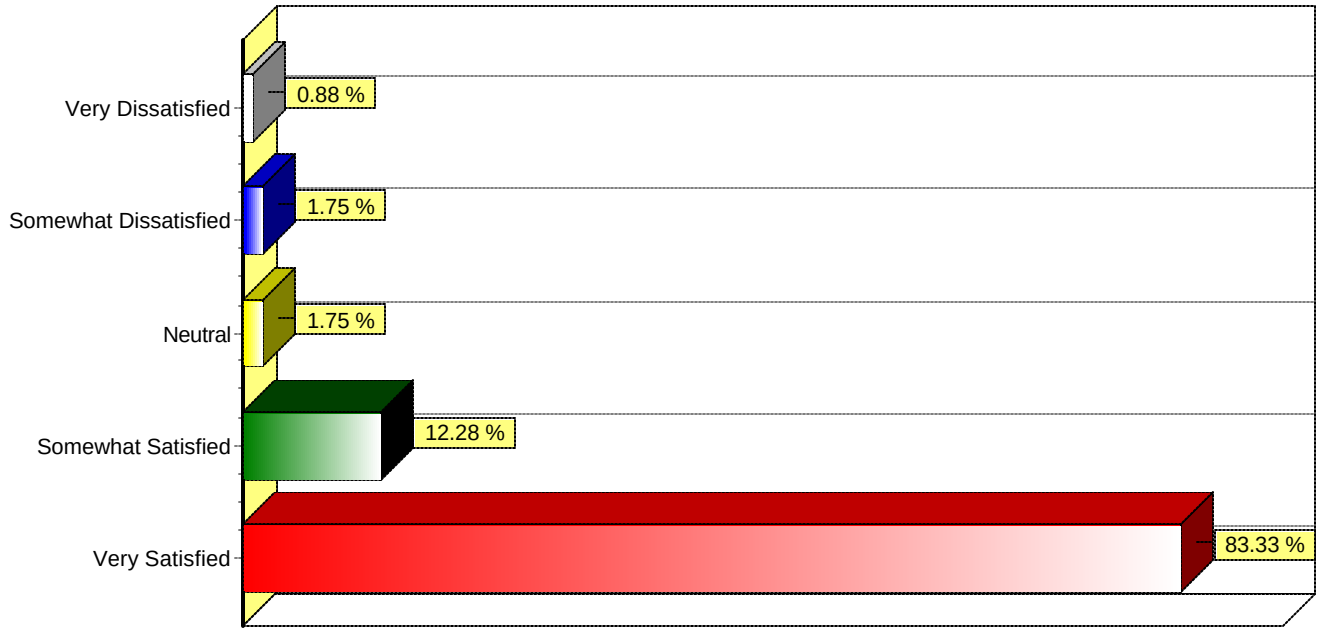


Bar Graphs
Adaptive Fitness Program Review--Student Survey

Convenience of the location where your class meets

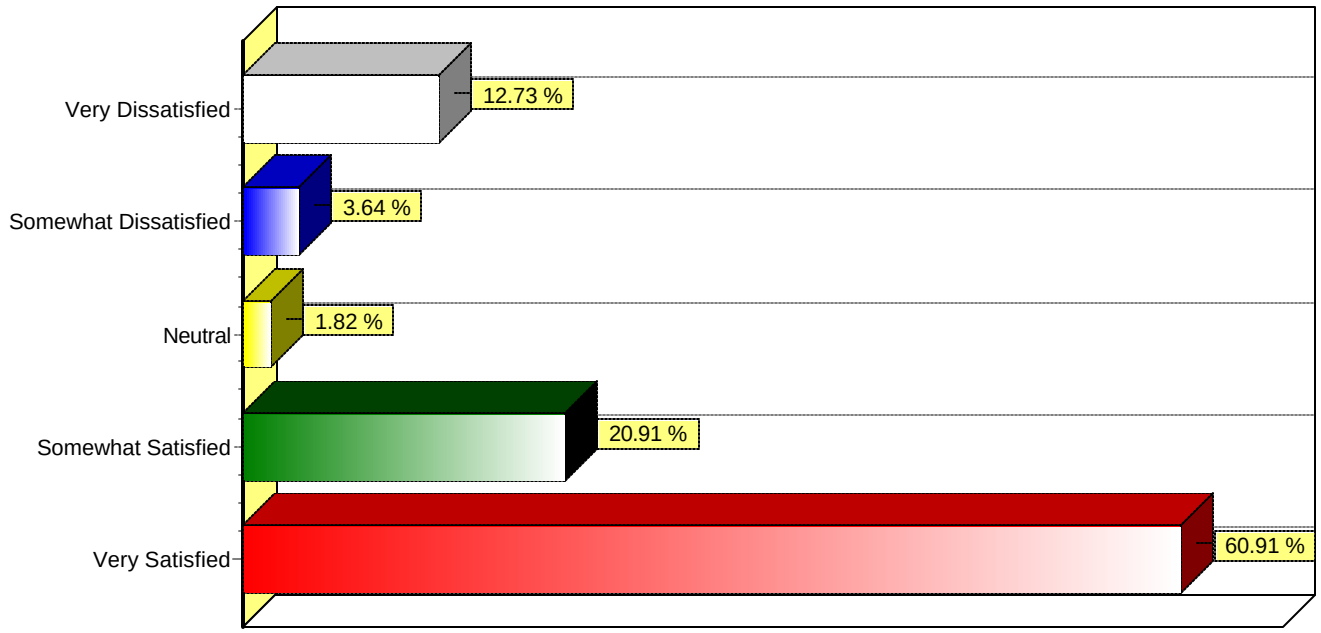


Overall satisfaction with the facility at which your class meets

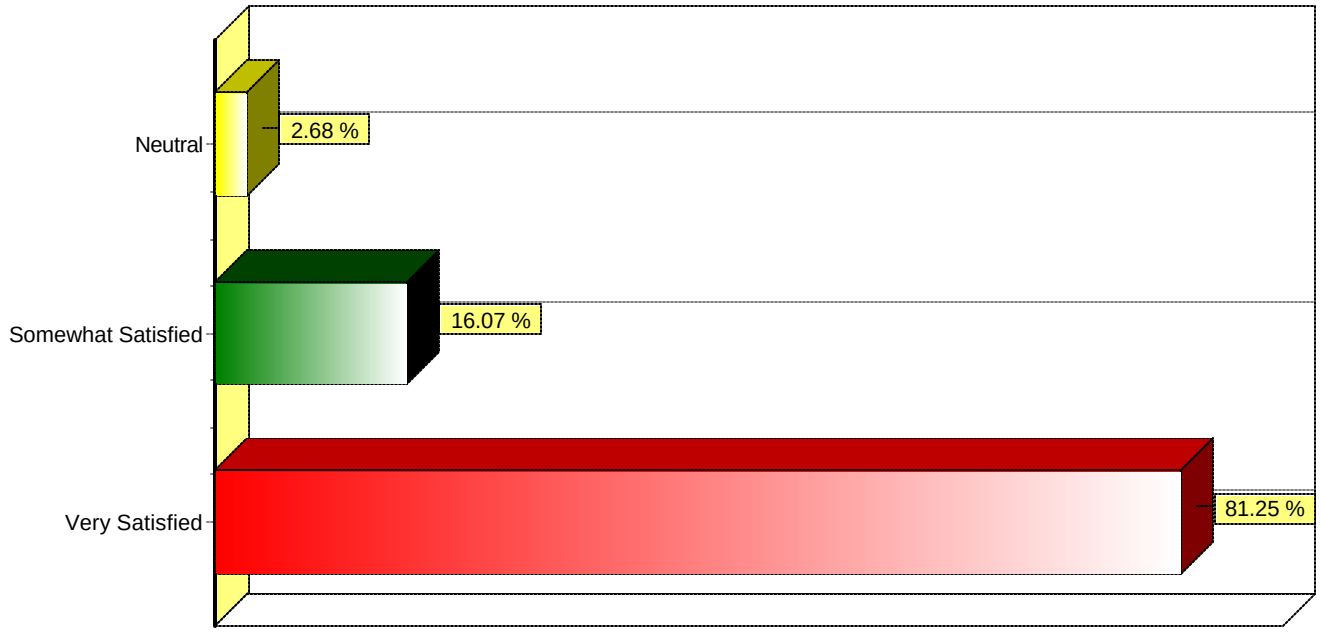


Bar Graphs
Adaptive Fitness Program Review--Student Survey

Size of the classroom in which your class meets

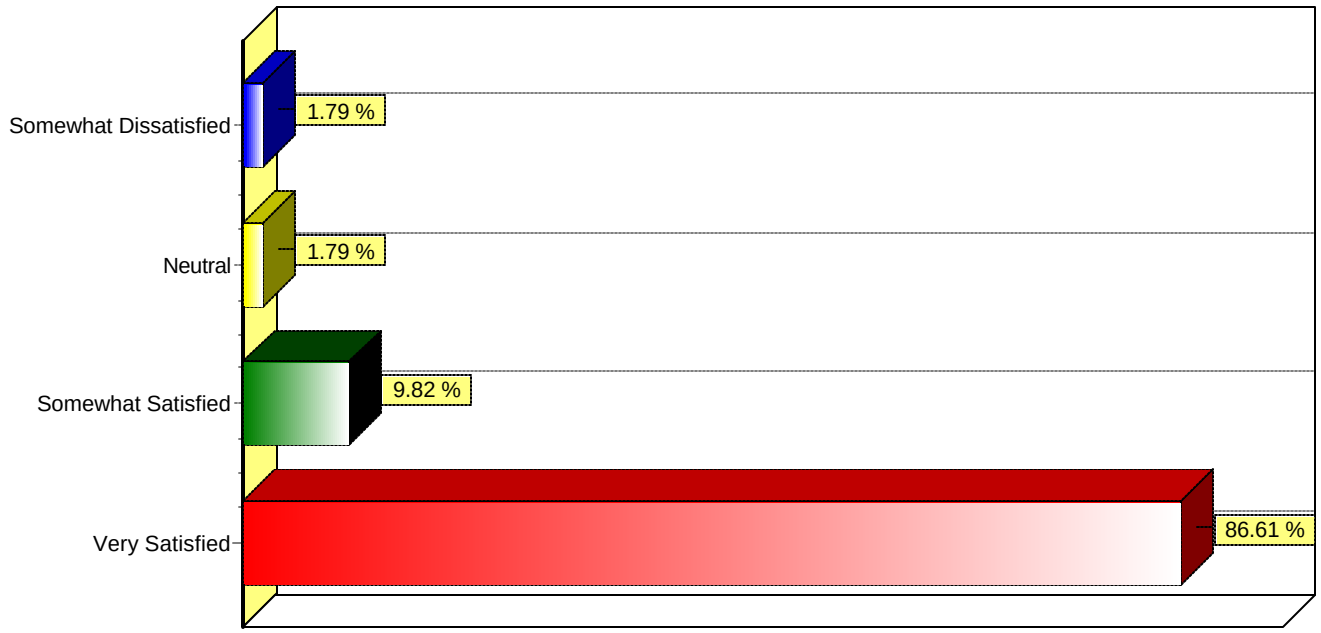


Adequacy and quality of classroom equipment

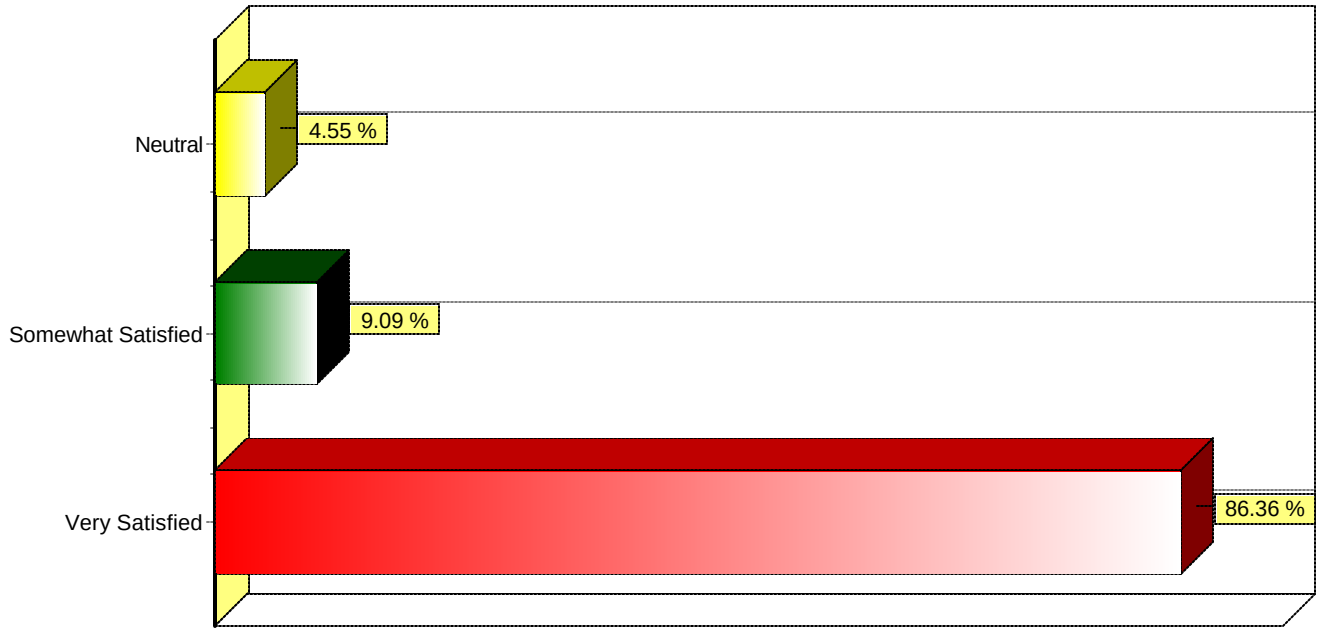


Bar Graphs
Adaptive Fitness Program Review--Student Survey

Ease of student registration process

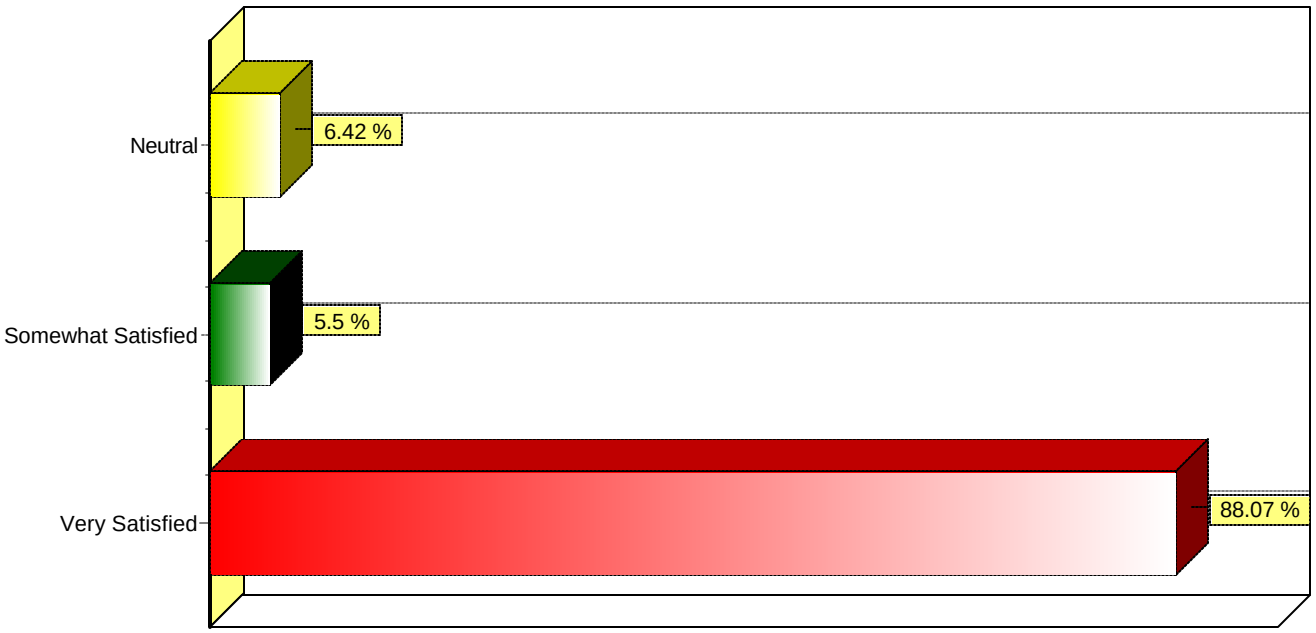


Staff support for the program and classes in terms of staff availability

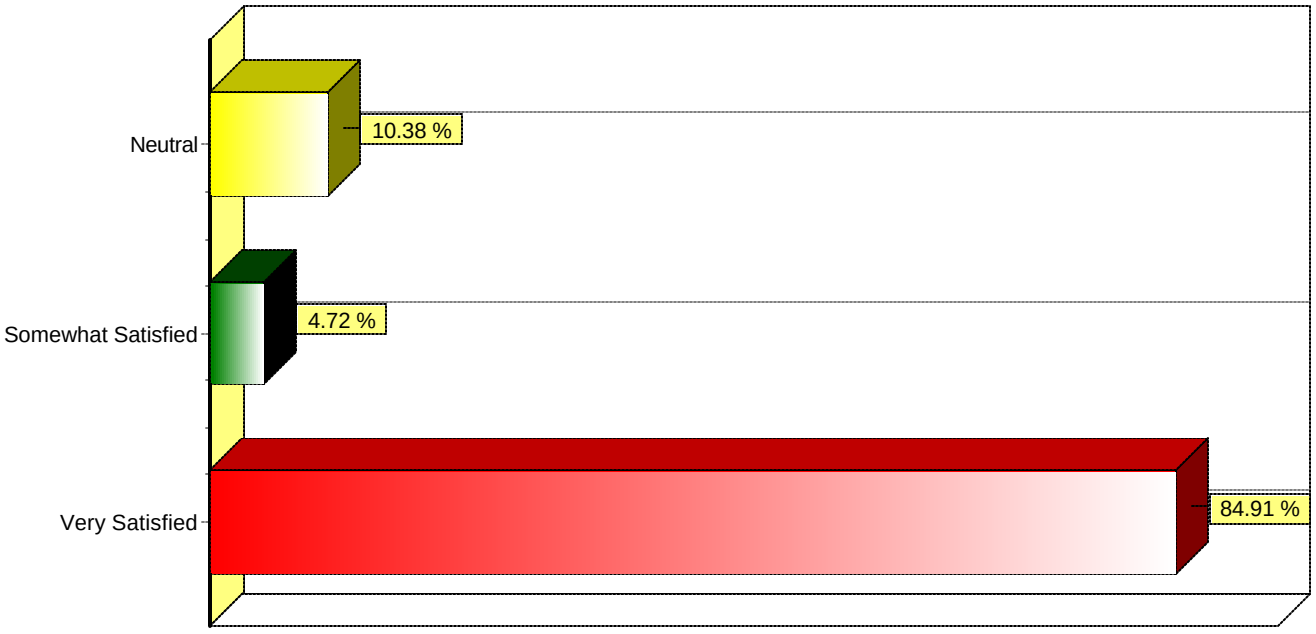


Bar Graphs
Adaptive Fitness Program Review--Student Survey

Staff support for the program and classes in terms of staff responsiveness

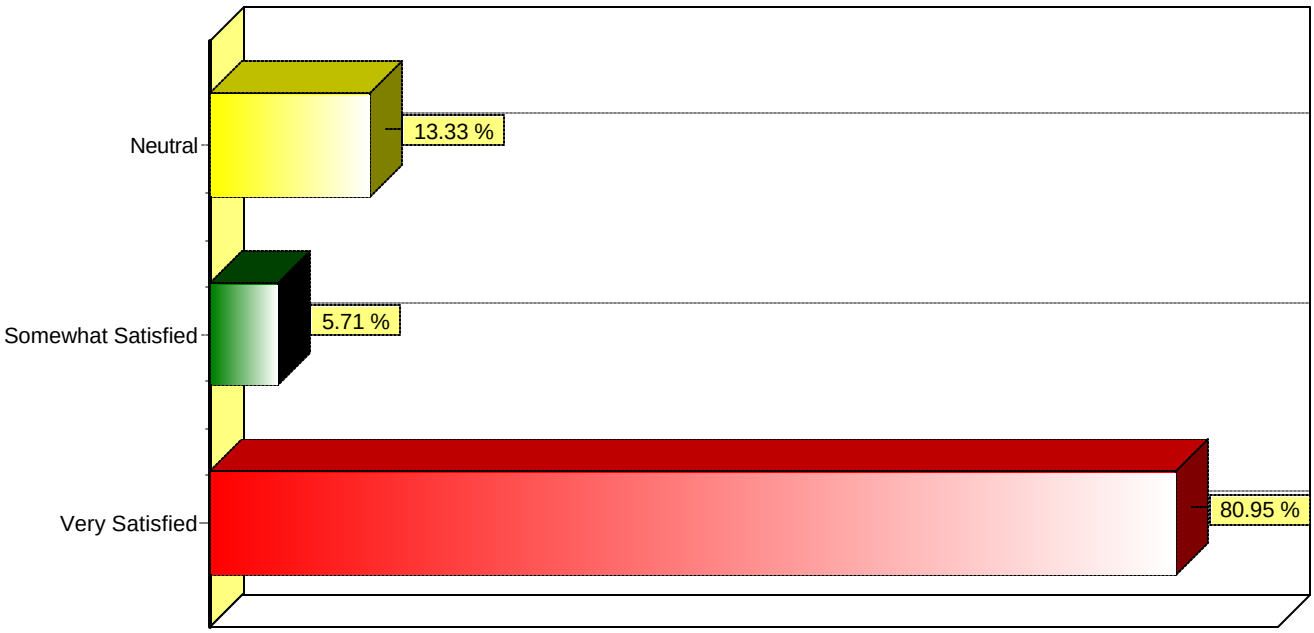


Extent to which faculty and staff meet the needs of non-traditional students

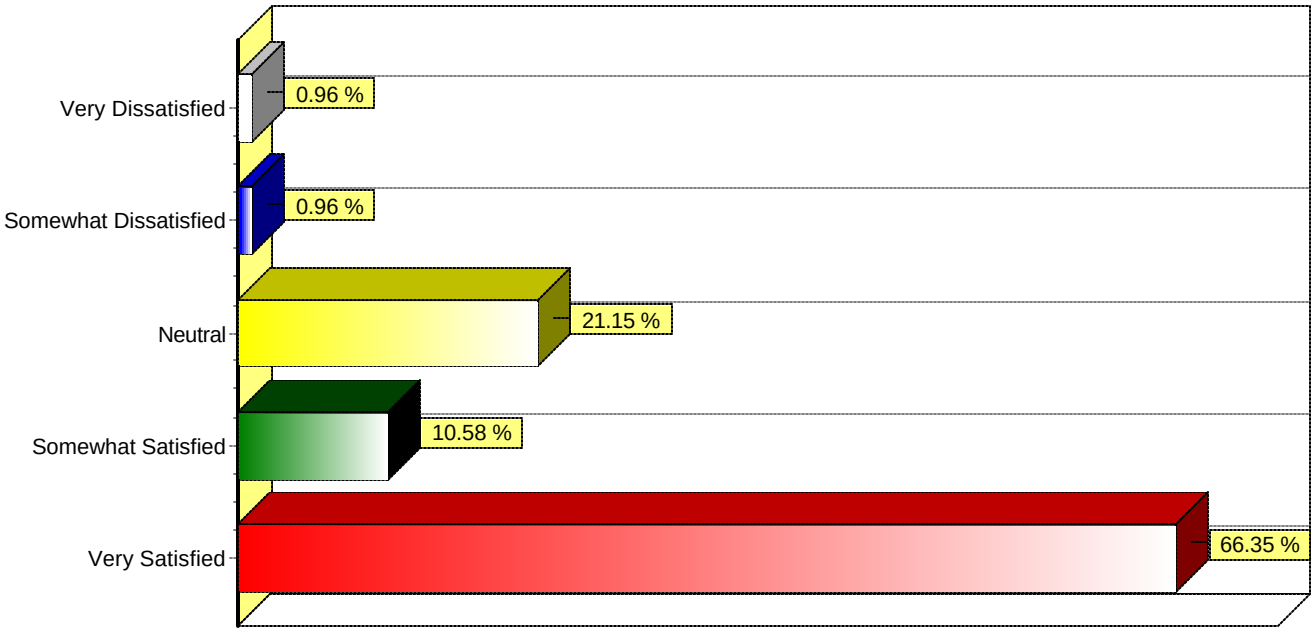


Bar Graphs
Adaptive Fitness Program Review--Student Survey

Extent to which faculty and staff meet the needs of culturally diverse students

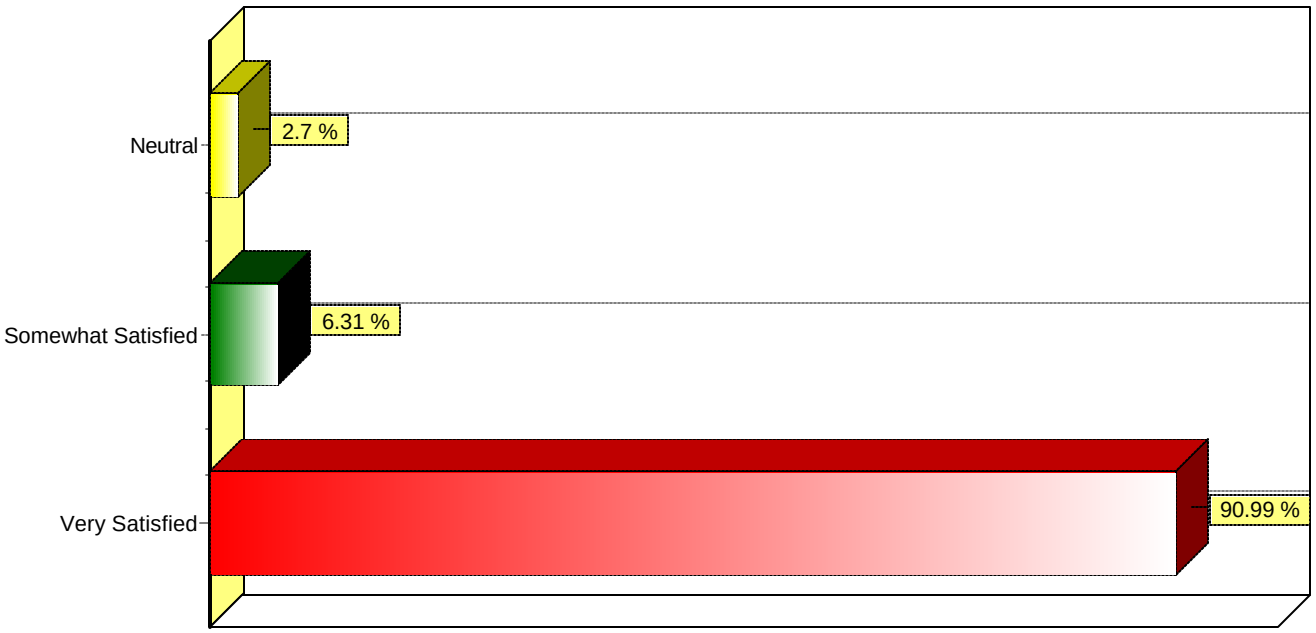


Marketing of classes and program

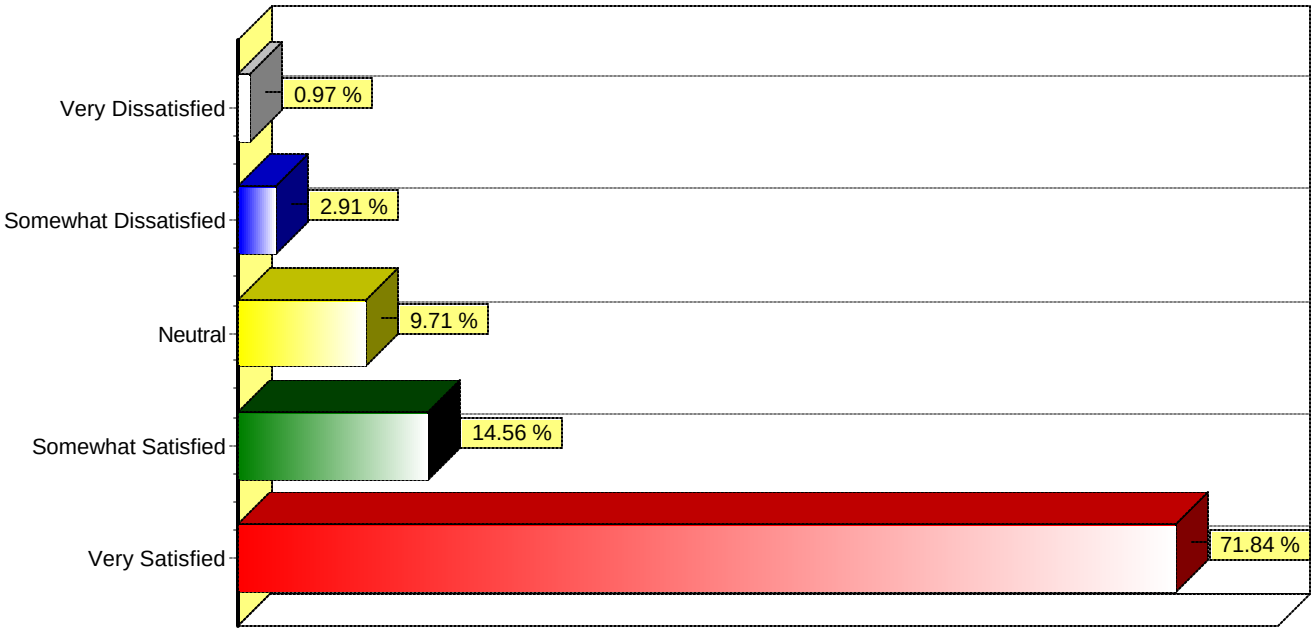


Bar Graphs
Adaptive Fitness Program Review--Student Survey

Amount of information you receive about the program from the class site

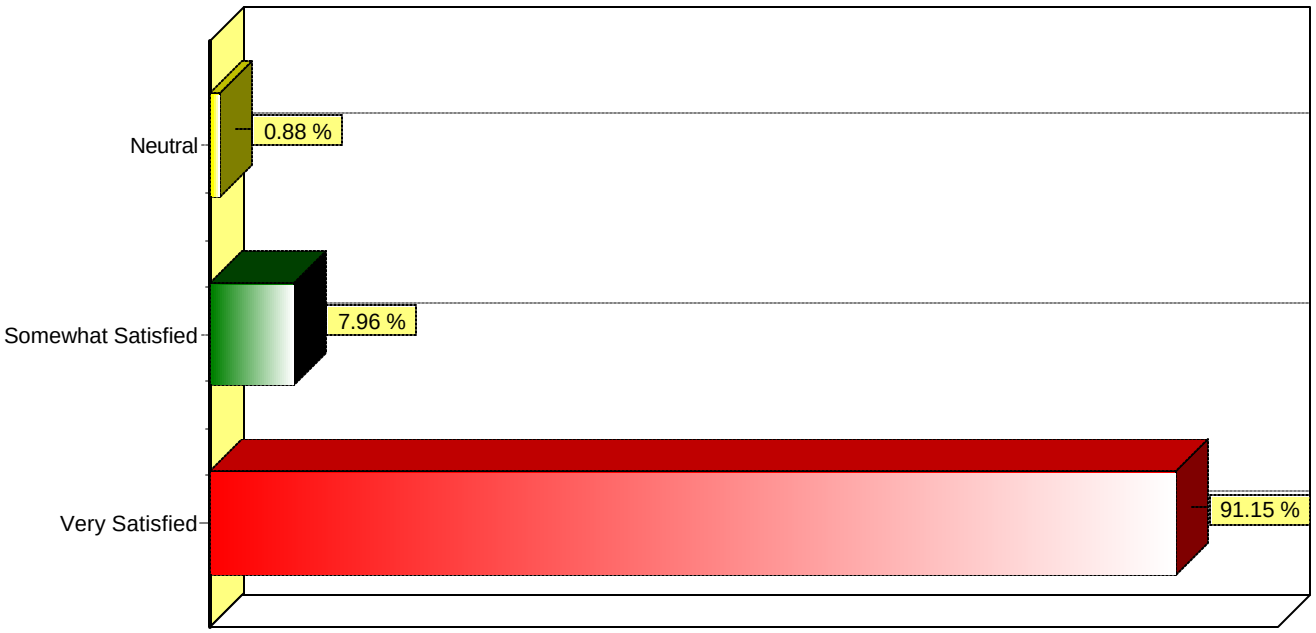


Amount of information you receive about the program from Coastline College

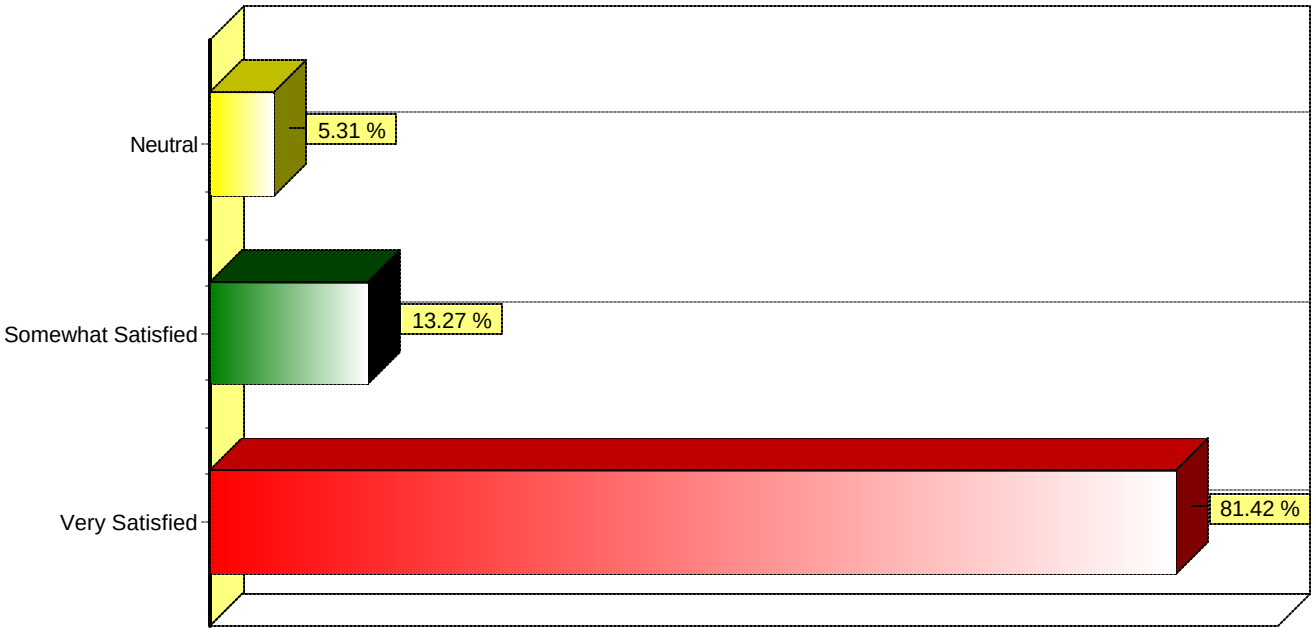


Bar Graphs
Adaptive Fitness Program Review--Student Survey

Overall quality of the program

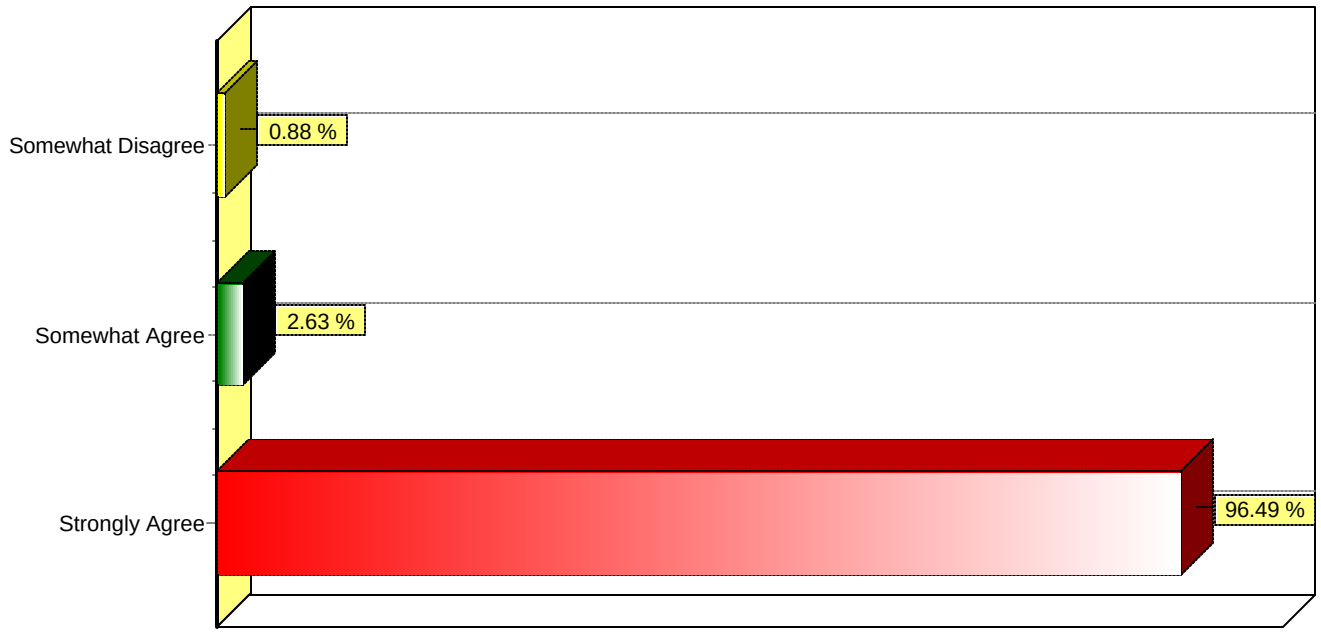


Your own success in the program

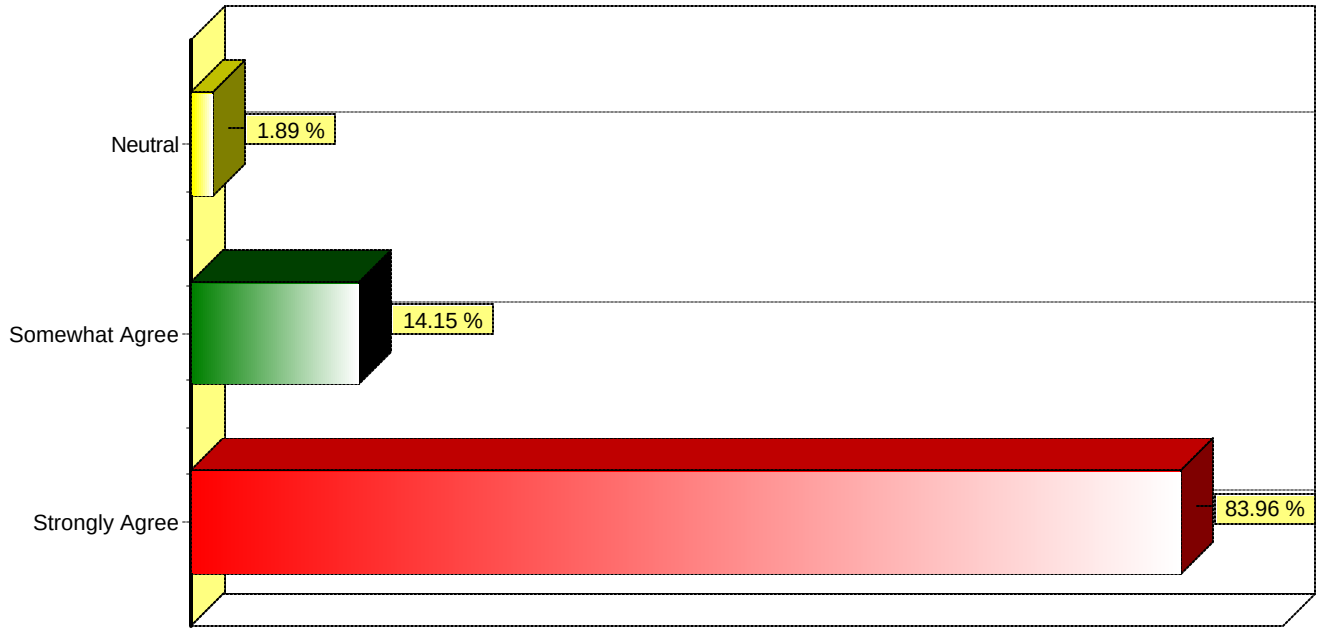


Bar Graphs
Adaptive Fitness Program Review--Student Survey

I take the classes to help maintain or improve my mobility

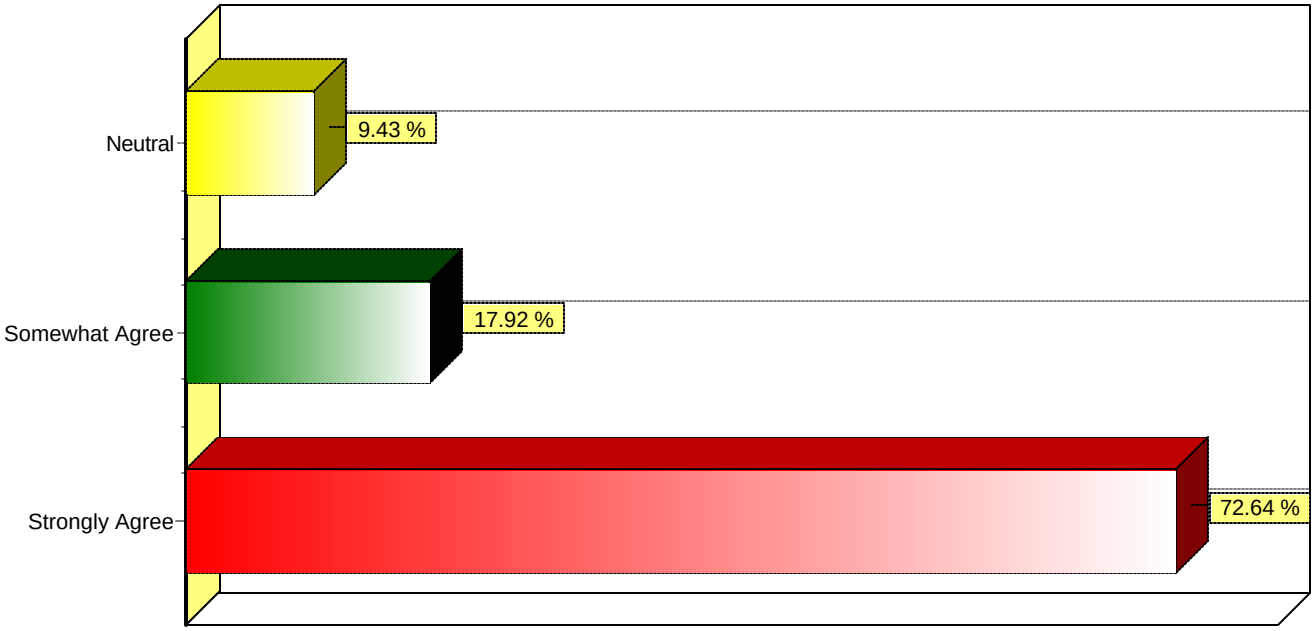


I take the classes to improve my cardio-pulmonary functioning

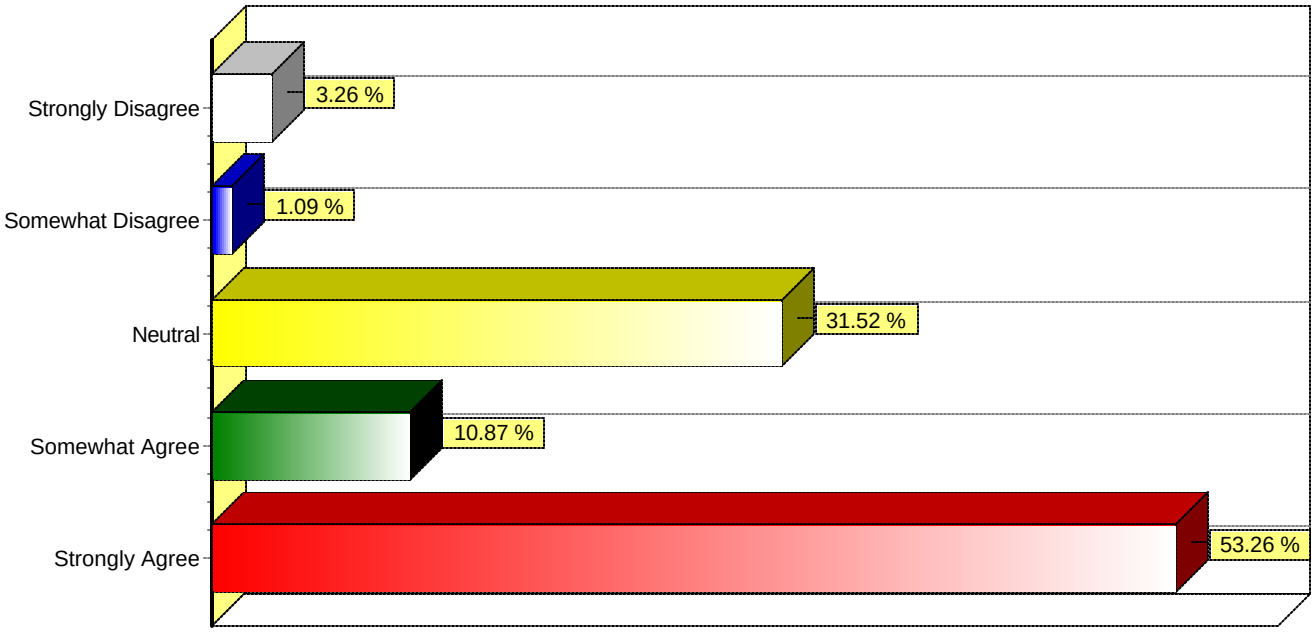


Bar Graphs
Adaptive Fitness Program Review--Student Survey

I take the classes to help maintain or improve my mental abilities

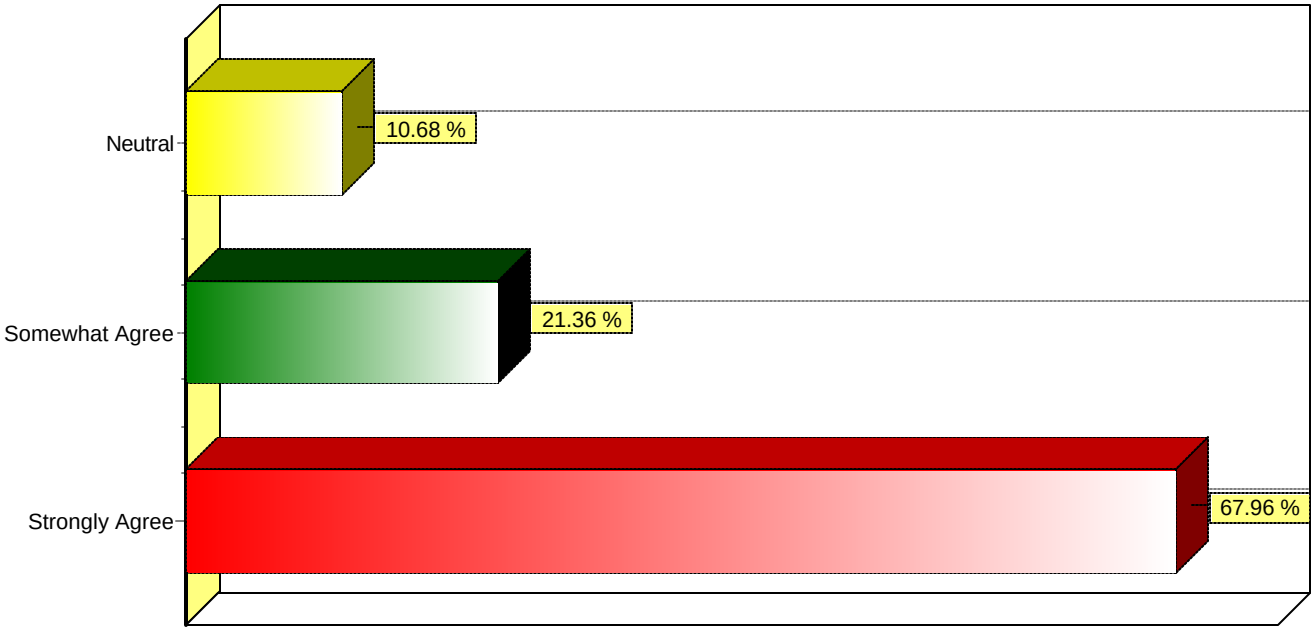


I take the classes to help my recovery from illness or injury

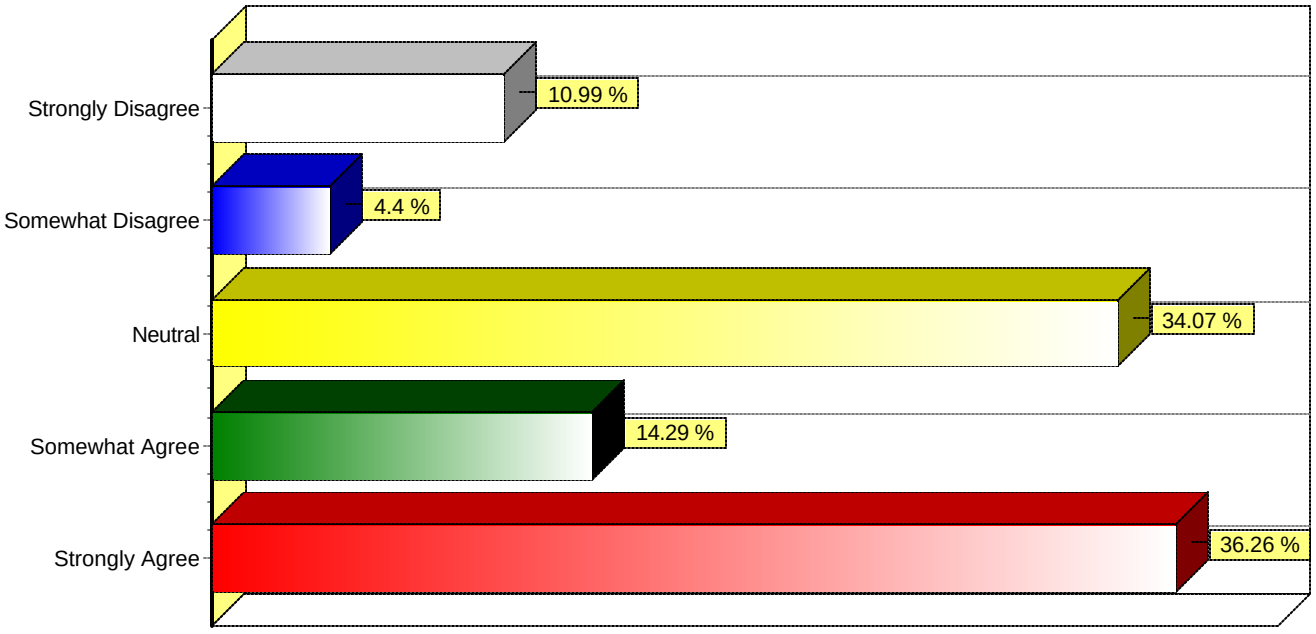


Bar Graphs
Adaptive Fitness Program Review--Student Survey

I take the classes because I like the social interaction

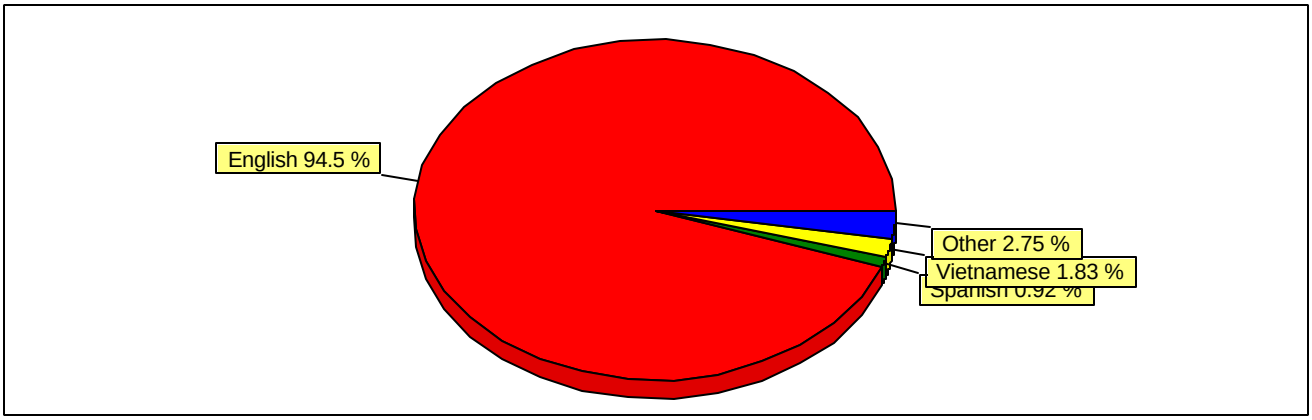


I take the classes to help cope with depression

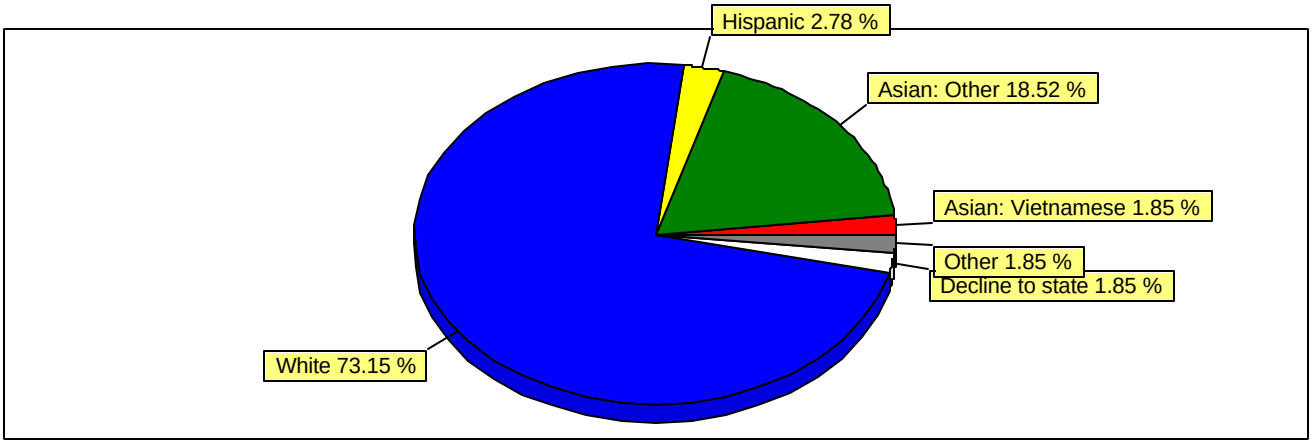


Demographics and Fees
Adaptive Fitness Program Review--Student Survey

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

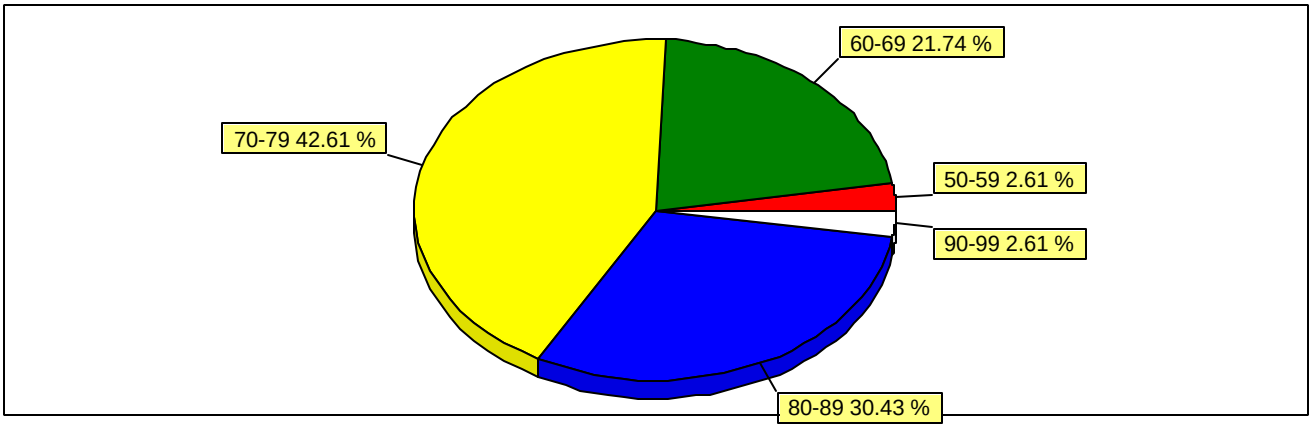


What is your ethnicity?

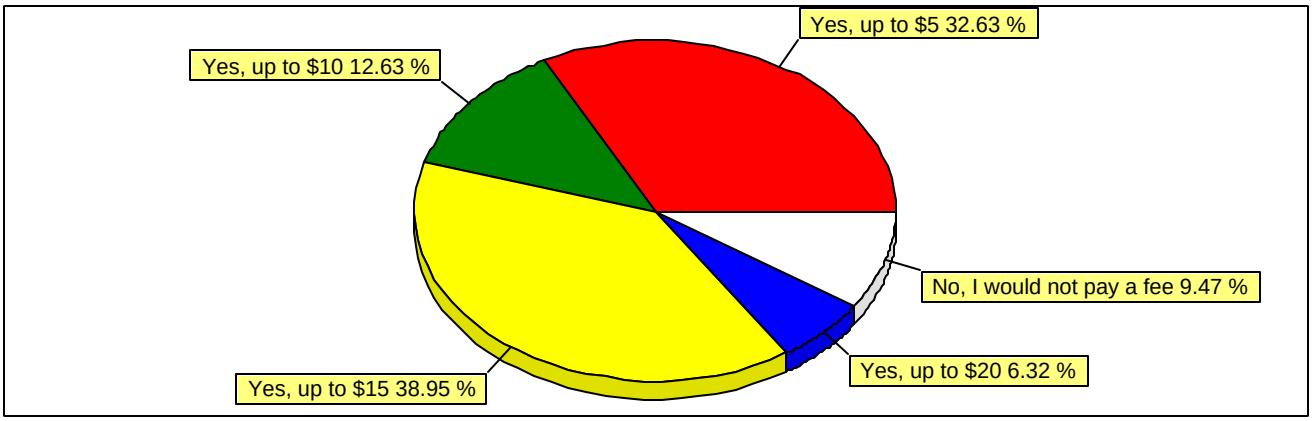


Demographics and Fees
Adaptive Fitness Program Review--Student Survey

What is your age?



Would you be willing to pay a fee for a class? (If so, mark the maximum fee you would be willing to pay.)



Coastline Community College
Program Review 2002-03
Validation Written Report

Adaptive Fitness

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

   ___Yes _X__No

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

   A. Are there any specific goals?

   B. Might want to elaborate on cost savings to society in terms of medical care, assisted living, etc. when health is maintained. Is there any data readily available on this?

   C. Need to explain that there are no costs for using community facilities for classes in this program

   Does the data substantiate the conclusions and recommendations made?

   _X__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. Growing need for classes as population ages; interest and attendance are up

   B. Non-credit program meeting a community need through classes valued by participants as contributing to their overall health and independence

   C. Great satisfaction that students express with the program faculty

   D. Program has grown and is at its maximum for space currently available to it; in fact, some rooms are too small for the number of students being served – need to seek solutions

E. Relatively good efficiency rate for non-credit/positive attendance classes

F. Appears to be in best interest of the program to keep the courses as non-credit versus converting to credit

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

_X__Yes ___No

If yes, note these areas or points:

A. Student faculty ratio section on p. 6 needs to be addressed

B. Demographics - Gender - cite source of data

C. Second paragraph on p. 5 regarding FTES generation – wording needs to be clarified

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

___Yes _X__No (but amend report as appropriate to clarify issues)

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

A. Work with Registration for ways to modify the registration process for this population to increase student and staff satisfaction in this area

B. Continue to pursue efforts to assure location for classes following move of Huntington Westminster Center to new facility; e-mail Shanon Christiansen and Kevin McElroy to record program's interest in the work of the Westminster Steering Committee and Facilities Committee

C. Suggest **not** pursuing credit classes because of limitations on repetitions, concurrent enrollment in other classes, and related issues but continue to seek ways to maintain this program in spite of lean budgets

5. List ways the program accomplishments and ways the program can be commended:

   A. The program had the Orange County Teacher of the Year in 2001: Pat Caliendo.

   B. The program provides an excellent service to our senior population, filling an important need as reflected by strong enrollments and course offering growth as well as student feedback.

   C. Faculty are extremely popular with their students and should be commended for a job well done.

   D. Student satisfaction is very high.

Prepared by the Program Review Steering Committee
March 2003

Table of Contents
DDL Facility

Report Name	Page
Count and Percent	1
Text and Paragraph Responses by Question	3

Count and Percent
DDL Program Review--Facility Survey

		Count	Percent
Quality of instruction	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Variety of classes	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Relevance of classes to student's work or daily living skills needs	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Relevance of classes to student's academic needs	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Relevance of classes to student's personal/social needs	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Scheduling of classes (time of day, length of class sessions, days of week)	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Marketing of classes and program	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Ease of registering for the class	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Helpfulness and availability of office staff	Respondents: 2		
Very Satisfied		1	50.00 %
Somewhat Satisfied		1	50.00 %
	Total Responses	**2**	**100 %**
Helpfulness of DDL Program Assistant	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**

Count and Percent
DDL Program Review--Facility Survey

		Count	Percent
Helpfulness of DDL Department Chair	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Adequacy of student to staff ratio (teachers, instructional aides, and volunteers)	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**
Overall quality of the program	Respondents: 2		
Very Satisfied		2	100.00 %
	Total Responses	**2**	**100 %**

Text and Paragraph Responses by Question
DDL Program Review--Facility Survey

Question: Are there other courses or services that you would like this program to offer?

More class hours.

Question: Do you have any comments or recommendations?

The instructions and all associated supportive services that Daniel Achatz has been providing our residents with developmental disabilities have been very helpful in ways immeasurable. Not only do they learn the basics of social existence, but also the enjoyment of life and society and appreciation of ones self. Mr. Daniel Achatz classes is one program that is truly helping our residents in their objective for a normal and productive life.

Classes serve an important part of the total Coastline philosophy.

Table of Contents
DDL Faculty

Report Name	Page
Count and Percent	1
Listing of "other" Responses by Question	4
Text and Paragraph Responses by Question	5

Count and Percent
DDL Program Review--Faculty Survey

		Count	Percent
Relevancy of courses to vocational, academic, or personal needs of students	Respondents: 6		
Very Satisfied		6	100.00 %
	Total Responses	**6**	**100 %**
Scheduling of classes (time of day, length of class sessions, days of week)	Respondents: 6		
Very Satisfied		6	100.00 %
	Total Responses	**6**	**100 %**
Opportunity to provide program input (scheduling, curriculum, program review)	Respondents: 6		
Very Satisfied		5	83.33 %
Somewhat Satisfied		1	16.67 %
	Total Responses	**6**	**100 %**
Ease of obtaining class rosters	Respondents: 6		
Very Satisfied		6	100.00 %
	Total Responses	**6**	**100 %**
Marketing of classes and programs	Respondents: 6		
Very Satisfied		5	83.33 %
Somewhat Satisfied		1	16.67 %
	Total Responses	**6**	**100 %**
Ease of student registration process	Respondents: 6		
Very Satisfied		5	83.33 %
Somewhat Satisfied		1	16.67 %
	Total Responses	**6**	**100 %**
Helpfulness and availability of office staff	Respondents: 6		
Very Satisfied		5	83.33 %
Somewhat Satisfied		1	16.67 %
	Total Responses	**6**	**100 %**
Helpfulness of DDL Program Assistant	Respondents: 6		
Very Satisfied		6	100.00 %
	Total Responses	**6**	**100 %**
Helpfulness and availability of DDL Department Chair	Respondents: 6		
Very Satisfied		6	100.00 %
	Total Responses	**6**	**100 %**

Count and Percent
DDL Program Review--Faculty Survey

		Count	Percent
Adequacy of student to staff ratio (instructional aides, volunteers, and teachers)	Respondents: 6		
Very Satisfied		4	66.67 %
Somewhat Satisfied		1	16.67 %
Somewhat Dissatisfied		1	16.67 %
	Total Responses	**6**	**100 %**
Quality of classrooms (cleanliness, maintenance, lighting)	Respondents: 6		
Very Satisfied		3	50.00 %
Somewhat Satisfied		3	50.00 %
	Total Responses	**6**	**100 %**
Extent to which the program uses technology to enhance teaching and learning	Respondents: 6		
Very Satisfied		5	83.33 %
Somewhat Satisfied		1	16.67 %
	Total Responses	**6**	**100 %**
Quality of equipment/materials supplied	Respondents: 6		
Very Satisfied		3	50.00 %
Somewhat Satisfied		3	50.00 %
	Total Responses	**6**	**100 %**
Amount of equipment/materials supplied	Respondents: 6		
Very Satisfied		3	50.00 %
Somewhat Satisfied		2	33.33 %
Somewhat Dissatisfied		1	16.67 %
	Total Responses	**6**	**100 %**
Extent to which faculty and staff meet the needs of culturally diverse students	Respondents: 6		
Very Satisfied		6	100.00 %
	Total Responses	**6**	**100 %**
Overall quality of the program	Respondents: 6		
Very Satisfied		6	100.00 %
	Total Responses	**6**	**100 %**
At which location(s) are you currently teaching DDL classes? (Mark all that apply.)	Respondents: 6		
Coastline Costa Mesa Center		2	33.33 %
Elwyn		1	16.67 %
Fairview		3	50.00 %
Hylond Home		1	16.67 %
Integrity House		1	16.67 %
	Total Responses	**8**	**100 %**

Count and Percent
DDL 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: 6	
CCC General Faculty Meeting	4	66.67 %
Discipline-related workshops	3	50.00 %
Other workshops	1	16.67 %
Professional training	2	33.33 %
Discipline-related reading	3	50.00 %
Technology-related reading	2	33.33 %
None of the above	1	16.67 %
Other	1	16.67 %
Total Responses	**17**	**100 %**

Listing of "other" Responses by Question
DDL Program Review--Faculty Survey

Question: In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)

Holiday part/brain-storm session for reducing costs and keeping the quality of classes due to the budget crisis.

Text and Paragraph Responses by Question
DDL Program Review--Faculty Survey

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

It would be very helpful to have an aide to assist while I instruct the exercise class. Registration of students is difficulty, because of the disabled students' ability to read and write.

Classroom shared with other classes or uses (Food Lab) not always as clean as we left it. Needing to supply much of the quipment and supplies from my own expenses--but I am willing to do this--these classes are very important. Plus, I have not gone out of my way to submit requests and receipts, so I take responsibility for these issues.

More often than not, the clock does not work. There is a table that needs to be repaired. The computers are old, but better than none and sometimes need repair. Would like to have more computers and more software. *Need more and more appropriate materials for lower-functioning community classes (i.e., students from Easter Seals and UCP).

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?

The course outlines could be updated (or reviewed). Some objectives are not relevant to students' present needs, many are too high for present students' abilities.

These are the coures I teach and their outlines are okay, but they could stand to be updated.

Question: Are there other courses in this program or related to the program that you would like Coastline College to offer?

I believe it would be greatly beneficial to this population to offer courses in art and music and possibly more exercise (i.e., dance, yoga). (When the budget allows.)

More Food Prep classes. As students get to know me and vice versa as well as Fairview staff, they would like another food prep class to accommodate other students from different residences.

Vocational training. Health Concepts like Bonnie Villalobos' class, but for community classes.

Question: Do you have any other comments or recommendations?

Everyone at Fairview is very happy with the program. Most classes and teachers are doing a superior job.

It's so beneficial to continue these class offerings. The benefits to people with disabilities is immeasureable!

I have had time conflicts (classes that I teach for another District) meet on Friday nights) in attending the Faculty meeting.

Table of Contents
DDL Family and Group Home

Report Name	Page
Count and Percent	1
Location: Count and Percent	3
Text and Paragraph Responses by Question	4
Bar Graphs	9

Count and Percent
DDL Program Review--Family and Group Home Survey

		Count	Percent
Quality of instruction	Respondents:	38	
Very Satisfied		31	81.58 %
Somewhat Satisfied		5	13.16 %
Somewhat Dissatisfied		1	2.63 %
Don't know or n/a		1	2.63 %
	Total Responses	**38**	**100 %**
Variety of classes	Respondents:	38	
Very Satisfied		22	57.89 %
Somewhat Satisfied		10	26.32 %
Somewhat Dissatisfied		4	10.53 %
Don't know or n/a		2	5.26 %
	Total Responses	**38**	**100 %**
Relevance of classes to student's work or daily living skills needs	Respondents:	38	
Very Satisfied		25	65.79 %
Somewhat Satisfied		10	26.32 %
Somewhat Dissatisfied		1	2.63 %
Don't know or n/a		2	5.26 %
	Total Responses	**38**	**100 %**
Relevance of classes to student's academic needs	Respondents:	38	
Very Satisfied		25	65.79 %
Somewhat Satisfied		10	26.32 %
Somewhat Dissatisfied		2	5.26 %
Don't know or n/a		1	2.63 %
	Total Responses	**38**	**100 %**
Relevance of classes to student's personal/social needs	Respondents:	38	
Very Satisfied		27	71.05 %
Somewhat Satisfied		7	18.42 %
Somewhat Dissatisfied		2	5.26 %
Don't know or n/a		2	5.26 %
	Total Responses	**38**	**100 %**
Scheduling of classes (time of day, length of class sessions, days of week)	Respondents:	38	
Very Satisfied		26	68.42 %
Somewhat Satisfied		8	21.05 %
Somewhat Dissatisfied		2	5.26 %
Don't know or n/a		2	5.26 %
	Total Responses	**38**	**100 %**

Count and Percent
DDL Program Review--Family and Group Home Survey

		Count	Percent
Marketing of classes and program	Respondents:	38	
Very Satisfied		17	44.74 %
Somewhat Satisfied		11	28.95 %
Somewhat Dissatisfied		1	2.63 %
Don't know or n/a		9	23.68 %
	Total Responses	**38**	**100 %**
Ease of registering for the class	Respondents:	38	
Very Satisfied		30	78.95 %
Somewhat Satisfied		5	13.16 %
Somewhat Dissatisfied		1	2.63 %
Don't know or n/a		2	5.26 %
	Total Responses	**38**	**100 %**
Helpfulness and availability of office staff	Respondents:	38	
Very Satisfied		31	81.58 %
Somewhat Satisfied		4	10.53 %
Don't know or n/a		3	7.89 %
	Total Responses	**38**	**100 %**
Helpfulness of DDL Program Assistant	Respondents:	38	
Very Satisfied		25	65.79 %
Somewhat Satisfied		3	7.89 %
Don't know or n/a		10	26.32 %
	Total Responses	**38**	**100 %**
Helpfulness of DDL Department Chair	Respondents:	38	
Very Satisfied		24	63.16 %
Somewhat Satisfied		3	7.89 %
Don't know or n/a		11	28.95 %
	Total Responses	**38**	**100 %**
Adequacy of student to staff ratio (teachers, instructional aides, and volunteers)	Respondents:	38	
Very Satisfied		24	63.16 %
Somewhat Satisfied		8	21.05 %
Somewhat Dissatisfied		2	5.26 %
Don't know or n/a		4	10.53 %
	Total Responses	**38**	**100 %**
Overall quality of the program	Respondents:	37	
Very Satisfied		29	78.38 %
Somewhat Satisfied		7	18.92 %
Don't know or n/a		1	2.70 %
	Total Responses	**37**	**100 %**

Location: Count and Percent
DDL Program Review--Family and Group Home Survey

	Count	Percent
At which location does the class meet that your family member is currently taking? (Mark all that apply.)	Respondents: 38	
Coastline Costa Mesa Center	31	81.58 %
Elwyn	1	2.63 %
Garden Villa	6	15.79 %
Regional Center	2	5.26 %
Total Responses	**40**	**100 %**

Text and Paragraph Responses by Question
DDL Program Review--Family and Group Home Survey

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

I wish in the reading and writing class they would read more.

I think classes are too short.

I like to come four days a week.

First of all, these children need these classes as they are special children. Also, the times is toolong of the day.

Very unhappy about cancellation of Internet class.

Would like to see some different classes offered. 30 students to 1 teacher seems a lot.

More practical money, budgeting, check writing in consumer skills class. Less self-esteem - personal development in Health class - more basic human body system, 1st aid - practical knowledge.

Would you give us a survey or questionaire to fill out for the areas that need reinforcement for each student and address the composite of issues. More variety of courses and topics, to expand their interest, be offered on rotating basis.

Text and Paragraph Responses by Question
DDL Program Review--Family and Group Home Survey

Question: Are there other courses or services that you would like this program to offer?

Some physical classes like exercising, dancing, etc.

P.E. class. Swimming class.

Music classes.

Nutrition and exercise. So many students do not get proper exercise and tend to be overweight. PowerPoint (computer), continue to increase the computer programs available.

Computer classes. Health class or exercise class.

Yes. Maybe a course on proper etiquette, manners, social skills, or proper ways to set a table, etc. Skills that are useful to students with learning disabilities in social situations.

Vision therapy. Art program.

P.E. Music. Dance.

An exercise - phys. ed. type class. Cooking - shopping - life skills.

Opportunities to take classes with non-handicapped peers.

We really neet the internet class re-instated as this ability is within reasonable expectations for our students and is becoming a necessary part of modern life.

Would like classes (other than computer) that would give him employment or "arts" that would give him projects to do. (Music, painting, drama, arts/crafts)

Each semester rename your courses, even if topically the same. Students would feel they are moving on to newer challenges, and not keep repeating the same named classes each year. Offer also music, dance, exercise, spending money--understanding value.

More classes

Independent living skills -- home economics

Continuing academic classes as well as living skills classes.

Computer training specifically aimed at student with learning disabilities. I would like to see a program that trains and channels students into gainful employment with a future.

Job skill classes

Health concepts class at CCC Costa Mesa.

Health concepts.

Text and Paragraph Responses by Question
DDL Program Review--Family and Group Home Survey

Question: What is the most important benefit that your family member gets from taking these classes?

The social interaction

Self pride -- Independence -- Learning skills

He gots improved computer, reading and math skills.

Continue learning.

Continuing to increase her knowledge.

They learn how to use the computer and the learn how to search the Internet.

A sense of belonging and independence. It allows her to socialize with others like her.

An education.

An on going education and opportunities.

Learn more and get busy.

Socialization.

On-going academic training.

Confidence, ability enhancement, and social interaction/skills

Taught and still teaching social skills which was very necessary after brain injury.

Being able to attend "college" as other high school students do. The attentive and caring teachers and staff make an enjoyable learning experience. A blend of social class activities that help relationships of students blend together.

They learn about money management, socializations, emergency procedures, etc.

She learned a lot from Daniel Achatz classes. Her behavior improved. She gets along well with everyone and she learned to respect others. She now knows how to budget her money.

Her behaviors had improved. She learned a lot from the program.

My sister learn a lot about her daily living needs.

Because my sister likes go all the activities and since she goes there she is more social and active.

Very helpful in daily living.

Wisdom, feeling of accomplishment, pride, self-worth.

Spending time with peers, continuing his education, expanding abilities, being like other college students, fostering independence.

Use of computer and developing skills and comfort in computer processing.

Social skills and having a class that fits her needs.

Learning how to live socially. Learning skills that will help in a future job.

Socialization and practice being independent as well as maintenance of academic skills.

Computer competency and literacy. Social contact.

Text and Paragraph Responses by Question
DDL Program Review--Family and Group Home Survey

Question: What is the most important benefit that your family member gets from taking these classes?

Self esteem, cognitive learning, a better future

Text and Paragraph Responses by Question
DDL Program Review--Family and Group Home Survey

Question: Do you have any comments or recommendations?

If you have morning class.

Have more staff in the class, and give more home work.

Continue to challenge their ability.

I think they should get rid of [instructor]. And put money back into the budget.

These programs are vital to the students and their families.

Probably have more budget for school to be able to have more classes and teachers.

My child has enjoyed the courses over the past 4 years - more variety - changes each semester would be appreciated.

Morning classes would be nice.

Have been quite pleased with all programs offered since our daughter began attending. We were hoping that some additional offerings would be made available and/or some type of P.T. program/sport (understand circumstances re: budget).

Keep up the good work!

One wants class work to be challenging, and new information along with reinforcing current knowledge. Reachable goals so disappoint doesn't come and would ever choose to stop classes.

Keep classes, more program hours and keep the teacher, Daniel Achatz.

Daniel Achatz classes should continue because it helps my daughter a lot.

1. Keep the classes. 2. More program hours.

I mean is very important they take that kind of activities because they learn more about their lives. I hope the program following.

Keep the parents involved like you do. It's good if they can help in any way needed.

My son is new in this program and seems to enjoy it very much. He is in it for computer and social teachings.

This is a great program. The academic offerings re one of a kind. Can't find this variety of classes anywhere in Orange County. My son takes 2 buses from Los Alamtios to attend. I would gladly accept a fee increase to continue classes at this level.

Thank you!

Wonderful program. Thank you.

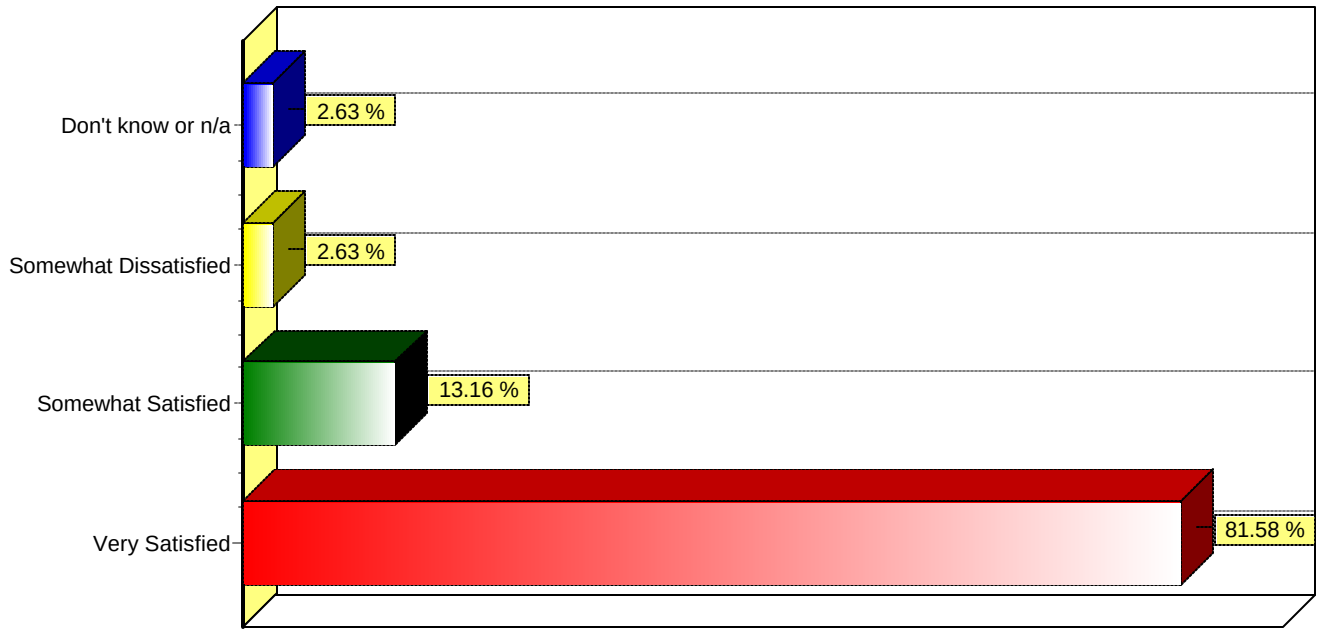
Please save these programs!

Great work! It's wonderful to give students hope for a better life and get involved with society again.

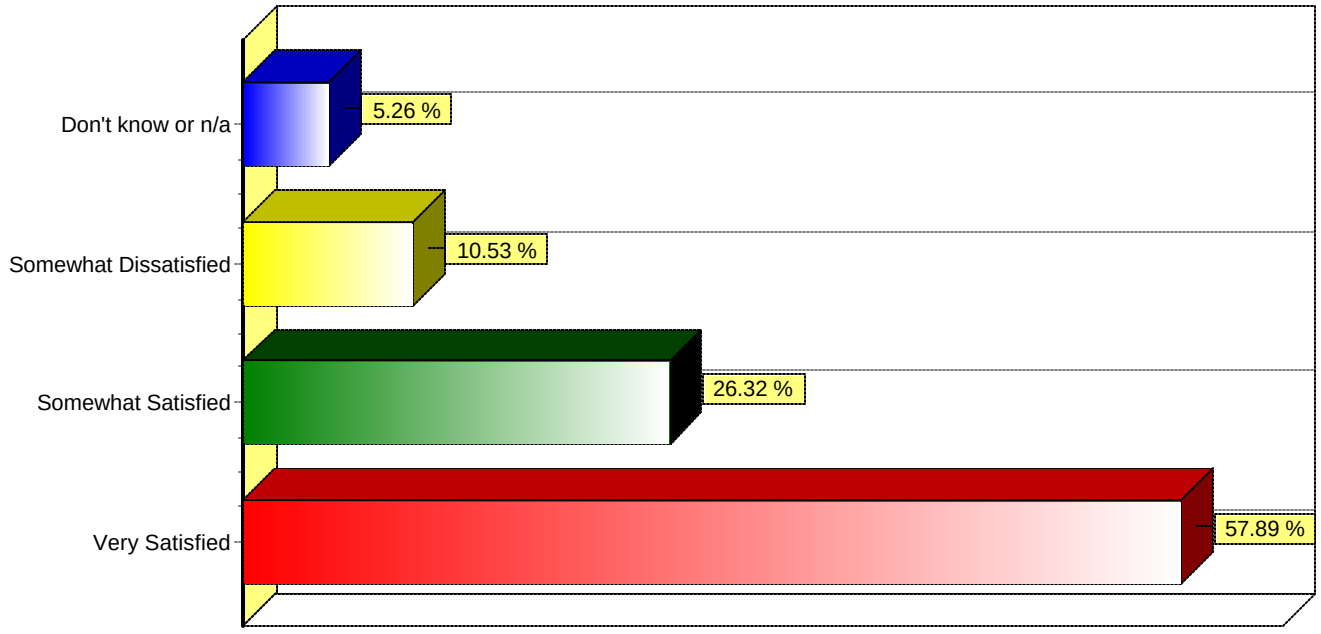
Keep providing these services!

Bar Graphs
DDL Program Review--Family and Group Home Survey

Quality of instruction

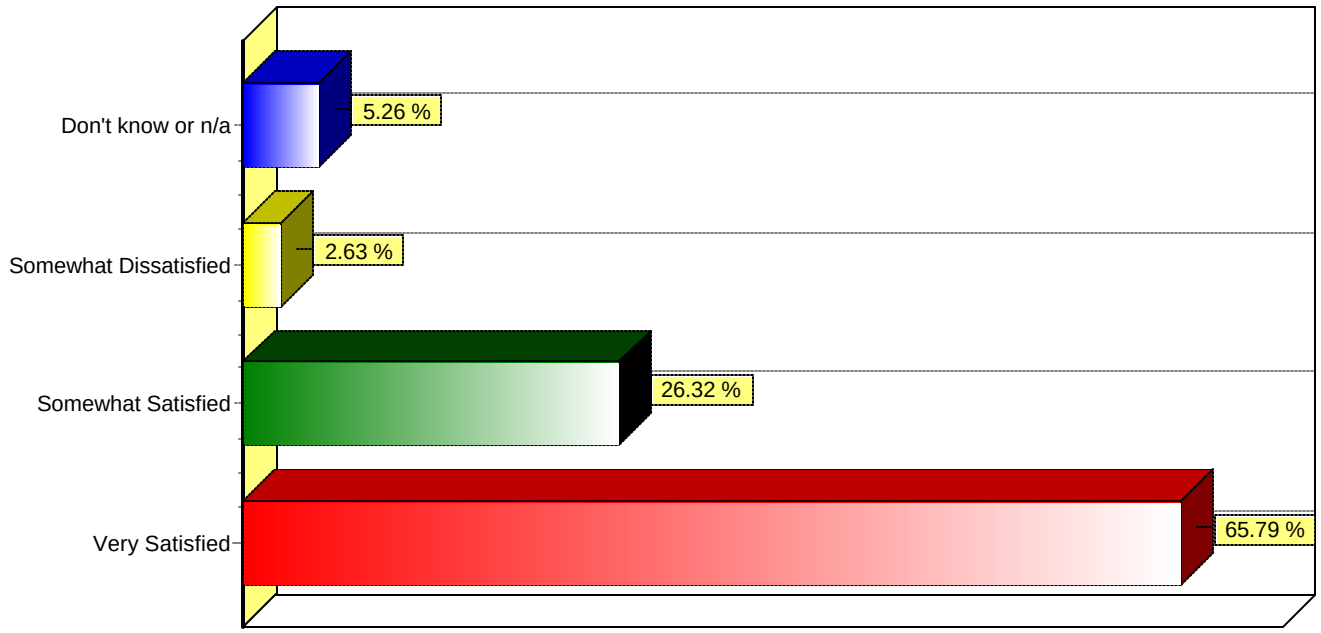


Variety of classes

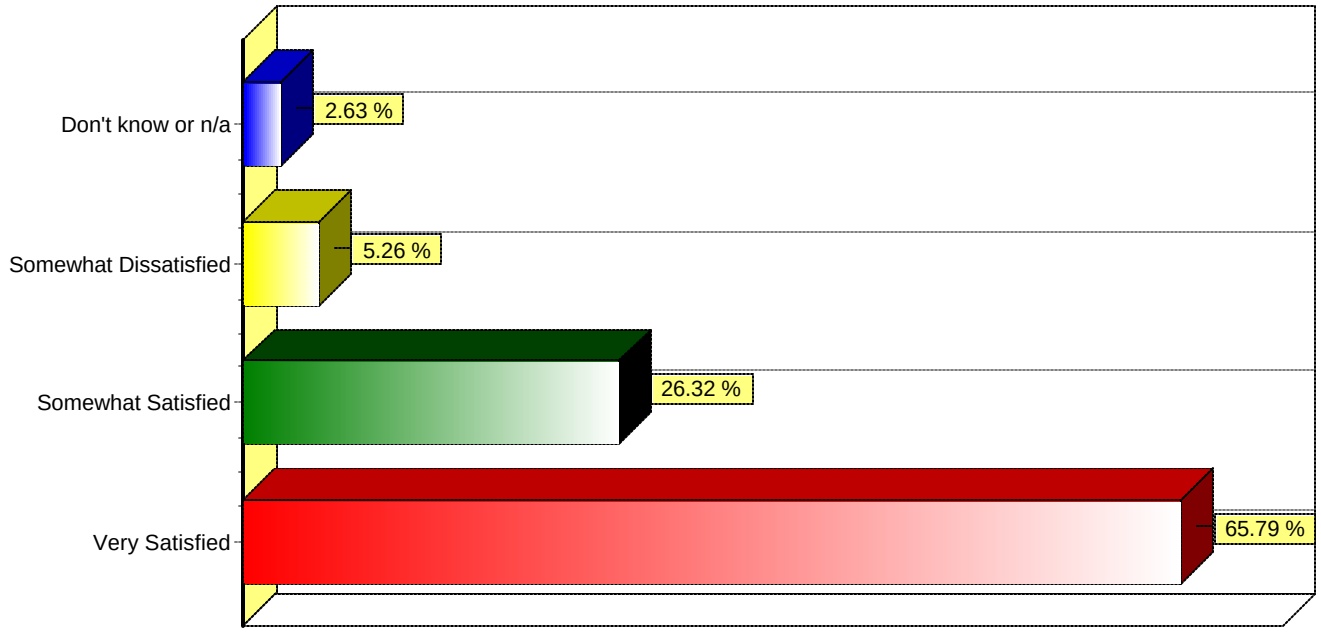


Bar Graphs
DDL Program Review--Family and Group Home Survey

Relevance of classes to student's work or daily living skills needs

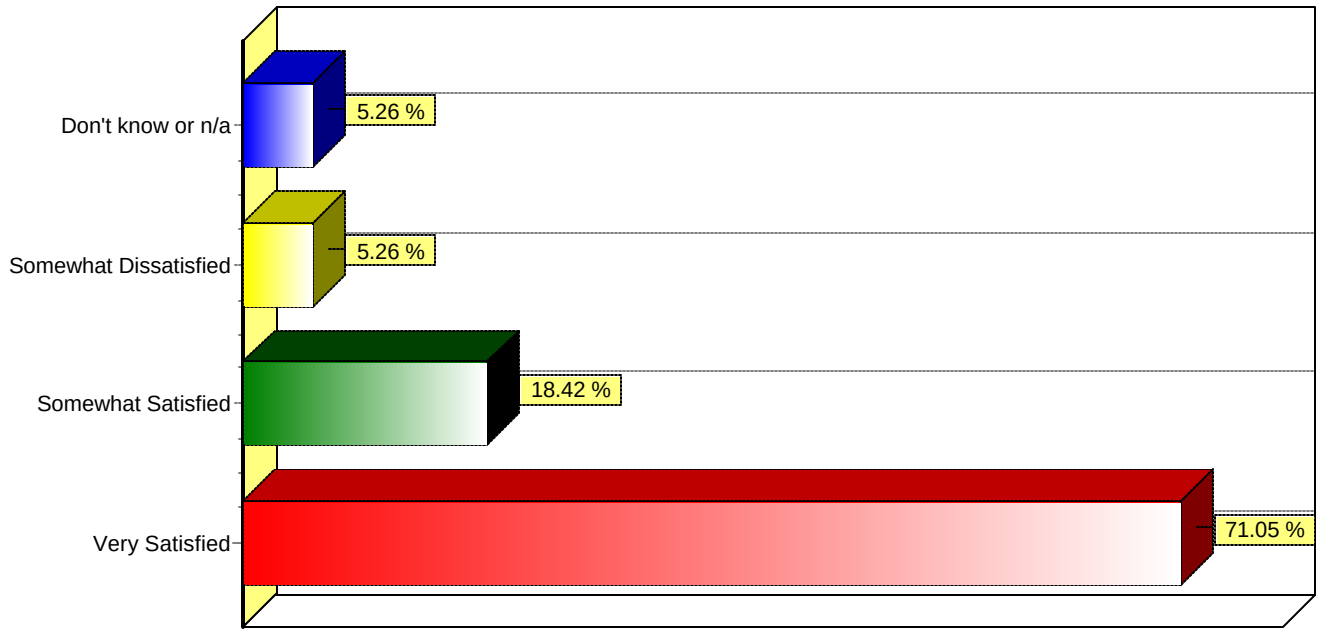


Relevance of classes to student's academic needs

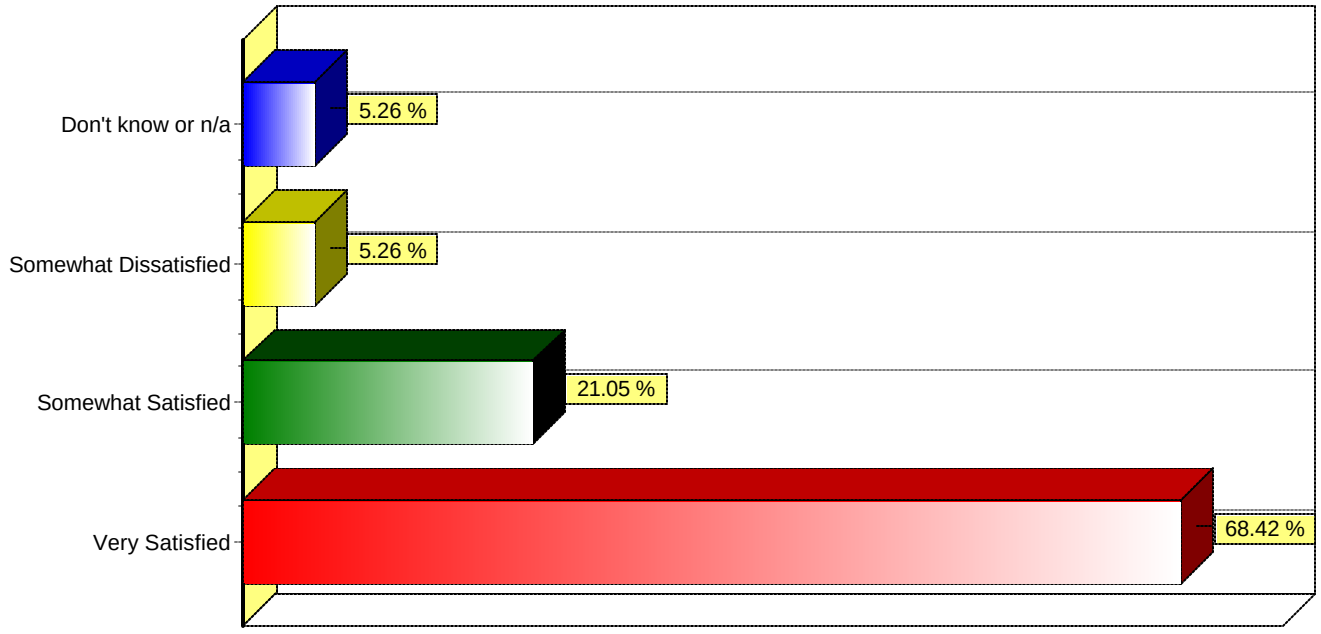


Bar Graphs
DDL Program Review--Family and Group Home Survey

Relevance of classes to student's personal/social needs

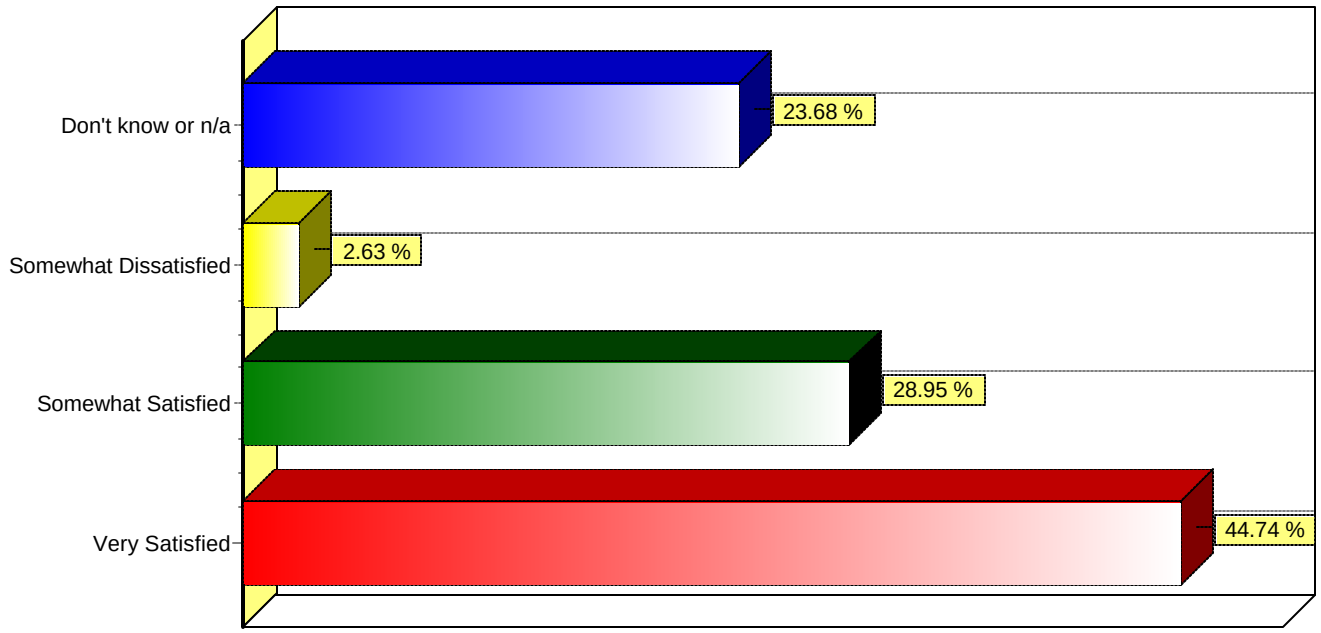


Scheduling of classes (time of day, length of class sessions, days of week)

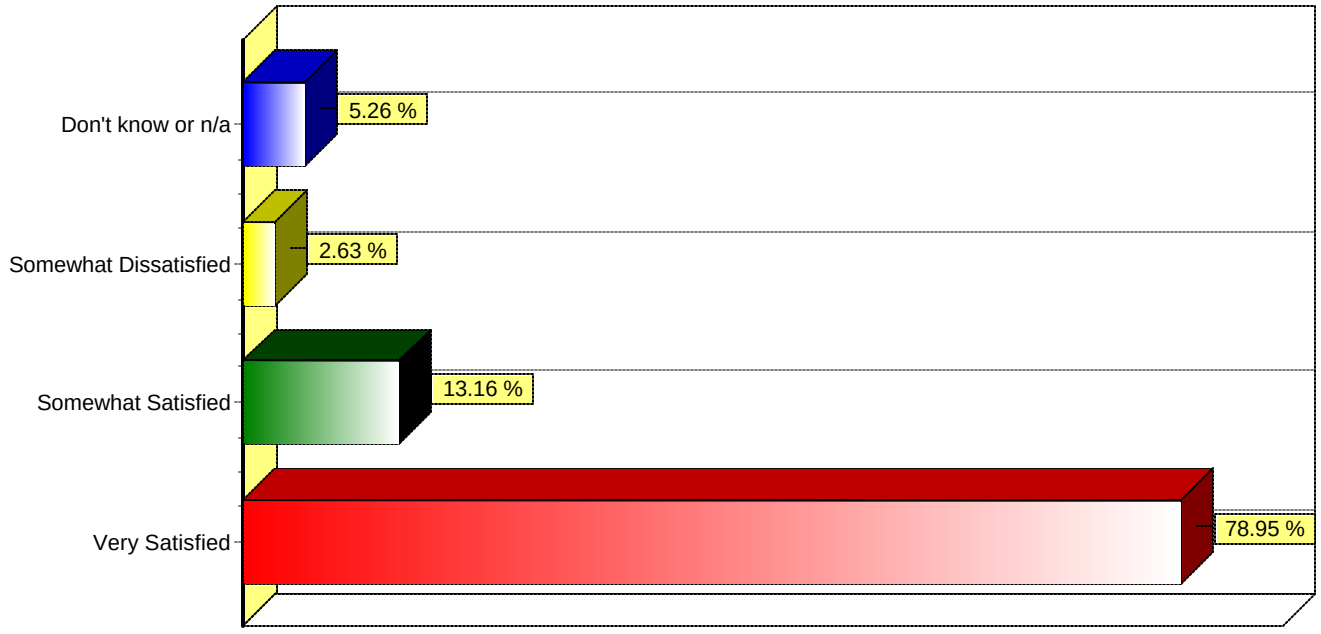


Bar Graphs
DDL Program Review--Family and Group Home Survey

Marketing of classes and program

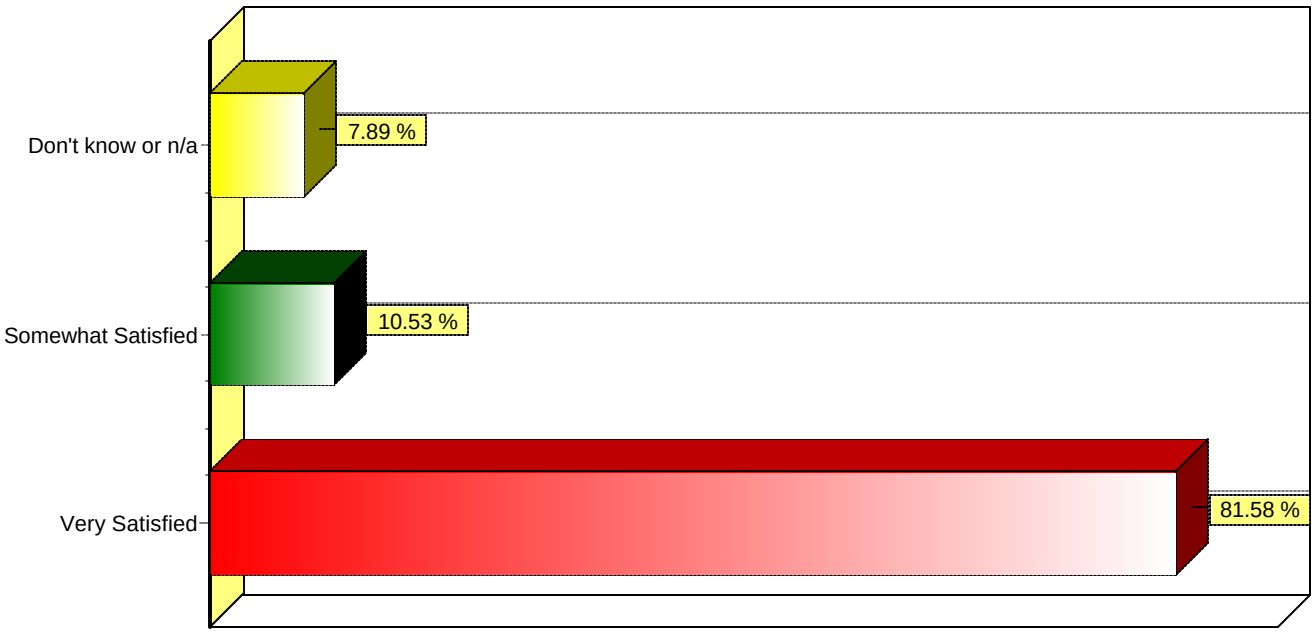


Ease of registering for the class

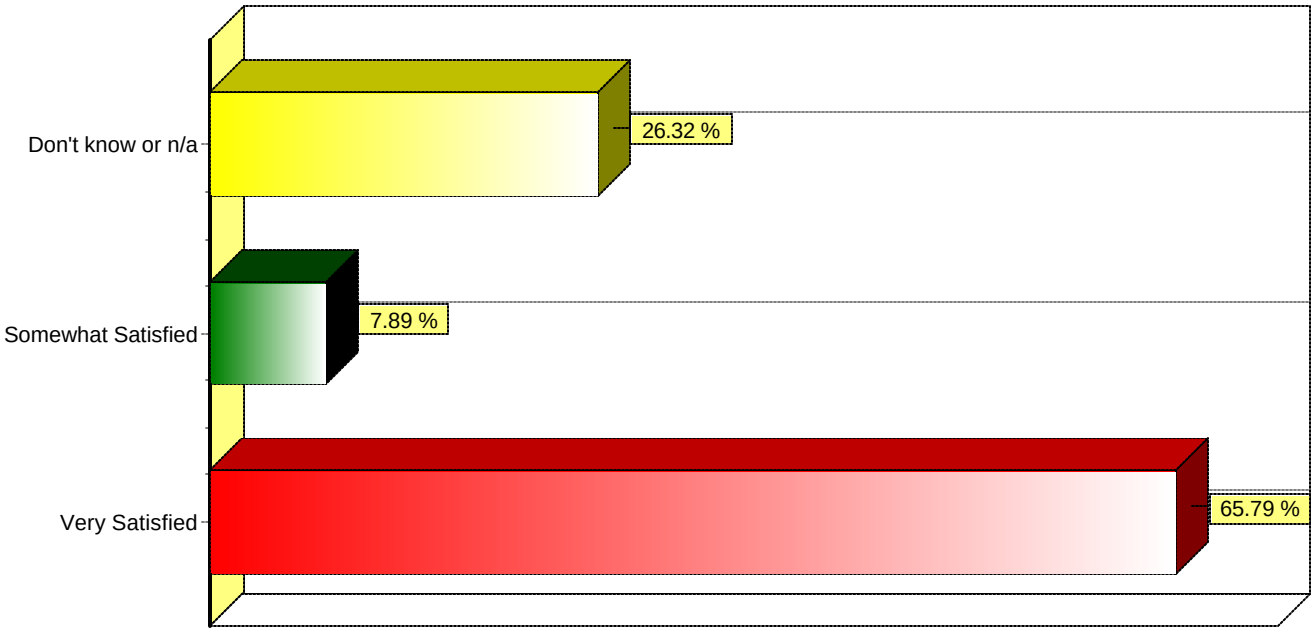


Bar Graphs
DDL Program Review--Family and Group Home Survey

Helpfulness and availability of office staff

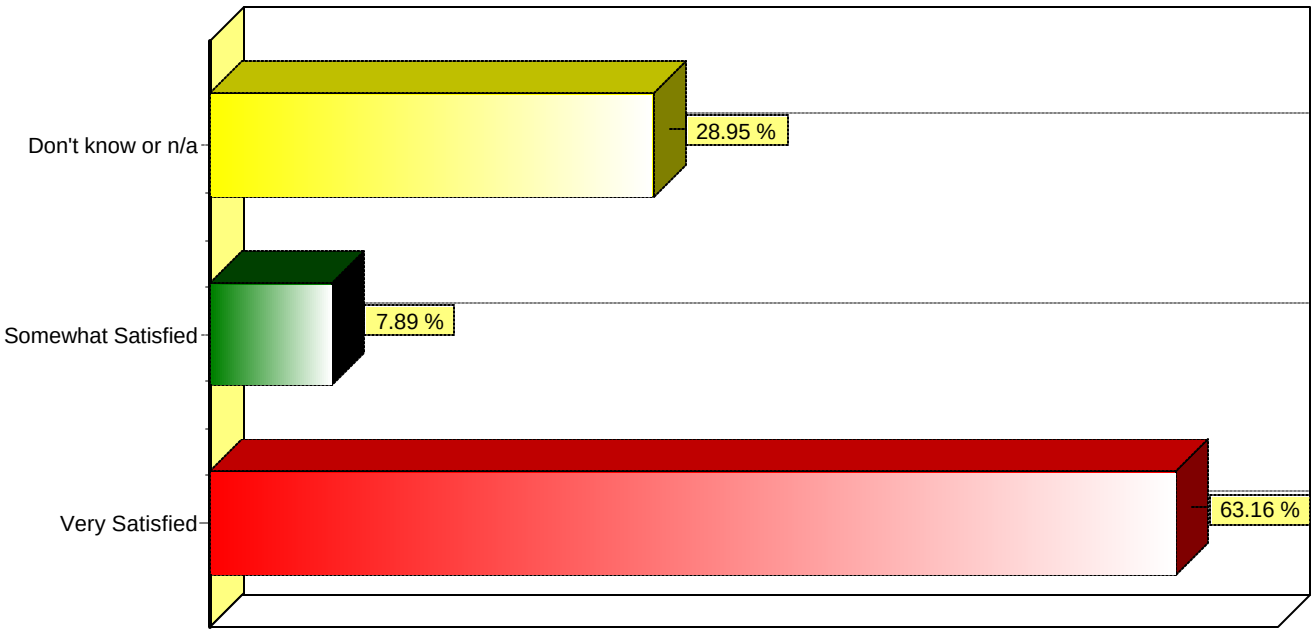


Helpfulness of DDL Program Assistant

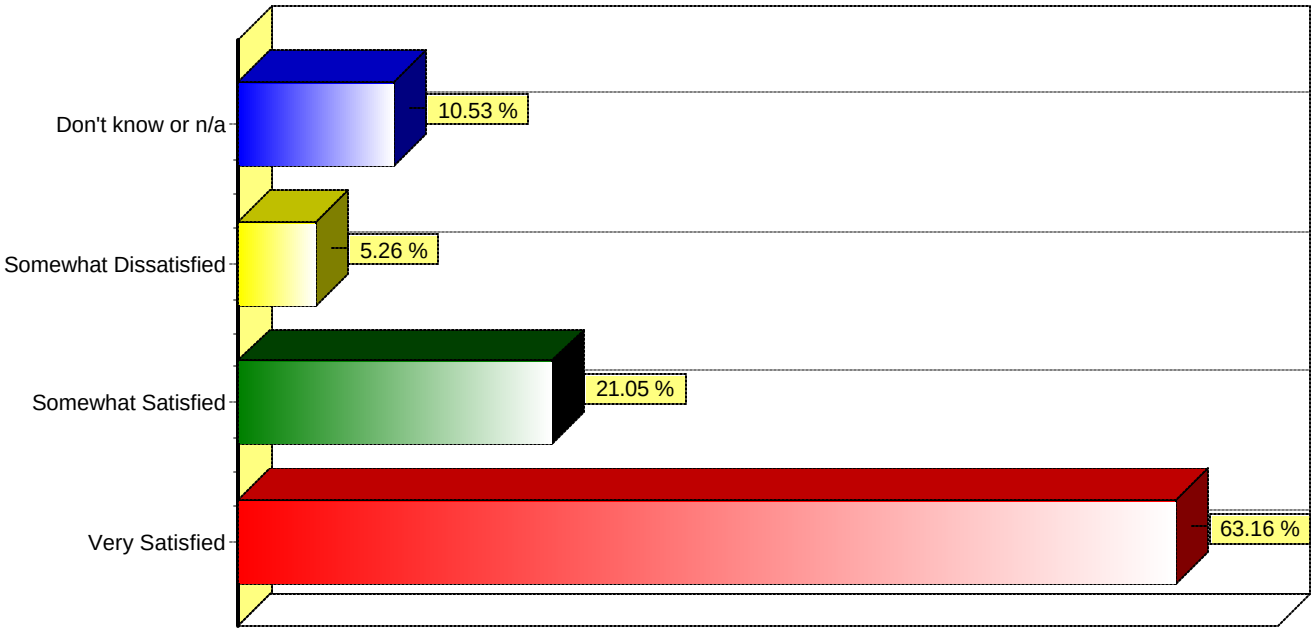


Bar Graphs
DDL Program Review--Family and Group Home Survey

Helpfulness of DDL Department Chair

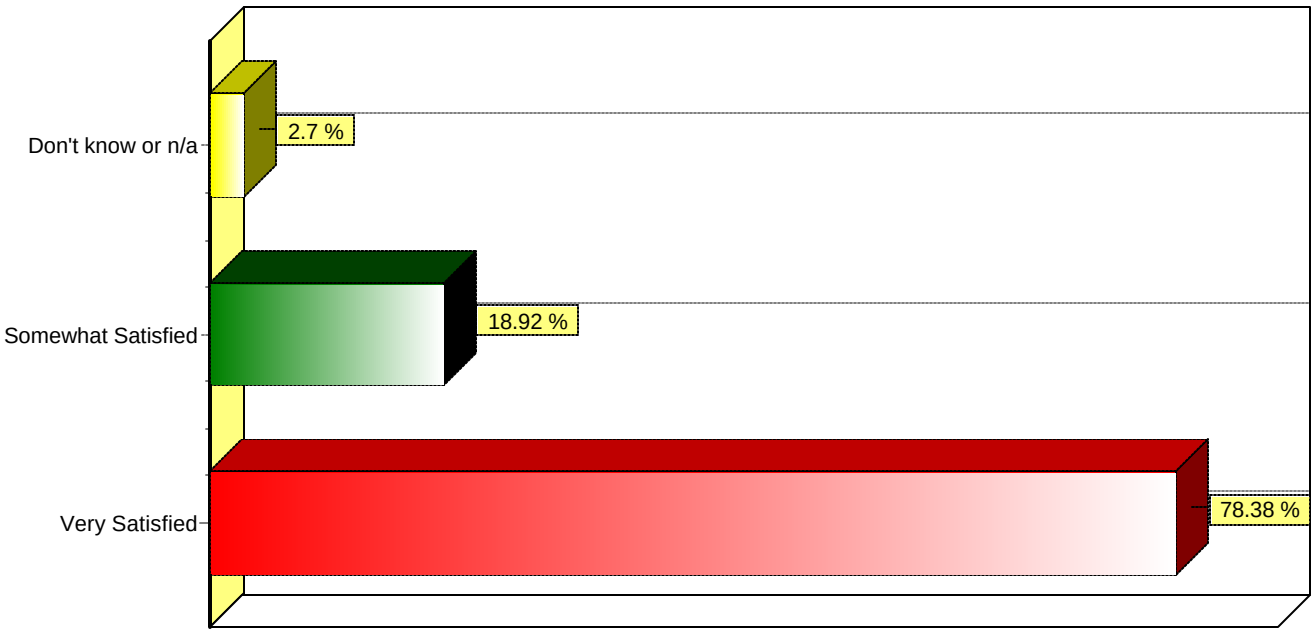


Adequacy of student to staff ratio (teachers, instructional aides, and volunteers)



Bar Graphs
DDL Program Review--Family and Group Home Survey

Overall quality of the program



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Count and Percent
DDL Program Review--Student Survey

		Count	Percent
Quality of instruction	Respondents:	163	
Very Satisfied		153	93.87 %
Somewhat Satisfied		6	3.68 %
Somewhat Dissatisfied		1	0.61 %
Don't know or n/a		3	1.84 %
	Total Responses	**163**	**100 %**
Variety of classes	Respondents:	161	
Very Satisfied		122	75.78 %
Somewhat Satisfied		24	14.91 %
Don't know or n/a		15	9.32 %
	Total Responses	**161**	**100 %**
Relevance of classes to your work or daily living skills needs	Respondents:	162	
Very Satisfied		134	82.72 %
Somewhat Satisfied		22	13.58 %
Somewhat Dissatisfied		2	1.23 %
Don't know or n/a		4	2.47 %
	Total Responses	**162**	**100 %**
Relevance of classes to your academic needs	Respondents:	160	
Very Satisfied		105	65.63 %
Somewhat Satisfied		21	13.13 %
Somewhat Dissatisfied		2	1.25 %
Don't know or n/a		32	20.00 %
	Total Responses	**160**	**100 %**
Relevance of classes to your personal/social needs	Respondents:	162	
Very Satisfied		144	88.89 %
Somewhat Satisfied		15	9.26 %
Somewhat Dissatisfied		1	0.62 %
Very Dissatisfied		2	1.23 %
	Total Responses	**162**	**100 %**
Scheduling of classes (time of day, length of class sessions, days of week)	Respondents:	160	
Very Satisfied		130	81.25 %
Somewhat Satisfied		17	10.63 %
Somewhat Dissatisfied		7	4.38 %
Very Dissatisfied		2	1.25 %
Don't know or n/a		4	2.50 %
	Total Responses	**160**	**100 %**

Count and Percent
DDL Program Review--Student Survey

		Count	Percent
Marketing of classes and program	Respondents:	163	
Very Satisfied		71	43.56 %
Somewhat Satisfied		17	10.43 %
Somewhat Dissatisfied		6	3.68 %
Don't know or n/a		69	42.33 %
	Total Responses	**163**	**100 %**
Ease of registering for the class	Respondents:	162	
Very Satisfied		138	85.19 %
Somewhat Satisfied		12	7.41 %
Very Dissatisfied		1	0.62 %
Don't know or n/a		11	6.79 %
	Total Responses	**162**	**100 %**
Helpfulness and availability of office staff	Respondents:	160	
Very Satisfied		98	61.25 %
Somewhat Satisfied		13	8.13 %
Very Dissatisfied		2	1.25 %
Don't know or n/a		47	29.38 %
	Total Responses	**160**	**100 %**
The number of staff (teachers, instructional aides, and volunteers) available to help students	Respondents:	159	
Very Satisfied		106	66.67 %
Somewhat Satisfied		26	16.35 %
Somewhat Dissatisfied		6	3.77 %
Very Dissatisfied		15	9.43 %
Don't know or n/a		6	3.77 %
	Total Responses	**159**	**100 %**
Quality of lighting, whiteboards, and/or TV or projectors in classroom	Respondents:	159	
Very Satisfied		96	60.38 %
Somewhat Satisfied		28	17.61 %
Somewhat Dissatisfied		4	2.52 %
Very Dissatisfied		6	3.77 %
Don't know or n/a		25	15.72 %
	Total Responses	**159**	**100 %**
Comfort of classroom	Respondents:	161	
Very Satisfied		131	81.37 %
Somewhat Satisfied		28	17.39 %
Somewhat Dissatisfied		1	0.62 %
Very Dissatisfied		1	0.62 %
	Total Responses	**161**	**100 %**

Count and Percent
DDL Program Review--Student Survey

		Count	Percent
Cleanliness of classroom	Respondents:	161	
Very Satisfied		115	71.43 %
Somewhat Satisfied		31	19.25 %
Somewhat Dissatisfied		6	3.73 %
Very Dissatisfied		7	4.35 %
Don't know or n/a		2	1.24 %
	Total Responses	**161**	**100 %**
Overall quality of the program	Respondents:	162	
Very Satisfied		139	85.80 %
Somewhat Satisfied		12	7.41 %
Somewhat Dissatisfied		1	0.62 %
Don't know or n/a		10	6.17 %
	Total Responses	**162**	**100 %**
Your own success in the program	Respondents:	162	
Very Satisfied		149	91.98 %
Somewhat Satisfied		12	7.41 %
Don't know or n/a		1	0.62 %
	Total Responses	**162**	**100 %**
At which location does your current class(es) meet? (Mark all that apply.)	Respondents:	162	
Coastline Costa Mesa Center		80	49.38 %
Elwyn		11	6.79 %
Fairview		13	8.02 %
Garden Villa		23	14.20 %
Hylond Home		13	8.02 %
Integrity House		9	5.56 %
Regional Center		18	11.11 %
Westview		1	0.62 %
	Total Responses	**168**	**100 %**
Why are you taking classes in this program at Coastline? (Mark all that apply.)	Respondents:	159	
To learn to read and write better		91	57.23 %
To learn to do math better		72	45.28 %
To learn how to solve problems		113	71.07 %
To be more independent and able to do things for yourself		128	80.50 %
To learn new job skills		63	39.62 %
To learn how to use a computer		79	49.69 %
To meet people		95	59.75 %
Other		34	21.38 %
	Total Responses	**675**	**100 %**

Count and Percent
DDL Program Review--Student Survey

		Count	Percent
The computers in the classroom work well	Respondents:	67	
Strongly Agree		36	53.73 %
Agree		20	29.85 %
Disagree		7	10.45 %
Strongly Disagree		4	5.97 %
	Total Responses	**67**	**100 %**
The software programs used in class are up to date	Respondents:	68	
Strongly Agree		42	61.76 %
Agree		14	20.59 %
Disagree		6	8.82 %
Strongly Disagree		4	5.88 %
Don't Know or n/a		2	2.94 %
	Total Responses	**68**	**100 %**
The books or handouts used in class are clear	Respondents:	67	
Strongly Agree		45	67.16 %
Agree		12	17.91 %
Disagree		1	1.49 %
Strongly Disagree		1	1.49 %
Don't Know or n/a		8	11.94 %
	Total Responses	**67**	**100 %**
Instruction in the class moves at the right pace for me (not too fast and not too slow)	Respondents:	70	
Strongly Agree		46	65.71 %
Agree		6	8.57 %
Disagree		11	15.71 %
Strongly Disagree		2	2.86 %
Don't Know or n/a		5	7.14 %
	Total Responses	**70**	**100 %**
I am taking computer classes because I use a computer at work	Respondents:	66	
Strongly Agree		12	18.18 %
Agree		1	1.52 %
Disagree		13	19.70 %
Strongly Disagree		5	7.58 %
Don't Know or n/a		35	53.03 %
	Total Responses	**66**	**100 %**
I am taking computer classes because I use a computer at home	Respondents:	64	
Strongly Agree		29	45.31 %
Agree		8	12.50 %
Disagree		6	9.38 %
Strongly Disagree		5	7.81 %
Don't Know or n/a		16	25.00 %
	Total Responses	**64**	**100 %**

Count and Percent
DDL Program Review--Student Survey

	Count	Percent
I would like to take an on online class that I could do over the Internet from home	Respondents: 65	
Strongly Agree	12	18.46 %
Agree	4	6.15 %
Disagree	9	13.85 %
Strongly Disagree	26	40.00 %
Don't Know or n/a	14	21.54 %
Total Responses	**65**	**100 %**

Demographics: Count and Percent
DDL Program Review--Student Survey

		Count	Percent
What is your primary language (the language you are most comfortable speaking, reading, or writing)?			
(Not Answered)		7	4.40 %
English		146	91.82 %
Spanish		4	2.52 %
Vietnamese		2	1.26 %
	Total Responses	**159**	**100 %**
How old are you?			
(Not Answered)		3	1.84 %
21 or under		14	8.59 %
22-29		37	22.70 %
30-39		42	25.77 %
40-49		41	25.15 %
50-59		23	14.11 %
60 or over		3	1.84 %
	Total Responses	**163**	**100 %**
What is your ethnicity?			
(Not Answered)		4	2.45 %
African-American		8	4.91 %
Asian: Vietnamese		5	3.07 %
Asian: Other		4	2.45 %
Hispanic		21	12.88 %
White		117	71.78 %
Other		4	2.45 %
	Total Responses	**163**	**100 %**

Listing of "other" Responses by Question
DDL Program Review--Student Survey

Question: Why are you taking classes in this program at Coastline? (Mark all that apply.)

I like my work books. I like my teacher. I like videos. Safty bingo. I like to take the bus.
To learn about monney
So that I can be helped
Keep me occupied
Fun
For fun
For fun
Fun
Increase coordination, balance, mobility
Get along with others.
To keep busy.
Exercise.
Exercise
To exercise.
To get healthier
To learn and study health and exercise
To exercise.
To exercise.
To get exercise
Learn more about music
Develop more personal skills.
Improving myself
Social skills
To enriching my life.
Playing musical instruments.
Learn more songs!
Singing and playing musical instruments.
Fast-paced and happy songs
Music/songs

Question: What is your ethnicity?

Spanish/white
Armenian
Persian

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: What do you like best about the classes you are taking at Coastline?

The teacher

The teacher and aides

I like the work. I like the teacher.

Everything.

Workbook, bingo-safety

Learning how to get along in the community. Learning to take bus.

Teacher

Teacher

I like to do workbooks. Teachers. Videos. Safety signs bingo.

I like the workbooks, teachers, videos.

Videos, teachers, work books, safety sign bingo

I like your work. I like teacher. I like voice.

Like to see movie about Mary. Good teacher.

Having fun with all my friends in class and watching a video about Mary and doing my work book.

More aids

Any--life skills or social skills

Videos and teachers and workbooks and safety signs bingo

Meet a lot of friends at college. Learn a lot.

I like being around the good teachers.

Learning how to read and write

I like using the computers in class.

I like the work I do in class.

Teacher

I like it because there is interesting things.

That I am learing read better.

The teacher and the aides when they help me.

I like to work in the computer, also the opportunity to meet new people at Tina's class and practice reading, writing, and math.

I like T. Th. classes with Tina. I learn how to solve problems and reinforce my writting and reading and math.

Keep me busy. Use computers. Being around with friends.

I like computers, friends, teachers, work

Reading, math, Tina, computers

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: What do you like best about the classes you are taking at Coastline?

I like the teachers and I like to use the computers and also to meet new friends.

I practice my writting, reading, money and skills I need in my daily life. T. Th. night classes with Tina are very helpful.

Discussing reading/current events. Using the computer. Learning # concepts. Beings with friends.

Learning how to read and write.

Tina and Aides

I would like to work on the Weekly Reader and computer and the people and the teacher.

Learn and work in computers, math, reading and Learning games. Tuesday and Thursdays night with Tina.

How to use computers

I like the computers, the school work and the teachers.

I like students, teachers, computers

Close to home. I like to go to them. Meeting new people. I like the teacher.

They work at my level. How to use computer.

I can use the computers in Tina's class.

They are convenient to where I don't burn out my brain.

It teaches me to be more Independent, in some ways.

Helps me to learn better in class

Learn better in school.

I like to take computers.

I like Tina and Marie Green. I like learning math, reading and thinking skills, talking about jobs and how to get along with people.

I like Math and reading and thinking skills. I like my teachers on Tues. and Fri.

I like math, beginning reading, and learning these on worksheets and the computer. They help me think.

Workbooks, good teacher. What I learn: how to have friends and bus.

I like to be here for five days a week.

It is good. Computer is good.

Math. Computers.

I like the teachers. I like to meet new friends. I like the staff.

I like Alferdo Into to Computer Class cause he let us listen to MP3 and go Internet.

I like to come 3 days a week and I like the teachers.

I think they are a good source of non-stressful mental activity for the health of my injured brain. I've been getting good social advice.

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: What do you like best about the classes you are taking at Coastline?

I feel like I learn a lot.

I like to go five days.

I like to come 5 days a week. I learn new things.

5 days a week

I like comeing four days of week.

I like comeing to Coastline so I can learn to meet friends and I like comeing on Tuesday and Wednesday.

I like to learn about computers and how to read.

I like coming four days. I like to learn about computers. Drawing on the computers.

They are good classes. Teachers and aids are very good and helpful.

I have been coming here for 7 years because this is the best school. I like it here and I like my new friends.

I like the teachers and the teachers aide because they are nice and very helpful and treat me well. They are very nice people and very friendly.

I like Spasin [?] Class. I like Ana Baker and math class is good. Computer is OK.

The classes are very helpful to me. At least I don't have to sit at home going nuts.

The teachers and aides.

Enjoy socializing w/classmates; instructional staff

I like learning how to read, write, and practice math/money. I learn this Tuesday - Thursday at Tina's class.

The teacher and aides. Staff are nice people who care about us.

Enjoy doing the variety of dances like the YMCA and the limbo.

I like the talks. Understand teacher.

Everythint. I like the teacher.

Fun everything. I like the teacher.

Makeing the movies. Understand teacher.

It lot fun. You heair going of house if your go groups is going out. [?]

Being in class.

All the class. Talk like the teacher.

Teacher. Talking. Movies. People.

Teacher. Fun. Movies. Talking.

Movies - Talking different opic related to movies. Relating to others with different disabilities.

The teacher. Fun. Talking in class. Telling stories.

Teacher. Fun. Talking in class. Movies.

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: What do you like best about the classes you are taking at Coastline?

Teacher. Making movie.

Fun. Teacher. Talking.

Go to school - teacher

Talking in school with teacher. Making movie.

Teacher classroom

School teacher

Teacher.

Teacher.

Teacher.

Class. Talking. Make movie.

Everything.

Teachers. My friends. Doing work.

Teachers and friends.

Teachers. To learn new things. My friends. The classes. Location. Everything.

My friends. Teacher. Learn new things. The classes.

Teachers, my friends, learn new things, location

I like to learn new things on the computer and to draw on the computer.

That I'm learning a lot.

What I like about the Tuesdays and Thursdays class I am taking with Tina is the computer and academics we learn and practice. It help me with my job.

Meeting Pearle.

Computers. Teachers. Reading. Math.

Teacher. Aids. Computer.

Teacher. Computers. Aids.

Teacher. Aids. Computer.

Teacher. Aids. Computer.

Teachers. Aids. Computers.

Teacher. Aids. Computer.

My wonderful teacher.

Getting outside and exercising.

Exercising weekly

It's good to learn about exercise.

I like to participate there.

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: What do you like best about the classes you are taking at Coastline?

Working out and dancing.

Seeing my friends. Learning new things. And the location.

The teacher is doing a great job.

Nice to be with others. Like participating in music activities.

Improving my skills with my friends.

I like to practice my goals. I like my teachers.

Teachers, schoolwork, students

The staff treats you nice, and reading and arithmetic.

I like to learn stuff. I like the teachers, work, and students.

Math, spelling, reading, teachers

Arithmetic, reading, spelling, teachers, aides.

I like my reading and math classes because I will need it if I get in outside job.

I like to learn more especially computers and independance.

Talk to Coastline teacher.

Math, telling time, reading. My teachers.

The class is nice.

Enjoy being with my fellow residents whom I also live with but in a classroom situation. I like my teacher, too!

Learning about music and how to make myself a better person--talking with others.

Enjoys all songs; variety with "oldies."

Participating in the class.

Playing musical instruments. Happy songs.

"Hyms" and feel good inside when I sing.

"Happy songs"

Playing musical instruments: drum

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

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

More aides

More aides

More aides

More aides

More aides

More aides

More aides.

More aides

More aides

Cooking

Interpreter not avaiable for this class.

More aides

Need more aides.

More aides in the class would be good.

Didn't know about classes

My morning class start to early.

Have more classes.

Nobody explain to me about the class. For the amount of students, need more helpers. Overall this class is fine.

Keep going to have a better learning

I'm dissatified cause of all my classess being taken away.

Yes. I want to keep my classes to have a better education.

I don't get anything in the mail about school. The clock doesn't usually work. There are ants and a broken table. We need bigger chairs.

Sometimes the computers don't work. There are ants, a broken table, the clock is wrong.

[illegible]

I do want more adds some classes.

The classroom had ants.

Clean Desktop

I'm sorry Debbie is on her sabbatical leave. I really liked Reading and Writing when she was teaching it. The new teacher should follow what Debbie wrote down for me to do because Debbie knows me and what I can do.

Cause the students need more aid to help us.

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

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

Because the classes where dirty and we need more aids.

I not happe about the time to catch the bus.

I need more help in classes and the times.

Change the time

I like miss the bus.

Not enogh aides.

Not enough aides.

Number of staff: Not all classes have aids. It would be better if they had more aids for classes.

The classroom is very dirty. Stay home with my mother and won't be going to work.

I think we whould have more staff to help us in class.

We need more aids for this college location here at Costa Mesa.

We need more aides in the class.

Need more staff members to help out students

We need new computers and up to date software, also white boards. Also the clock needs to be fix.

Tables, floor, trash by computer table

We need new computers and up to date software, also white boads. Also the clock needs to be fix.

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: Are there other courses or services that you would like this program to offer?

Cooking

PE

Computer classes

Cooking

Cooking classes. Fitness Classes. Computer classes.

Cooking classes

Cooking classes. Fitness classes. Computer classes.

Cooking. More money.

Cooking

Cooking, computer, fitness class

Cooking class. Fitness class. Computer class.

1. Desktop publishing 2. Consumer skills

Low-level math and English class. Art classes. Low-level reading classes.

Internet

Wood shop. Ceramics.

Sciences, P. E., cooking, history

I like baset ball courses. excersice.

Art

Bigger classrooms, PE classes (basketball), cooking class

Cooking class, swimming, soccer, basketball

Dance/Aerobics

Computer, art, ceramics, cooking class

Auto mechanic classes. Classes on how to fix your own car like changing oil, fixing a flat, wood shop

Intro to Internet, Consumer Skills, Personal/Social, these are some classes I would like to take

Job skill classess, internet

Jod skill classess, internet

Jobs skill classess, internet

A cafeteria where you can buy lunch and more tables to eat at.

More classes with computers. More computers in my class with Tina.

Fitness. Cooking. [other commends illegible]

I want to take since math class.

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: Are there other courses or services that you would like this program to offer?

A baseball class.

Math class learn to count money. Music Piano.

If you need one-on-one help there should be enough staff to help you.

Music class.

P.E. class. Music class.

Yes

Computer class. Internet class. Math class.

I like to program, too. A fitness class and Health Concepts.

Dance class. Home making. Cooking class.

Music class. PE class. Art class.

Music

Cooking.

Auto class. Cooking class.

Would like exercise class. Would like walking and swimming. Would like cooking classes.

I like Mondays, Tuesdays.

I went to take a dance class.

I think Coastline should offer a gramer class. And a independent living programe would be very useful.

Spanish class.

Dancing, music

Computer classes.

Cooking class

Pet care

A job skills class to learn diffent jobs to do.

Cooking class.

Music, creative writing for people with disabilities.

Computer basics for people with disabilities.

Art, painting

Art classes. Music.

Dance class for people with disabilities.

Basic reading, art

Sewing

Sewing, cooking, baseball

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: Are there other courses or services that you would like this program to offer?

Sewing, cooking

I would like this program to offer typing classes.

Crafts

Sewing, ironing.

Painting.

Cooking class

Art and crafts

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: Do you have any recommendations?

More monkey. [sic]

More money

Interpreters needs to be avaiable.

Top 2 classes: 1. Reading and Writing 2. Desktop publishing Day of Week: Monday

More aides. Favorite classes: Applied Academics, Reading and Writing Best days to attend: Monday/Wednesday/Friday

More classes at Fairview.

Meet in class more.

Favorite day of week: Tuesday Thursday Favorite class: Tina's class

Favorite day of the week: Tuesday, Thursdays Favorite class: Tina's class

More computers and up to date software.

I will like more computers and software.

Favorite day of week: Tues Thurs Favorite class: Applied Academics Tina Kosbab

I like to be in class. Favorite day of week: Tuesday and Thursday Favorite class: Applied Acedemics Tina Kosbab

Favorite day: Tuesdays Thursday Favorite class: Tina

I like coming two nights a week. Tuesday. Thursday. Tina--Applied acaemics.

Fixing the clock. Get more computers. Tuesday and Thursday. Language Arts with Tina

That CCC keep teaching same classes.

Favorite day for school: Tuesday Thursdays Favorite class: Applied Academics w/Tina

To fix one of the computers. Tuesday Thursday Apply academics Tina

Favorite day of week: Tuesday and Thursday Favorite class: Tina's class

I like it. They are doing all right. Favorite day of the week: Tuesday and Thursday Favorite class: Applied Academics Tina Kosbab

1. Favorite days of week: Tuesday 2. Favorite class: Consumer Skills

Favorite day of the week: Thursday, Monday Favorite class: Tina's Critical Thinking

I like it. Favorite day of week: Tuesday, Wednesday Favorite classes: Tina/Critical Thinking and Green/Personal Social

Applied Academics Monday/Tuesday Critical Thinking/Computer class

Favorite days of week. Tuesday, Thursday Favorite class - Critical Thinking - Tina More classes

Favorite days of week: Tuesday, Thursday Favorite class: Critical Thinking - Tina

I recommend more schooling. [Prefers not to choose a favorite day or class.]

Please don't cancel any classes Course I am taking: Tuesdays Critical Thinking. I like. Monday, Tuesday, Fridays are goo.

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: Do you have any recommendations?

Raze money and to keep the classes Favorite day: Monday Thursday week Favorite class: Alfredo - Computer intro

Raze money and to keep the classes.

Raze money and to keep the classess. 1. Mon 2. Tues Reading 14 Critical Thinking 4

I don't want to change anything about my classes. I want to keep the same classes. Favorite day of the week: 1. Tuesday 2. Wednesday 3. Monday Favorite class: 1. Math and reading and thinking - Tina's and Debbie's classes 2. Job class/Social Personal

Bring Vincent back. Favorite days: 1. Tues. 2. Fri. Favorite classes: 1. Tues. - Critical Thinking 2. Fri. - Applied Academics

Favorite days: 1. Tuesday 2. Friday Favorite classes: 1. Applied Academics 2. Critical Thinking

Into to Computers. Internet. I do want more classes for more kids.

More class. Top 2 classes: 1. Internet 2. Dsktop Publishing

More class. Top 2 classes: 1. Consumer Skills 2. Desktop Publishing

Whoever goes on sabbatical - the teacher needs to write what kids are doing and that teacher needs to follow the plans left. Top 2 classes: 1. Reading/Writing w/Debbie Desmond 2. Health Concepts

Top 2 class! 1. Consumer Skills 2. Intro to Computer

More classes. Top 2 class: 1. Intro to Computer 2. Consumer Skills

Favorite 2 classes: 1. Reading/Writing 2. Personal/Social Favorite day: Wednesday

Top 2 classes: 1. Personal Social 2. Desktop Publishing Day of week: Tuesday

Intro to Computer. Desktop Publishing.

Top 2 class: 1. Consumer Skills 2. Personal Social

Top 2 classes: 1. Reading and writing D. Barrett 2. Consumer Skills Mrs. Green

Intro to Computers. Personal Social.

Top 2 classes: 1. Personal Social 2. Consumer Skills

Top 2 classes: 1. Desktop Publishing 2. Reading Writing

Top 2 classes: 1. Desktop Publishing 2. Reading and Writing

The teachers and aids are so far the best for the programs that I have taken over the years I have been coming to this school. Top 2 classes: 1. Consumer Skills. 2 Applied Academics.

Please keep all the computer classes. Top 2 classes: 1. Critical thinking 2. Applied academics Favorite day: Wednesday

Top 2 classes: 1. Reading and Writing 2. Consumer Skills

Top 2 class: 1. Consumer Skills. 2. Desktop Publishing.

1. Desktop Publishing 2. Consumer Skills

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: Do you have any recommendations?

Top 2 class: Consumer Skills. Intro to Computers.

Favorite class: 1. Personal/Social Favorite Day: 1. Wednesday

More computers. The ones we have are old. The volume doesn't work in many, and they don't have enought memory for new programs. Tuesday. Thursday night. Applied Academics.

Keep the classes going.

Keep the classes goings.

Keep this class going.

Keep the classes going.

Keep the class.

Teacher keep him! Keep class fun.

Keep teacher.

Keep this class.

Keep the class.

Keep class as is.

Keep class and teacher.

Keep teacher. Keep class.

Go. Class. Teacher.

Going to class with teacher.

Go to classroom teacher

Keep going to school with teacher

Keep teacher class.

Keep class teacher.

Favorite classes: Desktop Publishing Favorite days: Thursday

Favorite days: Monday. Thursday.

Favorite classes: 1. Reading/Writing - Tuesday 2. Applied Academics - Thruday

Favorite classes: Reading and Writing and Math. Intro to Computers. Monday. Friday.

Favorite classes: Intro to Computers - Monday. Desktop Publishing - Thursday.

Favorite classes. Internet and Reading/Writing. Thursday. Monday.

Favorite classes: Desktop Publishing. Favorite days: Thursday. Friday.

Favorite classes: Desktop Publishing. Applied Academics. Favorite days: Monday. Thursday.

Favorite classes: Intro to Internet, Desktop Publishing Favorite days: Thursday, Wednesday

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: Do you have any recommendations?

Favorite classes: 1. Desktop Publishing 2. Critical Thinking Favorite days: Thrusdays

Favorite day: Tuesday and Thursday Favorite class: Tina's class

More computers, the ones we have are old. The volume doesn't work in many and they don't have enought memory for new probrams. Tuesdays and Thursdays night. Applied Academics.

Favorite day: Tuesday & Thursday Favorite class: Tina's class

Keep going to class. Favorite days: Tusday. Thursday. Favorite class: Applied Academics. Tina Kosbab.

More hours in class. DSL.

I would love to learn to play the piano.

Offer more classes for people with disabilities.

Please offer classes to people with disabilities in art and music.

More music.

Favorite class: Reading/Writing and Intro to Computers Monday and Friday

Favorite classes: Applied Academics. Fridy. Intro to Computers. Mondy.

Favorite classes: Desktop Publishing. Critical Thinking. Favorite days: Tuesday and Thursday

Offer more classes to individuals with disabilities.

Hope my class continues.

Favorite Days: Monday and Thursday Favorite Class: Applied Academics

Favorite Day: Monday and Thursday Favorite Class: Applied Academics, Tina Kosbab

Favorite Day: Monday and Thursday Favorite Class: Applied Academics, Tina Kosbab.

Favorite Day: Monday, Thursday Favorite Class: Applied Academics, Tina Kosbab

Favorite Day: Monday and Thursday Favorite Class: Applied Academics, Tina Kosbab

Days: Monday and Thursday Class: Applied Academics, Tina Kosbab

Favorite Days: Mondays; Thursday Favorite Class: Math; Reading

Sign language. Favorite school days: Monday; Thursday Favorite class: Coastline Applied Academics

Favorite Days for School: 1. Monday; 2. Thursday Favorite Class: Applied Academics

Favorite Days: 1. Monday; 2. Thursday Favorite Class: Applied Academics

Favorite Days: Monday. Thursday. Favorite Class: Tina's Applied Academics.

Don't cancel my classes!

The clients look forward with great anticipation to this program. (mother)

Wonderful music/song variety and great patient instructors!

Text and Paragraph Responses by Question
DDL Program Review--Student Survey

Question: Do you have any recommendations?

Wonderful music class. Everyone loves to attend class.

Great class. He enjoys older songs--Top 40 songs.

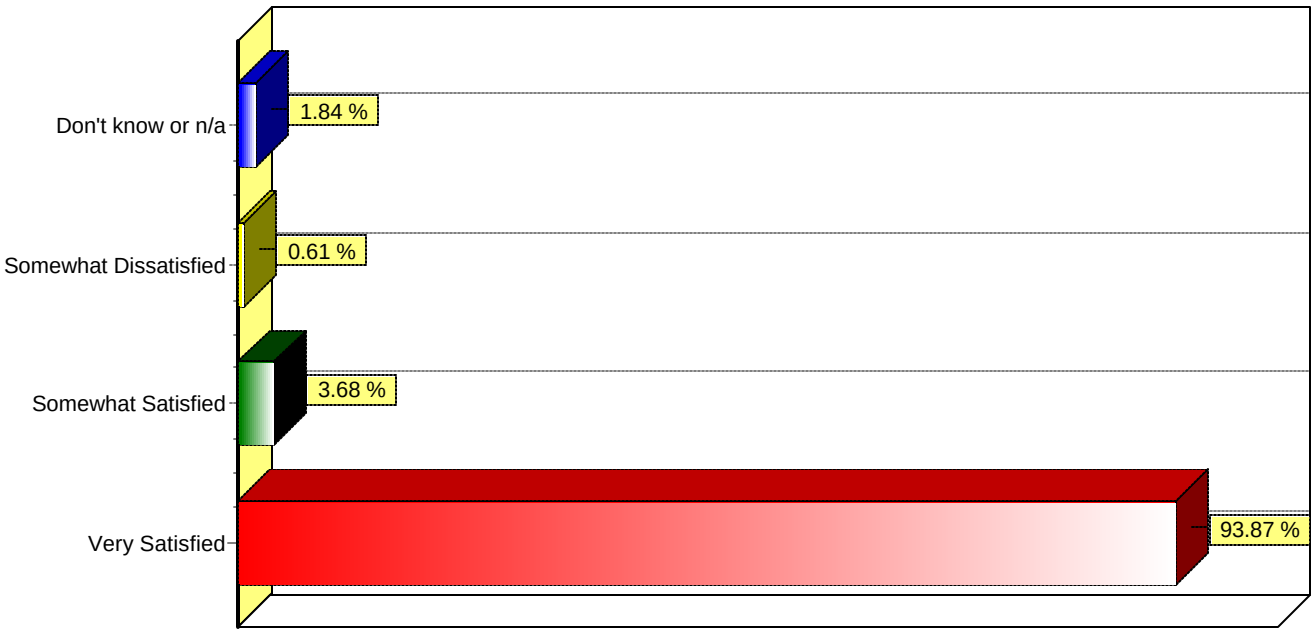
I like nice instructors.

Great Music teacher and staff

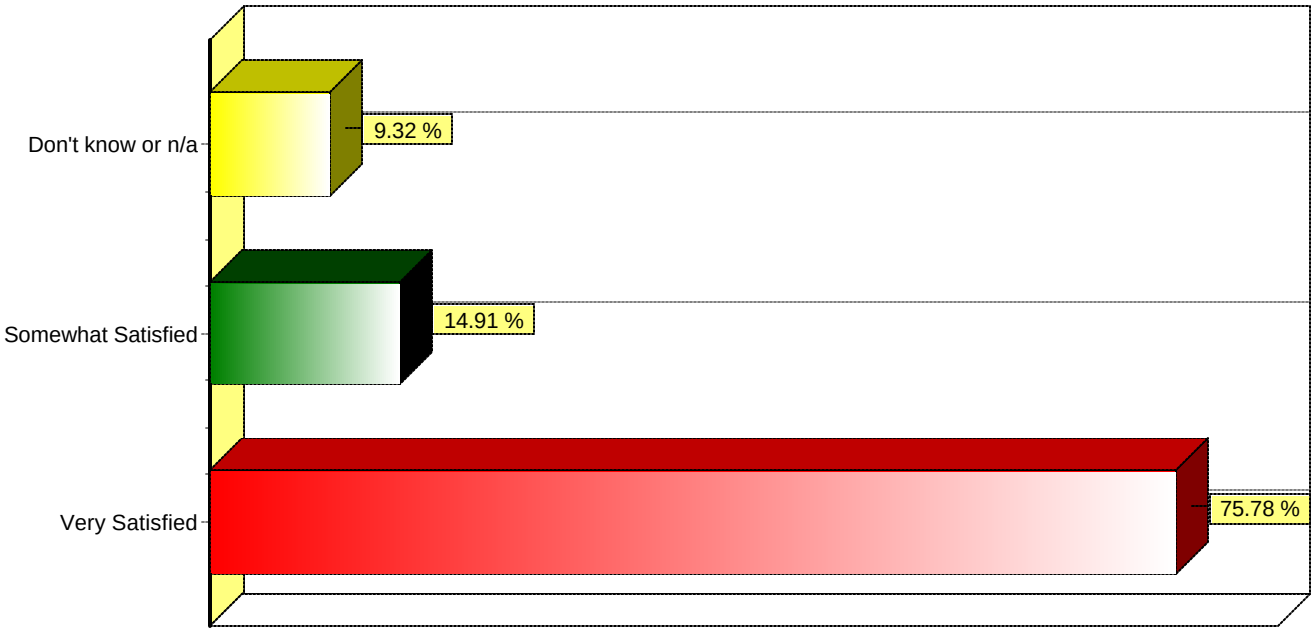
Enjoys instructor's great attitude. Hylond Home.

Bar Graphs
DDL Program Review--Student Survey

Quality of instruction

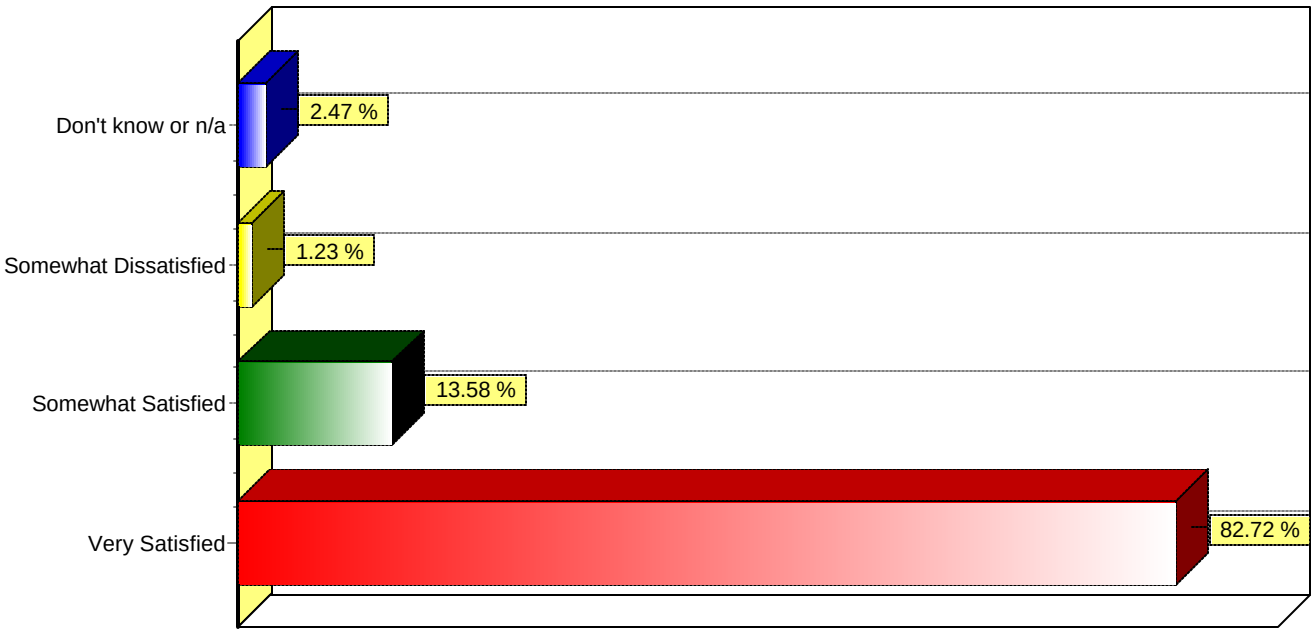


Variety of classes

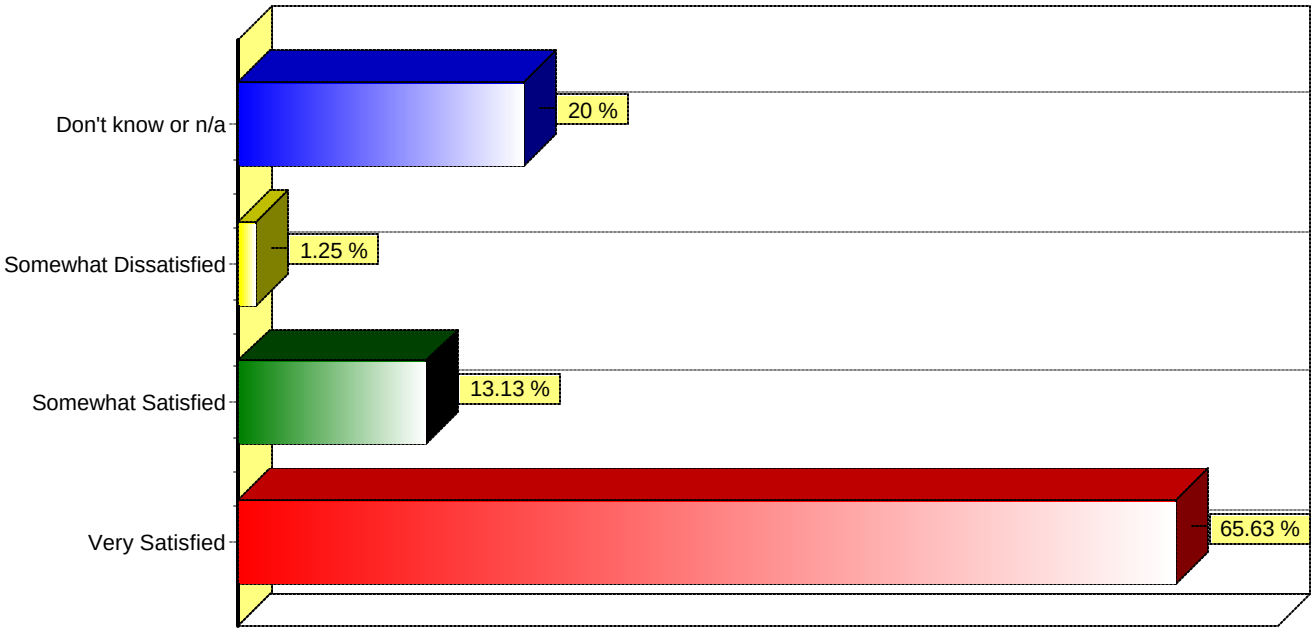


Bar Graphs
DDL Program Review--Student Survey

Relevance of classes to your work or daily living skills needs

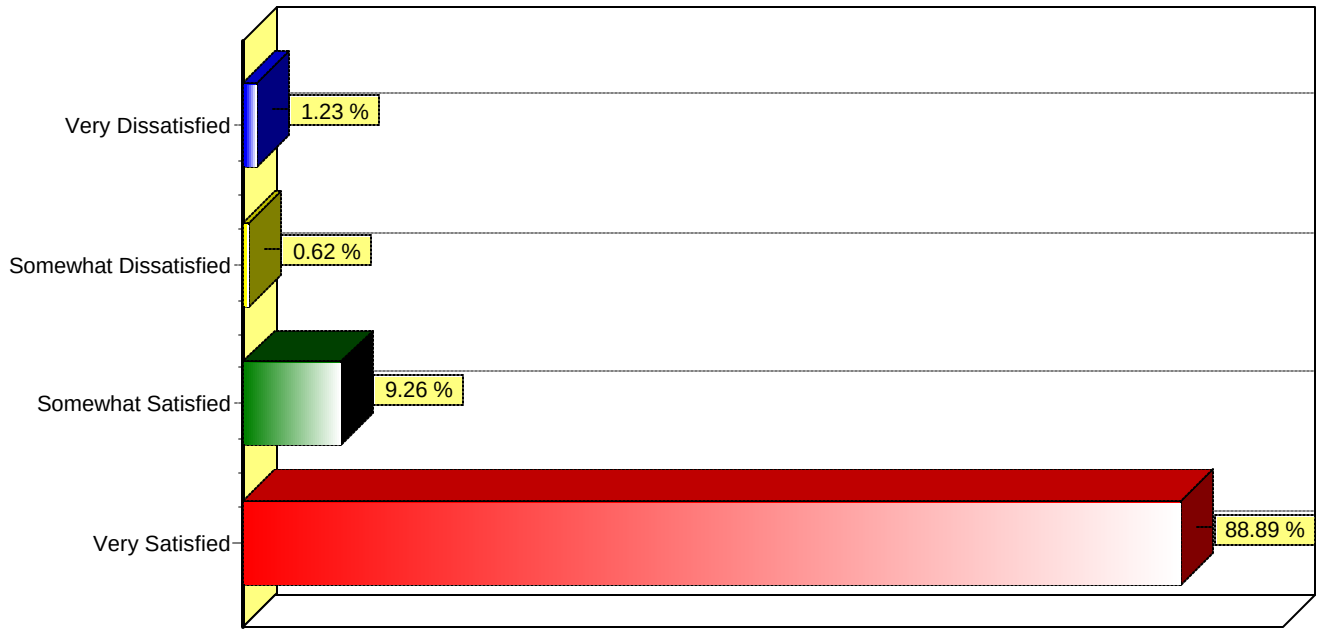


Relevance of classes to your academic needs

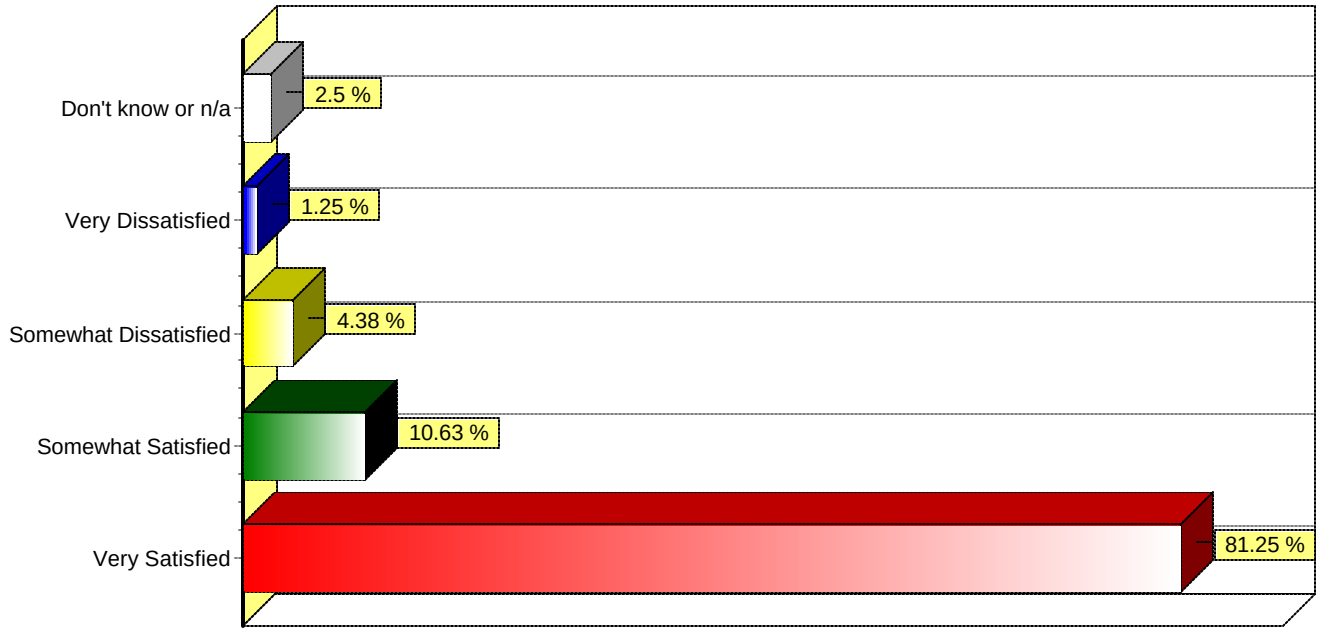


Bar Graphs
DDL Program Review--Student Survey

Relevance of classes to your personal/social needs

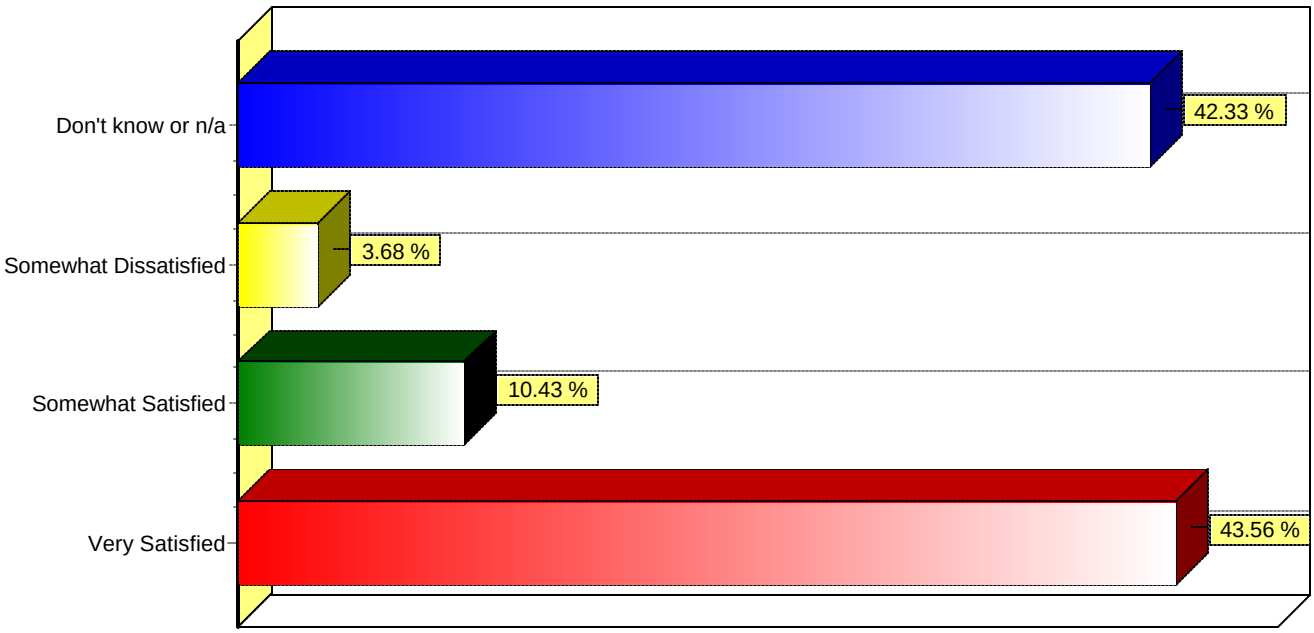


Scheduling of classes (time of day, length of class sessions, days of week)

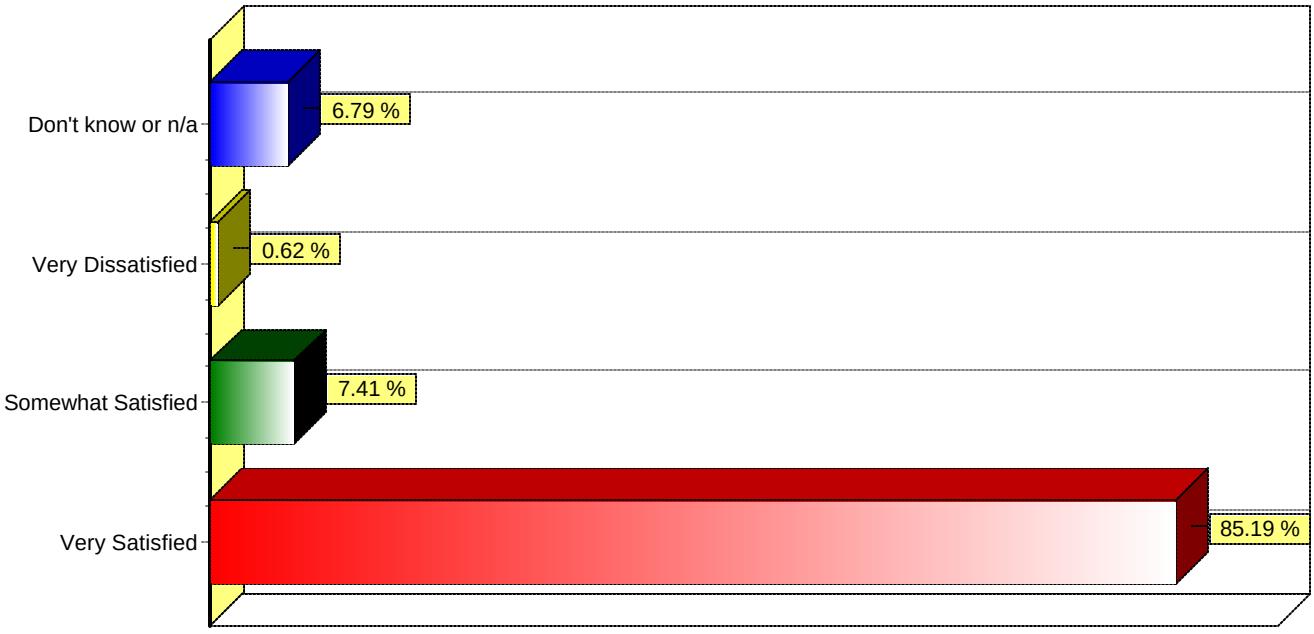


Bar Graphs
DDL Program Review--Student Survey

Marketing of classes and program

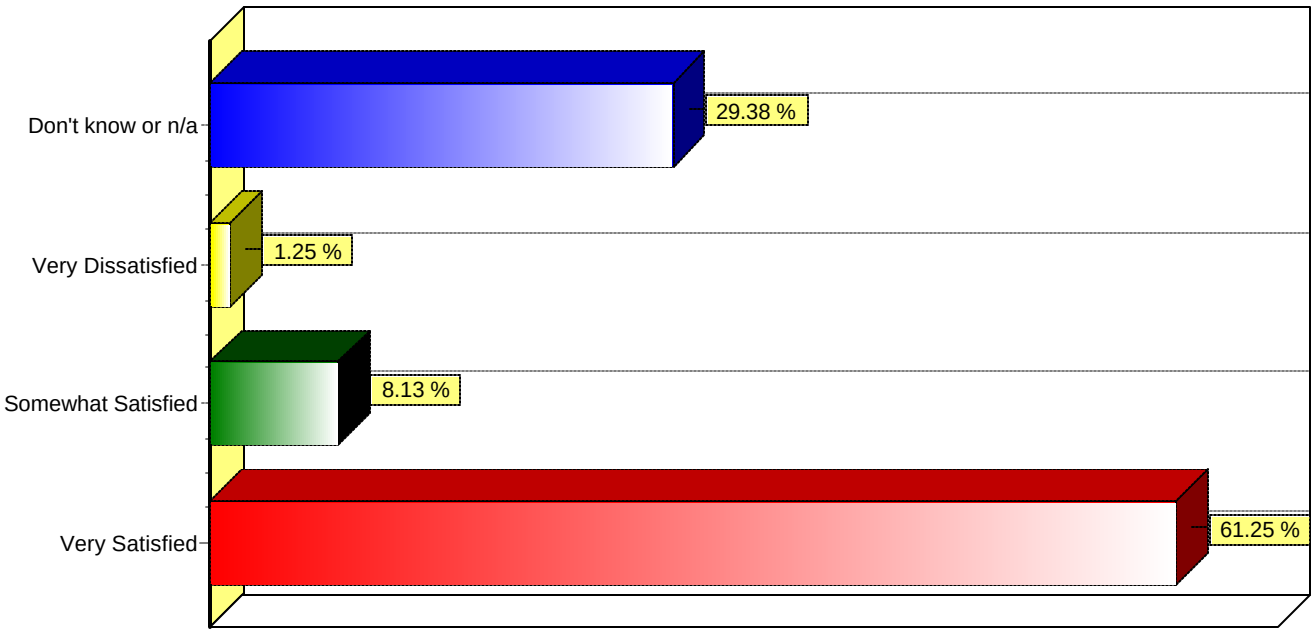


Ease of registering for the class

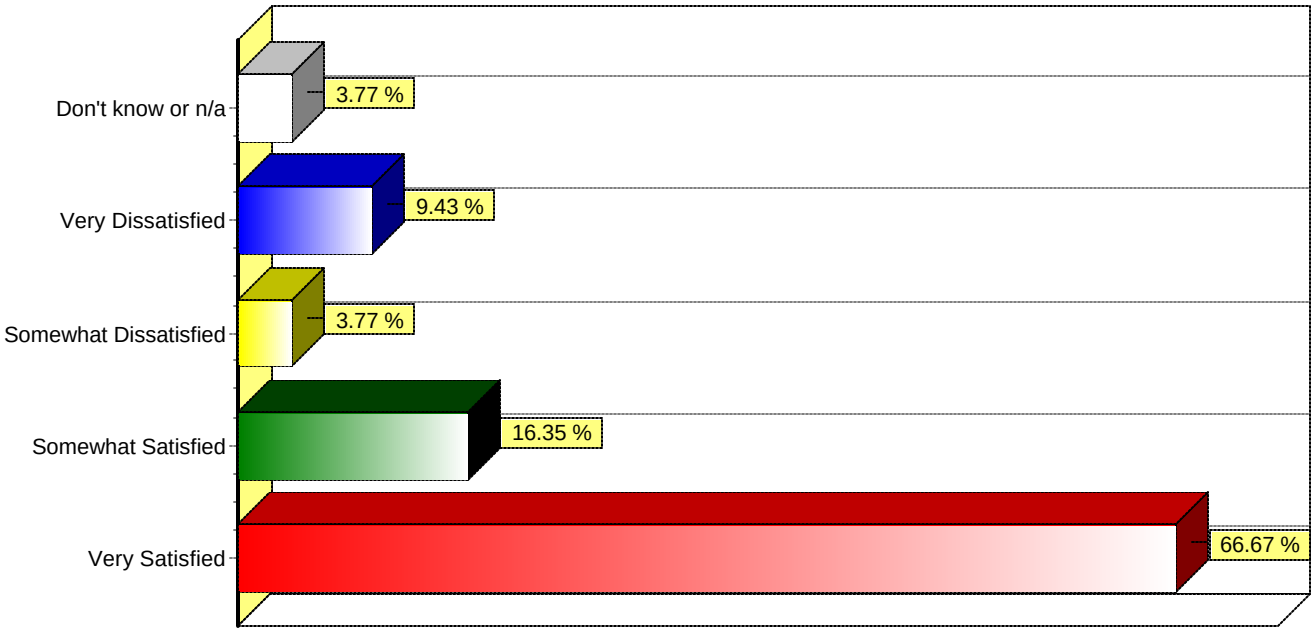


Bar Graphs
DDL Program Review--Student Survey

Helpfulness and availability of office staff

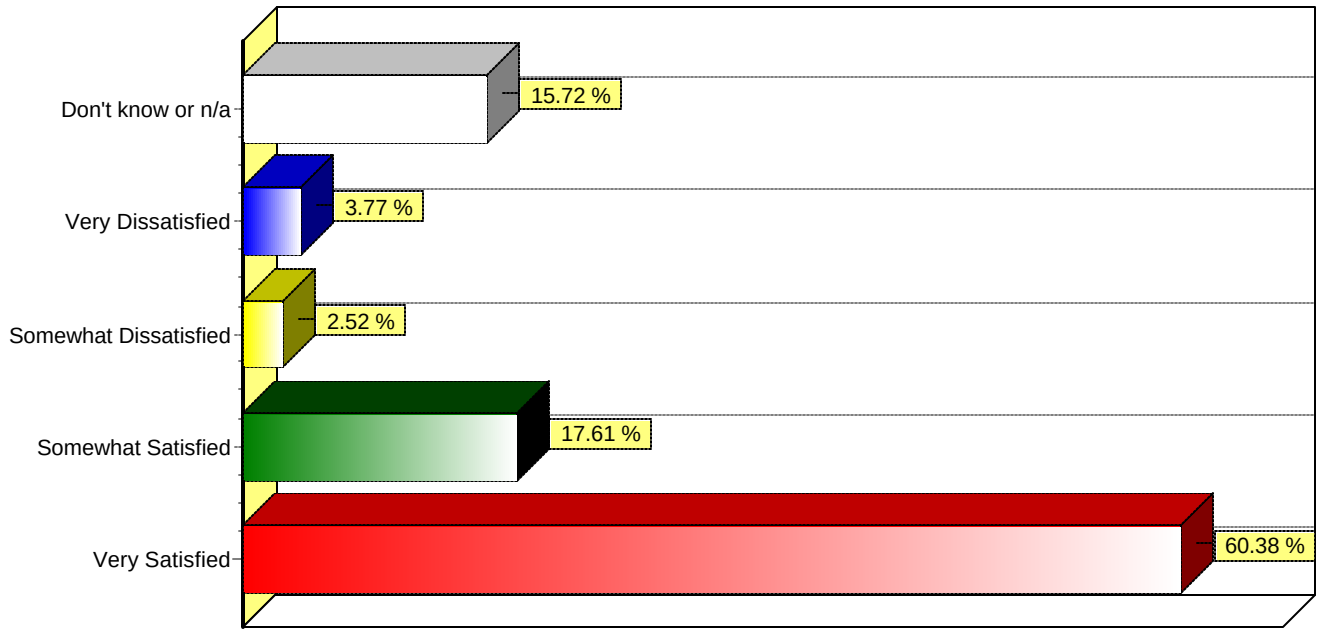


The number of staff (teachers, instructional aides, and volunteers) available to help students

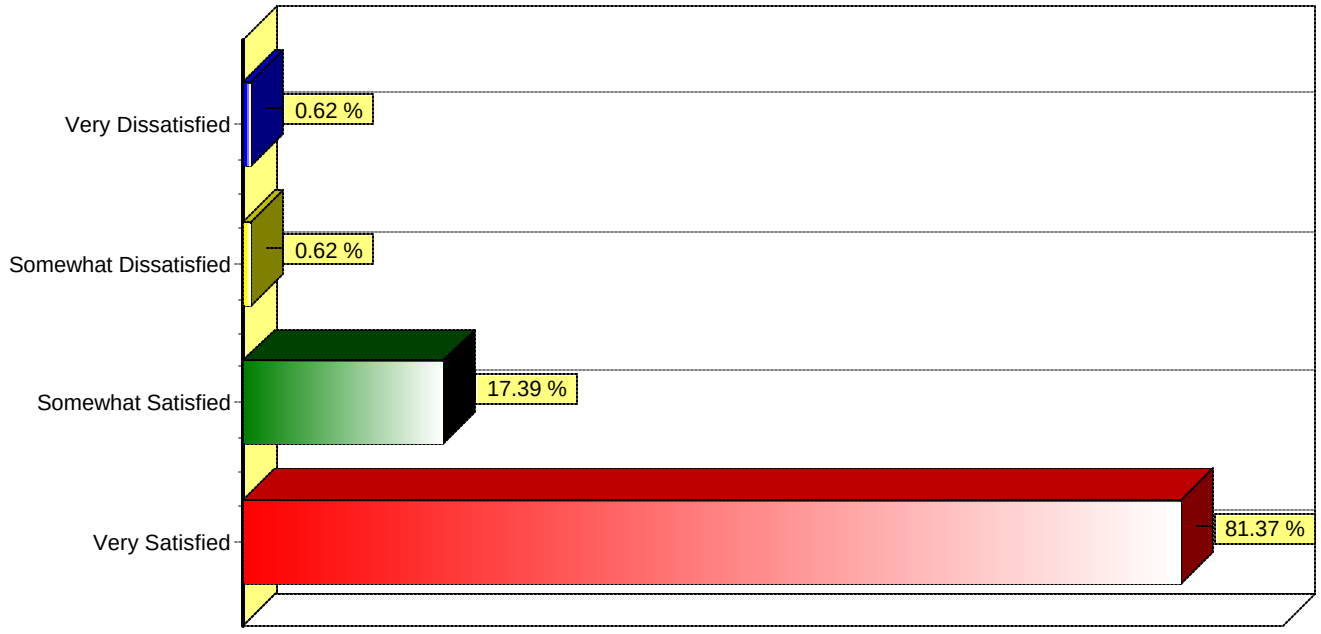


Bar Graphs
DDL Program Review--Student Survey

Quality of lighting, whiteboards, and/or TV or projectors in classroom

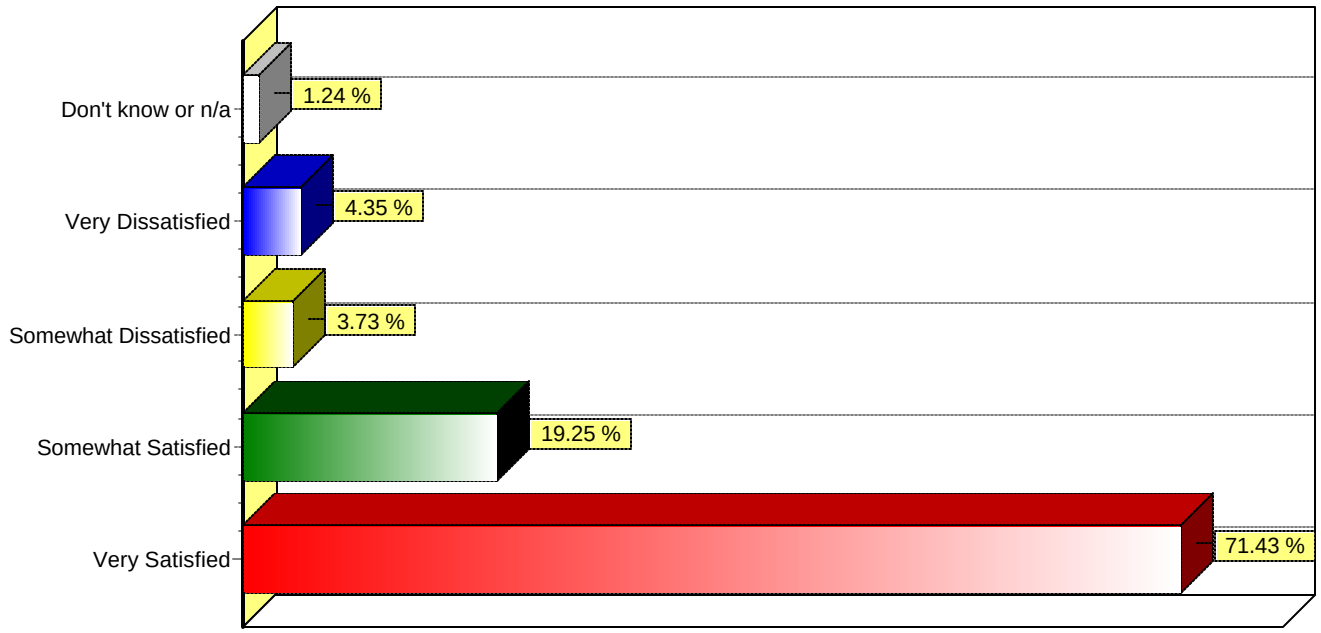


Comfort of classroom

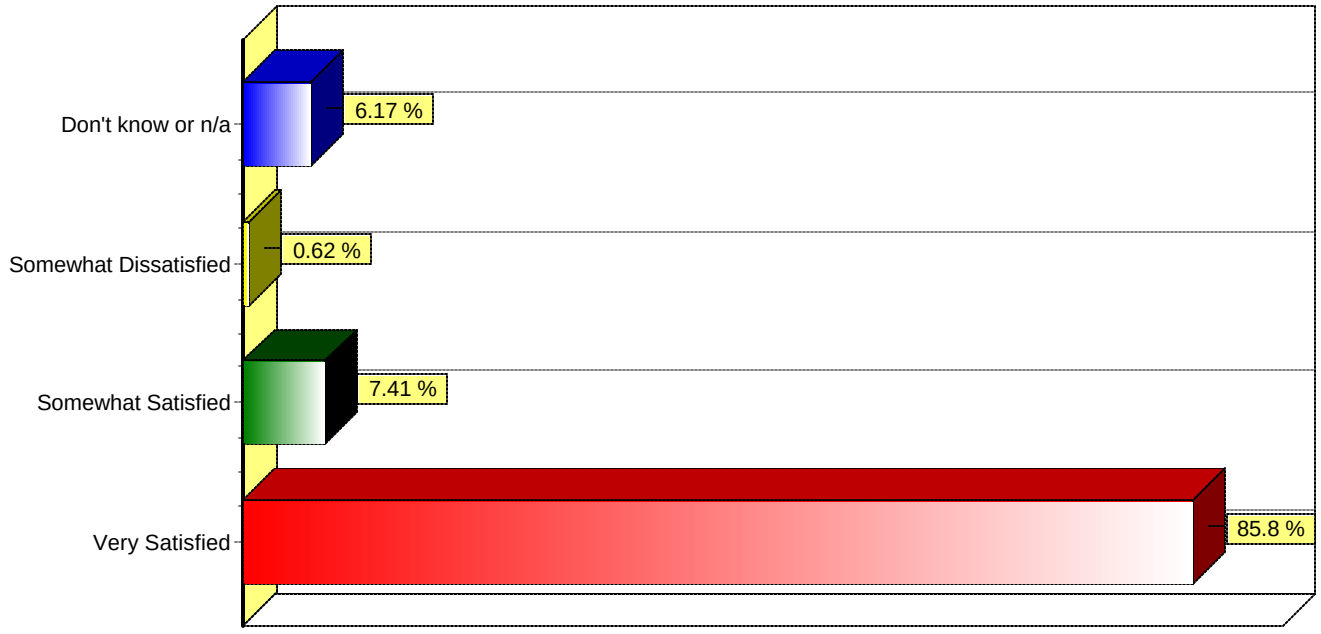


Bar Graphs
DDL Program Review--Student Survey

Cleanliness of classroom

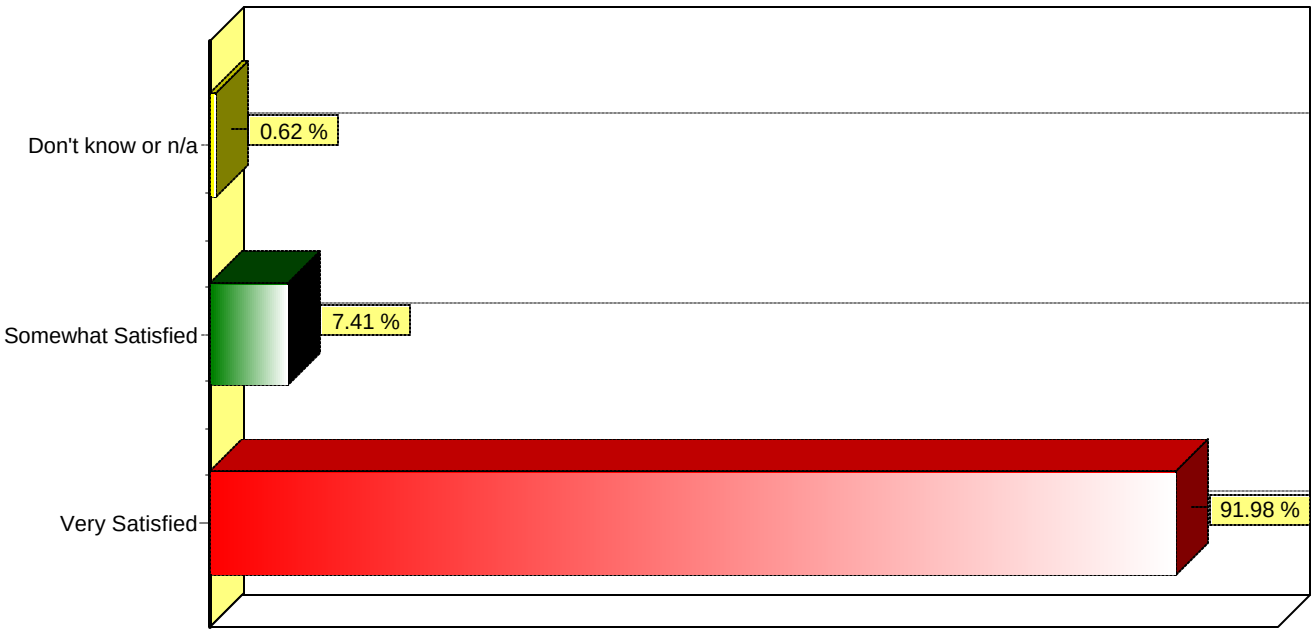


Overall quality of the program

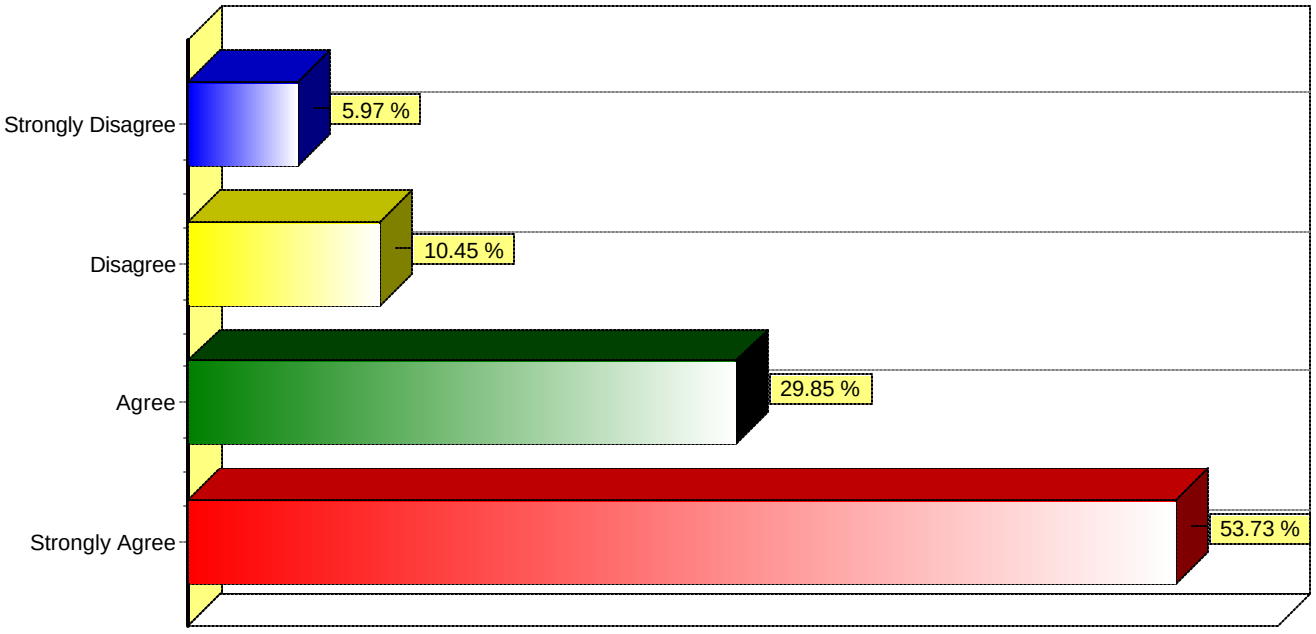


Bar Graphs
DDL Program Review--Student Survey

Your own success in the program

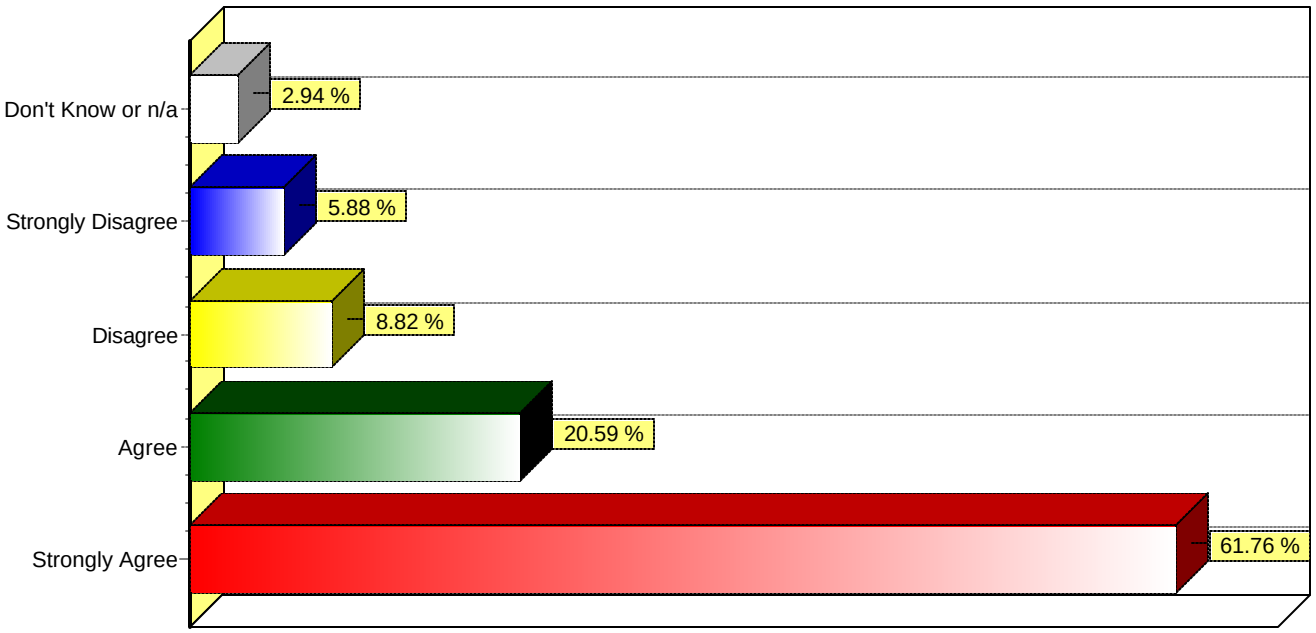


The computers in the classroom work well

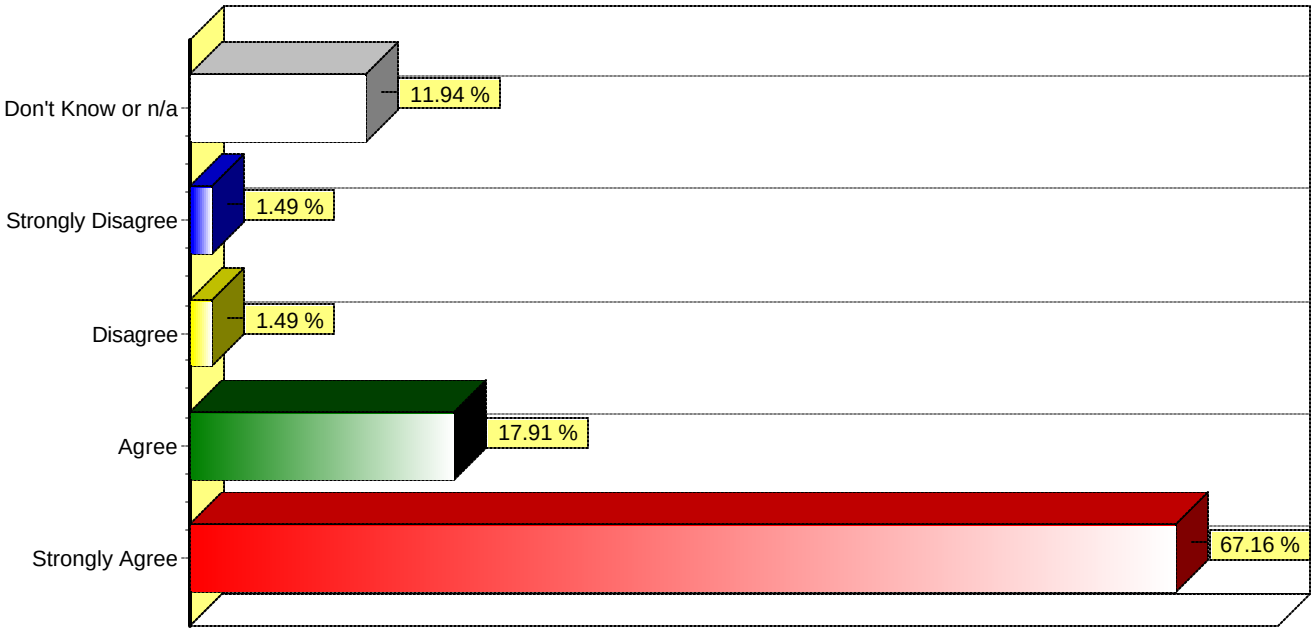


Bar Graphs
DDL Program Review--Student Survey

The software programs used in class are up to date

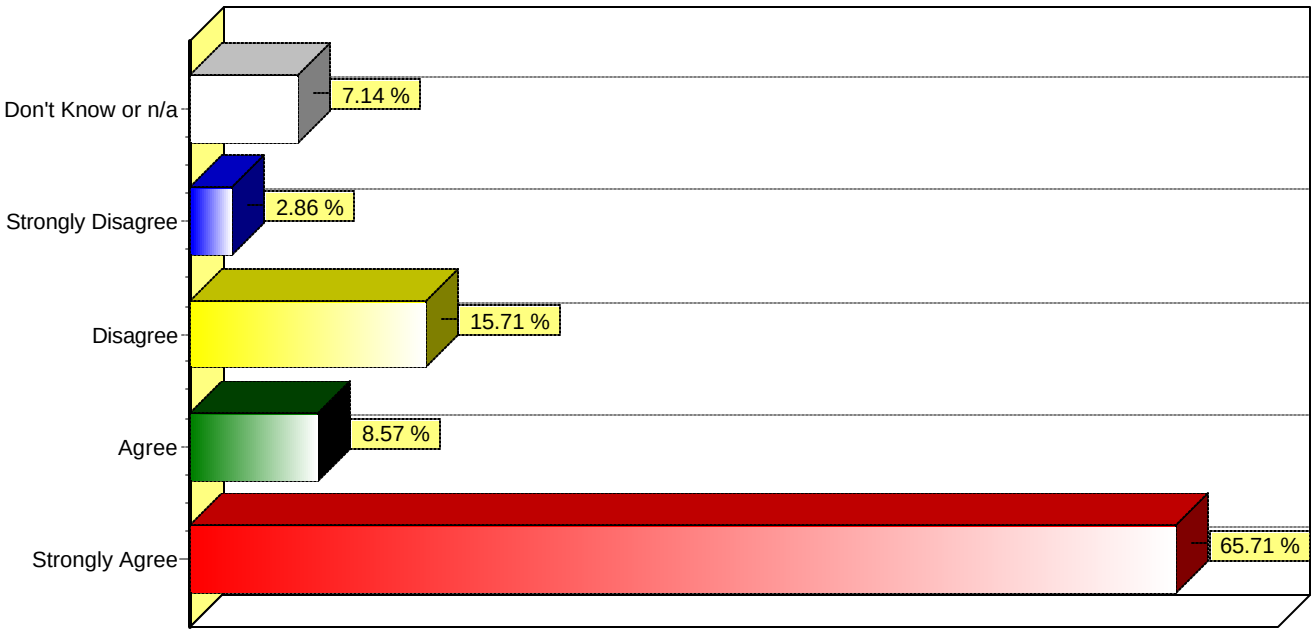


The books or handouts used in class are clear

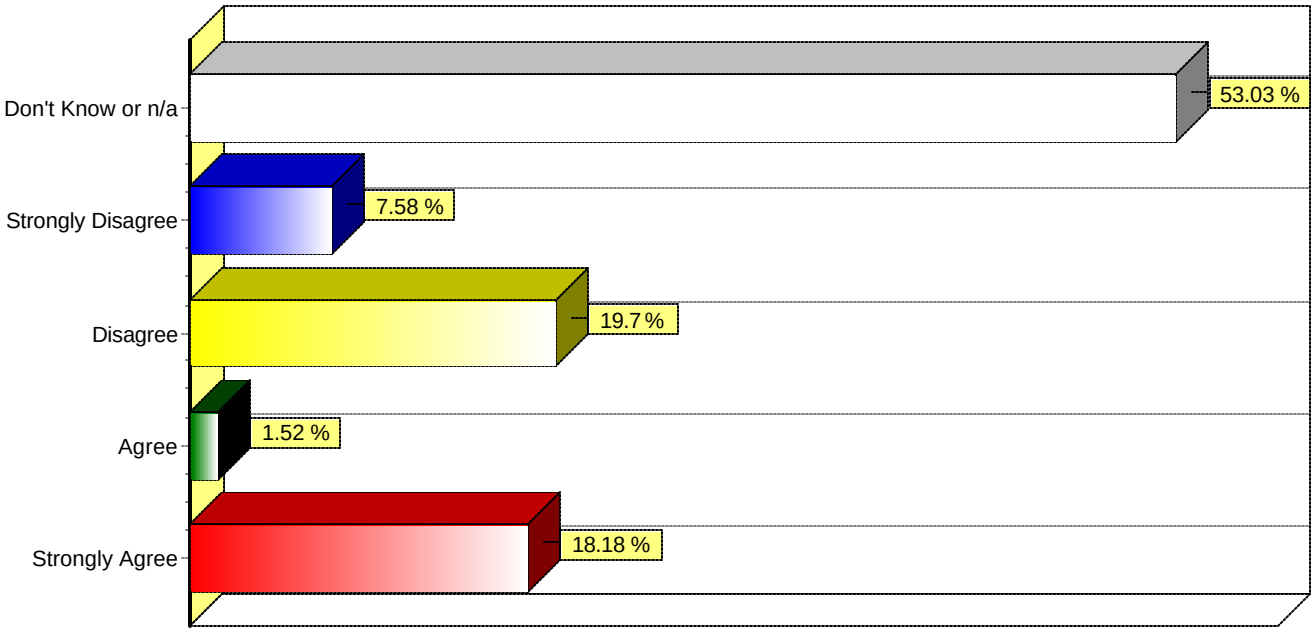


Bar Graphs
DDL Program Review--Student Survey

Instruction in the class moves at the right pace for me (not too fast and not too slow)

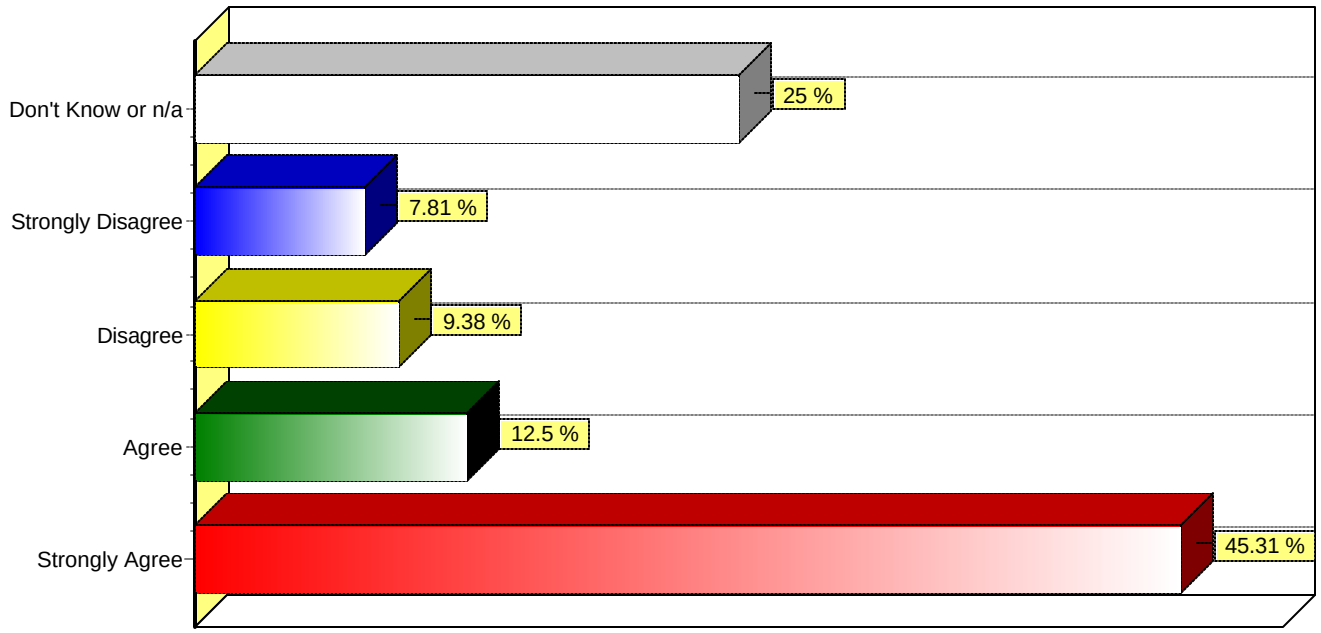


I am taking computer classes because I use a computer at work

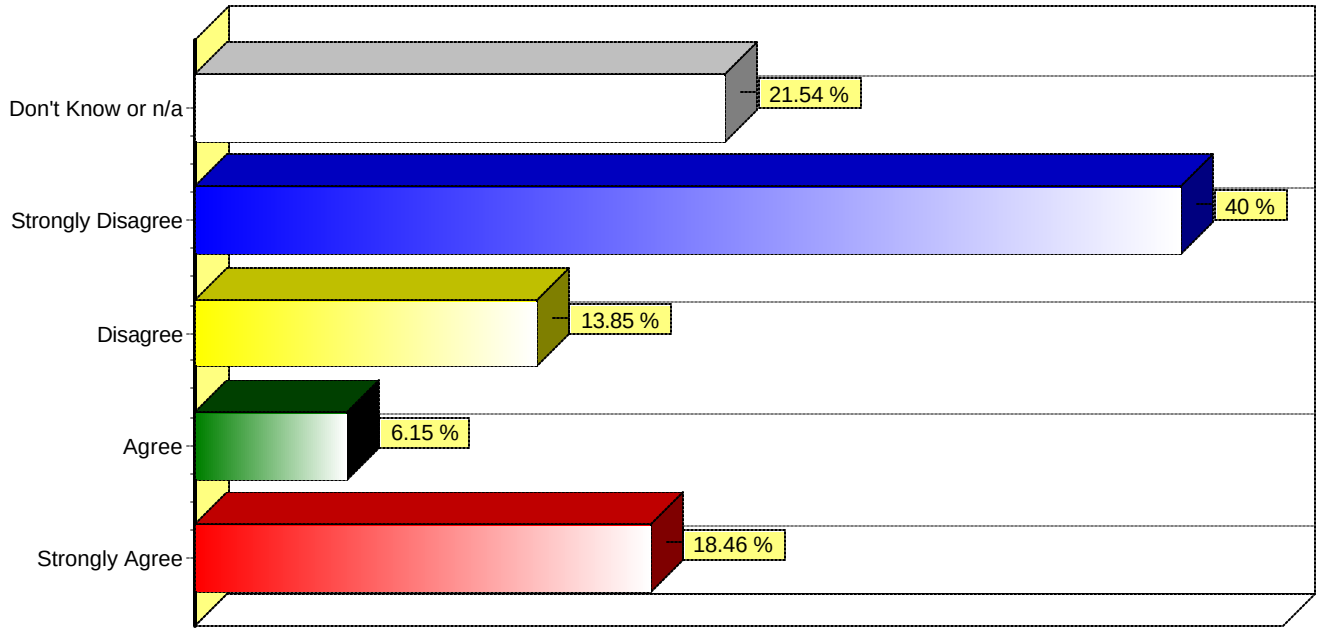


Bar Graphs
DDL Program Review--Student Survey

I am taking computer classes because I use a computer at home



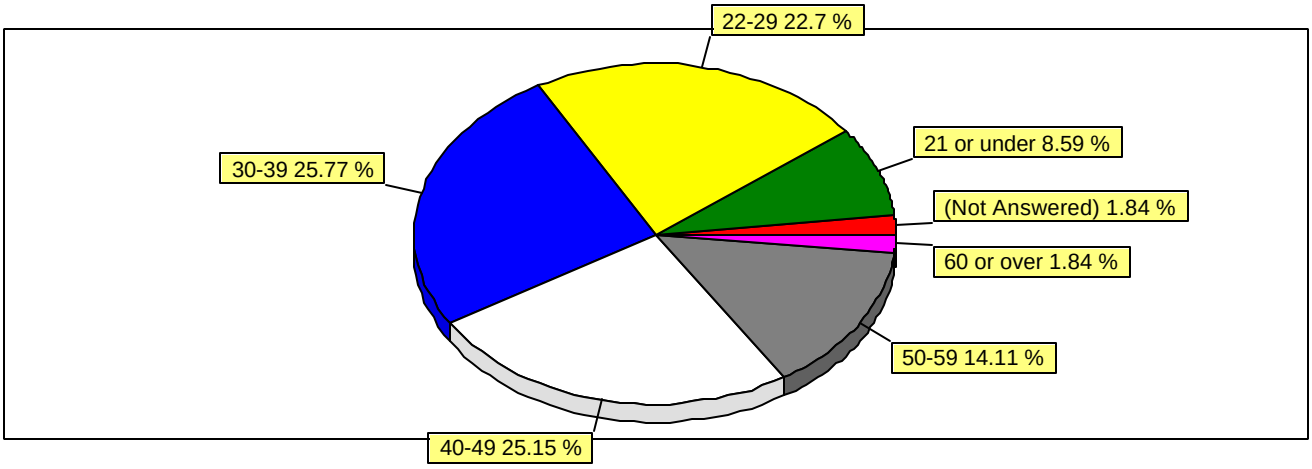
I would like to take an on online class that I could do over the Internet from home



Demographics: Pie Charts
DDL Program Review--Student Survey

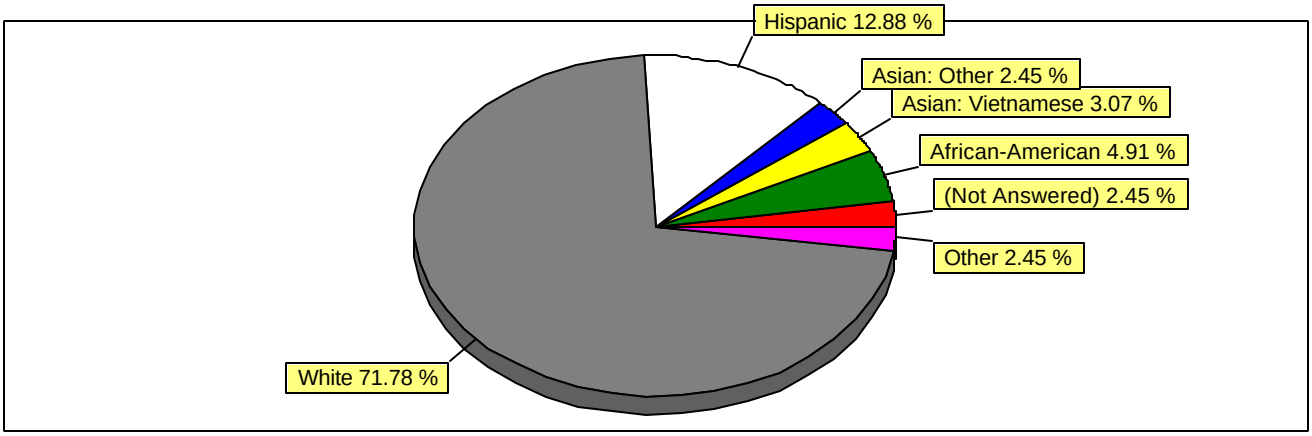
What is your primary language (the language you are most comfortable speaking, reading, or writing)?

How old are you?



Demographics: Pie Charts
DDL Program Review--Student Survey

What is your ethnicity?



PROGRAM REVIEW 2002-03

DEVELOPMENTALLY DELAYED LEARNER (DDL) PROGRAM
COMMUNITY-BASED STUDENTS

Presented to the Program Review Steering Committee
April 28, 2003

PROGRAM REVIEW TEAM MEMBERSHIP
DDL Program

Position		Name	*Signatures to be added when final report is submitted*
Discipline Dean		STACEY HUNTER SCHWARTZ	
Department Chair		JODY HOLLINDEN	
One of the four faculty members must	**Full-time Faculty**	DEBBIE DESMOND	
	Full-time Faculty	LINDA KUNTZMAN	
	Adjunct Faculty	MAUREEN COLE	
	Adjunct Faculty	TINA KOSBAB	
Classified Representative		ERICA VALLE LORI GENOVA	
Student Representative (appointed by SAC)			
Resource Person (optional)			
Resource Person (optional)			

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
A. Course Elements -- Years Analyzed: 1999-2002 ***Enrollment (FTES, headcount, seatcount)*** ***Faculty Load (FTEF, contact hour ratio, student/faculty ratio)***	3-4
B. Student Elements -- Years Analyzed: 1997-2002 ***Demographics (age, ethnicity, gender, primary language)*** ***Goals and Success (completion, retention, grade distribution)***	5-6
C. Cost Elements -- Years Analyzed:1997-2002 ***Instructional Personnel Costs (faculty and aides)*** ***Instructional Support Costs (supplies, equipment, copier, printing, special facility costs)*** ***Cost per FTES***	6-7

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

COMPLIANCE CHECKLIST

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

Compliance Element	Analysis
Americans with Disabilities Act (ADA)	
C Are all programs and courses accessible to students with disabilities?	O Yes " No
C Are all specialized labs and specialized equipment accessible to students with disabilities?	O Yes " No
C 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?	O Yes " No
C If not, has a plan been included in the Self-Review Report to make the program and facilities accessible?	" Yes " No
Curriculum Updates	
C Have all courses been reviewed, updated, and transferred to the new course outline format?	" Yes O No
C If not, has a plan been included in the Self-Review Report to accomplish this task?	O Yes " No
Environmental Safety	
C Are computer and other specialized laboratories in compliance with OSHA regulations?	O Yes " No
C Are classrooms and laboratories that utilize hazardous chemicals equipped for the safe storage and disposal of those chemicals?	" Yes " No **N/A**
C If not, has a plan been included in the Self-Review Report to bring facilities into compliance?	" Yes " No
Matriculation	
C If courses have been modified or new courses developed, have prerequisite and corequisite policies been followed?	O Yes " No
C If not, has a plan been included in the Self-Review Report to modify the curriculum?	" Yes " No
Student Equity	
C Does program enrollment reflect the college-wide ethnic representation?	O Yes " No
C Does program enrollment reflect the ethnic representation within the communities served by the Coast District?	O Yes " No
C Does the program enrollment reflect gender balance?	O Yes " No
C If not, has a plan been included in the Self-Review Report to improve ethnic diversity and/or gender balance?	" Yes " No

DEVELOPMENTALLY DELAYED LEARNER
COMMUNITY-BASED PROGRAM
Program Review 2002-03
EXECUTIVE SUMMARY

The Developmentally Delayed Learner—Community-Based Program is a component of Coastline Community College's Special Programs and Services for the Disabled Department. The program is for DDL students who reside in the community, whether they live independently, with their families, or in small or large group homes. Classes held at the Costa Mesa Center are for designed for students who have been classified as having mild to moderate mental retardation. Classes are also held at various facilities within the community, where students are mildly to severely mentally retarded.

The curriculum has been developed to encompass a large range of learners' abilities. The instructors adapt the material to meet the students' educational needs and cognitive levels. Most classes are non-credit FTE-generating. Three computer classes are each worth 0.5 units of credit.

Coastline Community College's DDL Program has grown, both in enrollments and in unduplicated student count. It continues to meet the needs of the developmentally disabled population. Students, family members, group home staff and DDL faculty show overwhelming satisfaction with almost every aspect of the program. Some of the DDL Program's strengths include:

- Quality of instruction.
- Variety of classes.
- Use of technology to support the learning environment.
- Helpfulness and dedication of faculty and staff.
- Affordability of DDL Program.
- Accessibility within the community.

RECOMMENDATIONS

- It is recommended that the DDL Program educate their students with respect to the various physical education opportunities available within the community.
- The DDL Program should pursue the implementation of the Special Olympics program, if budget can support it.
- The DDL Program should continue its fundraising efforts to support the construction of a classroom for daily living skills in order to meet the students' expressed need for a cooking class and to teach other vital skills.
- The DDL Program is encouraged to continue its outreach program, and to expand marketing materials, especially to reach underserved populations.

FIVE–YEAR GOALS

- Implement procedures to track timely enrollment in classes.
- Work with area facilitator to establish consistent assignment of DDL classes to rooms housing equipment purchased with DSPS funds.
- Develop effective and appealing marketing brochure for DDL classes.
- Update curriculum so that all classes are in current state-approved format. The plan is for the department chair to draft the revisions this summer, the faculty to review in Fall, 2003 and the Curriculum Committee to approve in Spring, 2004.
- The DDL Program should continue its fundraising efforts to support the construction of a classroom for daily living skills in order to meet the students' expressed need for a cooking class and to teach other vital skills.

PROGRAM REVIEW 2002-2003
DEVELOPMENTALLY DELAYED LEARNER (DDL) PROGRAM: COMMUNITY-BASED STUDENTS

PROGRAM REVIEW PROCESS

Dean Stacey Hunter Schwartz appointed Jody Hollinden, Department Chair for Students with Developmental Disabilities, to chair the DDL Program Review Team. Other team members included one full-time instructor of DDL classes: Debbie Desmond; two adjunct instructors: Tina Kosbab and Maureen Cole; DDL Program Assistant, Erica Valle; and full-time ESL faculty member Linda Kuntzman.

The team decided to administer surveys to (1) students, (2) family members or group home staff (as appropriate), (3) faculty, and (4) staff at agencies where classes are provided. Pat Arlington and team members suggested survey modifications. Pat incorporated the suggestions into the basic program review surveys and produced the final survey.

Surveys were collected by Special Programs staff and tabulated and summarized by Program Review Steering Committee Co-Chair Pat Arlington. Copies of the summary data were provided to team members, and their input was solicited. The chair and the dean then reviewed and analyzed the data and finalized the report.

PROGRAM DESCRIPTION

Introduction

Coastline Community College's Special Programs department houses two different programs for students with developmental disabilities (DD). Under the state's nomenclature, such students are coded as "Developmentally Delayed Learners (DDL)." The first program, with its own distinct categorical funding and non-FTE-generating status, provides approximately 60 classes for residents of Fairview Developmental Center. For the most part, these students have been diagnosed with severe to profound mental retardation. This college program will undergo Program Review in 2003-04.

The second program is for DDL students who reside in the community, whether they live independently, with their families, or in small or large group homes. Classes held at the Costa Mesa Center are for designed for students who have been classified as having mild to moderate mental retardation. Classes are also held at various facilities within the community, where students are mildly to severely mentally retarded.

Background

In the mid-1990's, classes were held at CCC's newly acquired Technology Center in Fountain Valley. One to two classes were held there each afternoon until the late 1990's when the growth of the Computer Networking Program necessitated a move of the DDL Program to the Costa Mesa Center.

Even though the prognosis for the program was poor due to predicted transportation barriers to accessing the Costa Mesa site, such predictions proved unfounded. Students have demonstrated a willingness to walk the one and a half miles from the Harbor Boulevard bus stop to the center. Of course, many other students utilize ACCESS bus service for disabled residents provided by Orange County Transportation Authority.

Coastline also provides classes designed to meet the needs of clients of day programs (currently Easter Seals and, in the past, United Cerebral Palsy) who travel to the Costa Mesa Center. Some of these students also enroll in stacked sections of classes offered in our DDL Program at Fairview Developmental Center.

Meanwhile, Coastline has reached out to various sites in the community. Special Programs has developed classes that are held at group homes (i.e, Hy-Lond Home, Garden Villa), workshops (i.e., Elwyn Industries), clubhouses (currently Integrity House and, in the past, at Dayle MacIntosh Clubhouse), day programs (i.e., Westview), and Regional Center of Orange County.

All classes are advertised to the public and are open to students regardless of group membership or disability. For example, students with acquired brain injury or hearing impairments but who are not developmentally delayed often enroll in courses in this program.

Courses Offered

The curriculum has been developed to encompass a large range of learners' abilities. The instructors adapt the material to meet the students' educational needs and cognitive levels. Below is a typical semester's listing of classes designed for students with mild to moderate developmental delays, with most held at the Costa Mesa Center. All classes are non-credit FTE-generating classes except those in italics, which each are worth 0.5 units of credit.

Monday:	*1:00-4:10 PM*	*Intro to Computers*	*Rm 13*[1]	*Chavez*
	1:30-3:35 PM	Reading/Writing	Rm 15	Desmond
	1:30-2:55 PM	Applied Academics	Elwyn	Kosbab
	6:00-8:05 PM	Personal/Social Adjustment	Garden Villa	Achatz
Tuesday:	1:00-3:05 PM	Critical Thinking	Rm 4	Kosbab
	1:30-3:35 PM	Consumer Skills	Rm 16	Desmond
	6:30-9:00 PM	Applied Academics	Rm 4	Kosbab
Wednesday	*1:00-4:10 PM*	*Intro to Internet*	*Rm 13*	*Desmond*
	1:30-3:35 PM	Personal/Social Adjustment	Rm 17	Green
	1:30-3:35 PM	Adult Fitness	Integrity Hs	Crowley
	6:00-8:05 PM	Personal/Social Adjustment	Garden Villa	Achatz
Thursday	*1:00-4:10 PM*	*Desktop Publishing*	*Rm 14*	*Desmond*
	1:30-3:35 PM	Health Concepts	Rm 17	Goldberg
	1:30 –2:55 PM	Applied Academics	Elwyn	Kosbab
	3:00-5:05 PM	Personal/Social Adjustment	Regional Ctr	Cole
	6:30-9:00 PM	Applied Academics	Rm 4	Kosbab
Friday	1:00-3:05 PM	Applied Academics	Rm 13	Carson

The following is a list of classes designed for students with severe to profound developmental delays, held at a variety of locations, including one at the Costa Mesa Center:

Monday	10AM-12:05P	Applied Academics	Rm 4	Kosbab
Tuesday	8:55-11:00AM	Survey of Art/Activities	Westview	Barrett
	11AM-1:05PM	Manual Communication	Westview	Barrett
	6:30-8:35 PM	Orientation to Music	Hy-Lond	Ardolino
Saturday	2:00-3:25 PM	Orientation to Music	Hy-Lond	Adler

Staffing

The staff for the DDL Program includes .2 FTE of a dean, .25 FTE of the DDL department chair, .45 FTE of full-time faculty member Debbie Desmond; adjunct faculty totaling 2.125 FTE, portions of three support staff totaling .75 FTE, three part-time hourly instructional associates and nine part-time hourly instructional aides and four volunteer instructional aides. In some classes where students are members of outside agencies, those agencies' job coaches accompany the students to class and function as de facto instructional aides.

[1] Room numbers refer to rooms at the Costa Mesa Center.

Facilities

The DDL 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 majority of the DDL student classrooms are also located at the Costa Mesa site. DDL instruction occupies one Costa Mesa classroom one morning per week, 1-2 classrooms each afternoon and one classroom two nights per week. The program utilizes standard classrooms, computer labs (either Mac or PC, depending on availability) and one classroom that contains both regular tables and computer stations. Each classroom measurement is 1000 square feet. Standard 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.

All the PC computers in Room 13 and half the Macs in Room 14 were purchased using AB-77 funds for disabled students. In addition, these funds were used to purchase chairs for Rooms 13 and 15 and high-speed color printers for Rooms 13 and 14. Special Programs classes use all three labs at various times, as is required to justify the funds' usage. During the evenings and some afternoons, the Art and Math departments benefit from the new equipment. Special Programs has been asked to relocate mid-semester to accommodate unscheduled digital art lab hours. Despite the disruption to the educational process, the DDL staff and students have promptly and flexibly accommodated these requests.

FINDINGS AND DISCUSSION

Quantitative Findings

Enrollment. The DDL program's credit and non-credit FTES have grown over the five-year period covered in this review (see appendix for graphs). Non-credit FTES have grown from 30.16 in 1996-97 to 35.49 in 2001-02. Credit FTES have grown from none in 1996-97 to 10.34 in 2001-02, and the graph shows a consistent trend towards growth.

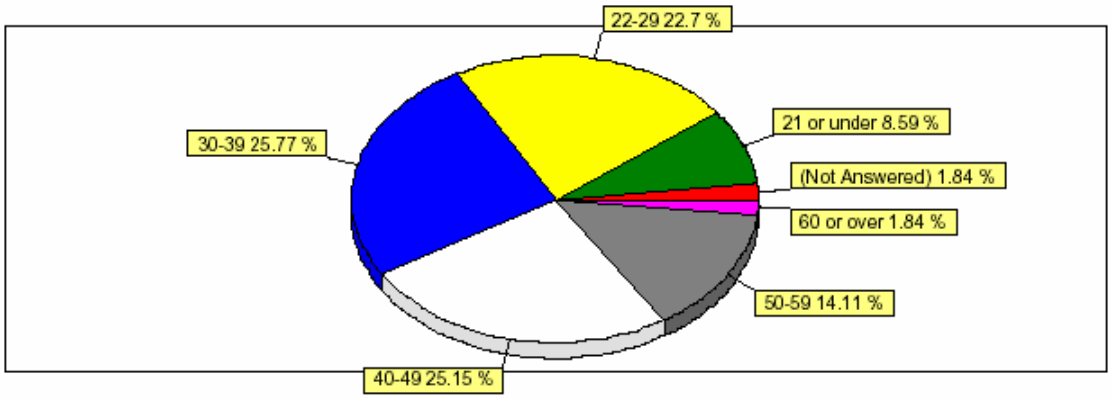
During that same period, as the table below shows, the unduplicated count of verified DDL students increased.

Unduplicated count of Developmentally Delayed Learners.

96-97	97-98	98-99	99-00	00-01	01-02
239	259	296	389	322	343

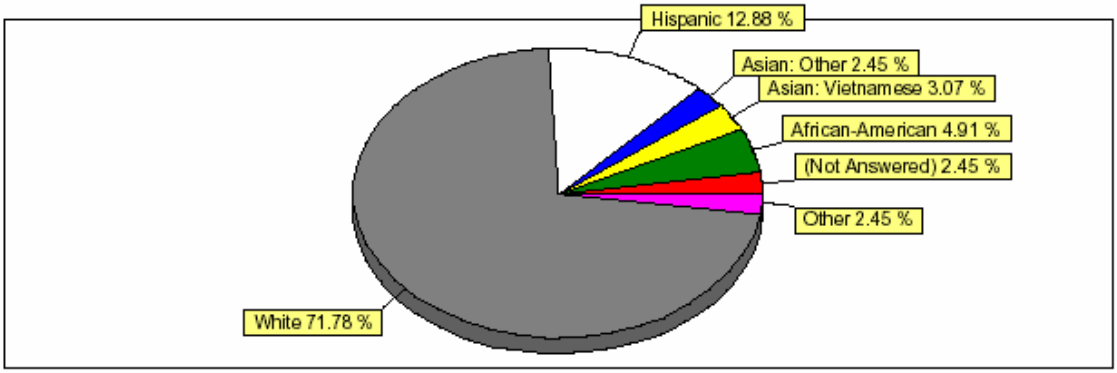
In the credit classes, class sizes have averaged 20.25 since they were first offered in Spring, 1998. In the non-credit classes, average class size from Fall, 1996 to Fall, 2002 reflected in DSK was 11.85. Analysis of the FTE summary sheet reveals that the class averages are derived from the quotient of Total Program Enrollment divided by Number of Sections, adjusted for concurrent and cancelled sections. Unfortunately, these totals include the sections in which a community-based student enrolls in a Fairview course. This Fairview course is paid for with Fairview program funds, yet the program is able to count the student for DSPS purposes. In other words, the average of the non-credit classes is actually somewhat or even substantially higher than DSK can reveal. A conservative estimate of the average enrollment in the non-credit classes with the Fairview classes removed would be 16.

Demographics. For the period studied, approximately 60% of students were male and 40% female. Approximately one-quarter of the students' ages fall in each of the decades between 20 to 29, 30 to 39 and 40 to 49.



The majority of students (almost 72%) are white, and their primary language is English (92%). The ethnicity groups appear

below.



Completion/Retention. The attrition rates in the DDL Program have been variable. In most semesters, the program shows an impressively low number of students who fail to complete the courses. Interestingly, some semesters indicate a negative attrition number, showing that students are enrolling after census, and the college is unable to collect FTES on those students.

Unlike most college classes, this program does have a financial incentive to enroll students even after the census date. Although students enrolled after census cannot be counted for FTES, they can be counted for Disabled Students Programs and Services' Weighted Student Count, a critical element in the State Chancellor's Office formula for determining funding for Coastline's Special Programs department.

Furthermore, most DDL students are likely to continue for one or more semesters after their initial enrollment, so it is important to "capture" them when they first present for enrollment, as long as the teachers have room in their classes and believe that the student will be able to benefit even with late entrance to the class and as long as the late enrollment will not cause a disruption to other students.

Unfortunately, using current data tools, when a negative attrition number occurs, we are unable to determine the proportional influence of late enrollment that corresponds to (unavoidably) late attending vs. (avoidably) late paperwork. The department needs to establish a better procedure for tracking registrations to determine the cause of this factor.

Costs. Coastline Community College's DDL 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 Acquired Brain Injuries as well as mandated accommodations provided for

students with disabilities college wide. General fund dollars are provided as institutional match, in accordance with Title V.

DSPS departments across the state are being faced with budget cuts predicted between 5% and 43%. In addition, any decrease in the college's contribution or a decrease in the unduplicated student count will decrease next year's funding even more than expected budget cuts. Protecting the unduplicated student count is critical.

In response to budgetary concerns, the department has performed a detailed analysis of student enrollment patterns in relation to funding formulas. Students enrolling in multiple full-semester DDL courses are counted the same for DSPS funding as students enrolling in just one short-term class. Therefore, the dean and department chair are streamlining course offerings where possible to maximize the unduplicated student count with the fewest course offerings necessary to keep students enrolled in the program.

The department is also exploring options for community education-style pay-for-service courses.

Special Programs also maintains an active account in the college's Foundation. In the last two years, fundraising has increased dramatically. Over the past few years, DDL students have been enthusiastic and productive participants in sales of candy, wrapping paper, and flags.

Qualitative

Need. To better understand the role the DDL Program serves in the community, We must consider the incidence of developmental disability in the population. Approximately 3% of the population has an IQ of 70 or below, the accepted IQ criterion to meet Title V guidelines. In Orange County, the Department of Education serves almost 200 students with mental retardation per year of age. A conservative estimate of 150 adults per year of age would mean that the county has 4,650 adults with mental retardation between the ages of 18 and 49.

Coastline draws its students from throughout the county. Students are forced to travel to obtain classes because programming for adults with developmental disabilities is scarce. North Orange County Community College District's School of Continuing Education offers some classes in independent living and computer skills as well as some academically -oriented classes. Centennial Education Center (associated with adult education branch of Rancho Santiago Community College District) also offers a few classes for the DD population. Other adult education programs in the county actually transition their DD students to Coastline's program (see Partnerships section below).

Clearly, there is a shortage of educational programming to meet the needs of this population. Coastline has been able to meet this need by expanding the breadth and depth of its offerings, and this expansion has been met with increased enrollments.

Student satisfaction. Two hundred four current DDL students were given a 24-question survey that asked them to rank their satisfaction with the program. Approximately 163 students completed the survey for a response rate of 80%. Of the current students, 94% report being "very satisfied" with the DDL Program's quality of instruction. In addition, 92% were very satisfied with their own success in the program. Similarly, 86% reported being very satisfied with the overall quality of the DDL Program. Comments included:

> "I like to work in the computer, also the opportunity to meet new people at Tina's class and practice reading, writing, and math."
>
> "I like being around the good teachers."
>
> "I like Tina and Marie Green. I like learning math, reading and thinking skills, talking about jobs and how to get along with people."
>
> "I practice my writing, reading, money and skills I need in my daily life. . ."

While the survey consistently illustrates current students' satisfaction with every aspect of the program, the written comments show certain courses that students would like the DDL Program to offer. The most frequent request is for a Cooking class (22 respondents); the second most frequent request is for a Physical Fitness (16 respondents) class; the third most frequent request is for Art (10 respondents).

Other written complaints included the need for more instructional aides (9 respondents); classrooms are dirty (3 respondents) and need new computers (2).

The majority of students (81%) reported either being very satisfied with classroom comfort and maintenance and 71% are very satisfied with cleanliness.

Family/Group Home Satisfaction. Many of the students reside in group homes so that family members are not familiar with programming; therefore, surveys were distributed to the group home staff. At other sites, students were given surveys to take home to family members. One hundred ten family members or group home staff members of current DDL students were targeted to receive a 13-question survey that asked them to rank their satisfaction with the program. Thirty-eight completed the survey, for a response rate of 34.5%.
Ninety-two percent were either somewhat satisfied or very satisfied with the relevance of DDL classes to the students' work, daily living skills and academic needs. Also, 89% of the significant others were either somewhat satisfied or very

satisfied with the program's relevance to students' personal and social needs. Ninety-five percent of respondents were either somewhat satisfied or very satisfied with the overall quality of instruction. Eighty-four percent were either somewhat satisfied or very satisfied with the variety of classes offered.

Positive comments included:

"They learn how to use the computer and the[y] learn how to search the internet."

"A sense of belonging and independence. It allows her to socialize with others like her."

"Being able to attend 'college' as other high school students do. The attentive and caring teachers and staff make an enjoyable learning experience. A blend of social class activities that help relationships of students blend together."

"Wisdom, feeling of accomplishment, pride, self-worth."

Complaints included:

"I think classes are too short."

"I wish in the Reading and Writing class they would read more."

"Very unhappy about cancellation of Internet class."

"More practical money, budgeting and check-writing in Consumer Skills class."

Partnerships. The growth of the DDL program would not be possible without the tremendous partnerships that have been established and nurtured with external entities.

Newport-Mesa Unified and Huntington Beach Unified School Districts have programs that facilitate transition for their DD high school students into the community. The Coastline DDL Department Chair has networked with these transitional programs, resulting in increased student enrollment at the Costa Mesa Center. Also, at the request of the Easter Seals organization, a morning class was created for their consumers are not able to take afternoon classes. Of course, this class is open to any student.

In addition to establishing classes on campus in response to community needs, the DDL Program also fulfills the mission of "the college without walls" by bringing classes to the community. One of the main service providers for persons with developmental disabilities is the Regional Center of Orange County (RCOC). Three years ago Coastline began to offer a frequently requested personal and social adjustment class at the RCOC, Westminster.

Classes specifically designed for students with developmental disabilities are also provided at large group home facilities such as Hy-lond Home and Garden Villa. Students living in these sites would find it extremely difficult to transport themselves to take these much desired classes. Therefore, Coastline's DDL Program meets their needs by going to their facility. The DDL Program also offers an Applied Academics class at a sheltered workshop, Elwyn Industries. The academic skills the students receive enhance the students' opportunity to gain employment.

Westview Services is an adult day program that offers employment and educational opportunities to a wide range and cognitive level of DDL client. Coastline's DDL program has offered a wide variety of classes to the consumers at Westview. The connection between Coastline's DDL Program and Westview has also resulted in two Coastline classes outside of the DDL Program.[2]

Just as with the on-campus classes, all off-site classes are also open to any student, whether s/he is a member of the agency hosting the class or not.

After over a year of meeting with officials from the Orange County Special Olympics organization, the DDL Program had arranged to offer a fitness class which would prepare its students to compete in the basketball competitions of Special Olympics. Unfortunately, the class was cancelled just before the start of the Spring semester when its low enrollment could not be justified in light of current budget pressures. It is hoped that the class, the idea for which sprang from our community Advisory Committee, will be offered in the not too distant future.

Faculty satisfaction. Ten DDL faculty members were sent an 18-question survey that asked them to rank their satisfaction with various aspects of the DDL Program. The response rate was 60%, with 6 employees responding. Overall, the employees gave high satisfaction ratings to most aspects of the program. In only two cases were ratings less that satisfactory indicated. One instructor was somewhat dissatisfied with the student to staff ratio. One was somewhat dissatisfied with the amount of equipment/materials supplied.

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

- ADA: The Law & Higher Education Seminar

[2]One credit-generating class was specifically designed to assist Westview supervisors and job coaches to work more effectively with their consumers who have developmental disabilities. Westview also asked for an ESL class for its consumers. The Dean of Special Programs discussed this educational opportunity with the director of the ESL Institute, resulting in an ESL class at Westview Services, provided by Coastline's ESL department.

- Americans with Disabilities Act Conference
- American Music Therapy Association National Conference
- Association of Community Colleges Conference
- Board of Governors for California Community Colleges 2000 Mega Conference
- California Association of Post Secondary Education for the Disabled Seminar
- California Team Advocates for Severely Handicapped
- CSUN – Technology & Persons with Disabilities
- DSPS Program Review Training
- Harvard Institutes for Higher Education Management Development Program
- Indispensable Assistant Seminar
- Non-Violent Crisis Intervention
- Performance Indicators Meeting- Chancellor's Office
- Southern California Dulcimer Heritage
- Tech Ed

Use of technology. The Special Programs main computer lab, formerly housed in Room 15, moved last 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, 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. The equipment and the chairs were purchased with AB-77 funds.

Computers are used to teach Intro to Computers, Desktop Publishing and Intro to the Internet as well as a supplement to the Reading and Writing class and some sections of Applied Academics.

Recruitment of underrepresented groups. The DDL Department Chair has made a concerted effort to attract students from diverse backgrounds. She has especially targeted sites with high Asian-American representation as that group is the only group whose DDL enrollment patterns do not appear to reflect their frequency in the general population.

Presentations
Edison High School LINK Program
Garden Grove Unified School District Transitional Program

Outreach Meetings
Westview Vocational Services
Regional Center of Orange County
Special Olympics of Orange County

Garden Villa Group Home
Hy-Lond Home
Easter Seals
United Cerebral Palsy
North Orange County Community College District
Centennial Education Center

Awards. The DDL staff has been honored with several awards since the last Program Review.

- Unconditional Support of Individuals with Disabilities Award by Westview Vocational Services (Jody Hollinden)
- Commendations from Vice President Al Gore, Mayor of Santa Ana and other congressional commendations for service to the disabled (Jody Hollinden)
- (Bobbie Adler)
- 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:

> "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."
>
> "The program is commended for its highly qualified and dedicated DSPS faculty and staff. They are recognized throughout the campus as caring, warm and competent. This was true at all campuses visited, where interviews took place."
>
> "DSPS faculty and staff are well-integrated into campus activities (e.g., several memberships on the faculty senate and other campus committees)."

CONCLUSIONS

Coastline Community College's DDL Program has grown, both in enrollments and in unduplicated student count. It continues to meet the needs of the developmentally disabled population. Students, family members, group home staff and DDL faculty show overwhelming satisfaction with almost every aspect of the program. Some of the DDL Program's strengths include:

- Quality of instruction.
- Variety of classes.
- Use of technology to support the learning environment.
- Helpfulness and dedication of faculty and staff.
- Affordability of DDL Program.
- Accessibility within the community.

As with any program, there is always room for growth. The program lacks data to explain whether students are enrolling late in the semester because they start classes late or because of paperwork processing difficulties. Students request the addition of classes in the areas of: cooking, physical education and art.

RECOMMENDATIONS

1. It is recommended that the DDL Program educate their students with respect to the various physical education opportunities available within the community.

2. The DDL Program should pursue the implementation of the Special Olympics program, if budget can support it.

3. The DDL Program should continue its fundraising efforts to support the construction of a classroom for daily living skills in order to meet the students' expressed need for a cooking class and to teach other vital skills.

4. The DDL Program is encouraged to continue its outreach program, and to expand marketing materials, especially to reach underserved populations.

FIVE–YEAR GOALS

1. Implement procedures to track timely enrollment in classes.

2. Work with area facilitator to establish consistent assignment of DDL classes to rooms housing equipment purchased with DSPS funds.

3. Develop effective and appealing marketing brochure for DDL classes.

4. Update curriculum so that all classes are in current state-approved format. The plan is for the department chair to draft the revisions this summer, the faculty to review in Fall, 2003 and the Curriculum Committee to approve in Spring, 2004.

5. The DDL Program should continue its fundraising efforts to support the construction of a classroom for daily living skills in order to meet the students' expressed need for a cooking class and to teach other vital skills.

DDL PROGRAM (Credit)

Six and a Half-Year Summary of Enrollments and FTES

	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
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**	**SPRING 013**	**FALL* 022**
FTES													
Program	0.00	0.00	0.00	1.00	2.55	2.91	3.37	3.28	3.13	3.70	4.68	5.66	6.94
College	1535.12	1473.89	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1648.45	1711.51	1669.52
Program as % of College	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.4%
Program Sections													
Total Sections Scheduled	0	0	0	1	2	2	2	2	2	2	3	4	4
Sections Cancelled	0	0	0	0	1	1	0	0	0	0	0	0	0
Sections (adjusted for concurrent/canc./Work Exp.)	0	0	0	1	1	1	2	2	2	2	3	4	4
Avg. Enroll. All Classes	0	0	0	12	28	32	22	22	20	18.5	16	15	17
Seat Count at Census													
Program	0	0	0	12	28	32	44	43	39	37	49	60	67
College	14,955	14,210	15,989	17,045	17,860	17,585	17,816	17,444	17,491	16,858	15,687	16,213	15,995
Program as % of College	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.4%	0.4%
Seat Count at Semester End													
Program	0	0	0	13	25	32	43	40	37	38	52	73	66
College	12,377	12,063	13,076	14,052	14,803	14,684	14,699	14,334	14,336	14,582	13,355	13,405	13,220
Program as % of College	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%	0.4%	0.5%	0.5%
Attrition (Cens. to End Seats)													
Program	0.0%	0.0%	0.0%	-8.3%	10.7%	0.0%	2.3%	7.0%	5.1%	-2.7%	-6.1%	-21.7%	1.5%
College	17.2%	15.1%	18.2%	17.6%	17.1%	16.5%	17.5%	17.8%	18.0%	13.5%	14.9%	17.3%	17.3%

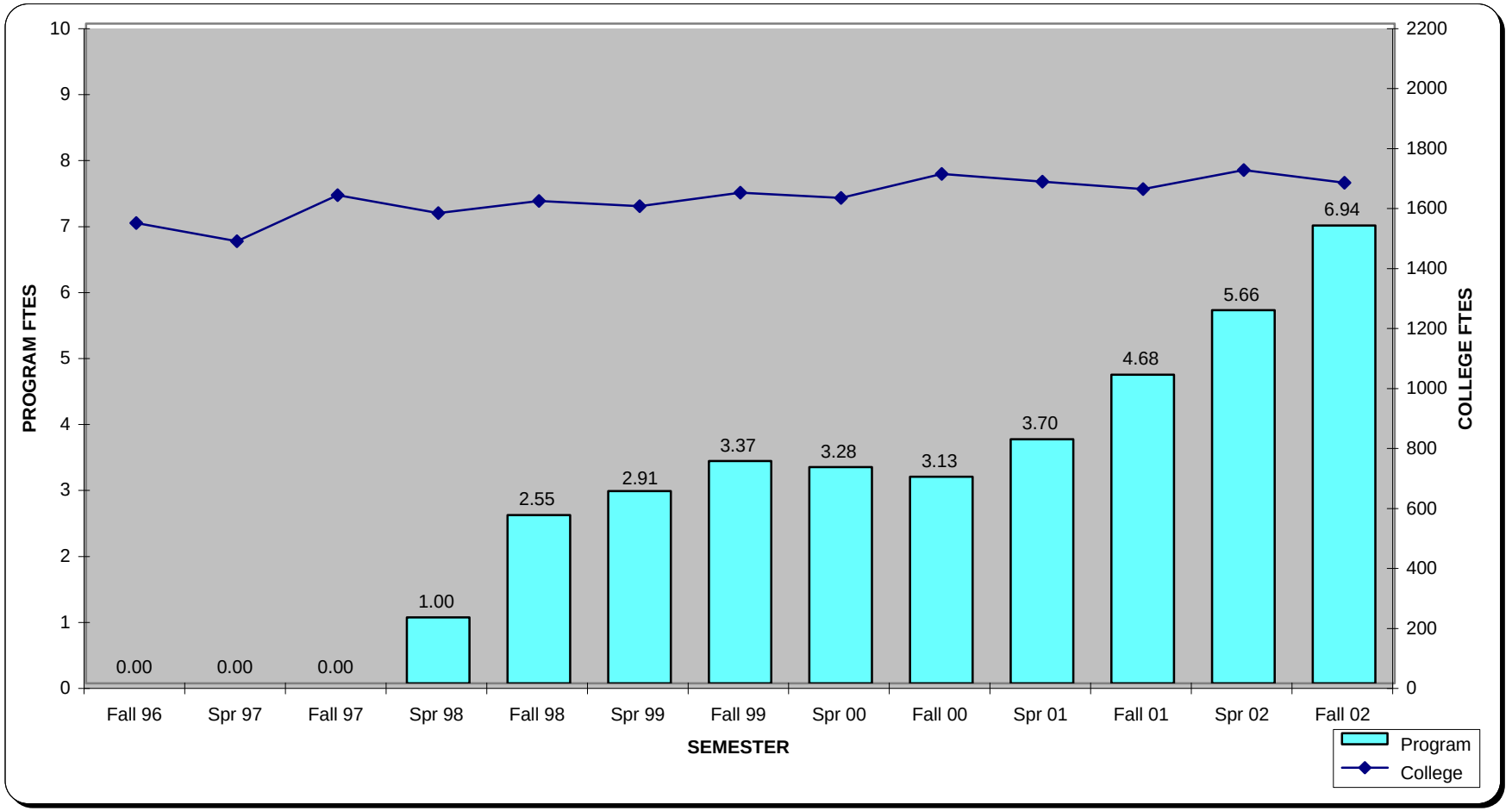
Differential Fee for Bachelor's Degree In Effect: Spring 1993-Spring 1995 ***Source: ADATERM reports***

*Fall 2002 data as of February 24, 2003

Prepared by Pat Arlington, 4/2/2003
Data2003.xls DDL Credit

DDL PROGRAM (Credit)
Six 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	Spr 02	Fall 02
Program	0.00	0.00	0.00	1.00	2.55	2.91	3.37	3.28	3.13	3.70	4.68	5.66	6.94
College	1535.12	1473.89	1628.05	1568.21	1608.48	1591.14	1636.13	1618.98	1698.32	1673.35	1648.45	1711.51	1669.52
% of College	0.0%	0.0%	0.0%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.4%



Prepared by Pat Arlington, 4/2/2003
Data2003.xls DDL Credit

DDL PROGRAM (Non-credit classes)
Six and a Half-Year Summary of Enrollments and FTES

	1996-97		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03
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**	**SPRING 013**	**FALL* 022**
FTES													
Program	12.77	17.39	13.47	12.36	13.62	14.40	12.99	13.99	16.65	16.26	14.69	20.80	21.47
College	267.43	269.08	251.21	244.53	251.72	248.86	282.58	256.41	222.85	216.09	266.63	309.85	327.14
Program as % of College	4.8%	6.5%	5.4%	5.1%	5.4%	5.8%	4.6%	5.5%	7.5%	7.5%	5.5%	6.7%	6.6%
Program Sections													
Total Sections Scheduled	19	25	27	23	27	31	34	32	38	34	30	30	31
Sections Cancelled	1	0	3	3	3	2	6	2	4	3	1	0	2
Sections (adjusted for concurrent/canc.)	17	24	23	19	23	28	26	29	32	30	27	28	26
Avg. Enroll. All Classes	14	13	11	11	13	11	13	11	11	10	10	13	13
Seat Count at Census													
Program	234	331	272	219	309	325	366	317	372	314	296	379	382
College	4,597	4,887	4,395	3,880	4,279	4,333	5,027	4,599	4,197	3,872	5,255	5,258	5,948
Program as % of College	5.1%	6.8%	6.2%	5.6%	7.2%	7.5%	7.3%	6.9%	8.9%	8.1%	5.6%	7.2%	6.4%
Seat Count at Semester End													
Program	247	317	263	217	309	321	341	314	368	364	324	357	352
College	4,209	4,467	4,100	3,606	3,841	3,828	4,693	4,125	3,940	3,982	5,234	4,952	5,328
Program as % of College	5.9%	7.1%	6.4%	6.0%	8.0%	8.4%	7.3%	7.6%	9.3%	9.1%	6.2%	7.2%	6.6%
Attrition (Cens. to End Seats)													
Program	-5.6%	4.2%	3.3%	0.9%	0.0%	1.2%	6.8%	0.9%	1.1%	-15.9%	-9.5%	5.8%	7.9%
College	8.4%	8.6%	6.7%	7.1%	10.2%	11.7%	6.6%	10.3%	6.1%	0.0%	0.4%	5.8%	10.4%

Fall 2002 FTES and enrollments as of Feb. 25, 2003

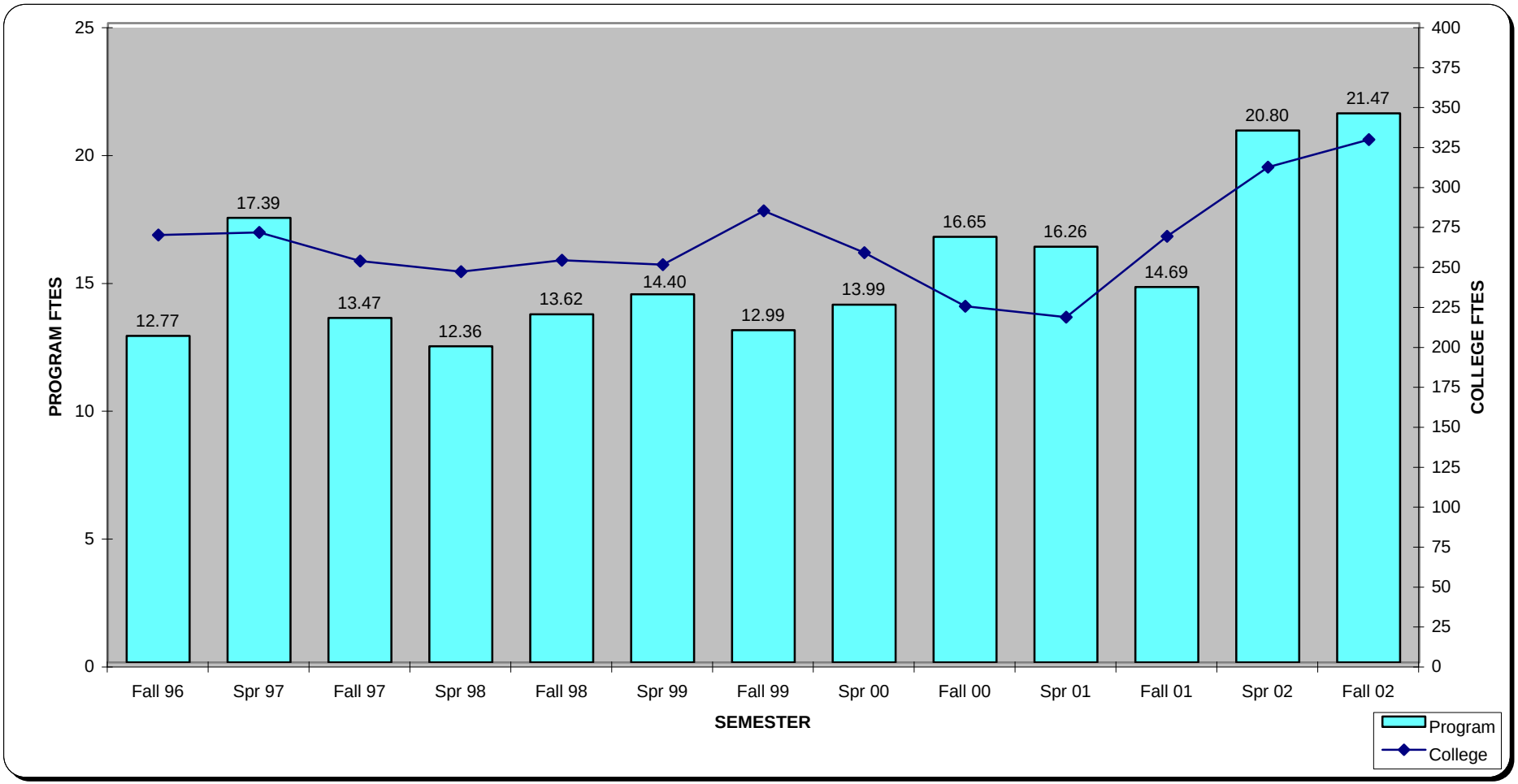
Source: ADATERM and PAUDIT reports

(FTES figures include ESL "extract": FTES non-residents)

Prepared by Pat Arlington, 4/2/2003
Data2003.xls DDL Noncredit

DDL PROGRAM (Non-credit classes)
Six 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	Spr 02	Fall 02
Program	12.77	17.39	13.47	12.36	13.62	14.40	12.99	13.99	16.65	16.26	14.69	20.80	21.47
College	267.43	269.08	251.21	244.53	251.72	248.86	282.58	256.41	222.85	216.09	266.63	309.85	327.14
% of College	4.8%	6.5%	5.4%	5.1%	5.4%	5.8%	4.6%	5.5%	7.5%	7.5%	5.5%	6.7%	6.6%



Fall 2002 FTES and enrollments as of Feb. 25, 2003

Prepared by Pat Arlington, 4/2/2003
Data2003.xls DDL Noncredit

Coastline Community College
Program Review 2002-03
Validation Written Report

DDL Community

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

   _X__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?

   _X__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. The program has strong student and family support, including a very active donor program.

   B. Class size is increasing, and both credit and non-credit FTES are growing.

   C. The program is attempting to strategically manage schedule reductions necessitated by general fund budget limitations in way that will maximize the number of students who can still be served as well as to protect the unduplicated student head count that drives DSP&S funding.

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

   _X__Yes ___No

   If yes, note these areas or points:

   A. The written report did not specifically address the very detailed methods that the program uses to establish student learning objectives and to document student progress. The review team is encouraged to add samples of their educational contracts to the report.

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

___Yes _X__No

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

   A. Consider creating a certificate or special degree that students could earn by completing a specified program of study.

5. List program accomplishments and ways the program can be commended:

   A. The review team is commended for an excellent report.

   B. Instructor Bobbi Adler, Department Chair Jody Hollinden, and Dean Stacey Hunter Schwartz are to be commended for the various awards they have received since the last review.

   C. Faculty participate in a wide range of professional development activities, and their skill and commitment has earned high praise from their students; and they are active in college-wide endeavors.

   D. The program has established a number of very positive and productive partnerships with community agencies.

   E. Faculty, staff, and students have undertaken a variety of successful fund-raising events in support of the program.

Prepared by the Program Review Steering Committee
May 12, 2003

Coastline Community College
Special Programs and Services for the Disabled

MAINSTREAM SUPPORT SERVICES

For Students With Disabilities

Program Review

2002-03

Submitted May 2003

Dean: Dr. Stacey Hunter Schwartz
Instructor Coordinator: Celeste Ryan

EXECUTIVE SUMMARY

MAINSTREAM SUPPORT SERVICES
For Students With Disabilities

Mainstream Support Services is a component of Coastline Community College's Special Programs and Services for the Disabled Department. The services are funded by AB-77 monies, which are categorically earmarked for students with disabilities in the college through the state chancellor's office Disabled Students Programs and Services (DSP&S) department. Most services that DSP&S provides are mandated by state and federal regulations

Growth. The number of students receiving mainstream support services has tripled over the last four academic years. Of courses in which students who receive services enroll, the majority of courses (54%) fall into the category of general education/transfer (non-vocational courses numbered 100 through 299). Vocational courses represent 25% of the courses taken by these students. The remaining 21% is remedial/non-transfer.

The majority (54%) of mainstream support students indicated that they have enrolled in 13 or more units this academic year. Over 10% reported enrolling in more than 30 units. As of February 24, 2003, students receiving mainstream support services have enrolled in courses resulting in a generation of 22.309 FTES for the college in the current academic year thus far.

Satisfaction. Nearly three-quarters of students surveyed strongly agree that the Special Programs staff is responsive and that the quality of services provided satisfies them. Sixty-one percent stated that without the mainstream support service they received, taking the class would have been impossible.

Overall, the faculty and staff were satisfied with the quality of service. Eighty-two percent either agreed or strongly agreed that they were satisfied with the quality of service provided by the department.

College awareness of availability. Most faculty and staff (79%) would refer students with disabilities directly to DSP&S. Eighty percent said they were somewhat familiar or very familiar with the programs and services provided by this department.

Goals include:

- Improve awareness of adjunct faculty by making a presentation at the general session of the faculty meeting.
- Improve data collection processes in order to track student outcomes, such as course completion, graduation, transfer.
- Depending on budget constraints, expand internal marketing efforts to include a redesigned brochure and a promotional calendar.

PROGRAM REVIEW PROCESS

In 1996, when Special Programs conducted its program review, the department's mainstream support services were combined with its special programs into one report. The survey included questions for mainstream support students as well as questions for students enrolled in special education classes. Unfortunately, no mainstream support students returned the questionnaires.

Current program review procedures have evolved into the department conducting separate program reviews for its different components. Dr. Stacey Hunter Schwartz, Dean of Instruction, Special Programs, appointed Celeste Ryan, Instructor/Coordinator, Special Programs and Services, to chair the Mainstream Support Services Review Team. Other team members included adjunct English faculty member Ken Leighton and Special Programs and Services staff assistant, Jena Genova.

The committee met during the Fall 2002. All team members were invited to participate in the process. Electronic media and mail were the primary means utilized to allow the team members to contribute to the Program Review process.

The program review team developed a list of general survey questions. The surveys were produced in several different forms; each tailored to the appropriate respondents. All students who received mainstream support services in the 2002-03 academic year were called by a graduate intern not involved with mainstream support services, who requested their participation in this online survey and also offered to input responses to the online survey over the phone for the students. Hard copies of the surveys were mailed to any students who could not be reached by phone.

A request to complete an online survey was e-mailed to all college staff, faculty and managers. Additionally, e-mail requests to complete the online survey were sent to each instructor who has taught a mainstream support student in this academic year.

All surveys were electronically collected, tabulated, and summarized by Program Review Steering Committee Co-Chair Pat Arlington. The Program Review team analyzed the data.

The chair compiled contributions from the team members. Together, the chair and the dean finalized the report.

PROGRAM DESCRIPTION

Introduction

Mainstream Support Services is a component of Coastline Community College's Special Programs and Services for the Disabled Department. The services are funded by AB-77 monies, which are categorically earmarked for students with disabilities in the college through the state chancellor's office Disabled Students Programs and Services (DSP&S) department. Most services that DSP&S provides are mandated by state and federal regulations. Some are discretionary, e.g., assessments performed to gauge eligibility for services under the 1999 California Community Colleges' Chancellor's Office Learning Disabilities Model.

Definitions of disability. Section 56002 of Title 5 of the California Education Code gives the general definition of a student with a disability. To qualify, "a person must:

1. Be enrolled at a community college
2. Have a verifiable disability

3. Be unable to fully benefit from the regular programs and services offered by the college due to the educational functional limitation of a disability; and
4. Need specialized services or instruction in order to mitigate these disability-related limitations."

In order to receive services, a student must fill out an application for services and provide medical documentation of disability from a qualified professional, and sign an educational contract. The DSP&S department verifies the student's Coastline enrollment, conducts testing if appropriate, identifies educational limitations, and completes the educational contract and documents services provided. All these materials are kept in a student file located in the DSP&S office.

Academic accommodations are provided for individuals with disabilities described below. Title V (Sections 56032 through 56044) definitions are included.

Disability	Definition
Physical	A visual, mobility or orthopedic impairment
Communication	An impairment in the processes of speech, language or hearing
Learning Disability	A persistent condition of presumed neurological dysfunction which may exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations
Acquired Brain Impairment	A verified deficit in brain functioning which results in a total or partial loss of cognitive, communicative, motor, psychosocial and/or sensory-perceptual abilities
Developmentally Delayed Learner	A student who exhibits the following: (a) below average intellectual functioning; and (b) potential for measurable achievement in instructional and employment settings
Psychological Disability	A persistent psychological or psychiatric disorder, or emotional or mental illness
Other Disabilities	Includes all students with disabilities, as defined in § 56002, who do not follow into any of the categories described in Sections § 56032-56042, but who indicate a need for support services or instruction provided pursuant to § 56026 and § 56028

Types of support services. According the Title 5 Implementation Guidelines of 1997, "support services are those specialized services available to students with disabilities which are in addition to the regular services provided to all students. Such services enable students to participate in regular activities, programs and classes offered by the college." The services may include, but are not limited to: test-taking facilitation, registration assistance, adaptive educational equipment, interpreter services, note-taking services, specialized tutoring and reader services.

Students' rights. Students with disabilities are afforded specific rights under state and federal law. Title 5, § 56008 of the California Education Code includes a list of three particular student rights. First, "[p]articipation by students with disabilities in Disabled Student Programs and Services shall be entirely voluntary." Second, "[r]eceiving support services or instruction authorized under this subchapter shall not preclude a student from also participating in any other course, program or activity offered by the college." Finally, "[a]ll records maintained by DSPS personnel pertaining to students with disabilities shall be protected from disclosure. . ."

Under federal law, students with disabilities are also afforded particular rights, the specifics of which are beyond the scope of this report. Federal education regulations protect students with disabilities "from discrimination or acts which have the effect of discriminating on the basis of handicap." Students are also entitled to the protections afforded by Sections 504 and 508 of the Rehabilitation Act of 1973. The Americans with Disabilities Act (1990) dictates, among many

other points, that students are entitled to communication that is “as effective as” communication provided to students without disabilities.

Background

A student who believes that he or she may qualify for an academic accommodation to be provided by DSP&S may call or visit the DSP&S office. The student needs no referral, but may be referred by another student, an instructor, a staff member or an individual outside the college. An application packet for DSP&S services will be provided.

Where a learning disability (LD) is suspected, a trained DSP&S staff member performs a six-hour state-approved standardized assessment. The LD Specialist (Celeste Ryan) interprets the results to determine whether the student meets the state’s eligibility guidelines.

For all other disabilities, the student must provide medical documentation to verify the disability. DSP&S certificated personnel review the documentation and determine its appropriateness according to Title 5 guidelines.

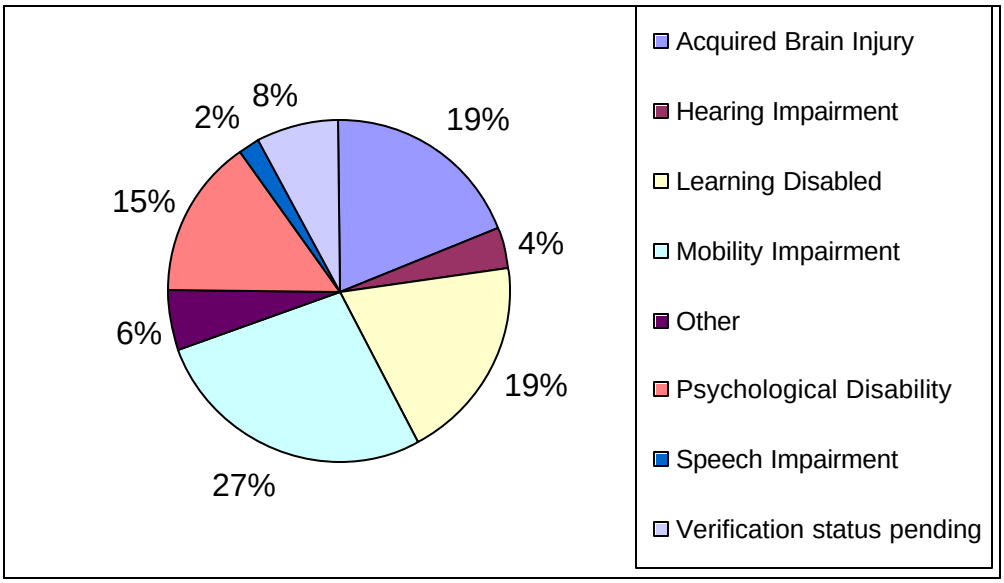
Based on the functional limitations of each student, the Instructor-Coordinator of Special Programs (also Celeste Ryan), sometimes in consultation with the DSP&S Coordinator (Dean of Special Programs Stacey Hunter Schwartz) determines appropriate educational accommodations.

The Instructor-Coordinator, along with the Staff Assistant and Office Specialist II, makes arrangements for the services to be provided. Once the student enrolls in a particular course, a Reasonable Accommodations for Disabled Students form is mailed to the instructor’s home. This form identifies the student by name and specifies the possible means to achieve the accommodations that have been determined to be reasonable based on the student’s disability. The instructor is invited to contact DSP&S to discuss specific arrangements. Accompanying this form is another form that allows the instructor to provide the preferred means of communication between DSP&S and that instructor.

Students

The types of disabilities of the students served are indicated below. Labels correspond to terms used for state reporting purposes. This duplicated count reflects all students receiving services for the full academic year indicated. The pie chart on the next page depicts a current-year snapshot of the breakdown of disabilities served.

Disability	1998-99	1999-2000	2000-01	2001-02	2002-03
Acquired Brain Injury	0	1	3	8	11
Hearing Impairment	5	5	8	13	5
Mobility Impairment	6	6	7	23	26
Other	8	3	3	2	8
Psychological Disability	7	0	9	20	15
Speech Impairment		1	1	0	1
Visually Impaired	1	5		0	0
Learning Disabled	1	6	4	8	20
TOTALS	**28**	**24**	**35**	**74**	**86**



The following chart represents the number and types of accommodations provided in the 2002-03 academic year as of February 24, 2003.

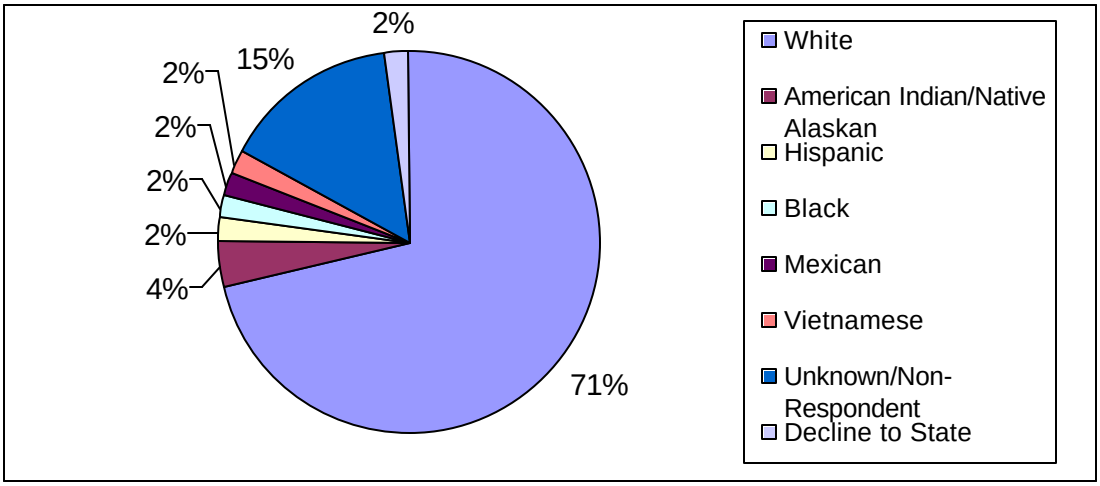
ACCOMMODATIONS	FREQUENCY
Registration Assistance	48
Proctored Exams	16
Proctored Exams with Reader/Writer	1
Testing	1
Extended Time	8
Interpreter	2
Notetaker	3
High Back Chair	6
Priority Registration	11
Special Seating	1
Quiet Setting	5
Test Read	2
Front Row Seating	3
Phonic Ear	1
Eligibility Testing	1
Scribe	1
Books on Tape	1
Alternate Location	3
Tutoring	1
Taping Lectures	1

Student goals vary. In the survey, 30% of mainstream support students indicated a desire to transfer to a university. Twenty-seven percent are seeking an A.A. degree. Twenty-four percent are pursuing vocational certificates. Eighteen percent are taking courses to further their careers. Thirty percent are taking classes for personal interest.

According to the student survey, students choose Coastline for many reasons. Two responses received significant responses. Availability of support services for students with disabilities was cited by 33% of the students as the reason that they take Coastline classes. Another 27% said that accessibility of classes was the reason they chose Coastline.

The majority of student receiving mainstream support services are female (65%), with only 35% of them male.

Based on the student survey, the majority of students (78%) served are white. Eight percent identified as Asian/Vietnamese, and five percent indicated they were African-American. Another five percent chose "Other." However, when all students served are counted, the percentages change slightly, reflecting greater diversity (see pie chart below).



Staffing

The staff for mainstream support services includes portions of: one dean, one full-time Instructor/Coordinator and portions of three classified staff. In addition, the program utilizes 10% of the Golden West interpreter coordinator to screen and place qualified sign language interpreters into Coastline classes as needed.

Facilities

The Special Programs staff members are housed in a modular unit at the Costa Mesa Center. From that location, services are coordinated for classes at all Coastline sites. The Special Programs modular is equipped with an automatic door and wheelchair ramp.

FINDINGS AND DISCUSSION

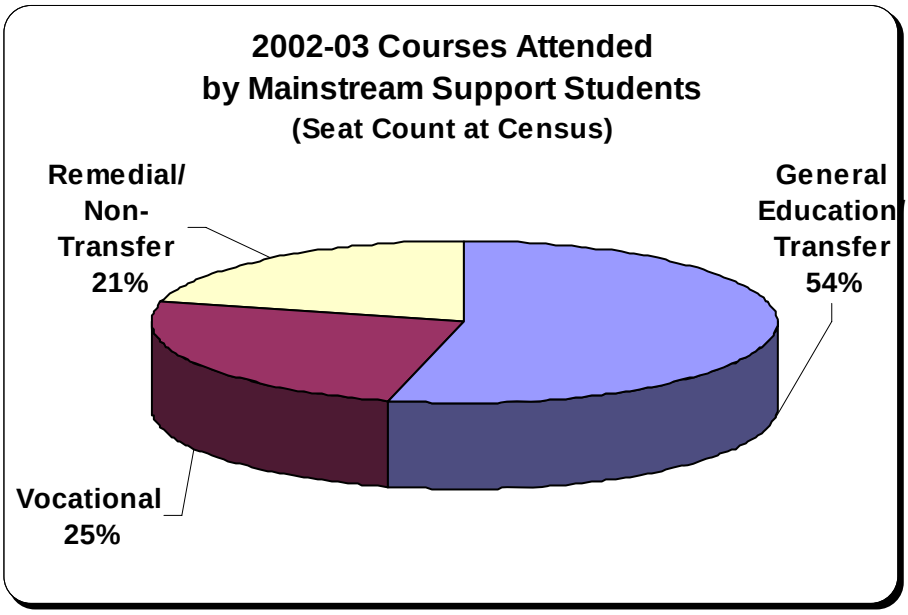
Quantitative Findings

This section will include data gathered from the survey process. Each sub-section of this report will include the results of relevant data and discussion of those results.

Course Elements

The mainstream support services component of Special Programs provides no courses, but rather provides services that enable students from all over the college to complete their Coastline courses.

In the 2002-03 academic year, mainstream support services are being provided to students enrolled in general education/transfer courses, vocational courses and remedial/non-transfer courses. Of courses in which students who receive services enroll, the majority of courses (54%) fall into the category of general education/transfer (non-vocational courses numbered 100 through 299). Vocational courses represent 25% of the courses taken by these students. The remaining 21% is remedial/non-transfer.



The majority (54%) of mainstream support students indicated that they have enrolled in 13 or more units this academic year. Over 10% reported enrolling in more than 30 units.

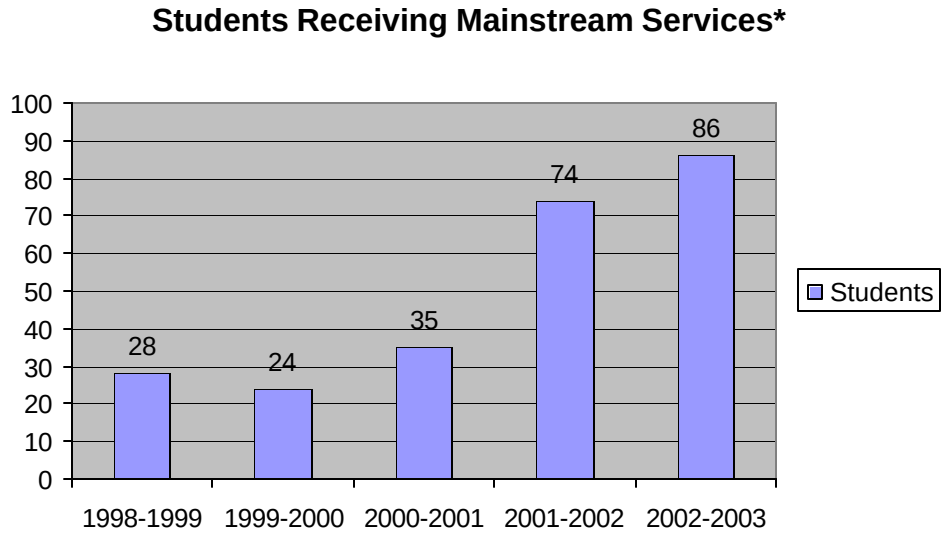
As of February 24, 2003, students receiving mainstream support services have enrolled in courses resulting in a generation of 22.309 FTES for the college in the current academic year thus far.

Approximate Credit FTES Generated by Mainstream Support Students

	Summer	Fall	Spring	Total
General Ed/Transfer	1.853	4.936	6.583	13.372
Vocational	0.389	2.140	3.029	5.558
Remedial/Non-Transfer	0.963	1.522	0.894	3.379
	3.205	8.598	10.506	22.309

In summary, the data show a clear trend of contribution to FTE growth.

Enrollment. The number of students receiving mainstream support services has tripled over the last four academic years, as shown in the bar graph below:

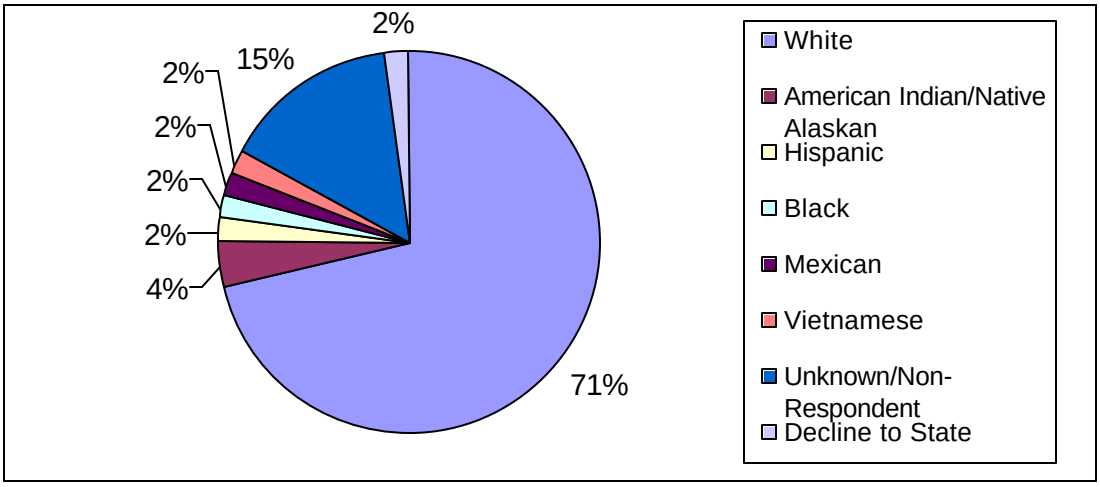


This growth not only supports the college in achieving its FTES goals, but also contributes to Special Programs' funding. The increase in the unduplicated count of students with disabilities results in an increase to AB-77 funding.

Student Elements

The majority of student receiving mainstream support services are female (65%), with only 35% of them male.

Based on the student survey, the majority of students (78%) served are white. Eight percent identified as Asian/Vietnamese, and five percent indicated they were African-American. Another five percent chose "Other." However, when all students served are counted, the percentages change slightly, reflecting greater diversity (see pie chart below).



Cost Elements

Direct Instructional Costs. As stated previously, no courses are offered, so there no direct instructional costs are accrued.

Support Costs. The costs of providing services are absorbed by AB-77 funds. In order to maximize funds received from the state, the college general fund does contribute "college effort," such as in the form of the instructor-coordinator's salary and a portion of the dean's salary. All classified salary costs are borne by Special Programs' AB-77 funds. These include 10% of the salary of Golden West College's interpreter coordinator.

Qualitative Findings

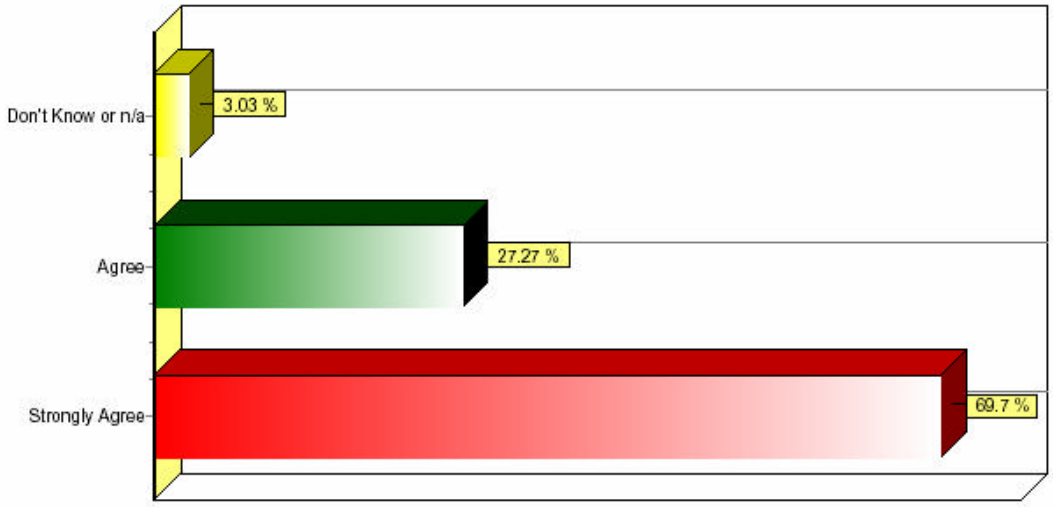
Need

In addition to state and federal mandates to provide reasonable accommodations to students with disabilities, there is also research supporting the practice. In a ten-year study of Canadian "pre-university"[1] student, students with disabilities who received supportive services completed degrees at a rate of 55%, statistically equal to their peers without disabilities, who completed degrees at a rate of 54.5%.

Student Satisfaction

Students are satisfied that Special Programs respond appropriately to their needs. Nearly three-quarters of students surveyed responded that they Strongly Agree that the staff is responsive and that the quality of services provided satisfied the students. The vast majority of students found the staff to be friendly, supportive, flexible and knowledgeable and responded in a timely manner. Sixty-one percent stated that without the mainstream support service they received, taking the class would have been impossible. Seventy percent indicated that the service received helped them to succeed in their classes.

Table 4 Satisfaction with services and support - The services and accommodations I received from the Special Programs Office helped me succeed in my class(es).



[1] Roughly equivalent to the American community college

When asked about individual services provided, students also indicated an overwhelming safisfaction with the quality of service.

Students' individual written responses were overwhelmingly positive. Examples included:

- "They (Special Programs staff] were extremely supportive and helpful. They are the best of any program I've dealt with before."
- "Wouldn't be where I am if I didn't' have Coastline."
- "Having the accommodations greatly reduced my anxiety. I have had a good experience at Coastline."

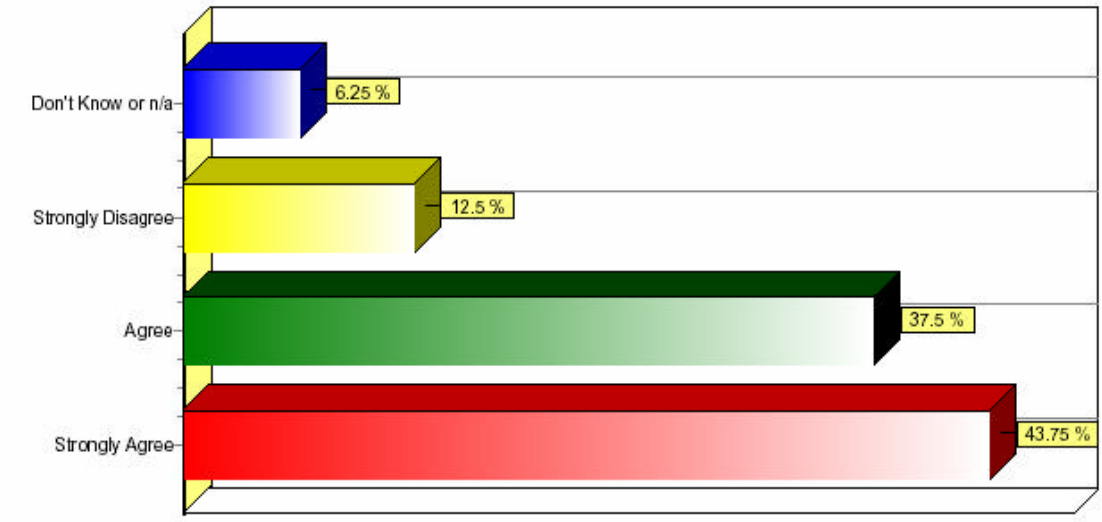
Fifty-eight percent of students agreed or strongly agreed that their telecourse instructor was supportive of accommodations. Because most respondents answered Don't Know (i.e., not enrolled in telecourses), it is important to note that actually 73% of respondents who could answer the question found the instructors supportive.

Students are also overwhelmingly satisfied with the accessibility and convenience of telecourse and online classes. Exceptions were complaints about particular instructors.

Satisfaction by College Faculty and Staff

Overall, the faculty and staff were satisfied with the quality of service. Eighty-two percent either agreed or strongly agreed that they were satisfied with the quality of service provided by the department. It should be noted that the 12.5% indicating strong disagreement represents just two respondents.

Table 8 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff.



Eighty percent believe that the accommodations provided by DSP&S were helpful in assisting the faculty with meeting the needs of their students. Three quarters of the faculty indicated that the accommodations assisted the students in succeeding. At least 75% of respondents believe that the DSP&S staff are knowledgeable, flexible, friendly, and provide timely services and useful equipment.

Most faculty and staff (79%) would refer students with disabilities directly to DSP&S. Ten percent would send the students to the Counseling department. Eighty percent said they were somewhat familiar or very familiar with the programs and services provided by this department. Two-thirds of respondents stated that they would contact DSP&S if they need information regarding special services for students with disabilities.

The written comments were overwhelmingly positive. Examples included:

- "The department has always been supportive and helpful in answering my questions and working collaboratively to assist my students. They are full of helpful information and are very efficient. I can't thank them enough for all their help and support."
- "The special Programs staff does a wonderful job meeting the needs of students with disabilities. I have found them to be knowledgeable and sensitive to the needs of students. They are great student advocates, but they also understand if a student is making an unreasonable request and manage to come up with good solutions for the students and for the instructor."
- "I have no concerns about DSPS. I think it's a great program being run by caring people. No complaints from me."

Some suggestions for improvement included:

- "I have observed that part-time evening faculty have little knowledge of this program and the services it can provide to students who may be struggling. All full-time faculty and staff seem to be aware of this resource and use it as needed. Suggest including in new faculty orientation sessions or packets and presenting at faculty meetings Fall and Spring."
- ". . . Some students. . .don't know they are entitled to accommodations. Sometimes there are a lot of them taking telecourses with this situation."

Partnerships

The instructor-coordinator enjoys a collegial relationship with the counselors at the Huntington Beach-Fountain Valley office of the California Department of Rehabilitation. Because of this relationship, both parties are kept informed about procedural changes, and therefore the students are able to more efficiently receive services from both institutions.

The Special Programs office partners with DSP& S departments within and outside the District to identify best practices for individual student situations. Coastline's DSP&S has arranged with Long Beach City College to be part of the high-speed scanning network in order to have blind students' textbooks quickly converted to e-text. The department also employs sign language interpreters who are screened by the Golden West interpreter coordinator.

Within the college, DSP&S has developed strong partnerships with Distance Learning and Student Services. The Instructor-Coordinator works closely with Instructional Operations Specialist Vince Rodriguez to facilitate smooth coordination of testing accommodations for Distance Learning Students. Under Vince's leadership, the Distance Learning Letter of Agreement was amended to include a referral for students with disabilities with information on how to contact Special Programs and Services to arrange for possible accommodations. Since that time, a dramatic increase in requests from distance learning students has occurred.

DSP&S also participates in New Faculty Trainings offered by the Office of Instruction at the start of each semester. Staff Assistant Jena Genova presents information regarding available services and referral processes.

In most colleges, the DSP&S department is primarily focused on student services and is housed in the Student Services wing. Therefore, it is not surprising, that Coastline's DSP&S has forged important partnerships within Student Services. Recently, DSP&S has arranged with the Director

of Admissions and Records Jennifer McDonald to provide priority registration for disabled students, and this date is publicized in critical campus documents. The instructor-coordinator also works with EOPS director Ruth Dills to substantiate reduced load adjustments for EOPS students with disabilities and to identify students with disabilities. Student Success Center instructor-coordinator Margaret Hickey and the Special Programs instructor-coordinator refer students to each other for assessment and services.

Professional Development Pursuits

The Special Programs instructor-coordinator/LD specialist and the dean are active in listserves for their respective counterparts. They also subscribe to and read *Disability Compliance for Higher Education* to keep abreast of recent legal rulings. They attend Region 8 meetings for DSPS staff, California Association of Post Secondary Educators for the Disabled conferences, legal workshops, the Chancellor's "Mega" Conference and other trainings offered by the State Chancellor's Office.

Technology and Equipment

At each one of the college's area sites, there is at least one computer that is equipped with assistive technology, which includes the programs Dragon Dictate for Windows and Zoomtext. A computer in the Special Programs office is equipped with these programs as well as with Kurzweil Personal Reader. A Juliet Braille printer is available to convert written materials. High-back chairs with special lumbar support are available for students with documented back and neck disorders. Telecommunication Devices for the Deaf (TDDs) are available on one phone at each area sites for students with hearing impairments and the staff who serve them.

Other assistive devices are loaned to students as appropriate. Personal hearing devices allow students with hearing impairments or attention disorders to participate in class lectures and discussions. Alpha Smart keyboards allow students with writing impairments to take notes in class. Tape recorders allow with memory disorders, slow processing, or motoric impairments to compensate for notetaking difficulties.

In Fall, 2002, in order to comply with a California Community Colleges' agreement with Department of Justice's Office for Civil Rights, the college employed its first Accessible Learning Technology (ALT) instructor, Jan Heck. The ALT instructor's role is to coordinate efforts to make the college's technology (e.g., website, videos) compliant with district, state and federal guidelines and regulations for persons with disabilities. Since the inception of the position, Jan has been actively working with the district's and the college's designated committees and task forces to develop guidelines and plans for achieving accessibility. She has also worked with several faculty members on bringing their course websites into compliance.

Recruitment/Enrollment of Diverse Students

The program promotes itself to the student body as a whole. The department participates in College Preview Day. Vietnamese and Spanish translators are used as necessary.

CONCLUSIONS

Coastline Community College's Mainstream Support Services component meets the needs of students with disabilities collegewide. Students, faculty and staff show overwhelming satisfaction with almost every aspect of the program. Some of the strengths include:

- Quality of services
- Helpfulness and dedication of faculty and staff

- Accessibility within the community
- Ability to assist students with meeting their vocational and educational needs
- Providing accommodations to remove barriers to student success
- No-cost program
- Department's commitment to provide the highest quality of currently available services to its students, faculty and staff.

As with any program, there is always room for improvement. The department could improve awareness of adjunct faculty by making a presentation at the general session of the faculty meeting. The department could improve its own data collection processes in order to track student outcomes, such as course completion, graduation, transfer. Depending on budget constraints, the department could expand internal marketing efforts to include a redesigned brochure and a promotional calendar.

RECOMMENDATIONS

Several comments, of both positive and negative natures, were obtained in the student surveys regarding instructors from *outside* Special Programs. These comments could be forwarded to the appropriate deans.

All other departments in the college could be encouraged to rely on the Special Programs department to provide guidance in helping them meet their own requirements for providing an accessible learning environment for their students.

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Mainstream General Faculty Staff

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Count and Percent
Mainstream Support General Faculty/Staff Survey

	Count	Percent
Please indicate the category that best describes your work group:	Respondents: 52	
Full-time Faculty	11	21.15 %
Adjunct Faculty	9	17.31 %
Counselor	1	1.92 %
Classified	18	34.62 %
Classified AND Faculty	2	3.85 %
Manager	10	19.23 %
Other	1	1.92 %
Total Responses	**52**	**100 %**
How familiar are you with the programs and services provided by the Office of Special Programs and Services?	Respondents: 52	
Very familiar	12	23.08 %
Somewhat familiar	30	57.69 %
Not familiar	9	17.31 %
Don't know	1	1.92 %
Total Responses	**52**	**100 %**
Where do you usually get your information about Coastline's Special Programs and Services Department? (Mark all that apply.)	Respondents: 52	
Class schedule	20	38.46 %
Special Programs and Services brochure	17	32.69 %
College catalog	8	15.38 %
College Web site	8	15.38 %
Counseling staff	7	13.46 %
Staff or faculty within the Special Programs and Services Department	35	67.31 %
n/a	5	9.62 %
Total Responses	**100**	**100 %**
If a student asked you how to apply for Special Programs and Services, which of the following would you be most likely to do?	Respondents: 52	
Refer student to a counselor	5	9.62 %
Refer student to the Special Programs and Services Department	41	78.85 %
Give the student a Special Programs and Services Application	1	1.92 %
Don't know	1	1.92 %
Other	4	7.69 %
Total Responses	**52**	**100 %**
During the past two semesters, how many students have you referred to the Special Programs and Services Department?	Respondents: 52	
0	29	55.77 %
1-3	18	34.62 %
4-6	4	7.69 %
More than 6	1	1.92 %
Total Responses	**52**	**100 %**

Count and Percent
Mainstream Support General Faculty/Staff Survey

		Count	Percent
Would you be interested in staff development activities related to addressing the needs of students with disabilities?	Respondents: 52		
Yes		26	50.00 %
No		12	23.08 %
Undecided		14	26.92 %
	Total Responses	**52**	**100 %**
How many classes do you usually teach each semester at Coastline?	Respondents: 52		
None		32	61.54 %
1 class		2	3.85 %
2 classes		9	17.31 %
3 classes		3	5.77 %
4 classes		1	1.92 %
5 or more classes		5	9.62 %
	Total Responses	**52**	**100 %**
Please identify the scheduling or delivery format of the courses that you teach. (Mark all that apply.)	Respondents: 20		
Classroom-based courses in standard scheduling format (e.g., 8 weeks, 16 weeks)		14	70.00 %
Weekend College		1	5.00 %
Telecourses		5	25.00 %
Online courses		10	50.00 %
Hybrid (combining online and classroom)		3	15.00 %
	Total Responses	**33**	**100 %**
Have you ever had a student with a disability in one of your classes who received support services or special accommodations from the Special Programs and Services Department?	Respondents: 20		
Yes		16	80.00 %
No		3	15.00 %
Don't know		1	5.00 %
	Total Responses	**20**	**100 %**
Table 8 Satisfaction with services and support - Equipment provided by the Special Programs and Services Office met the student's needs.	Respondents: 16		
Strongly Agree		5	31.25 %
Agree		7	43.75 %
Strongly Disagree		1	6.25 %
Don't Know or n/a		3	18.75 %
	Total Responses	**16**	**100 %**

Count and Percent
Mainstream Support General Faculty/Staff Survey

	Count	Percent
Table 8 Satisfaction with services and support - The Special Programs staff provided assistance in a timely manner.	Respondents: 15	
Strongly Agree	6	40.00 %
Agree	6	40.00 %
Strongly Disagree	2	13.33 %
Don't Know or n/a	1	6.67 %
Total Responses	**15**	**100 %**
Table 8 Satisfaction with services and support - The Special Programs staff responded appropriately to the student's needs.	Respondents: 16	
Strongly Agree	6	37.50 %
Agree	6	37.50 %
Strongly Disagree	2	12.50 %
Don't Know or n/a	2	12.50 %
Total Responses	**16**	**100 %**
Table 8 Satisfaction with services and support - The Special Programs staff responded appropriately to my needs as an instructor when arranging accommodations for the student.	Respondents: 16	
Strongly Agree	7	43.75 %
Agree	5	31.25 %
Strongly Disagree	2	12.50 %
Don't Know or n/a	2	12.50 %
Total Responses	**16**	**100 %**
Table 8 Satisfaction with services and support - The Special Programs staff was friendly and supportive.	Respondents: 16	
Strongly Agree	8	50.00 %
Agree	5	31.25 %
Strongly Disagree	2	12.50 %
Don't Know or n/a	1	6.25 %
Total Responses	**16**	**100 %**
Table 8 Satisfaction with services and support - The Special Programs staff were flexible in meeting the student's need and my needs.	Respondents: 16	
Strongly Agree	7	43.75 %
Agree	5	31.25 %
Disagree	1	6.25 %
Strongly Disagree	1	6.25 %
Don't Know or n/a	2	12.50 %
Total Responses	**16**	**100 %**

Count and Percent
Mainstream Support General Faculty/Staff Survey

	Count	Percent
Table 8 Satisfaction with services and support - The Special Programs staff were knowledgeable about disabilities and the types of accommodations and services that would be appropriate.	Respondents: 16	
Strongly Agree	5	31.25 %
Agree	7	43.75 %
Disagree	1	6.25 %
Strongly Disagree	1	6.25 %
Don't Know or n/a	2	12.50 %
Total Responses	**16**	**100 %**
Table 8 Satisfaction with services and support - The services and accommodations the student in my class received from the Special Programs Office assisted the student in succeeding in my class(es).	Respondents: 16	
Strongly Agree	6	37.50 %
Agree	6	37.50 %
Strongly Disagree	1	6.25 %
Don't Know or n/a	3	18.75 %
Total Responses	**16**	**100 %**
Table 8 Satisfaction with services and support - The student would not have been able to take the class(es) without support services or accommodations for his/her disability.	Respondents: 16	
Strongly Agree	5	31.25 %
Agree	6	37.50 %
Disagree	1	6.25 %
Strongly Disagree	1	6.25 %
Don't Know or n/a	3	18.75 %
Total Responses	**16**	**100 %**
Table 8 Satisfaction with services and support - The Reasonable Accommodations for Disabled Students form provided by the Special Programs and Services Department was helpful in assisting me in meeting the needs of my students.	Respondents: 16	
Strongly Agree	4	25.00 %
Agree	4	25.00 %
Strongly Disagree	2	12.50 %
Don't Know or n/a	6	37.50 %
Total Responses	**16**	**100 %**

Count and Percent
Mainstream Support General Faculty/Staff Survey

	Count	Percent
Table 8 Satisfaction with services and support - Training in the use of specialized equipment was provided when and if necessary.	Respondents: 15	
Strongly Agree	1	6.67 %
Agree	1	6.67 %
Disagree	1	6.67 %
Strongly Disagree	1	6.67 %
Don't Know or n/a	11	73.33 %
Total Responses	**15**	**100 %**
Table 8 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff.	Respondents: 16	
Strongly Agree	7	43.75 %
Agree	6	37.50 %
Strongly Disagree	2	12.50 %
Don't Know or n/a	1	6.25 %
Total Responses	**16**	**100 %**

Listing of "other" Responses by Question
Mainstream Support General Faculty/Staff Survey

Question: If a student asked you how to apply for Special Programs and Services, which of the following would you be most likely to do?

Refer student to operator or student services
contact Celeste Ryan
Advise them to attend a different school in the district
Give the phone number; describe services in brief; encourage student to come to college

Text and Paragraph Responses by Question
Mainstream Support General Faculty/Staff Survey

Question: If you marked "Disagree" or "Strongly Disagree" to any of the statements about services or accommodations, please explain your concerns.

It would be nice if the SPS Dept contacted instructors before deciding what accommodations were needed for students. Certain classes may have their own special needs, particular restrictions on activities, safety considerations, or issues of fairness that have taken faculty a long time to develop and address. If the SPS Dept does not make any effort to become familiar with a class before making a decision on accomodations, how can they possibly know if the decision they have made is reasonable, equitable to all students, and even if it is possible or not? Failure to consult with faculty and inform them in a timely manner is a serious problem and may cause undue animosity toward students as well as unneeded difficulties for the faculty members.

I have never heard of the reasonable accommodations form

I always just call Celeste Ryan directly because she will help me the best; if I have a student with me I always call the office myself because I'm afraid a student might get the run around. Some students, particularly those who are older and who have been out of school for a while, don't know they are entitled to accommodations. Sometimes there are alot of them taking telecourses with this situation. They show up for the midterm and are either half blind or unable to write--seriously. Then the teacher needs to figure out what to do one the spur of the moment-(what is fair for them, that is).

It is hard to fill out this survey form because it doesn't allow you to answer for more than one student. I.e. the staff could have responded great for one student, but not for another. I've had experiences where one student did not want another to take notes for him, and did not find that to be a reasonable accommodation. Another deaf student did not feel that enough interpreting was being provided for her to participate in shared governance activities at the college.

The situation with the TTY machine is perplexing in the admissions office. I guess it just works itself out in the long run.

Overall, I think you're doing a great job. I hope this survey works well for you. I thinks it's hard to navigate and see the "NA" at the far right. Everyone's a critic!

The Special Programs area at Coastline College is a disgrace. I know that many counselors and instructors send disabled students to other colleges because of the poor service at Coastline. The Special Programs area is mismanaged... [Manager is] the worst manager in the college. [Accommodations faculty member] is rude and autocratic. I would never send a student for help from these evaluative and dogmatic people.

Text and Paragraph Responses by Question
Mainstream Support General Faculty/Staff Survey

Question: Do you have any comments or suggestions related to the mainstream support services provided by Special Programs and Services?

The staff in this department do an absolutely fabulous job with the students. Their reputation is widespread.

You have a God-given talent for working with these special people. Your accomplishments say it all.

Staff seem willing to work with students who need assistance. I was able to accommodate a student but it took a couple semesters before the student came in.

I also seems fair that, if members of the SPS Department have a question for or about a faculty member, that faculty member ought to be contacted first -- rather than going to other individuals in the college (either superiors or peers) with incomplete information or to try and find the answer to a question only that one faculty member would reasonably be expected to know. Going to others before contacting the specific facultymember involved seems a little like gossip.

We here at the Coastal One-Stop know little or nothing about your program. Since we are an extension of Coastline, it would be great if you sent brochures or even someone to introduce your program to us, since we are always looking for extended services to help our clients.

Thank you so much for your time,

Bernice Matthews

I have attended your graduation ice cream socials. It is my opinion that Special Programs is the most important service/instruction Coastline offers. I've seen and heard the "miracles"--the changed lives. I've heard and seen them at the ice cream socials and outside of the school setting. Everything else Coastline offers can be found many other places; this service and the caring, professional people who provide it, is rare indeed.

This is the first time I've heard of these programs/services. I'll have to pay more attention.

Great job by faculty and staff of integrating themselves into the total college enviornment and thereby making braoder contributions to the college and getting the Special Programs and Services word out there by word and deed!

Kudos to Celeste Ryan, she is awesome! I have had a few disabled students in classes, and I have also referred a student or two to the DSPS program, and I was very impressed with the way she worked with and handled these situations. I believe she's a tremendous asset to the program!

The department has always been supportative and helpful in answering my questions and working collaboratively to assist my students. They are full of helpful information and are very efficient. I can't thank them enough for all their help and support.

Yes. Replace the management of the Special Programs area. Send [coordinator] for training in interpersonal relationships. Stop being the most controlling area in the college.

I believe the program provides valuable services and resources for the college and the community.

I have observed that part-time evening faculty have little knowledge of this program and the services it can provide to students who may be struggling. All full-time faculty and staff

Text and Paragraph Responses by Question
Mainstream Support General Faculty/Staff Survey

Question: Do you have any comments or suggestions related to the mainstream support services provided by Special Programs and Services?

seem to be aware of this resource and use it as needed. Suggest including in new faculty orientation sessions/ or packets and presenting at faculty meetings Fall and Spring.

The Special Programs staff does a wonderful job meeting the needs of students with disabilities. I have found them to be knowledgeable and sensitive to the needs of students. They are great student advocates, but they also understand if a student is making an unreasonable request and manage to come up with good solutions for the student and for the instructor.

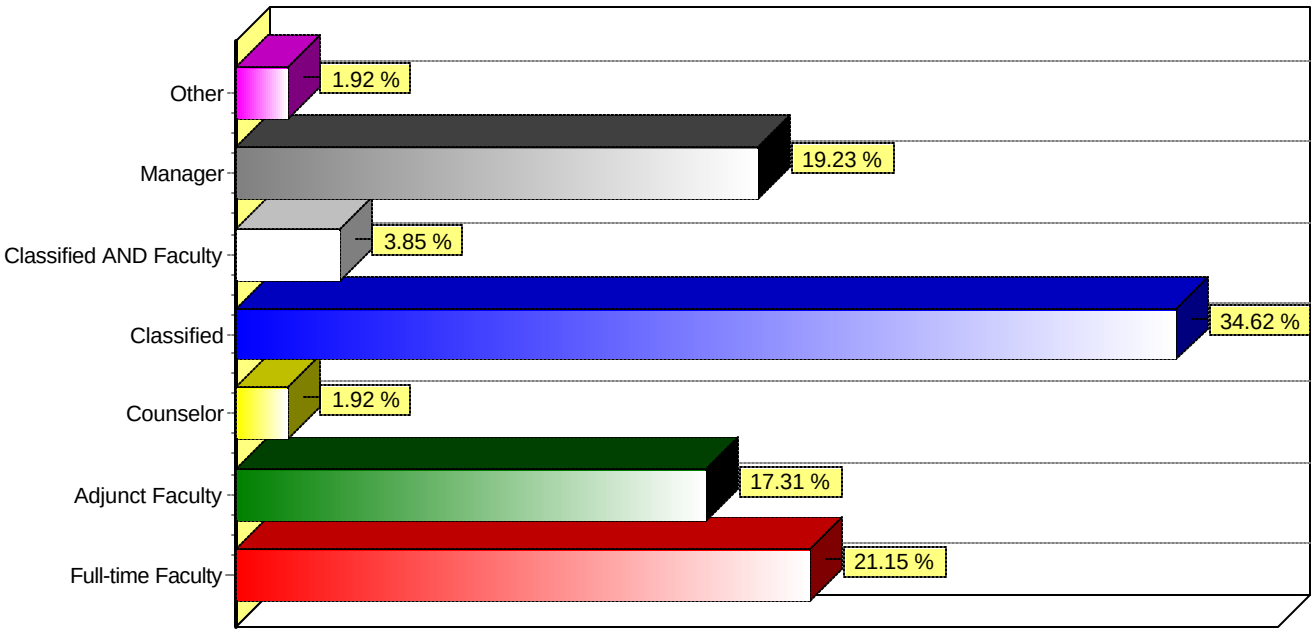
Keep up the good work. STudents are appreciative of the services they receive.

I have no concerns about DSPS. I think it's a great program being run by caring people. No complaints from me.

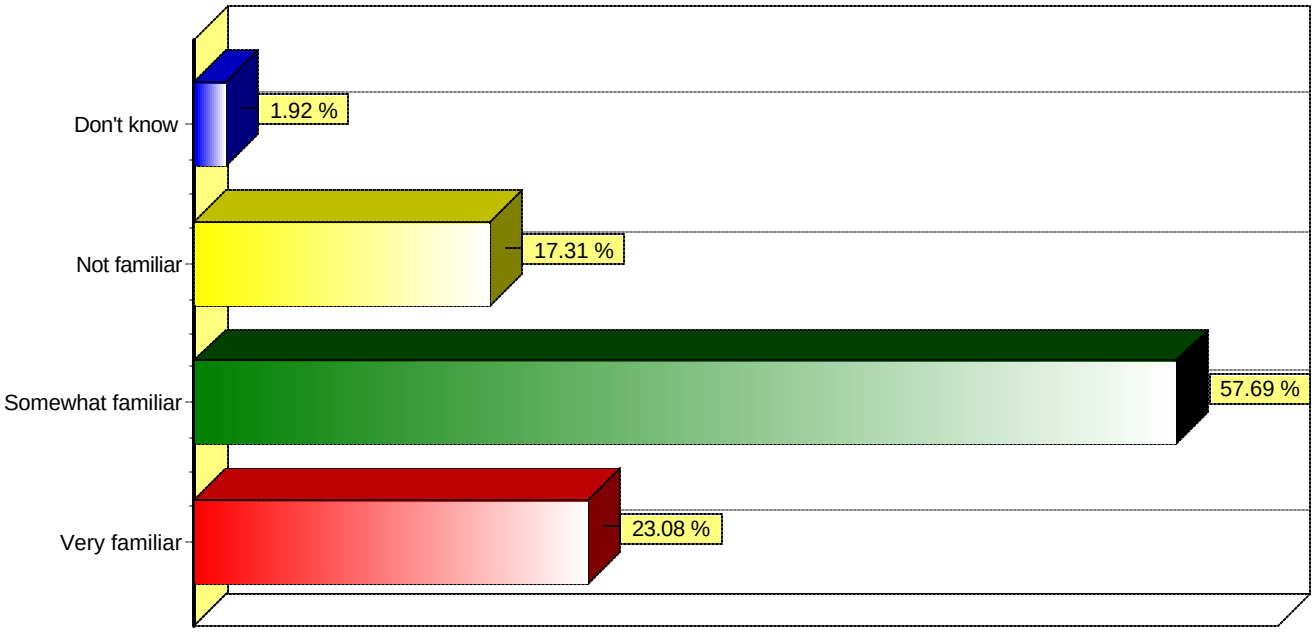
All services provided to date have been excellent, thank you.

Bar Graphs
Mainstream Support General Faculty/Staff Survey

Please indicate the category that best describes your work group:

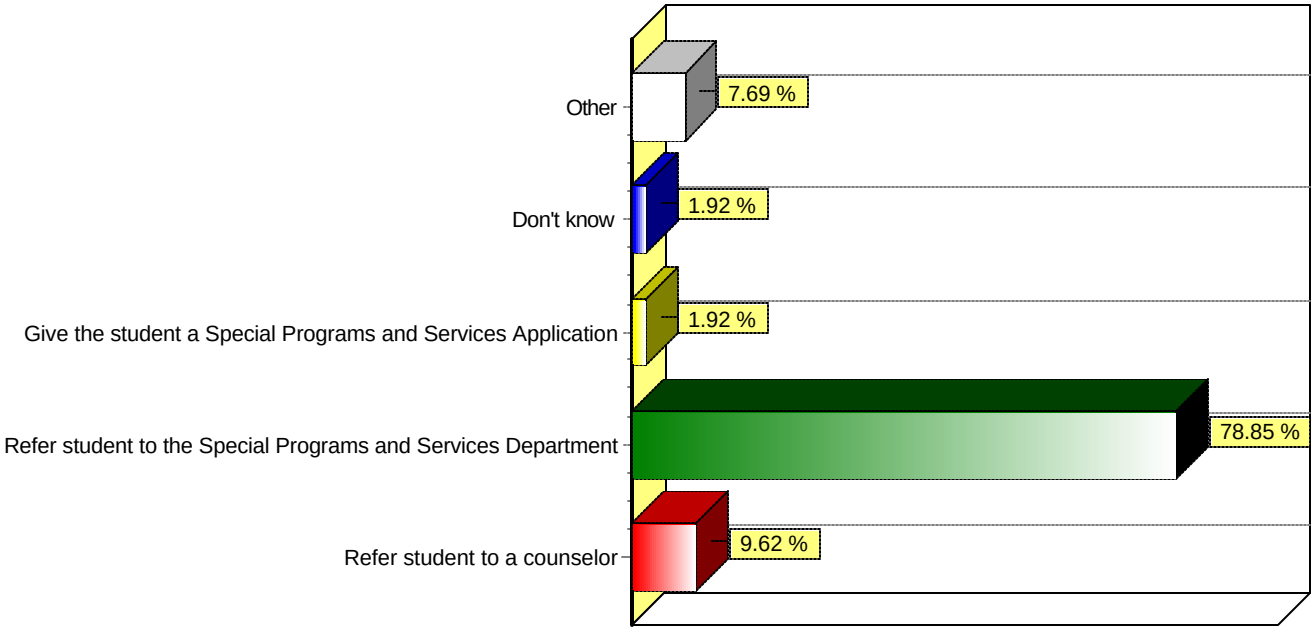


How familiar are you with the programs and services provided by the Office of Special Programs and Services?

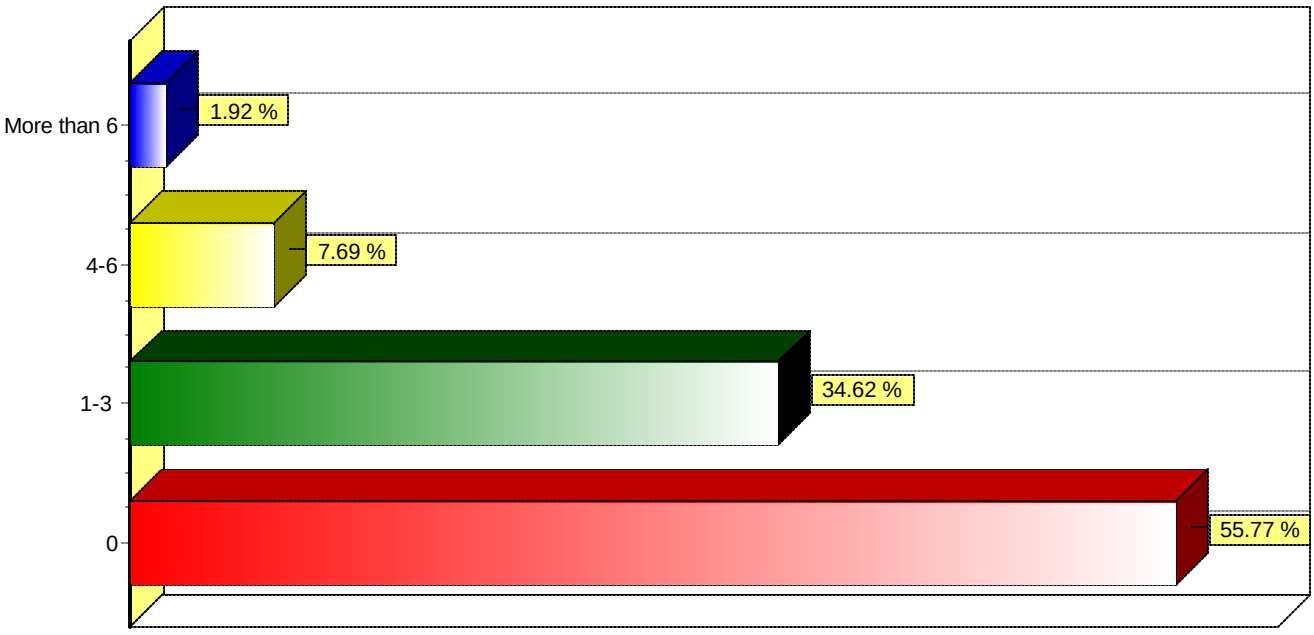


Bar Graphs
Mainstream Support General Faculty/Staff Survey

If a student asked you how to apply for Special Programs and Services, which of the following would you be most likely to do?

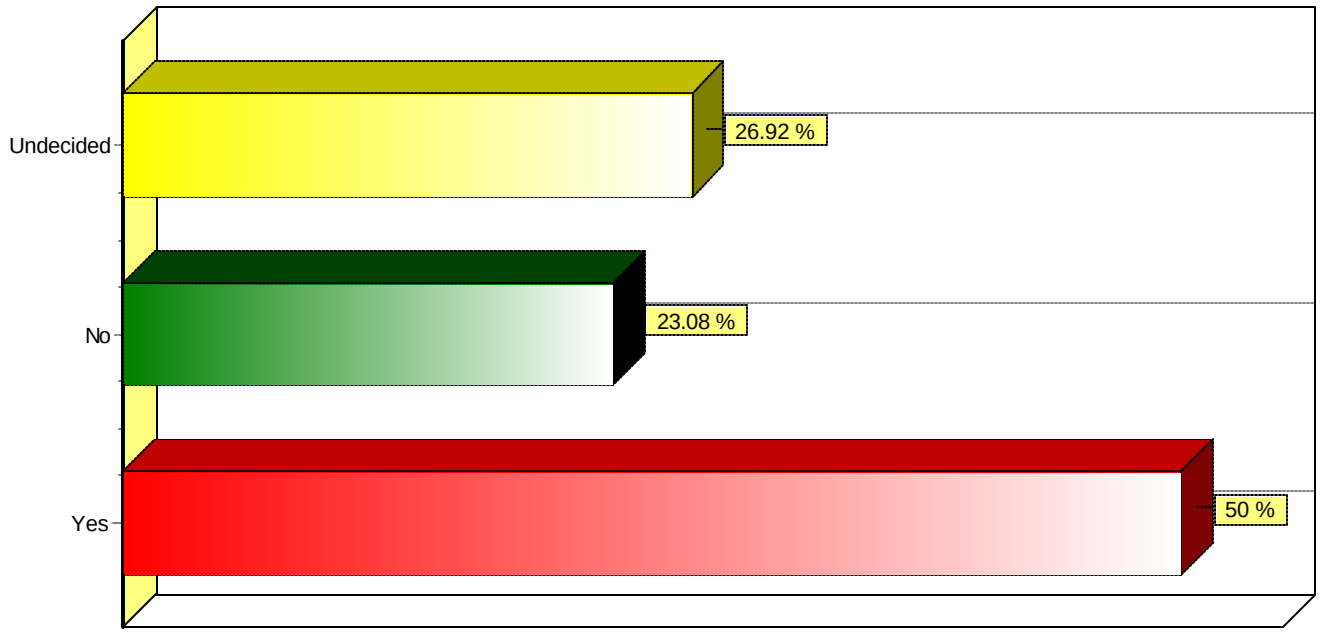


During the past two semesters, how many students have you referred to the Special Programs and Services Department?

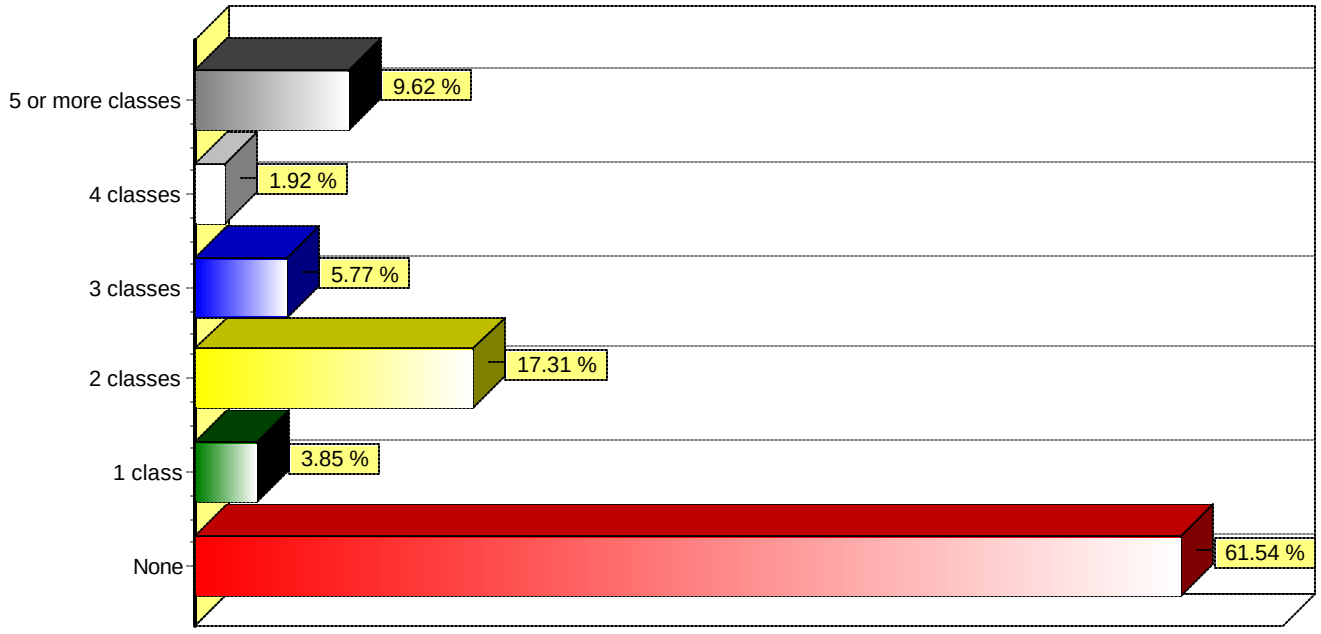


Bar Graphs
Mainstream Support General Faculty/Staff Survey

Would you be interested in staff development activities related to addressing the needs of students with disabilities?



How many classes do you usually teach each semester at Coastline?



Bar Graphs
Mainstream Support General Faculty/Staff Survey

Have you ever had a student with a disability in one of your classes who received support services or special accommodations from the Special Programs and Services Department?

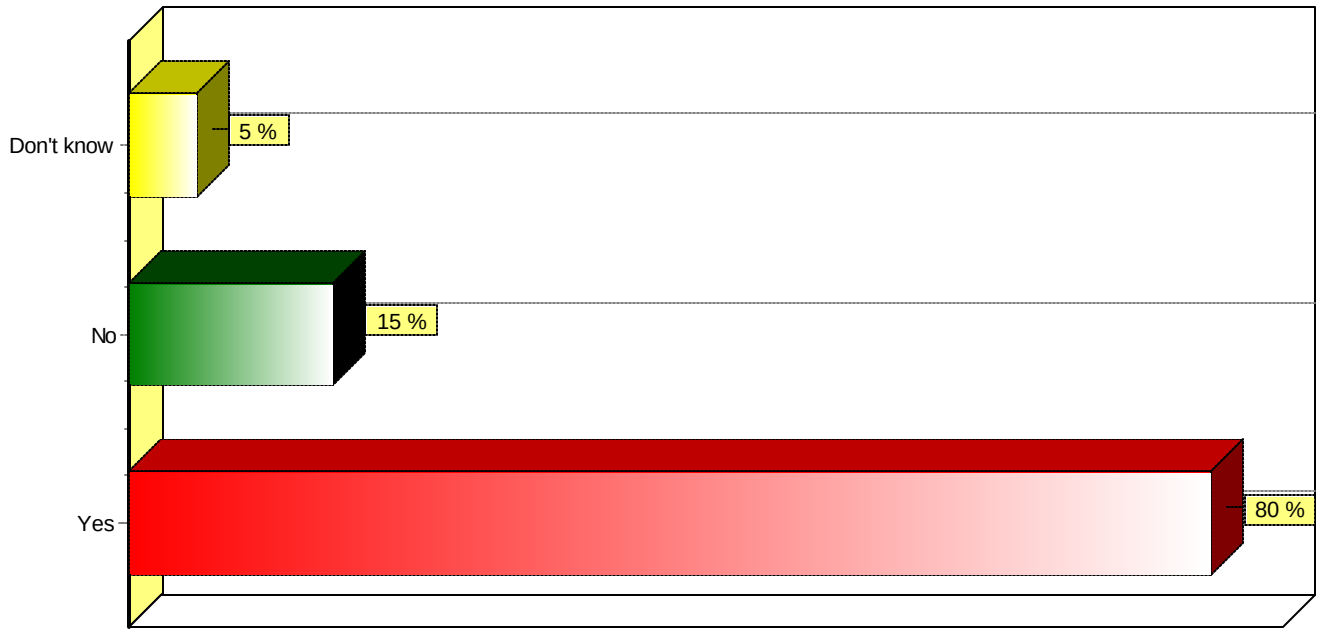
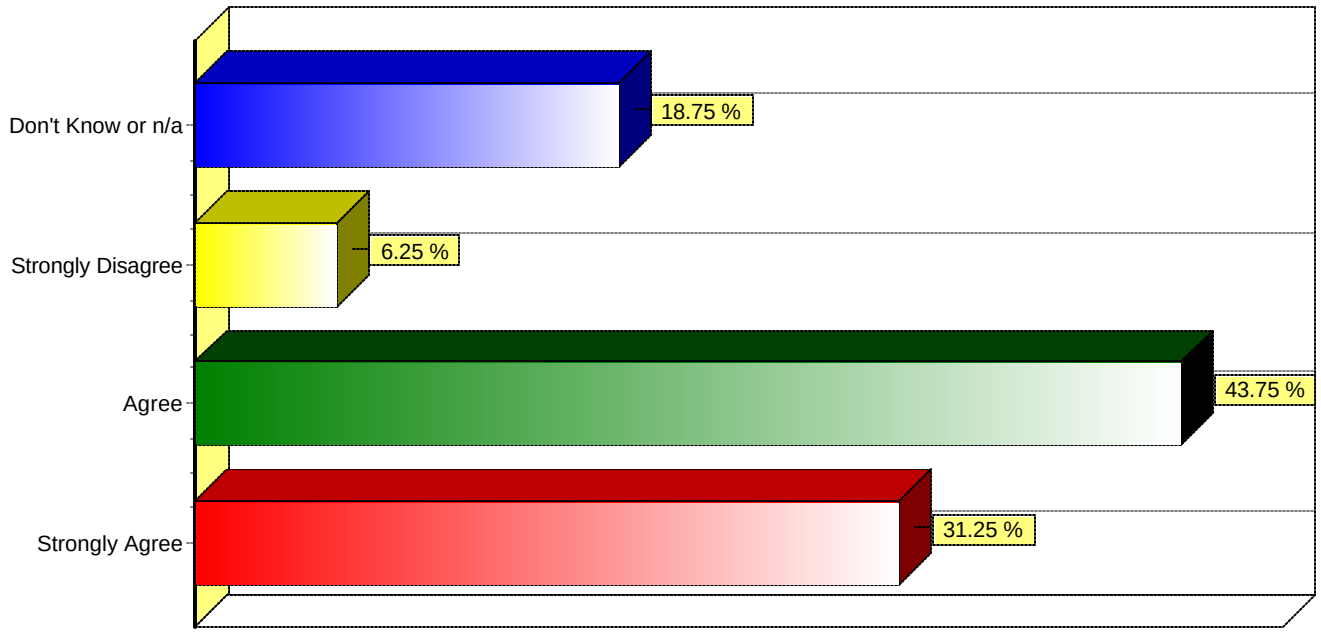


Table 8 Satisfaction with services and support - Equipment provided by the Special Programs and Services Office met the student's needs.



Bar Graphs
Mainstream Support General Faculty/Staff Survey

Table 8 Satisfaction with services and support - The Special Programs staff provided assistance in a timely manner.

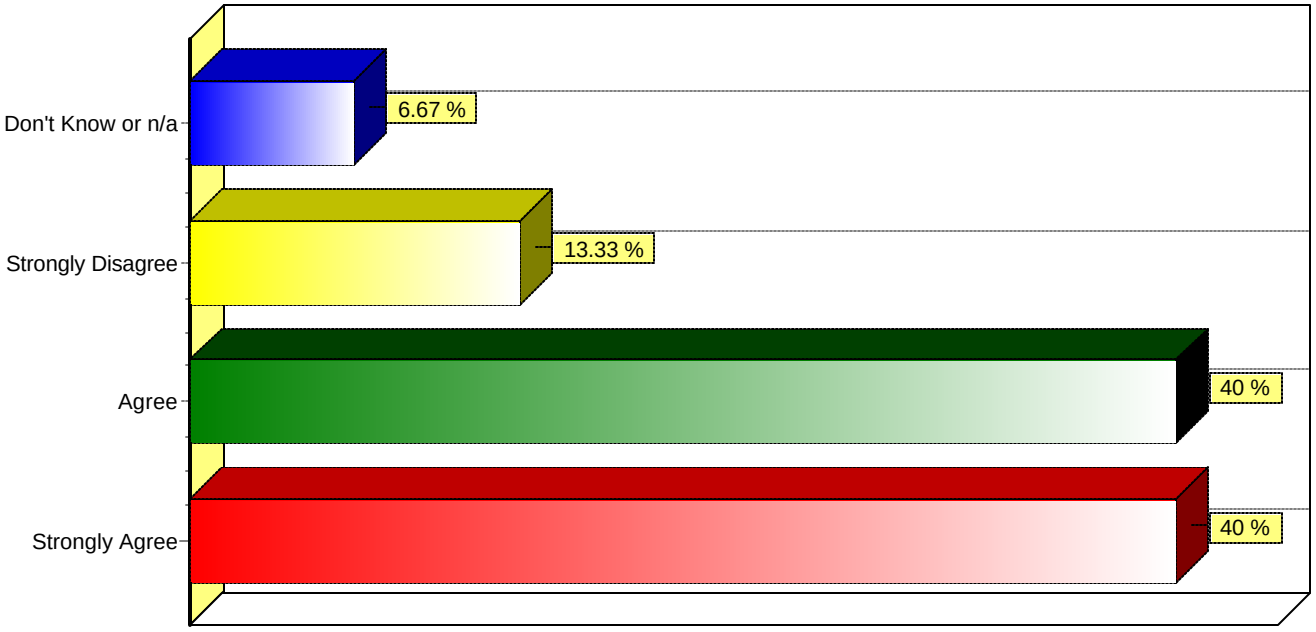
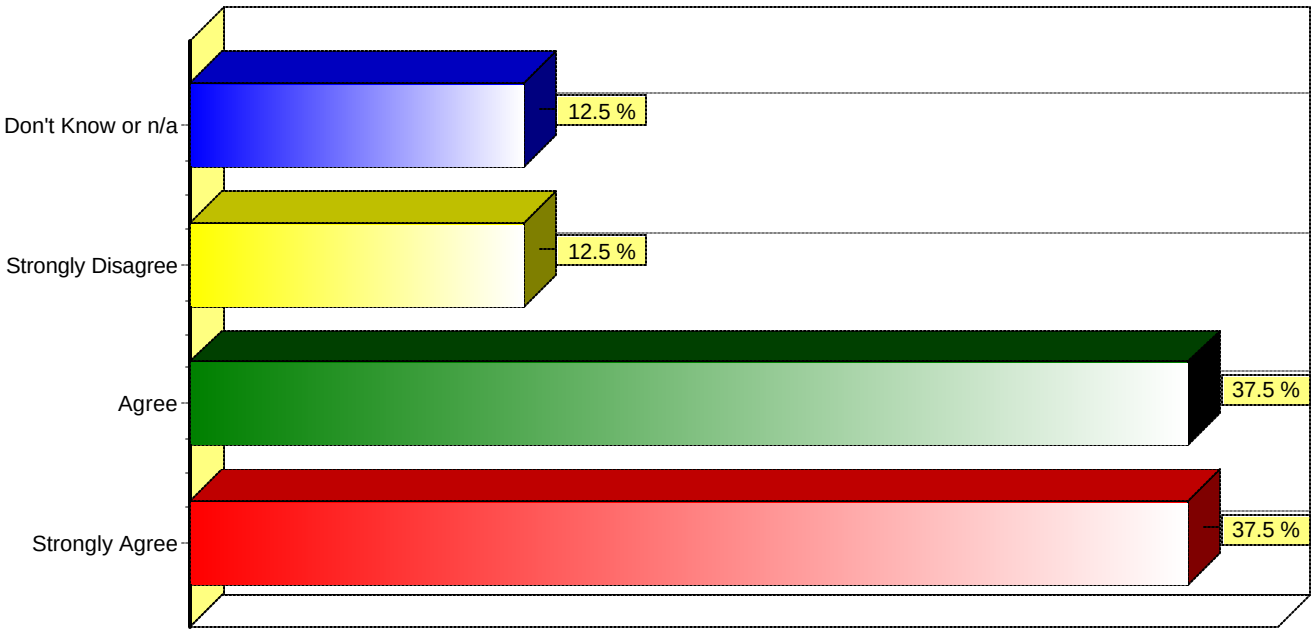


Table 8 Satisfaction with services and support - The Special Programs staff responded appropriately to the student's needs.



Bar Graphs
Mainstream Support General Faculty/Staff Survey

Table 8 Satisfaction with services and support - The Special Programs staff responded appropriately to my needs as an instructor when arranging accommodations for the student.

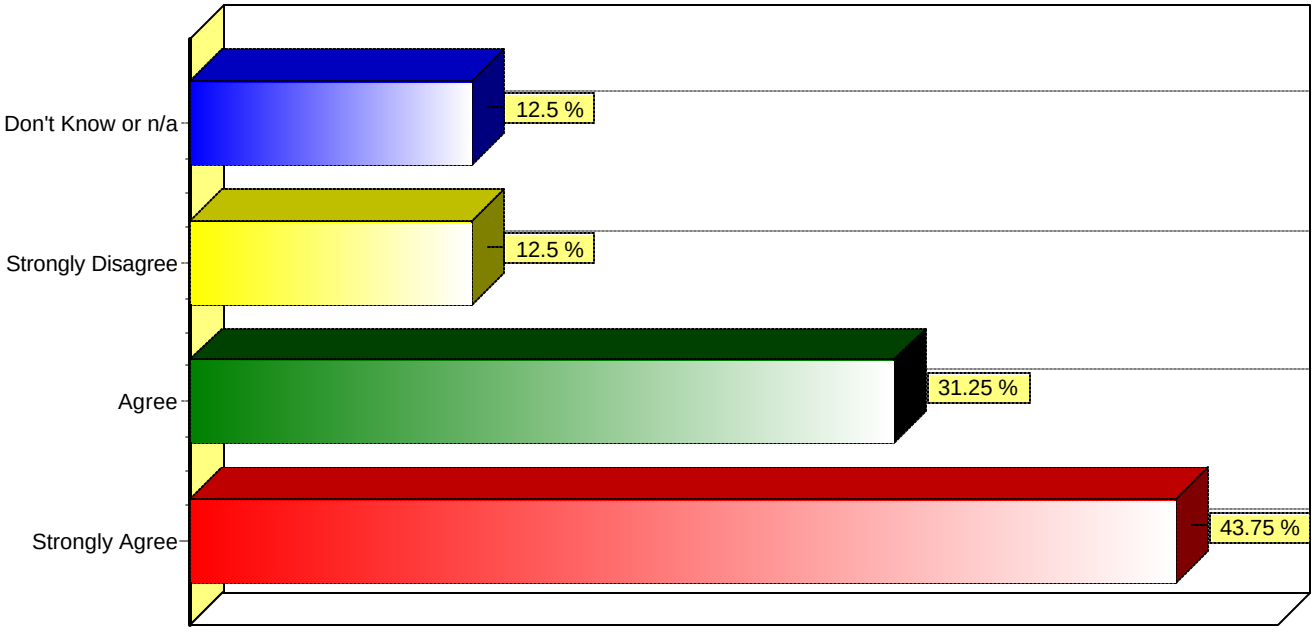
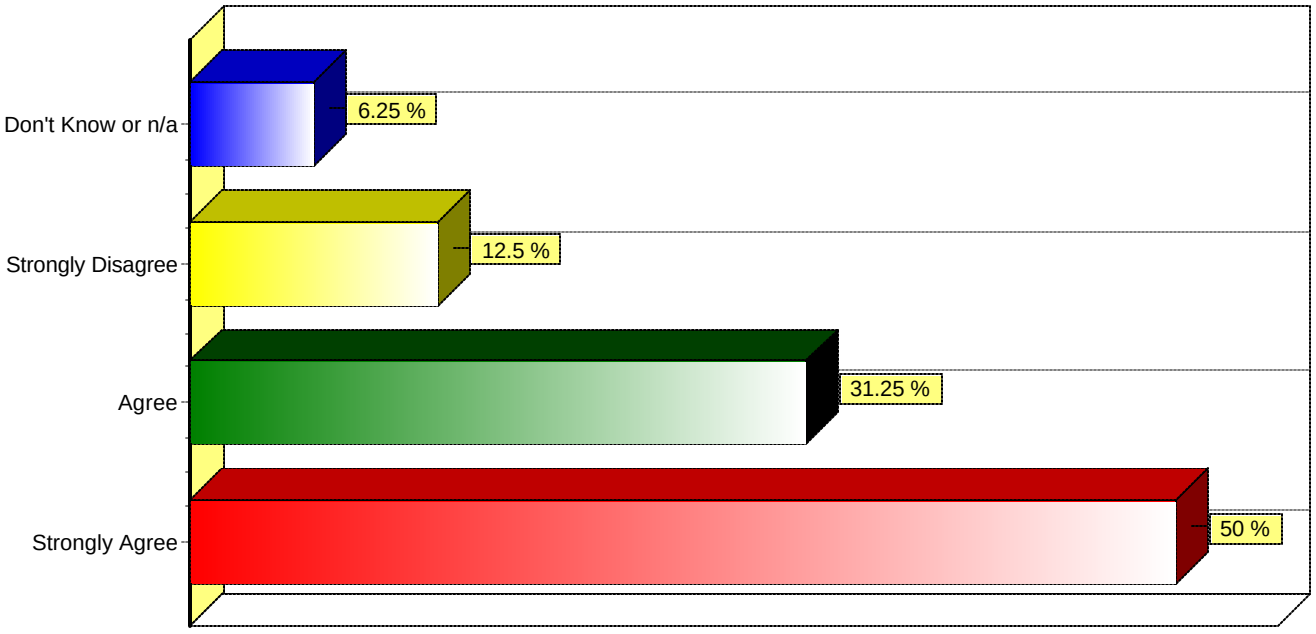


Table 8 Satisfaction with services and support - The Special Programs staff was friendly and supportive.



Bar Graphs
Mainstream Support General Faculty/Staff Survey

Table 8 Satisfaction with services and support - The Special Programs staff were flexible in meeting the student's need and my needs.

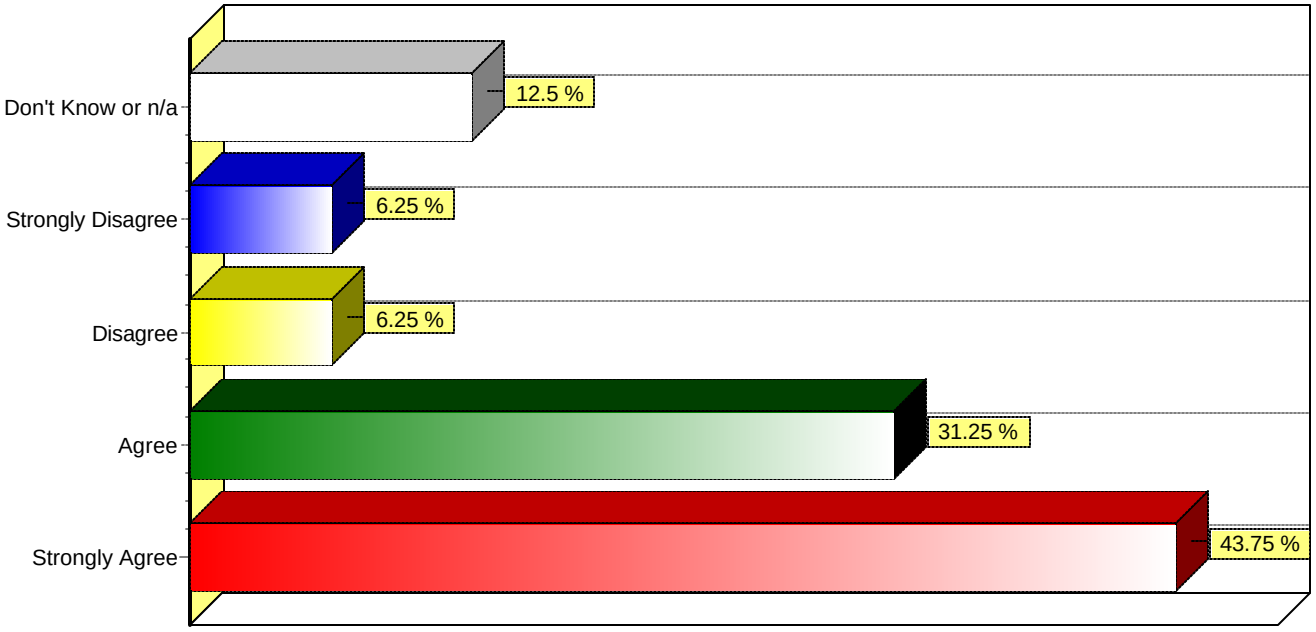
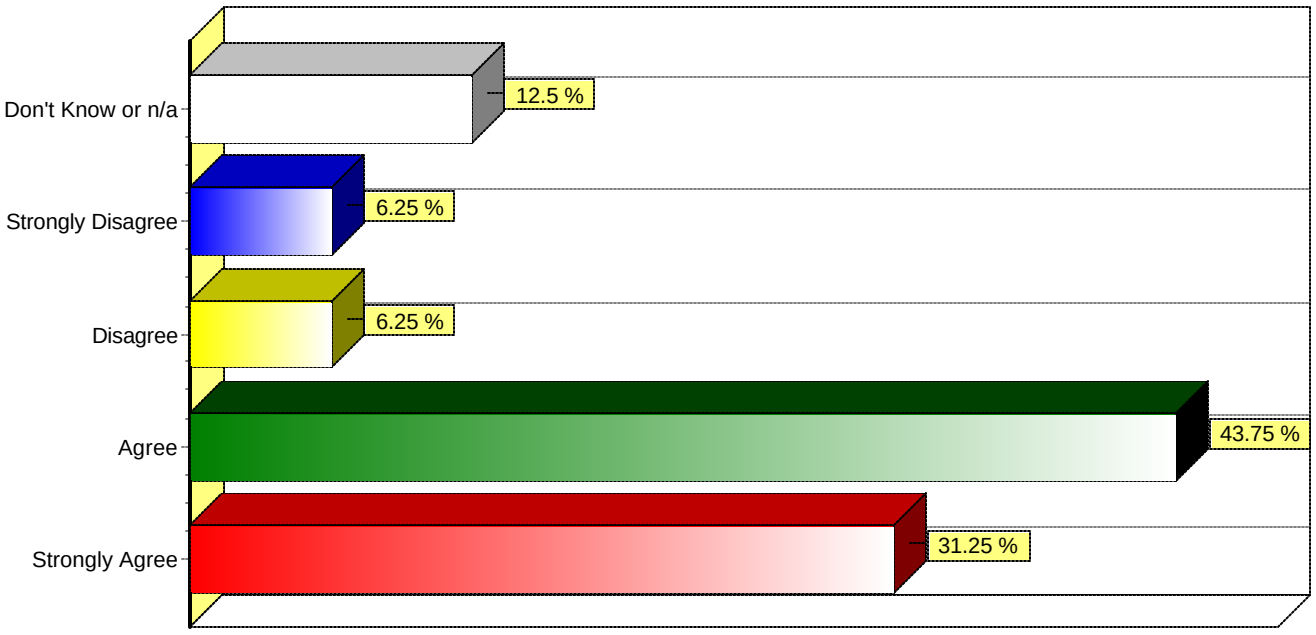


Table 8 Satisfaction with services and support - The Special Programs staff were knowledgeable about disabilities and the types of accommodations and services that would be appropriate.



Bar Graphs
Mainstream Support General Faculty/Staff Survey

Table 8 Satisfaction with services and support - The services and accommodations the student in my class received from the Special Programs Office assisted the student in succeeding in my class(es).

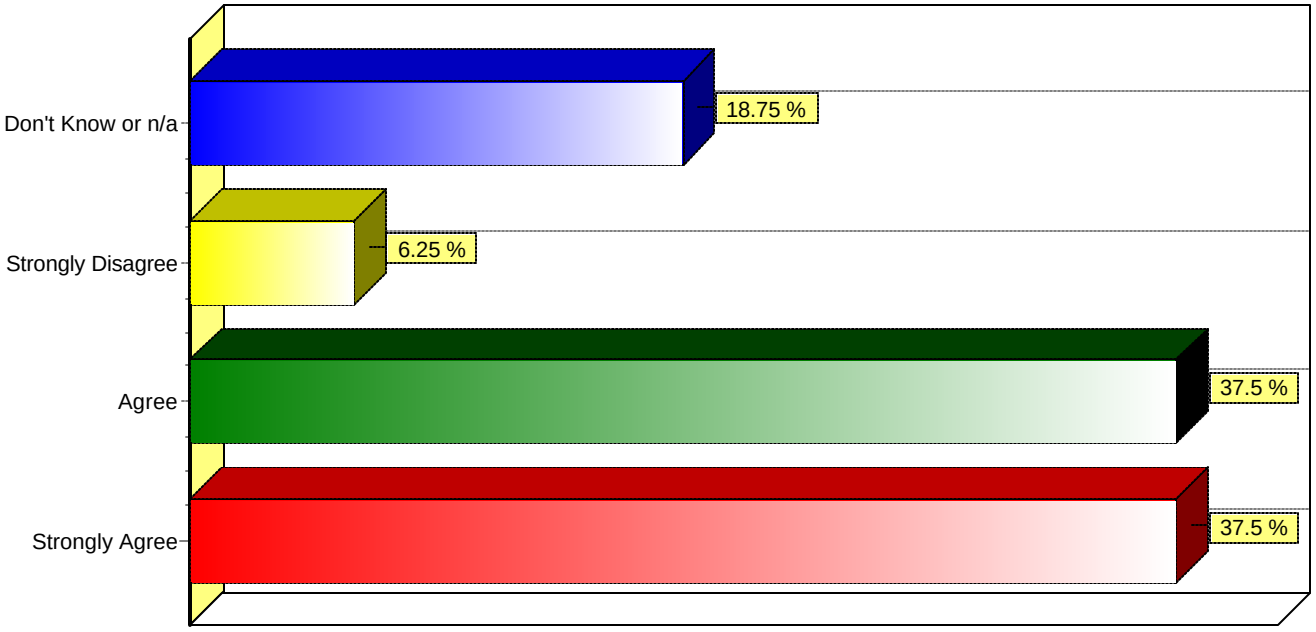
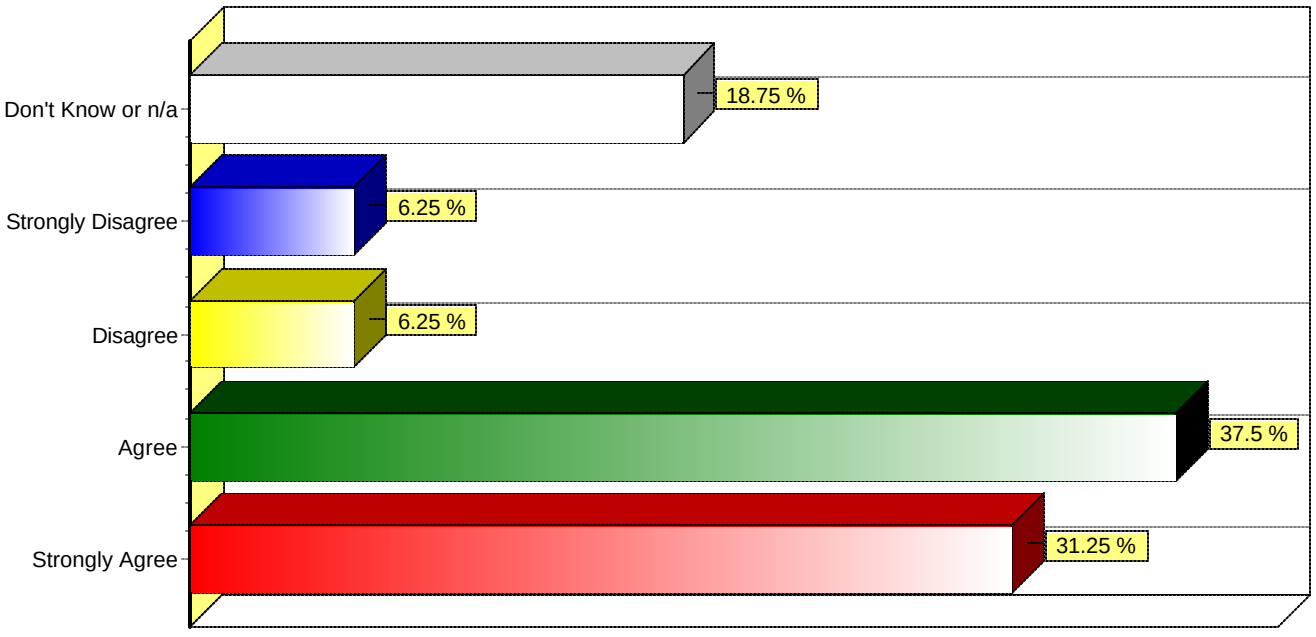


Table 8 Satisfaction with services and support - The student would not have been able to take the class(es) without support services or accommodations for his/her disability.



Bar Graphs
Mainstream Support General Faculty/Staff Survey

Table 8 Satisfaction with services and support - The Reasonable Accommodations for Disabled Students form provided by the Special Programs and Services Department was helpful in assisting me in meeting the needs of my students.

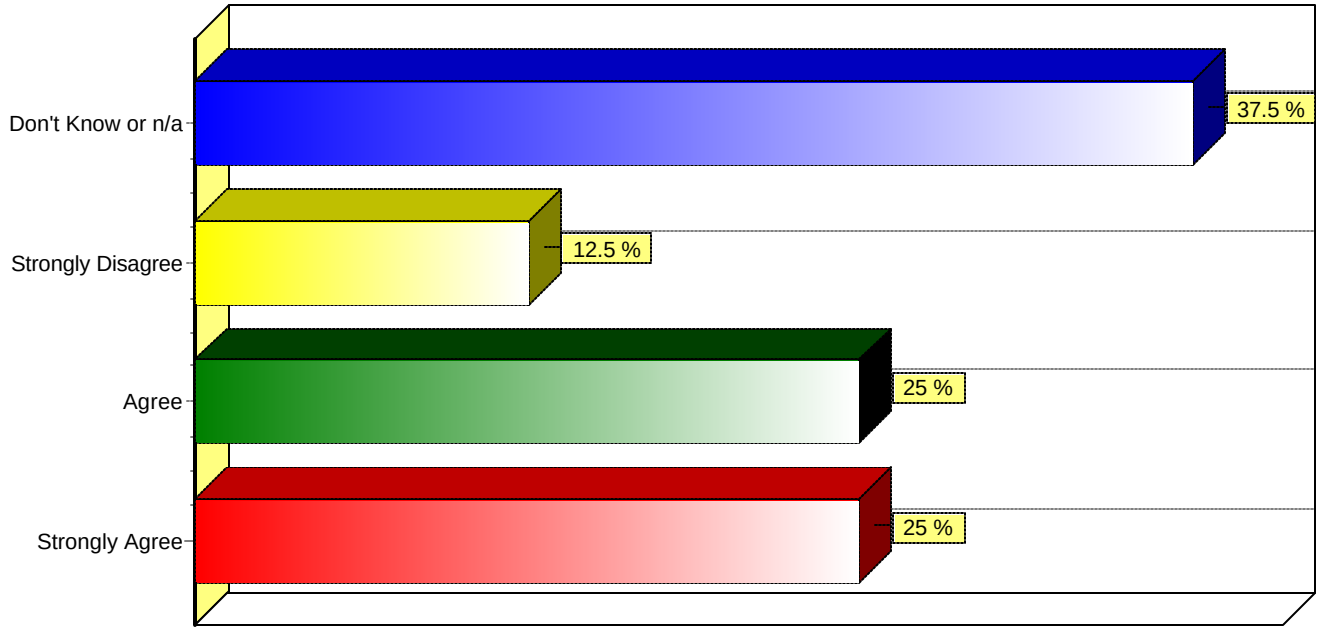
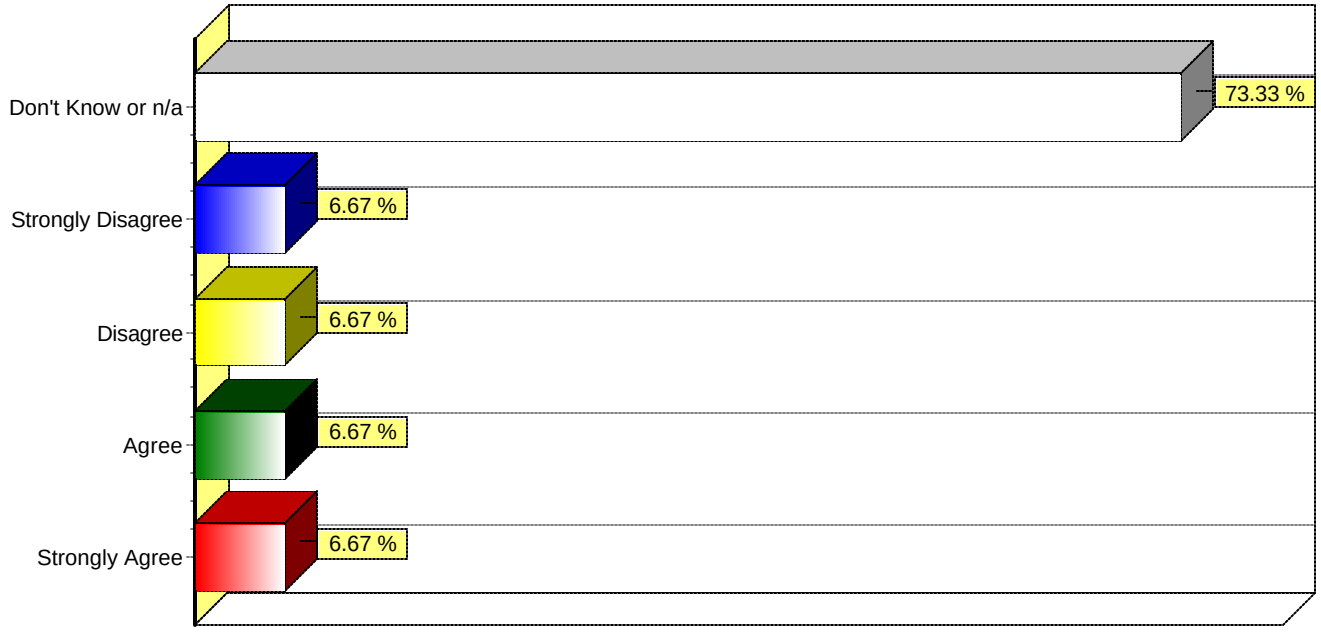
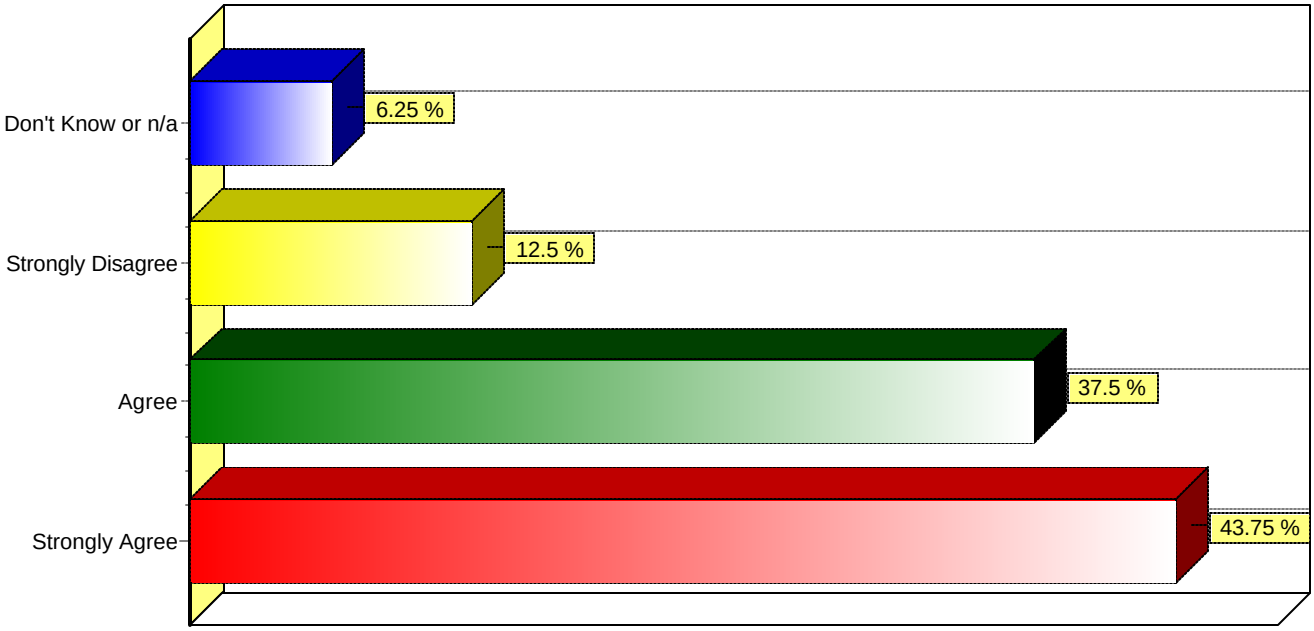


Table 8 Satisfaction with services and support - Training in the use of specialized equipment was provided when and if necessary.



Bar Graphs
Mainstream Support General Faculty/Staff Survey

Table 8 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff.



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Mainstream Student

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Listing of "other" Responses by Question	10
Text and Paragraph Responses by Question	11
Student Demographics	13
Bar Graphs	15

Count and Percent
Mainstream Support Services Program Review--Student S

		Count	Percent
Gender	Respondents:	37	
Female		25	67.57 %
Male		12	32.43 %
	Total Responses	**37**	**100 %**
Age	Respondents:	37	
Under 20		2	5.41 %
20-29		12	32.43 %
30-39		3	8.11 %
40-49		9	24.32 %
50-59		10	27.03 %
60-69		1	2.70 %
	Total Responses	**37**	**100 %**
Nature of your disability (Mark all that apply.)	Respondents:	37	
Acquired Brain Injury		9	24.32 %
Learning Disability		9	24.32 %
Hearing Impairment		7	18.92 %
Mobility Impairment		8	21.62 %
Visual Impairment		4	10.81 %
Psychological Disability		6	16.22 %
Other		5	13.51 %
	Total Responses	**48**	**100 %**
What is your primary language (the language you are most comfortable speaking, reading, or writing)?	Respondents:	37	
English		33	89.19 %
Vietnamese		3	8.11 %
Other		1	2.70 %
	Total Responses	**37**	**100 %**
What is your ethnicity?	Respondents:	37	
African-America		2	5.41 %
Asian: Vietnamese		3	8.11 %
White		29	78.38 %
Decline to state		1	2.70 %
Other		2	5.41 %
	Total Responses	**37**	**100 %**
In which academic terms have you been enrolled? (Mark all that apply.)	Respondents:	37	
Summer 2002		17	45.95 %
Fall 2002		28	75.68 %
Spring 2003		30	81.08 %
	Total Responses	**75**	**100 %**

Count and Percent
Mainstream Support Services Program Review--Student S

		Count	Percent
How many units have you been enrolled in during the 2002-03 school year? (Total units for Summer 2002, Fall 2002, and Spring 2003)	Respondents: 37		
3 or fewer units		9	24.32 %
4-6 units		1	2.70 %
7-9 units		3	8.11 %
10-12 units		4	10.81 %
13-15 units		7	18.92 %
15-18 units		1	2.70 %
19-21 units		3	8.11 %
22-24 units		3	8.11 %
25-27 units		1	2.70 %
28-30 units		1	2.70 %
More than 30 units		4	10.81 %
	Total Responses	**37**	**100 %**
At which Coastline location(s) have you taken classes during the 2002-03 school year? (Mark all that apply.)	Respondents: 35		
Coastline Costa Mesa Center		13	37.14 %
Coastline Garden Grove Center		8	22.86 %
Coastline Huntington Westminster Center		4	11.43 %
Fountain Valley High School		3	8.57 %
Other		18	51.43 %
	Total Responses	**46**	**100 %**
How would you rate the accessibility of the Coastline sites where you have taken classes?	Respondents: 28		
Very accessible		20	71.43 %
Somewhat accessible		3	10.71 %
Not very accessible		1	3.57 %
Don't know or not applicable to my disability		4	14.29 %
	Total Responses	**28**	**100 %**
Have you taken any online classes at Coastline?	Respondents: 36		
Yes		12	33.33 %
No		24	66.67 %
	Total Responses	**36**	**100 %**
Table 1 Opinion of online classes - The online lessons were accessible.	Respondents: 12		
Strongly Agree		8	66.67 %
Agree		4	33.33 %
	Total Responses	**12**	**100 %**

Count and Percent
Mainstream Support Services Program Review--Student S

		Count	Percent
Table 1 Opinion of online classes - The online discussions were accessible.	Respondents: 12		
Strongly Agree		7	58.33 %
Agree		4	33.33 %
Strongly Disagree		1	8.33 %
	Total Responses	**12**	**100 %**
Table 1 Opinion of online classes - The Web site was easy to understand and navigate.	Respondents: 12		
Strongly Agree		6	50.00 %
Agree		6	50.00 %
	Total Responses	**12**	**100 %**
Table 1 Opinion of online classes - The online class presented fewer obstacles for me than an on-site class.	Respondents: 12		
Strongly Agree		5	41.67 %
Agree		6	50.00 %
Strongly Disagree		1	8.33 %
	Total Responses	**12**	**100 %**
Table 1 Opinion of online classes - The instructor was supportive of reasonable accommodations for me.	Respondents: 12		
Strongly Agree		5	41.67 %
Agree		5	41.67 %
Disagree		1	8.33 %
Strongly Disagree		1	8.33 %
	Total Responses	**12**	**100 %**
Table 1 Opinion of online classes - I would be interested in taking another online class at Coastline.	Respondents: 12		
Strongly Agree		7	58.33 %
Agree		4	33.33 %
Don't Know or n/a		1	8.33 %
	Total Responses	**12**	**100 %**
Have you taken any telecourses at Coastline?	Respondents: 33		
Yes		14	42.42 %
No		19	57.58 %
	Total Responses	**33**	**100 %**
Table 2 Opinion of telecourses - The telecourse lessons were accessible.	Respondents: 14		
Strongly Agree		9	64.29 %
Agree		4	28.57 %
Disagree		1	7.14 %
	Total Responses	**14**	**100 %**

Count and Percent
Mainstream Support Services Program Review--Student S

	Count	Percent
Table 2 Opinion of telecourses - The methods used to communicate with the instructor and/or fellow students were accessible.	Respondents: 14	
Strongly Agree	3	21.43 %
Agree	6	42.86 %
Disagree	3	21.43 %
Strongly Disagree	1	7.14 %
Don't Know or n/a	1	7.14 %
Total Responses	**14**	**100 %**
Table 2 Opinion of telecourses - The mid-term and final review sessions were accessible for me.	Respondents: 14	
Strongly Agree	5	35.71 %
Agree	6	42.86 %
Disagree	1	7.14 %
Strongly Disagree	1	7.14 %
Don't Know or n/a	1	7.14 %
Total Responses	**14**	**100 %**
Table 2 Opinion of telecourses - The telecourse presented fewer obstacles for me than an on-site class.	Respondents: 14	
Strongly Agree	6	42.86 %
Agree	6	42.86 %
Disagree	2	14.29 %
Total Responses	**14**	**100 %**
Table 2 Opinion of telecourses - The instructor was supportive of reasonable accommodations for me.	Respondents: 14	
Strongly Agree	4	28.57 %
Agree	4	28.57 %
Disagree	2	14.29 %
Strongly Disagree	1	7.14 %
Don't Know or n/a	3	21.43 %
Total Responses	**14**	**100 %**
Table 2 Opinion of telecourses - I would be interested in taking another telecourse at Coastline.	Respondents: 14	
Strongly Agree	8	57.14 %
Agree	5	35.71 %
Disagree	1	7.14 %
Total Responses	**14**	**100 %**
Table 3 Satisfaction with support services/accommodations - Priority registration	Respondents: 33	
Very Satisfied	22	66.67 %
Somewhat Satisfied	2	6.06 %
Have Not Used	9	27.27 %
Total Responses	**33**	**100 %**

Count and Percent
Mainstream Support Services Program Review--Student S

	Count	Percent
Why are you taking classes at Coastline? (Mark all that apply.)	Respondents: 33	
Personal interest	10	30.30 %
Vocational need or advancement	6	18.18 %
To earn a Certificate	8	24.24 %
To earn an A.A. degree	9	27.27 %
To transfer to a 4-year college	10	30.30 %
Convenient locations	3	9.09 %
Accessibility of the classes	9	27.27 %
Availability of support services for students with disabilities	11	33.33 %
Other	4	12.12 %
Total Responses	**70**	**100 %**
Table 3 Satisfaction with support services/accommodations - Extended time on exams	Respondents: 33	
Very Satisfied	22	66.67 %
Somewhat Satisfied	1	3.03 %
Have Not Used	10	30.30 %
Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Proctored exam with test read/taped or enlarged	Respondents: 33	
Very Satisfied	3	9.09 %
Somewhat Satisfied	1	3.03 %
Have Not Used	29	87.88 %
Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Proctored exam with scribe or word processor	Respondents: 33	
Very Satisfied	5	15.15 %
Somewhat Satisfied	1	3.03 %
Somewhat Dissatisfied	1	3.03 %
Have Not Used	26	78.79 %
Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Proctored exam to assure quiet setting	Respondents: 33	
Very Satisfied	16	48.48 %
Somewhat Satisfied	2	6.06 %
Have Not Used	15	45.45 %
Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Tape or read test	Respondents: 33	
Very Satisfied	2	6.06 %
Have Not Used	31	93.94 %
Total Responses	**33**	**100 %**

Count and Percent
Mainstream Support Services Program Review--Student S

		Count	Percent
Table 3 Satisfaction with support services/accommodations - Oral test	Respondents: 33		
Very Satisfied		2	6.06 %
Have Not Used		31	93.94 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Alternative test	Respondents: 33		
Very Satisfied		5	15.15 %
Have Not Used		28	84.85 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Use of dictionary, thesaurus, or electronic spell checker	Respondents: 33		
Very Satisfied		3	9.09 %
Have Not Used		30	90.91 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Note taker	Respondents: 33		
Very Satisfied		5	15.15 %
Somewhat Dissatisfied		1	3.03 %
Have Not Used		27	81.82 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Taping of lectures	Respondents: 33		
Very Satisfied		3	9.09 %
Have Not Used		30	90.91 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Advance lecture notes	Respondents: 33		
Very Satisfied		2	6.06 %
Have Not Used		31	93.94 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Front-row seating	Respondents: 33		
Very Satisfied		5	15.15 %
Have Not Used		28	84.85 %
	Total Responses	**33**	**100 %**

Count and Percent
Mainstream Support Services Program Review--Student S

		Count	Percent
Table 3 Satisfaction with support services/accommodations - Other special seating	Respondents: 33		
Very Satisfied		5	15.15 %
Have Not Used		28	84.85 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Phonic ear	Respondents: 33		
Very Satisfied		2	6.06 %
Have Not Used		31	93.94 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Use of sign language interpreter	Respondents: 33		
Very Satisfied		4	12.12 %
Have Not Used		29	87.88 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Books on tape	Respondents: 33		
Very Satisfied		3	9.09 %
Have Not Used		30	90.91 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Tutors	Respondents: 33		
Very Satisfied		2	6.06 %
Have Not Used		31	93.94 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Advance syllabus	Respondents: 33		
Very Satisfied		5	15.15 %
Have Not Used		28	84.85 %
	Total Responses	**33**	**100 %**
Table 3 Satisfaction with support services/accommodations - Course substitution or waiver	Respondents: 33		
Very Satisfied		3	9.09 %
Have Not Used		30	90.91 %
	Total Responses	**33**	**100 %**

Count and Percent
Mainstream Support Services Program Review--Student S

		Count	Percent
Table 4 Satisfaction with services and support - Equipment provided by the Special Programs and Services Office met my needs.	Respondents:	33	
Strongly Agree		18	54.55 %
Agree		4	12.12 %
Don't Know or n/a		11	33.33 %
	Total Responses	**33**	**100 %**
Table 4 Satisfaction with services and support - The Special Programs staff provided assistance in a timely manner.	Respondents:	33	
Strongly Agree		23	69.70 %
Agree		8	24.24 %
Disagree		1	3.03 %
Strongly Disagree		1	3.03 %
	Total Responses	**33**	**100 %**
Table 4 Satisfaction with services and support - The Special Programs staff responded appropriately to my needs.	Respondents:	33	
Strongly Agree		24	72.73 %
Agree		8	24.24 %
Disagree		1	3.03 %
	Total Responses	**33**	**100 %**
Table 4 Satisfaction with services and support - The Special Programs staff was friendly and supportive.	Respondents:	33	
Strongly Agree		25	75.76 %
Agree		7	21.21 %
Strongly Disagree		1	3.03 %
	Total Responses	**33**	**100 %**
Table 4 Satisfaction with services and support - The Special Programs staff were flexible in meeting my needs.	Respondents:	33	
Strongly Agree		25	75.76 %
Agree		7	21.21 %
Strongly Disagree		1	3.03 %
	Total Responses	**33**	**100 %**
Table 4 Satisfaction with services and support - The Special Programs staff were knowledgeable about disabilities and the types of accommodations and services that would be appropriate.	Respondents:	33	
Strongly Agree		22	66.67 %
Agree		10	30.30 %
Don't Know or n/a		1	3.03 %
	Total Responses	**33**	**100 %**

Count and Percent
Mainstream Support Services Program Review--Student S

		Count	Percent
Table 4 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff.	Respondents: 33		
Strongly Agree		24	72.73 %
Agree		8	24.24 %
Disagree		1	3.03 %
	Total Responses	**33**	**100 %**
Table 4 Satisfaction with services and support - The services and accommodations I received from the Special Programs Office helped me succeed in my class(es).	Respondents: 33		
Strongly Agree		23	69.70 %
Agree		9	27.27 %
Don't Know or n/a		1	3.03 %
	Total Responses	**33**	**100 %**
Table 4 Satisfaction with services and support - I would not have been able to take the class(es) if I had not received support services or accommodations.	Respondents: 33		
Strongly Agree		20	60.61 %
Agree		9	27.27 %
Disagree		3	9.09 %
Don't Know or n/a		1	3.03 %
	Total Responses	**33**	**100 %**

Listing of "other" Responses by Question
Mainstream Support Services Program Review--Student S

Question: Nature of your disability (Mark all that apply.)

Pulmonary Disease
Cerebral Palsy
Cancer
Lupus and Psoriasis
Multiple Sclerosis

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

persian

Question: What is your ethnicity?

Mexican American and Native American

Question: At which Coastline location(s) have you taken classes during the 2002-03 school year? (Mark all that apply.)

Online Classes
on Slater street
Telecourses & Online
On Line
Online
Telecourses
Telecourses
Telecourse
Telecourse
online internet
Telecourses
Telecourse
Telecourses
Telecourse
CD Rom
online
One Stop Center
Huntington Beach/ Warner Telecourse

Question: Why are you taking classes at Coastline? (Mark all that apply.)

Cater to the working adult.
Staff
Distance Learning
To pick up a missed course at a univeristy

Text and Paragraph Responses by Question
Mainstream Support Services Program Review--Student S

Question: If you indicated that the site at which you've taken classes is not very accessible, please explain your concerns.

Garden Grove is not accessible especially if you have a night class and you leave from work. There is a lot of traffic. All classes should start at 6:30-7:00.

The art classes I take are at the South Coast Village area, if I needed to use my wheelchair there would be NO room in the classroom to get to my desk- The room is overcrowded with long tables.

Question: If you indicated "Somewhat Dissatisfied" or "Very Dissatisfied" with any of the support services you received, please explain your concerns.

Finding a proctor was difficult.

I have never been able to get a notetaker and sometimes it gets really loud with people talking in other rooms.

Question: If you marked "Disagree" or "Strongly Disagree" to any of the statements about services or accommodations, please explain your concerns.

Didn't need a lot of assistance.

Happy with speical programs until now. Feels that the special programs office has been unfriendly and inflexible. Celeste has been a help, but he has been unhappy with the rest.

Sometimes it was hard to get in touch with staff for taking tests and scheduling them.

Text and Paragraph Responses by Question
Mainstream Support Services Program Review--Student S

Question: Do you have any other comments or recommendations?

Ken Layton, Instrutor in English Department, is an outstanding instructor. He gave great encouragement and support.

The first time he took Chemistry, the kit did not come in a timely manner, the CD Rom was defective (and apparently the school knew about it). The next time he took Chemistry he dropped the class, but the teacher did not drop him, and received an F. He complained and the problem was resolved.

Instuctors need to be more accessible. They do not return e-mails or phone calls.

Jena and Celeste have done a wonderful job.

They were extremely accommodating.

Very pleased with the program.

Zina and Celeste were an excellent help.
[Instructor] was not accommodating toward her special needs and wrote her an offensive letter.

Having the accommodations greatly reduced her anxiety. She had a good experience at Coastline.

He wouldn't be where he is if he didn't have Coastline.

The study guide was very difficult to follow with the text, Marine Science.

The Special Programs Staff was veyr nice nad helpful.

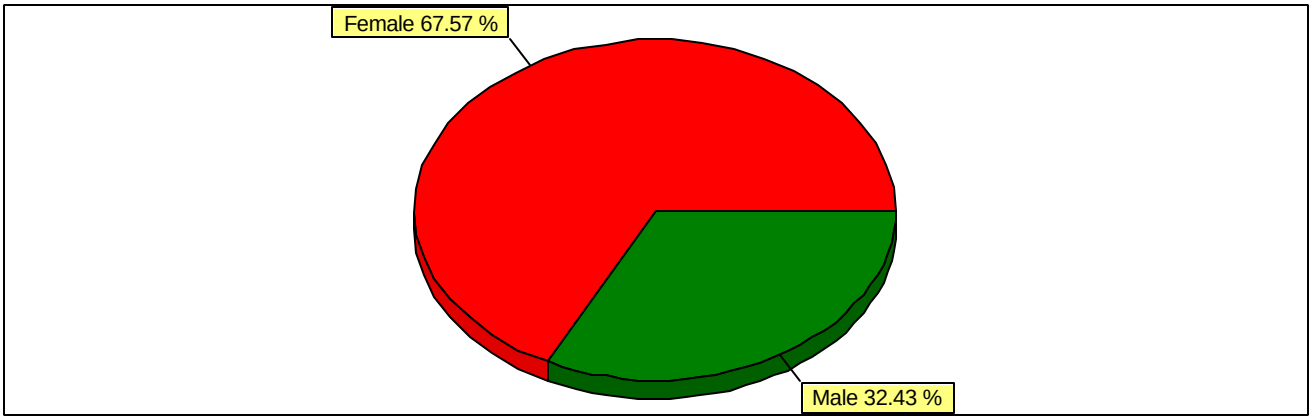
Wants more information about financial assistance for taking classes.

[Instructor]: very difficult to reach, insulting, and was not
accomodating to her disabilties

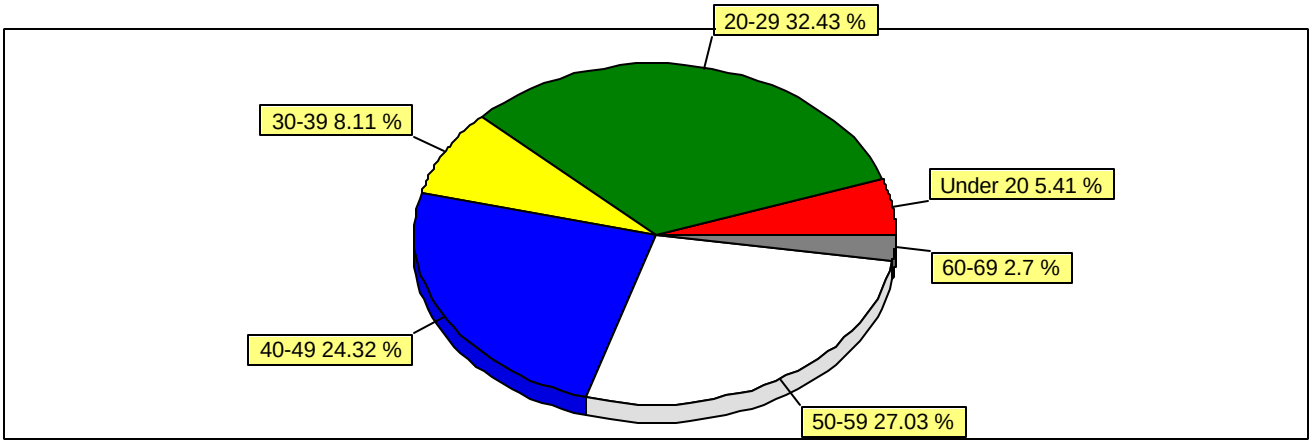
They were extremely supportive and helpful. They are the best of any program I've dealt with before.

Student Demographics
Mainstream Support Services Program Review--Student S

Gender

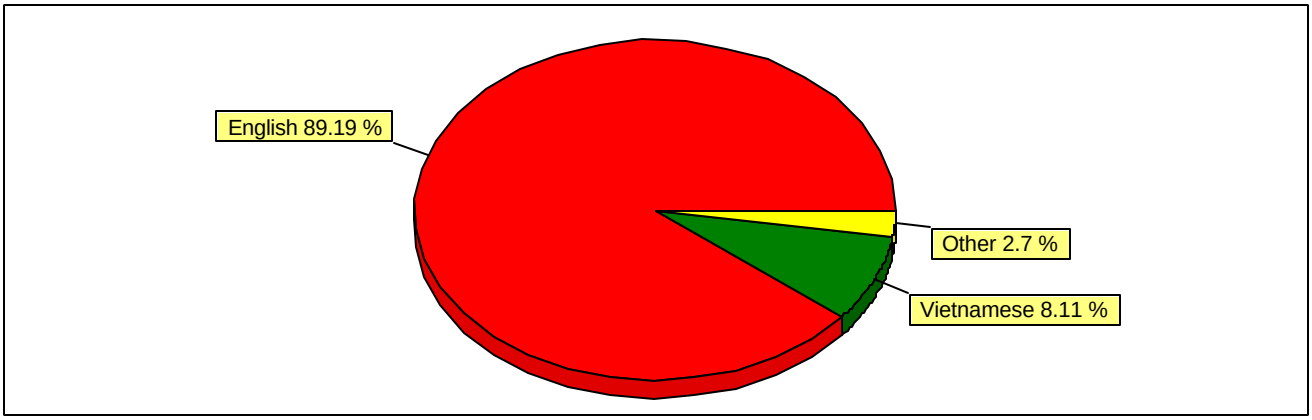


Age

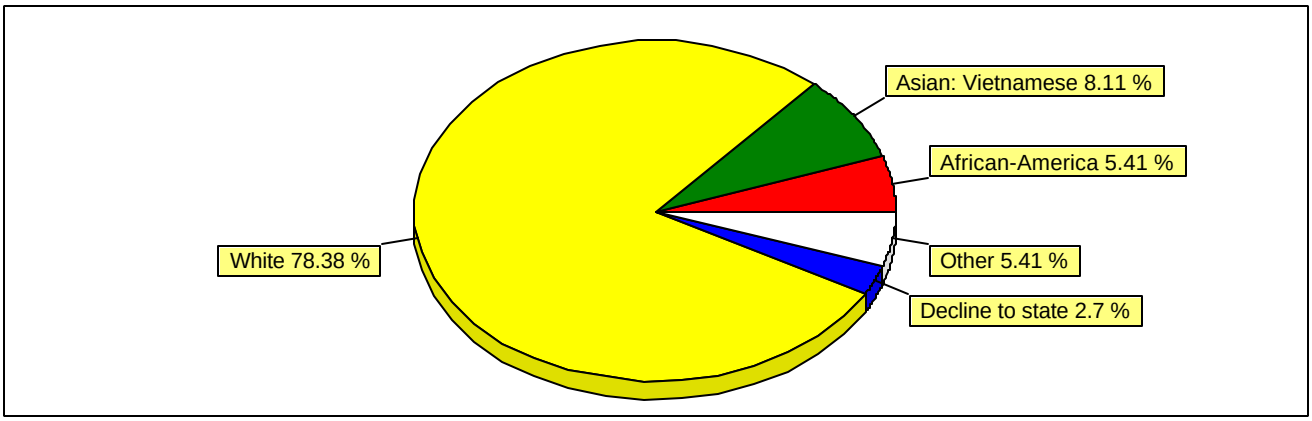


Student Demographics
Mainstream Support Services Program Review--Student S

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

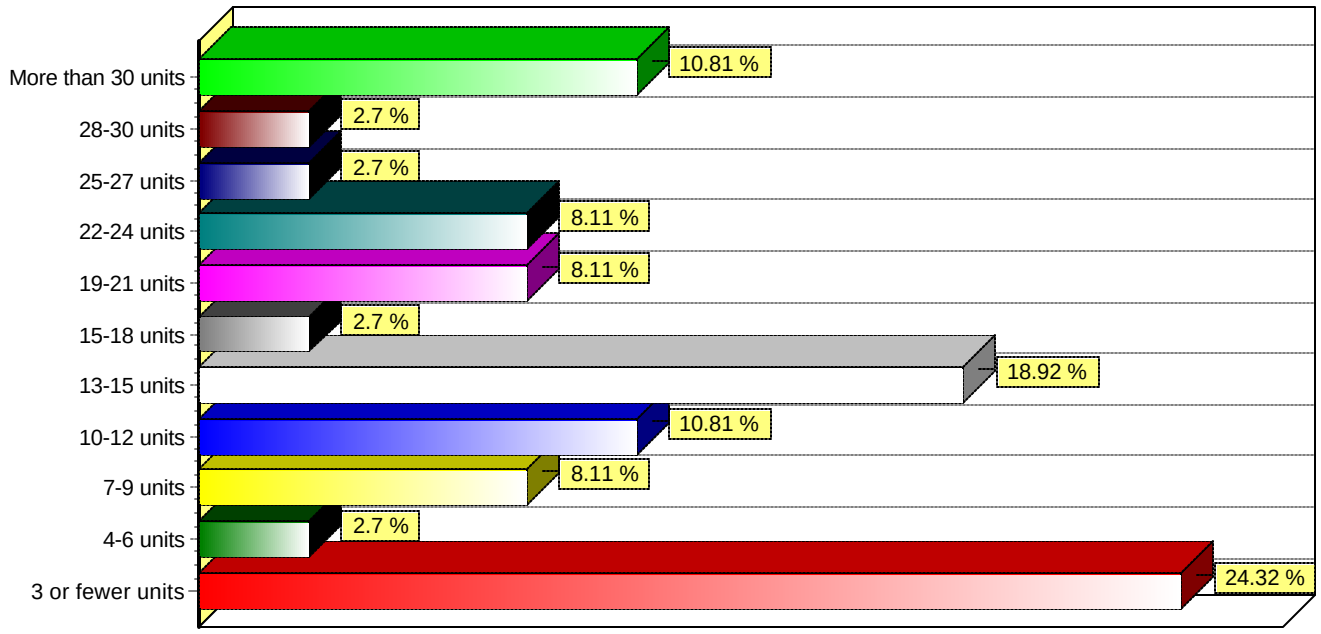


What is your ethnicity?

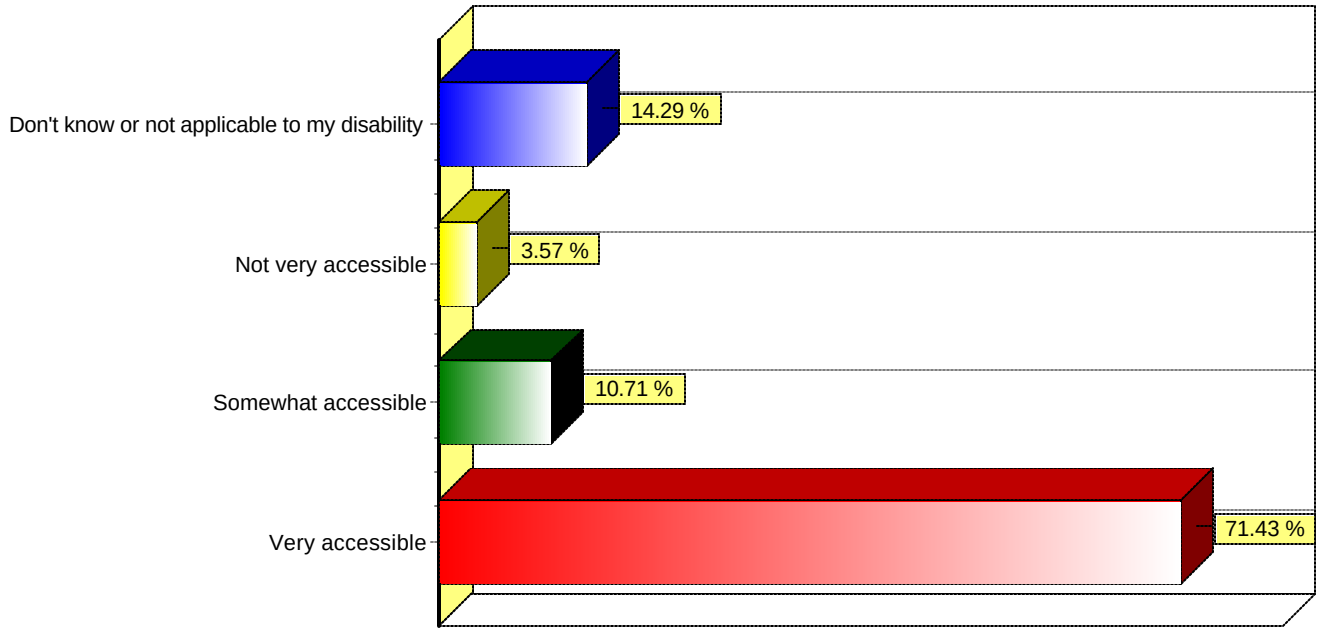


Bar Graphs
Mainstream Support Services Program Review--Student S

How many units have you been enrolled in during the 2002-03 school year? (Total units for Summer 2002, Fall 2002, and Spring 2003)



How would you rate the accessibility of the Coastline sites where you have taken classes?



Have you taken any online classes at Coastline?

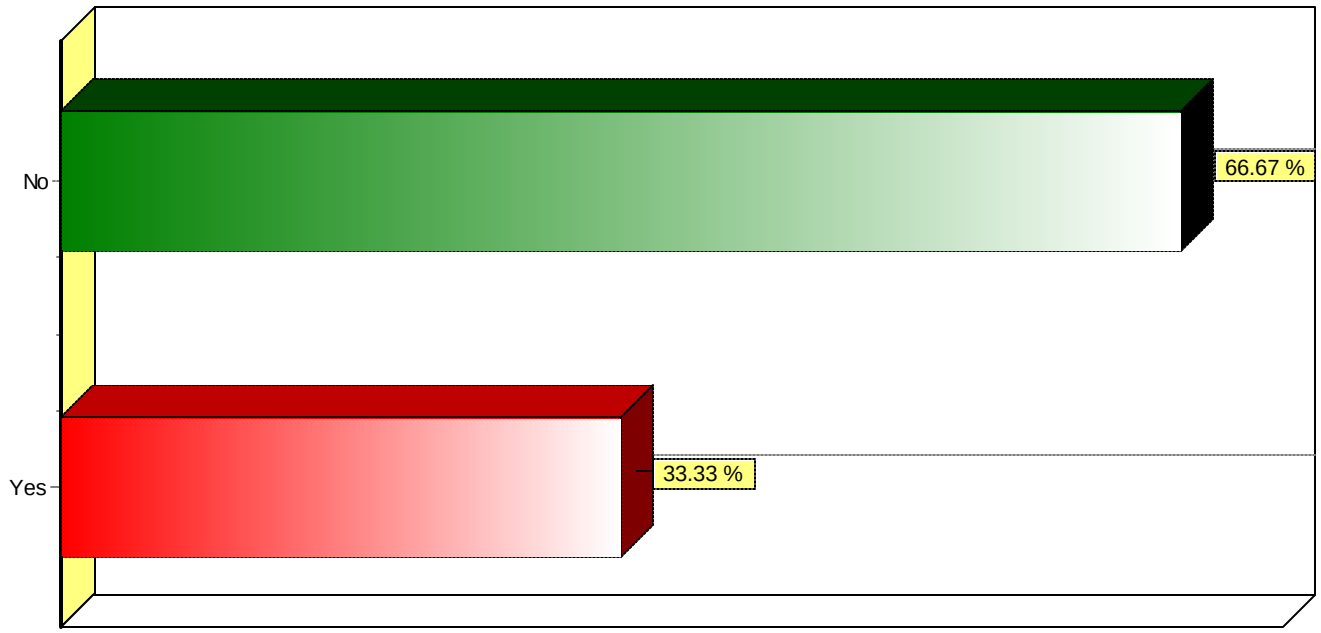


Table 1 Opinion of online classes - The online lessons were accessible.

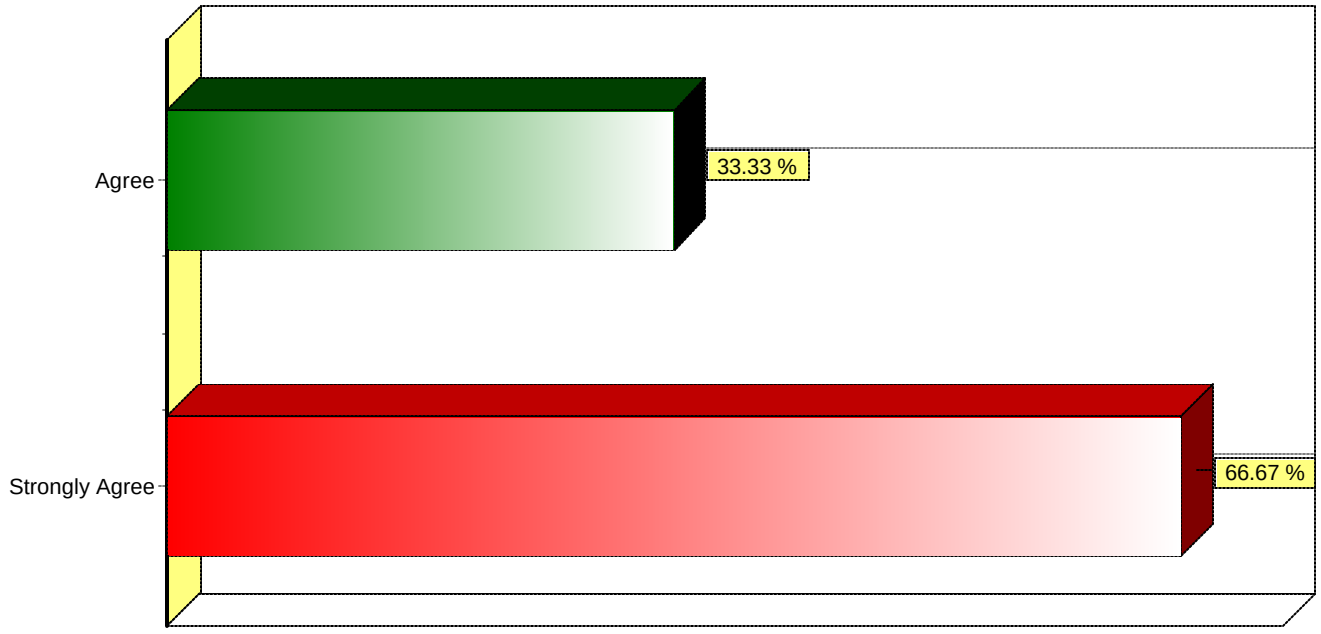


Table 1 Opinion of online classes - The online discussions were accessible.

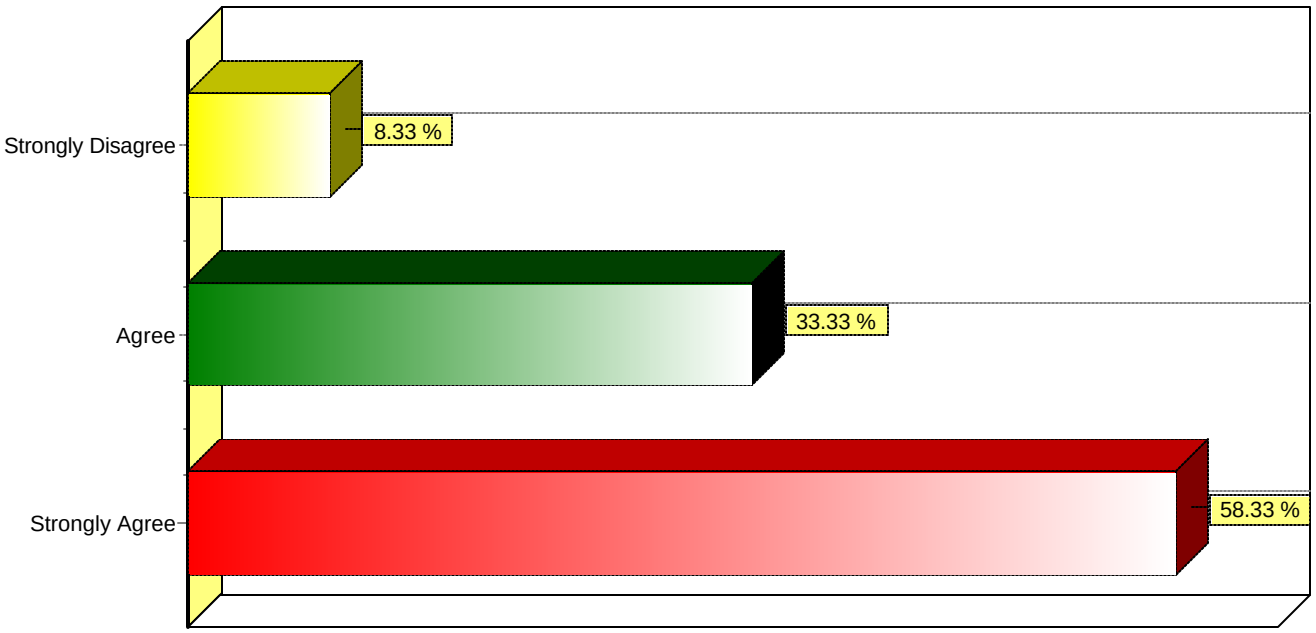


Table 1 Opinion of online classes - The Web site was easy to understand and navigate.

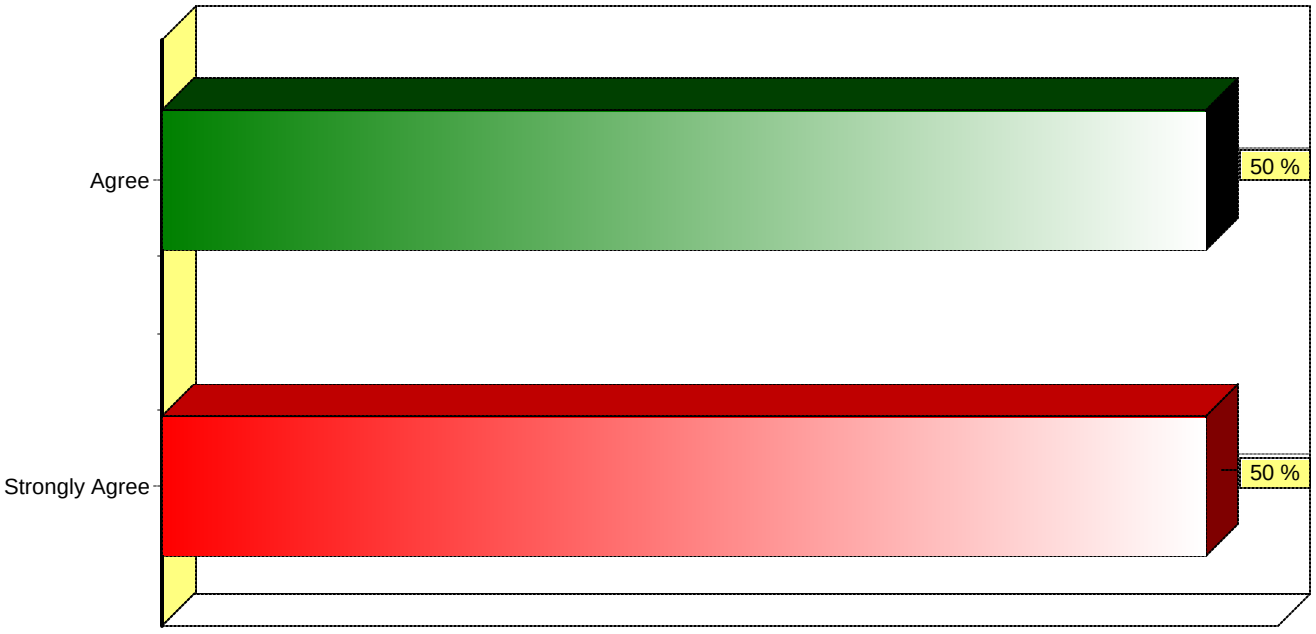


Table 1 Opinion of online classes - The online class presented fewer obstacles for me than an on-site class.

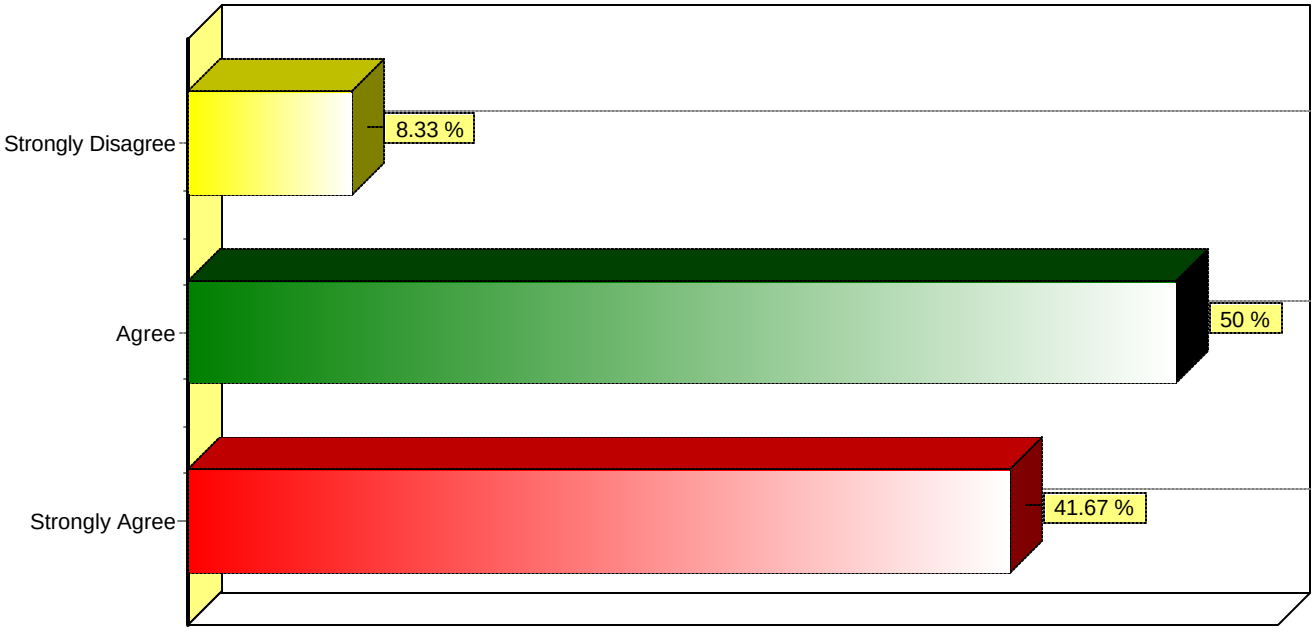


Table 1 Opinion of online classes - The instructor was supportive of reasonable accommodations for me.

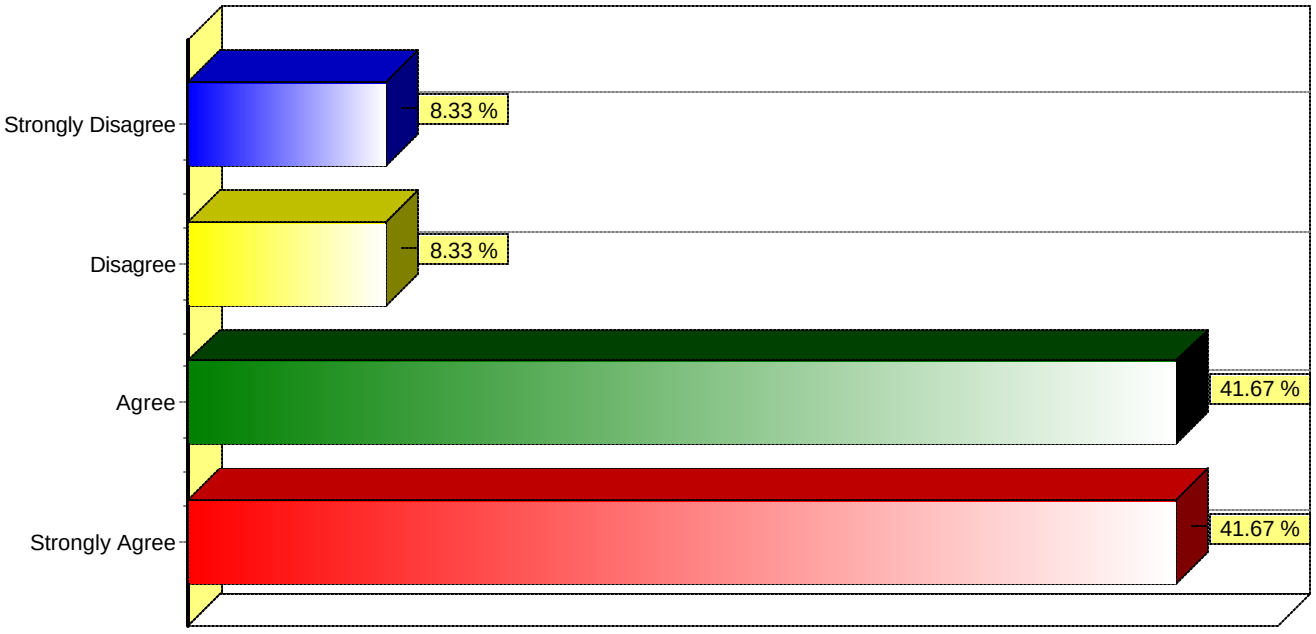
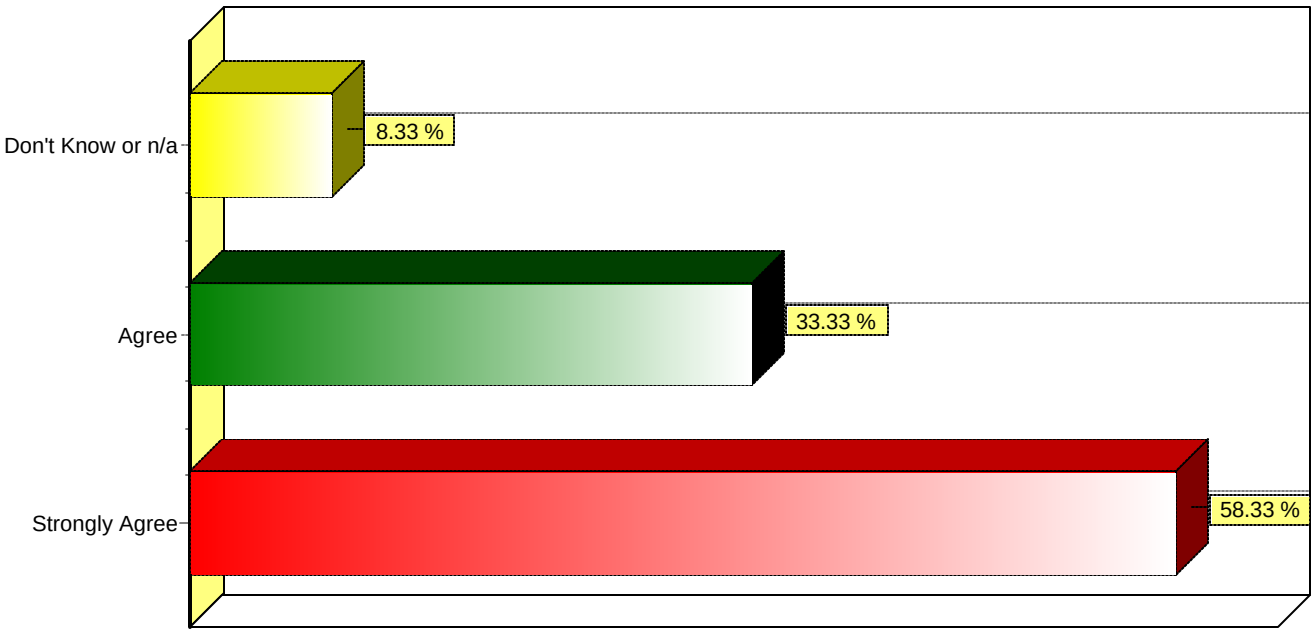


Table 1 Opinion of online classes - I would be interested in taking another online class at Coastline.



Have you taken any telecourses at Coastline?

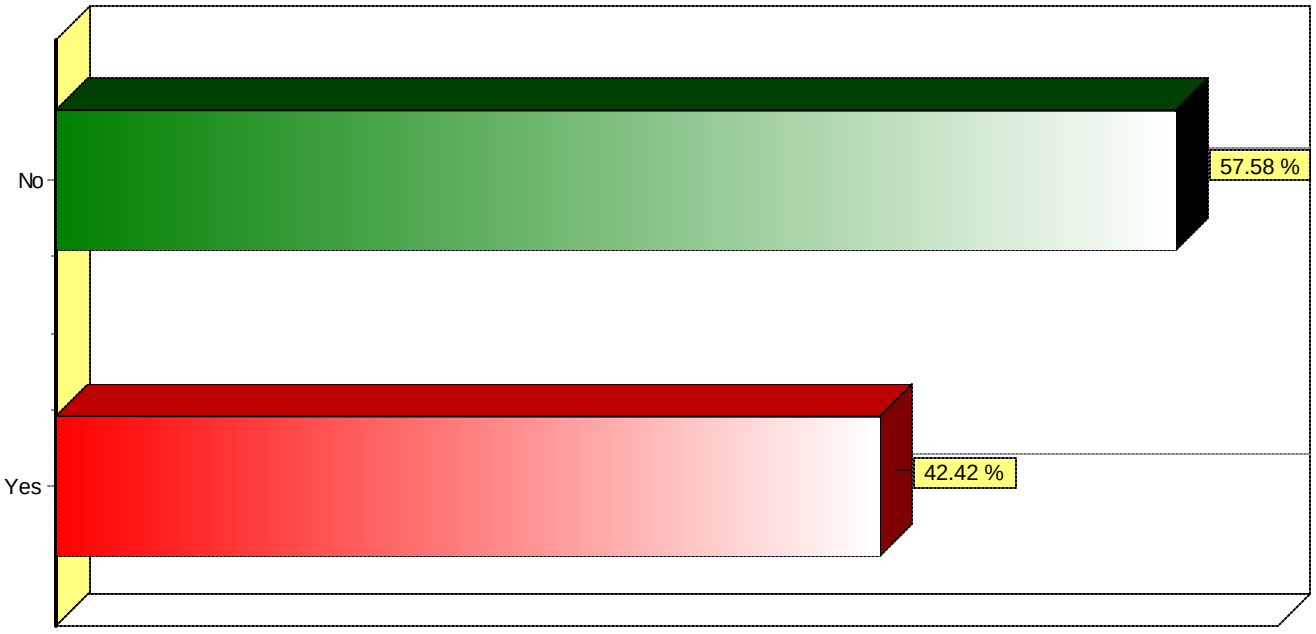


Table 2 Opinion of telecourses - The telecourse lessons were accessible.

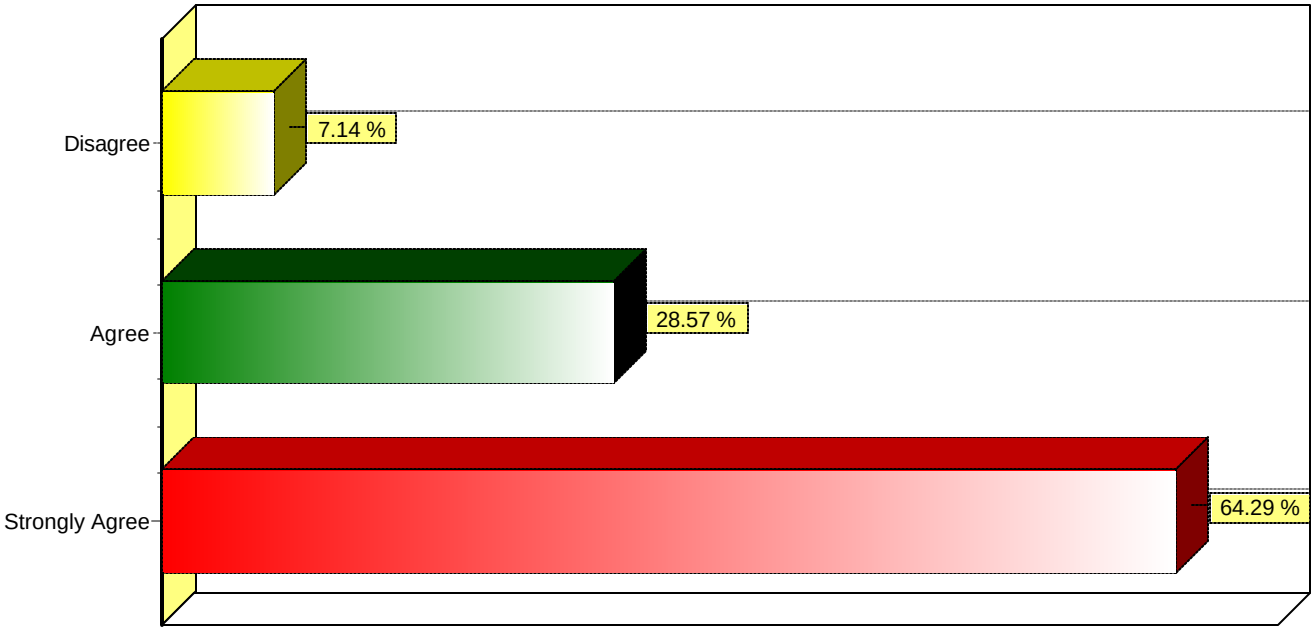


Table 2 Opinion of telecourses - The methods used to communicate with the instructor and/or fellow students were accessible.

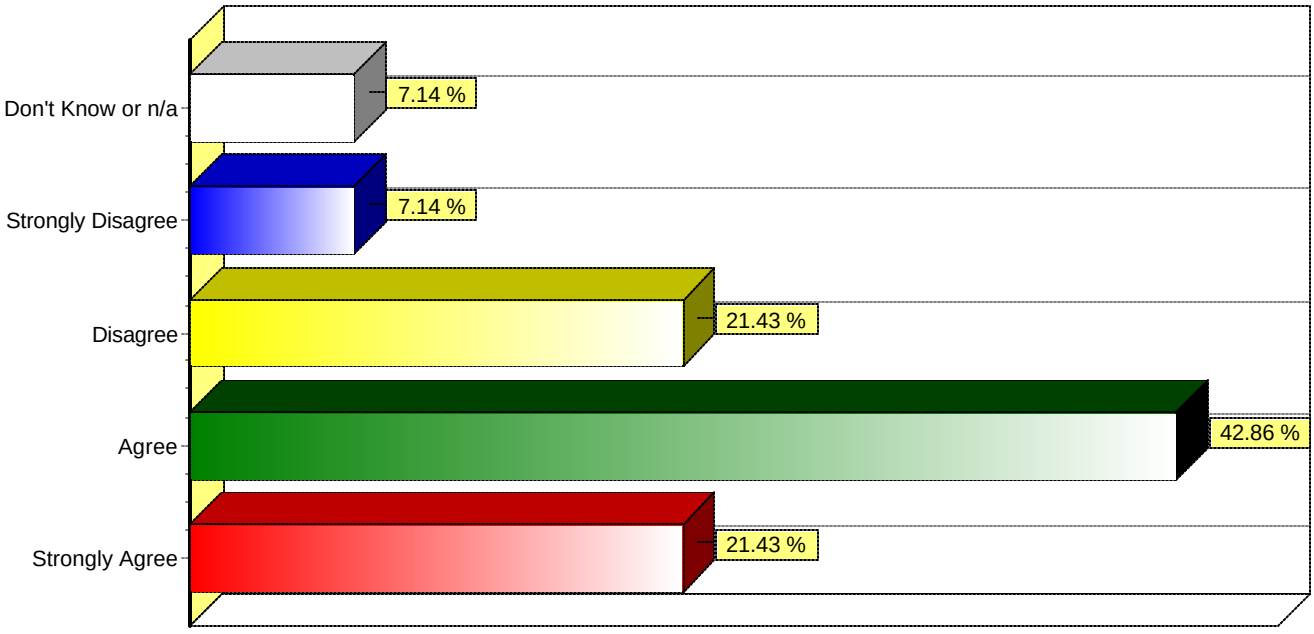


Table 2 Opinion of telecourses - The mid-term and final review sessions were accessible for me.

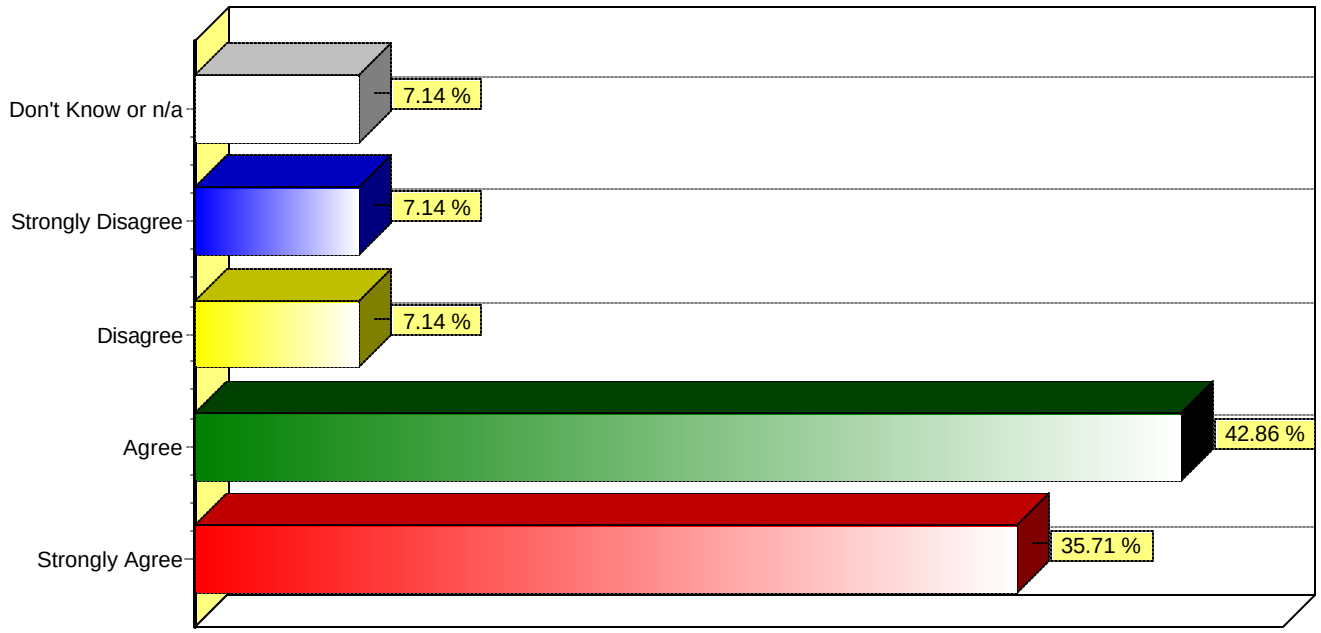


Table 2 Opinion of telecourses - The telecourse presented fewer obstacles for me than an on-site class.

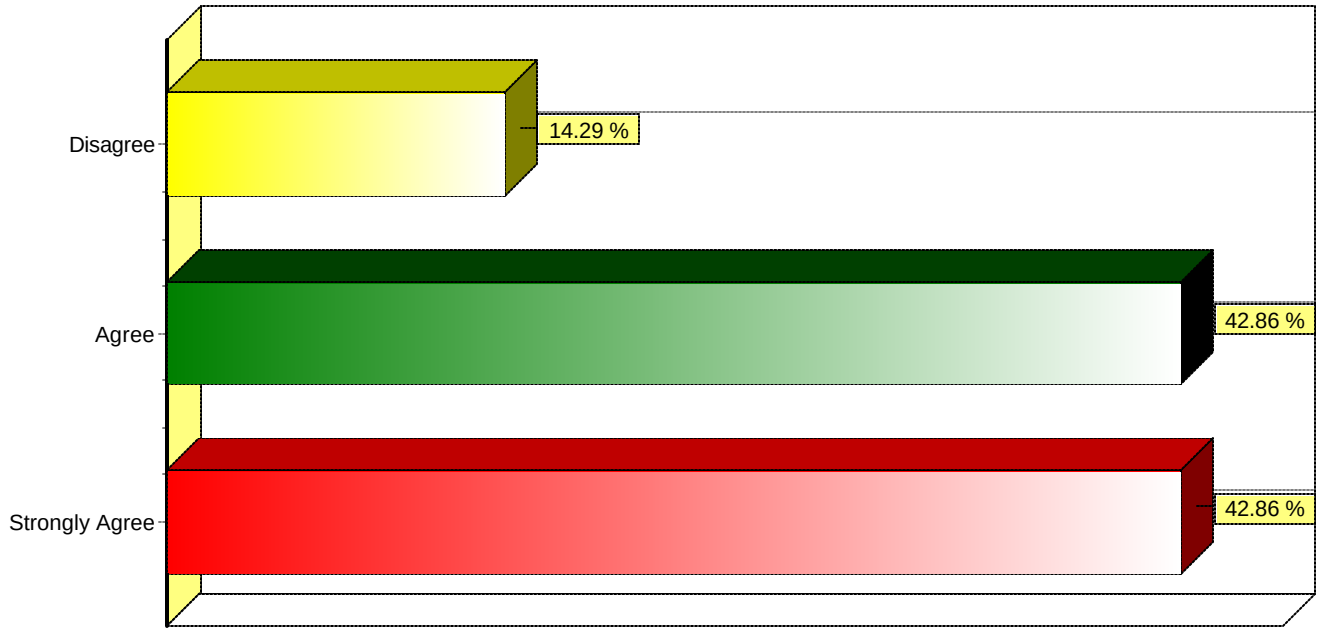


Table 2 Opinion of telecourses - The instructor was supportive of reasonable accommodations for me.

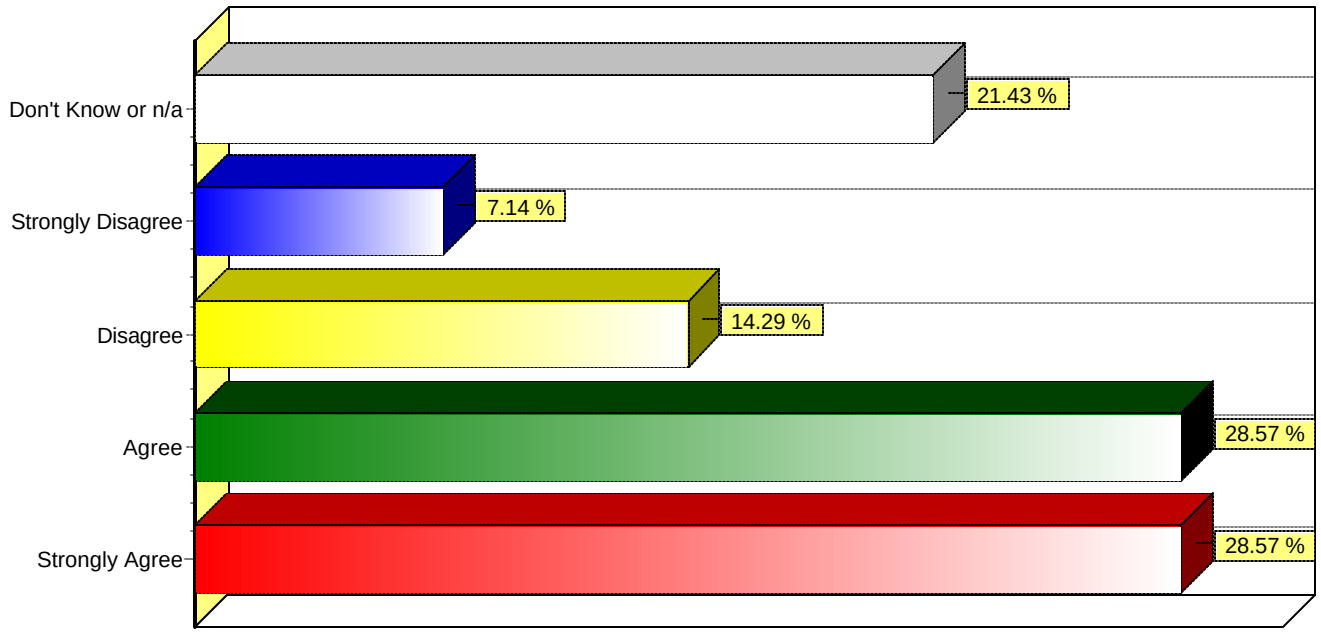


Table 2 Opinion of telecourses - I would be interested in taking another telecourse at Coastline.

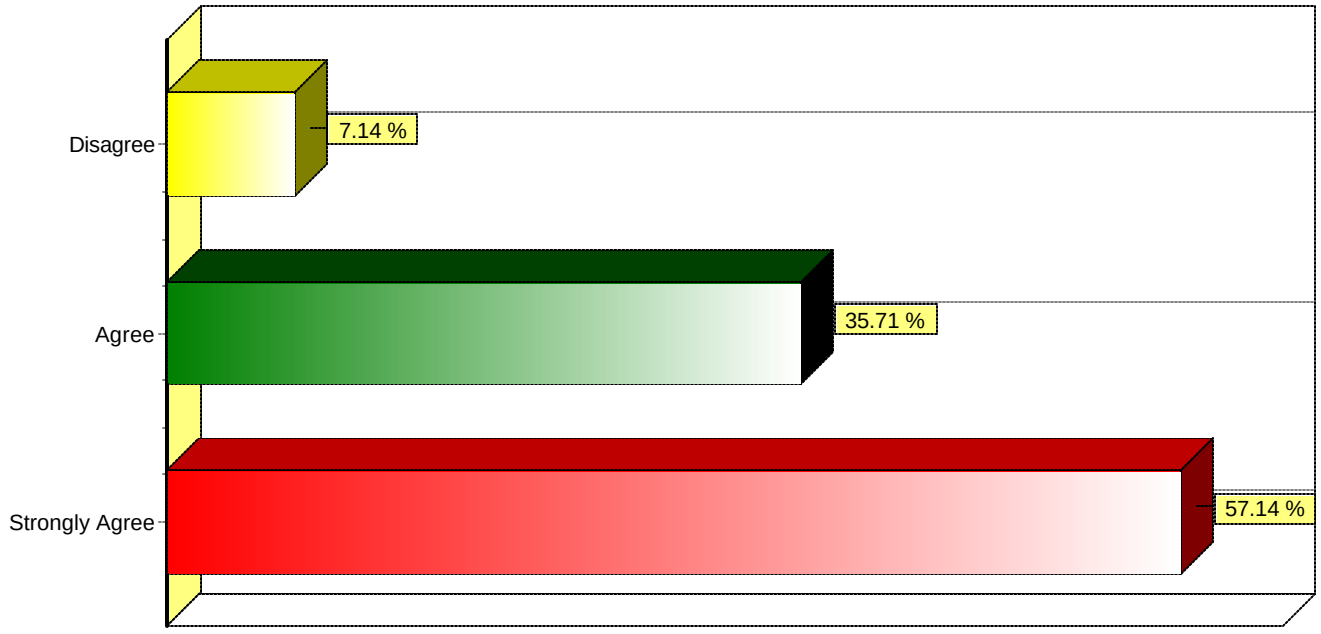


Table 3 Satisfaction with support services/accommodations - Priority registration

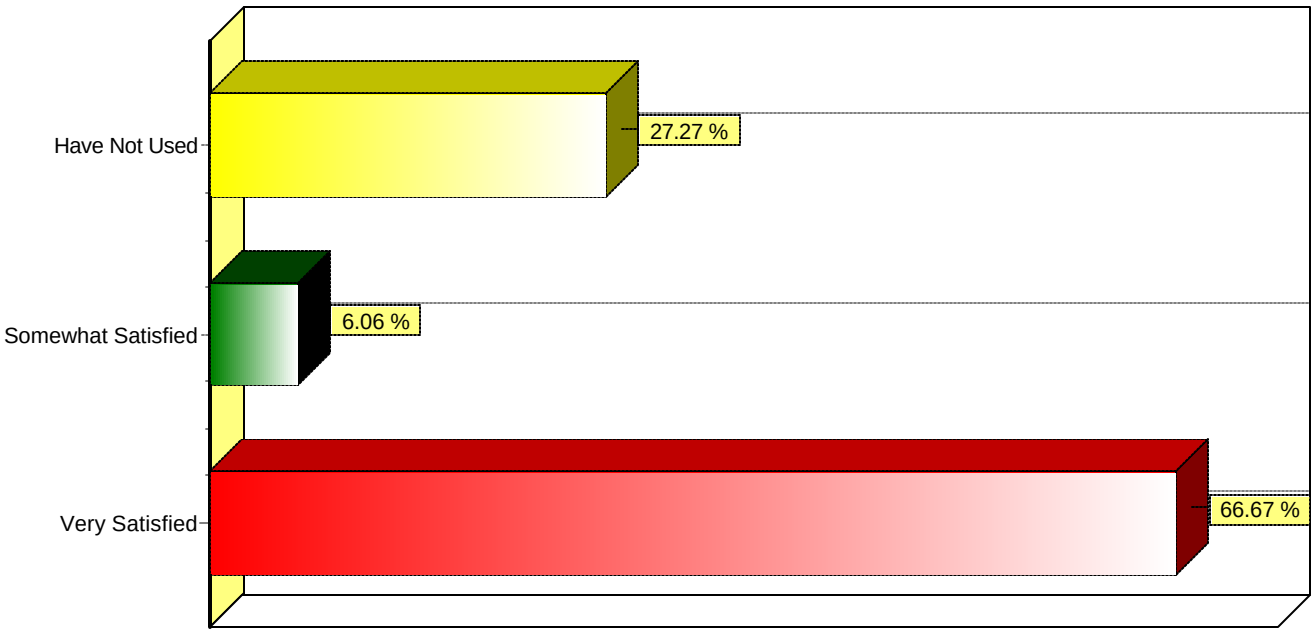


Table 3 Satisfaction with support services/accommodations - Extended time on exams

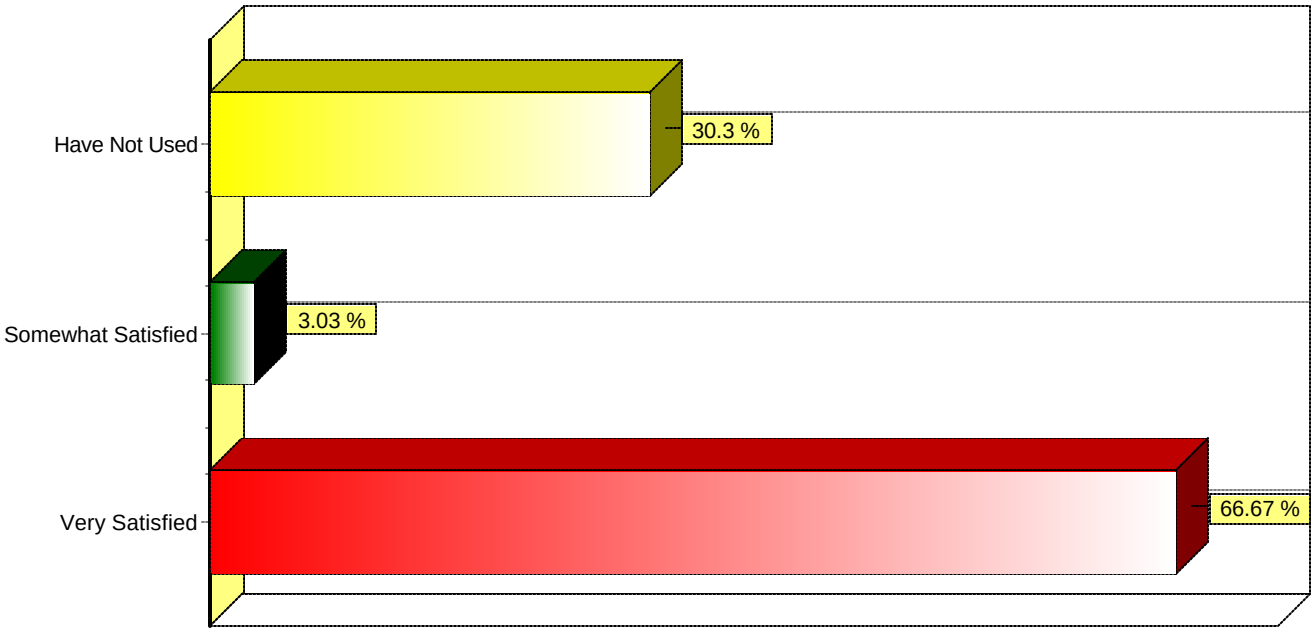


Table 3 Satisfaction with support services/accommodations - Proctored exam with test read/taped or enlarged

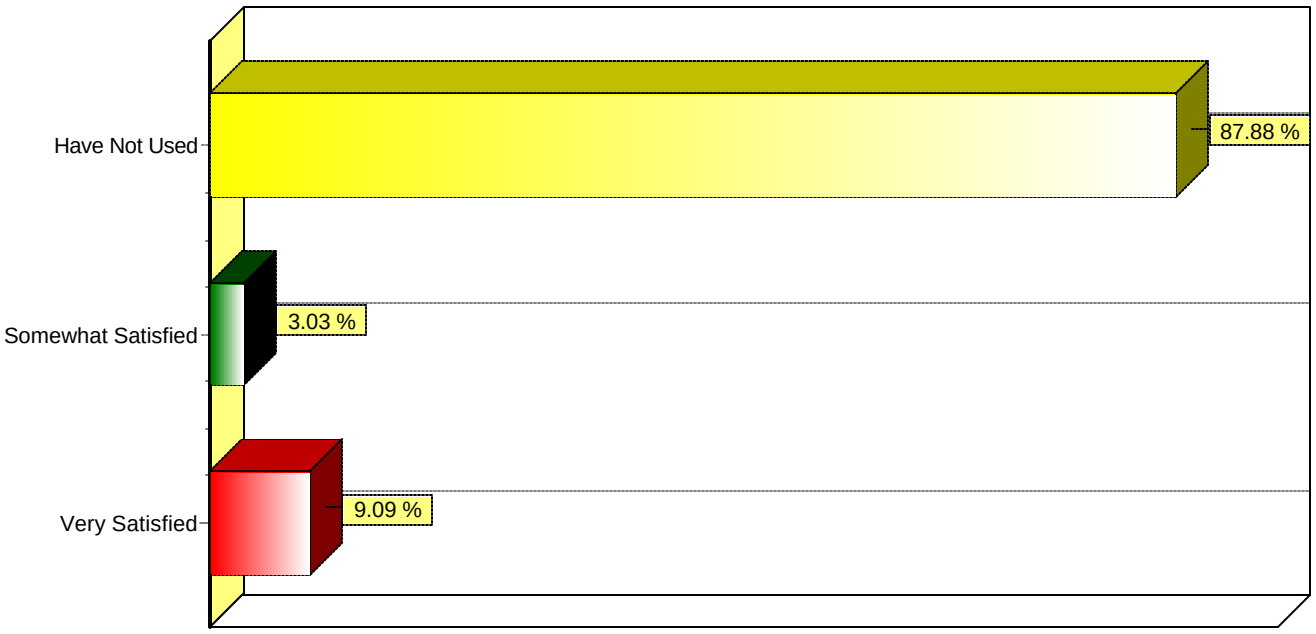


Table 3 Satisfaction with support services/accommodations - Proctored exam with scribe or word processor

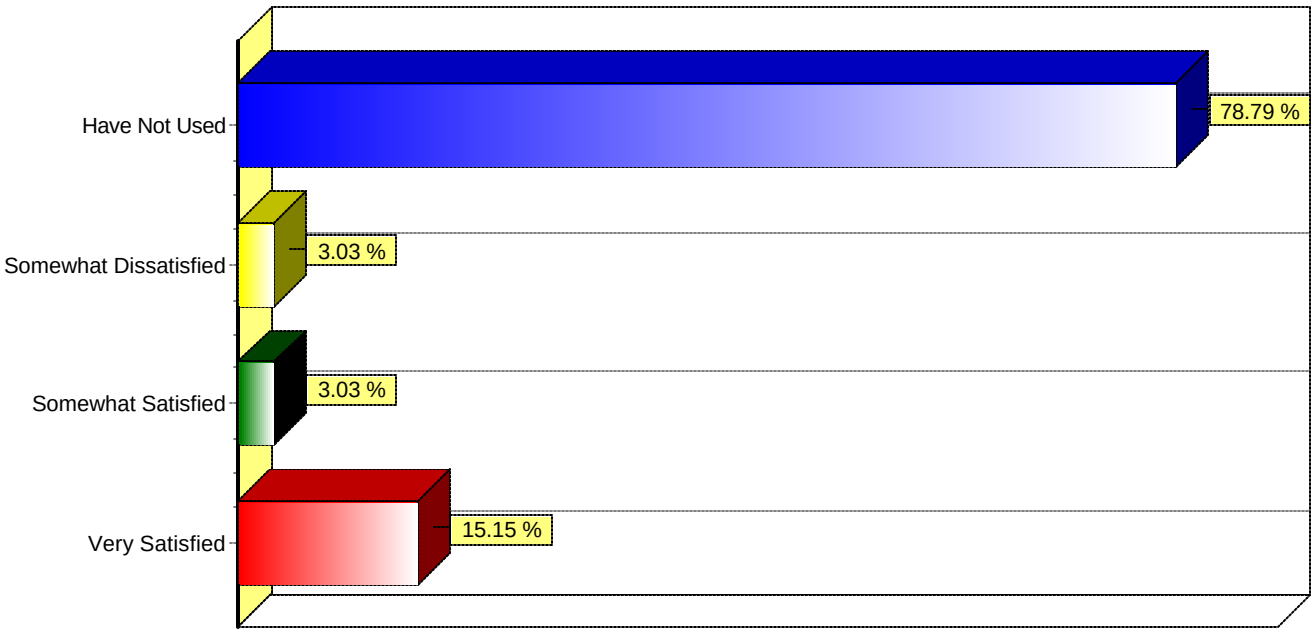


Table 3 Satisfaction with support services/accommodations - Proctored exam to assure quiet setting

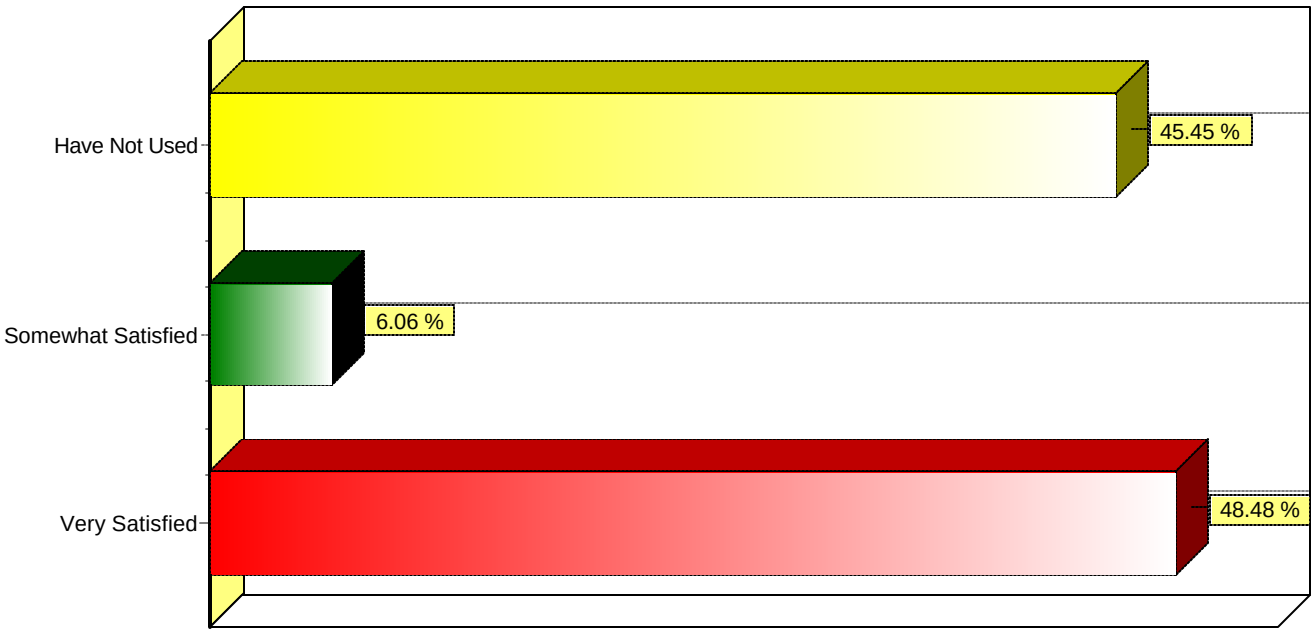


Table 3 Satisfaction with support services/accommodations - Tape or read test

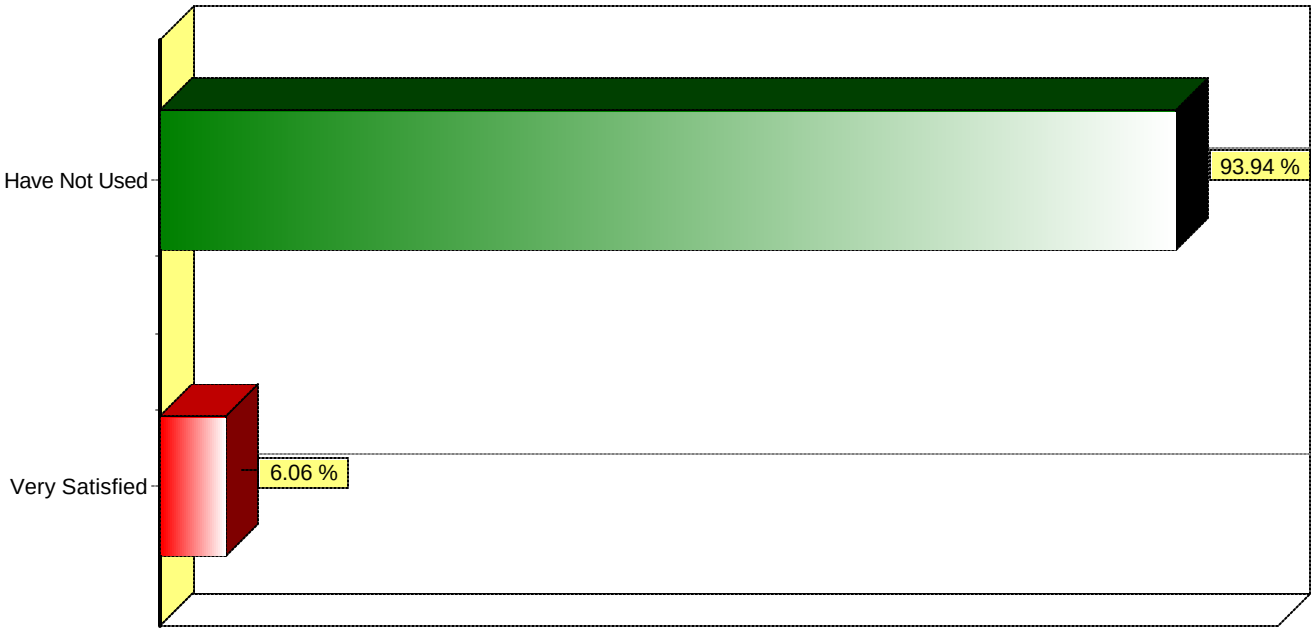


Table 3 Satisfaction with support services/accommodations - Oral test

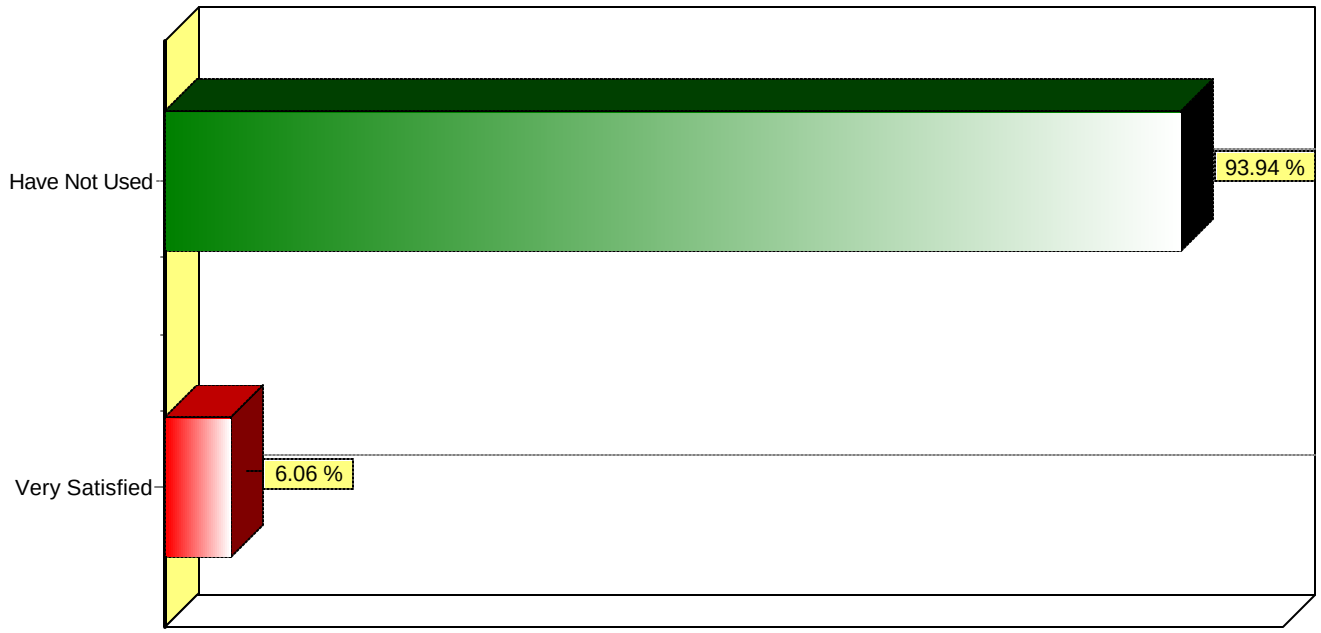


Table 3 Satisfaction with support services/accommodations - Alternative test

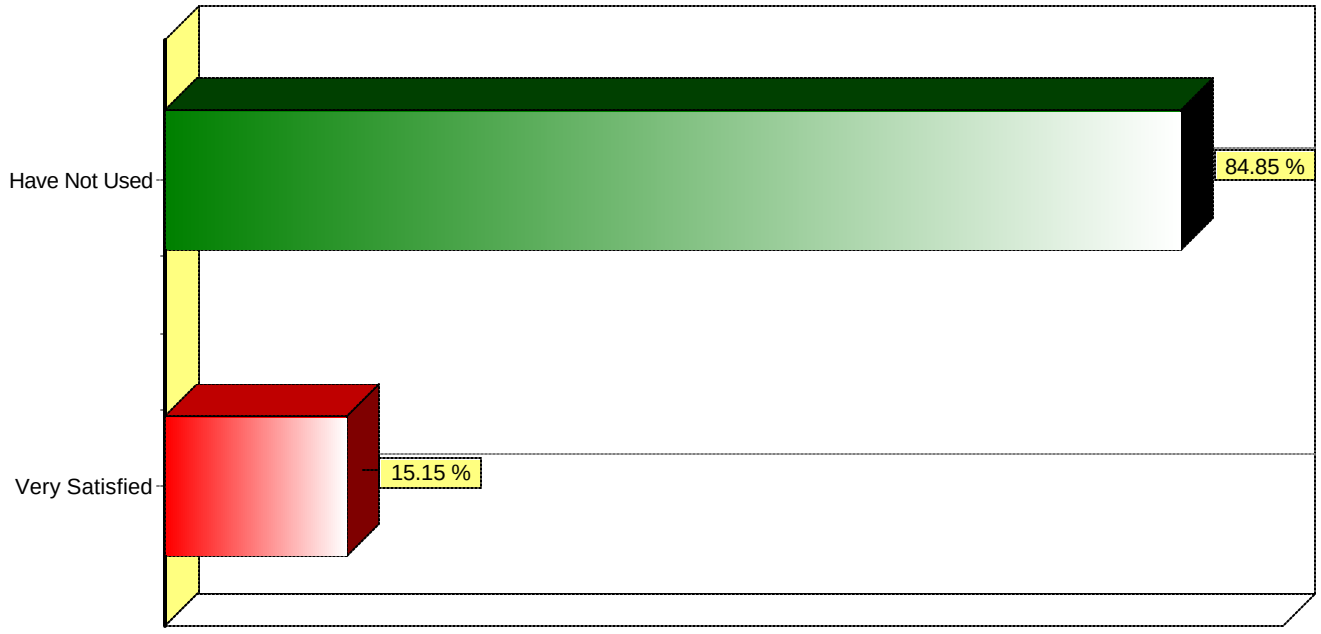


Table 3 Satisfaction with support services/accommodations - Use of dictionary, thesaurus, or electronic spell checker

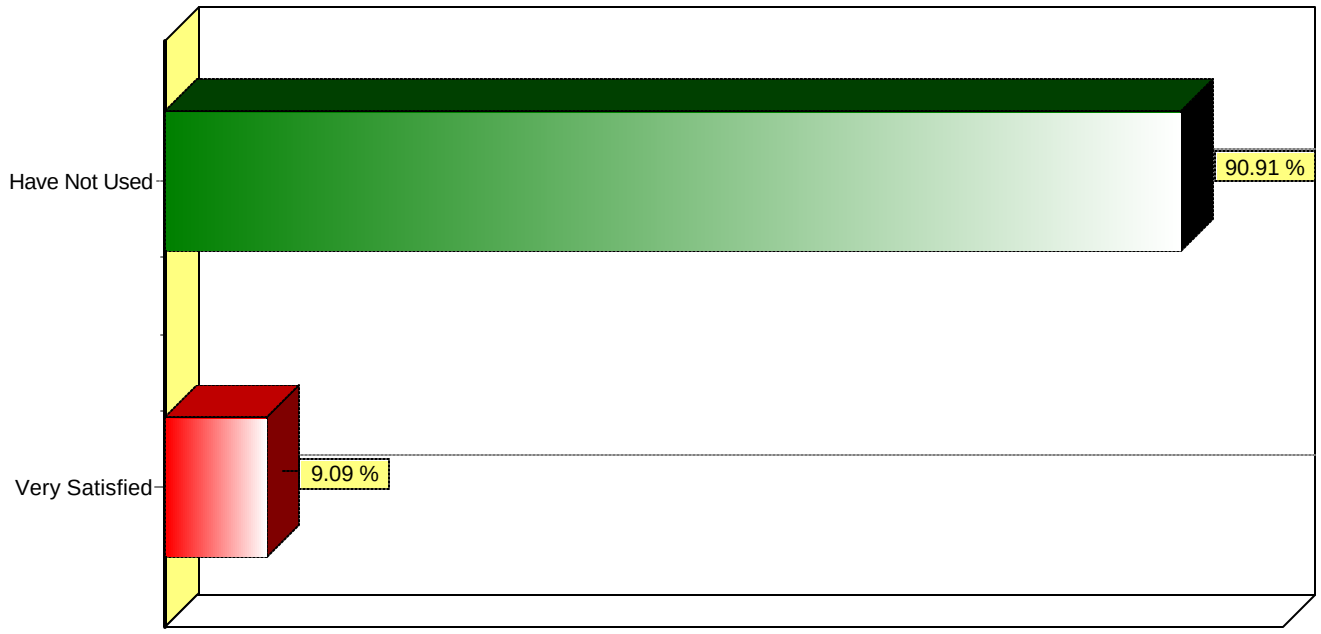


Table 3 Satisfaction with support services/accommodations - Note taker

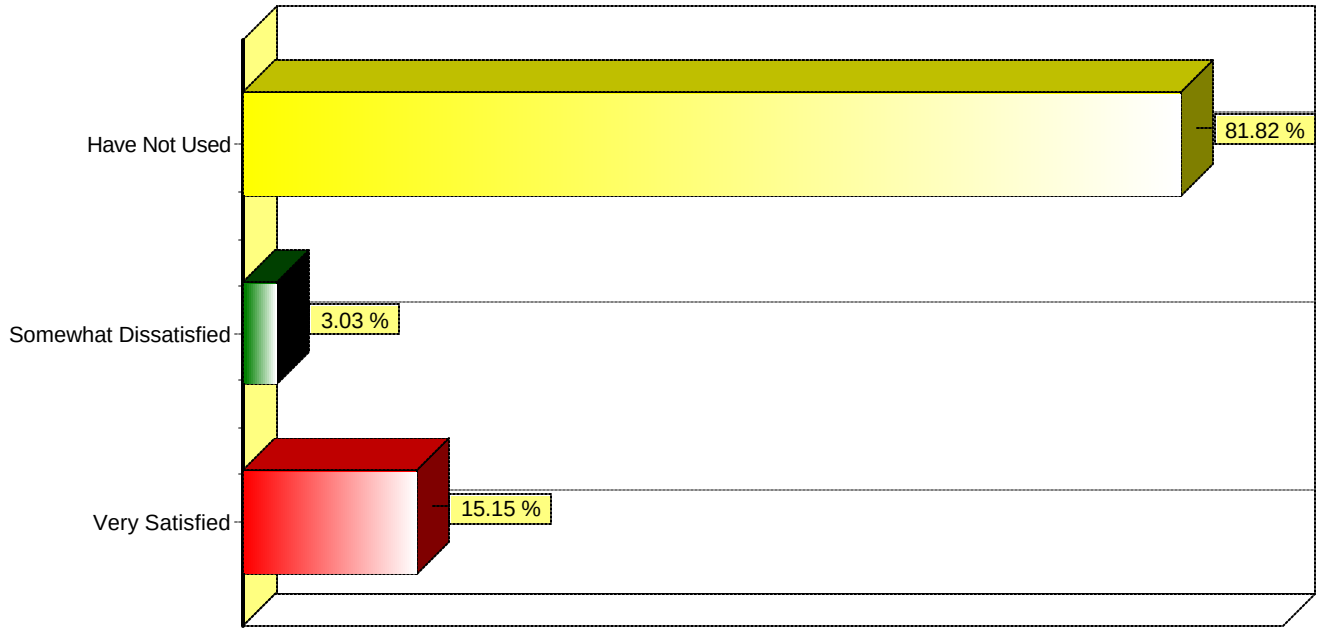


Table 3 Satisfaction with support services/accommodations - Taping of lectures

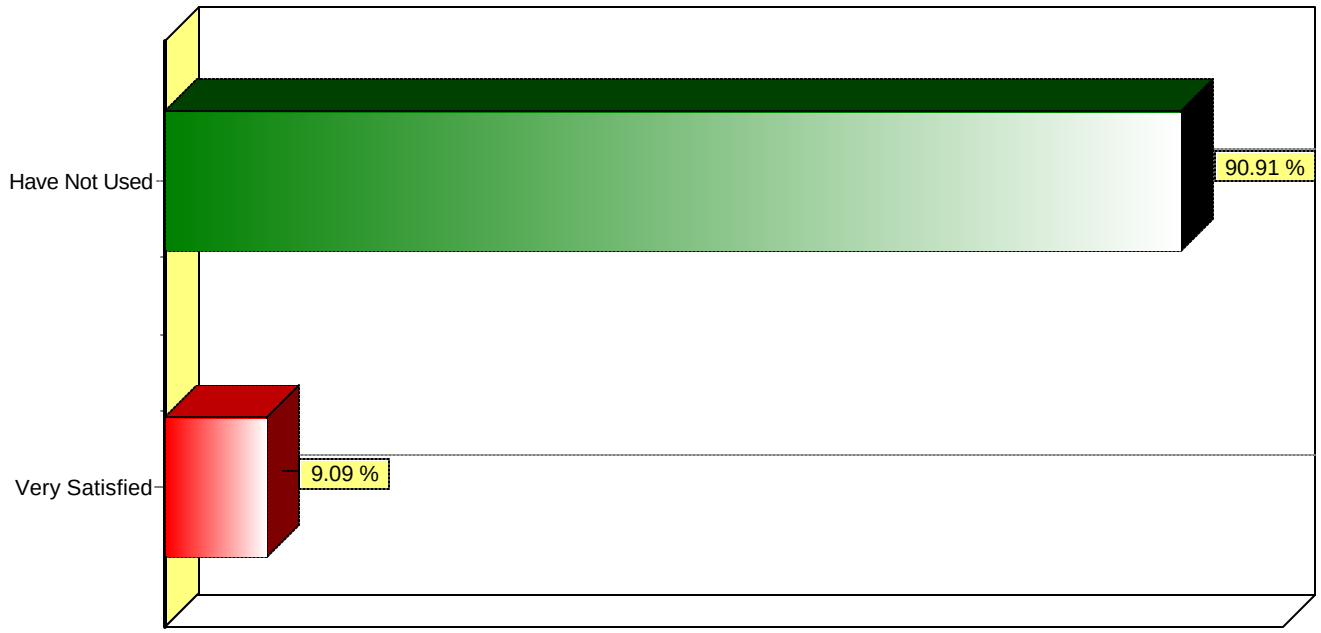


Table 3 Satisfaction with support services/accommodations - Advance lecture notes

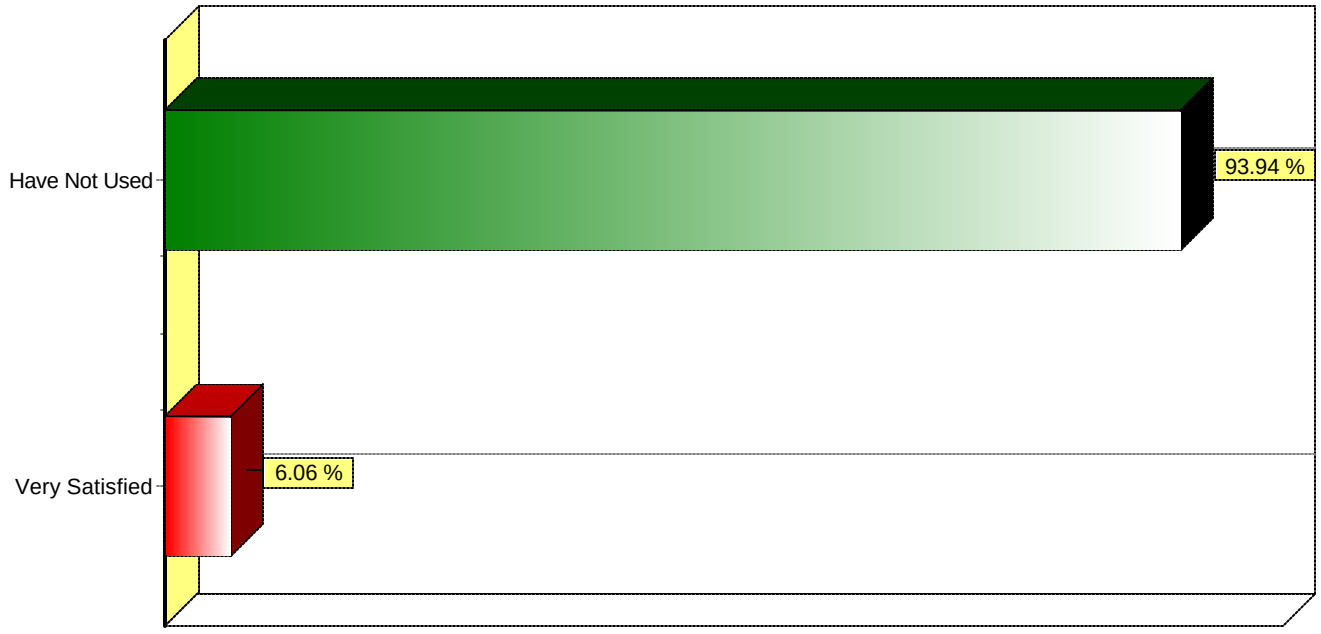


Table 3 Satisfaction with support services/accommodations - Front-row seating

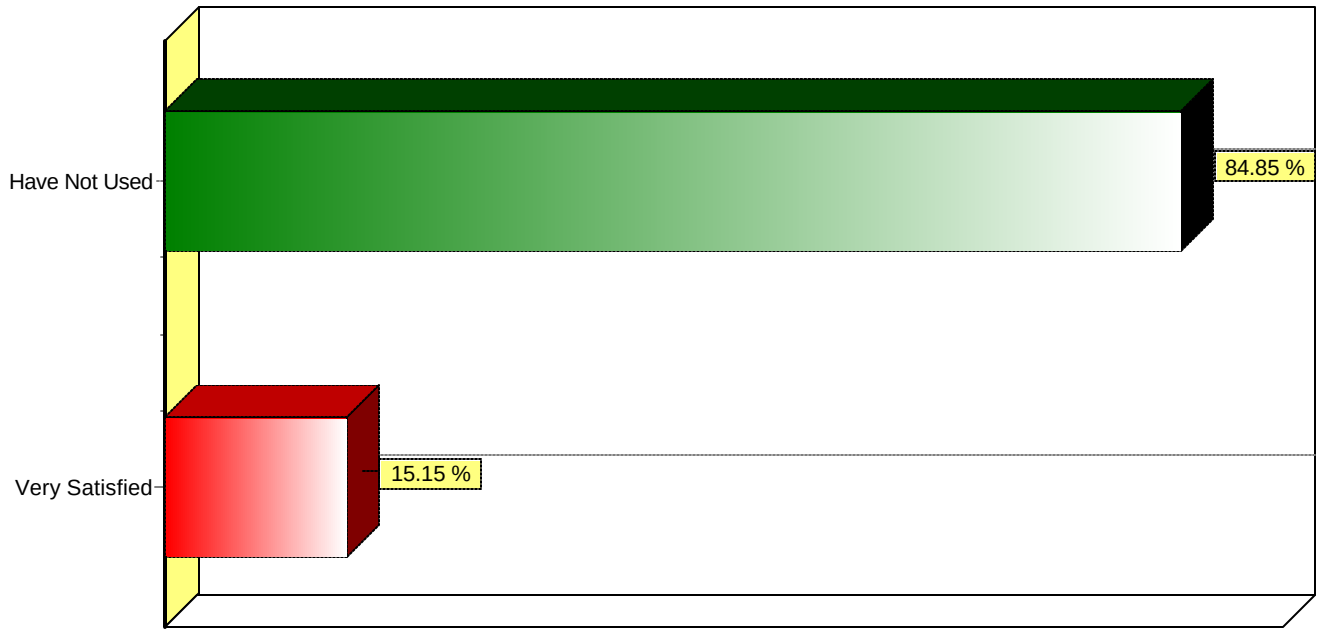


Table 3 Satisfaction with support services/accommodations - Other special seating

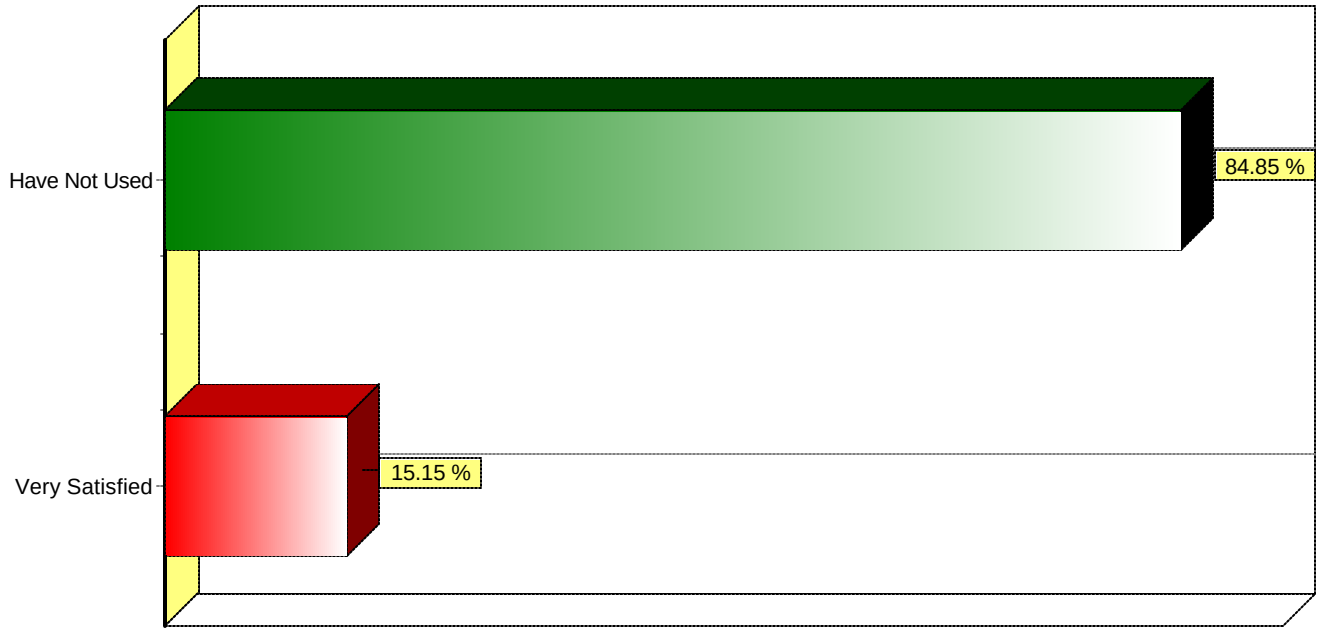


Table 3 Satisfaction with support services/accommodations - Phonic ear

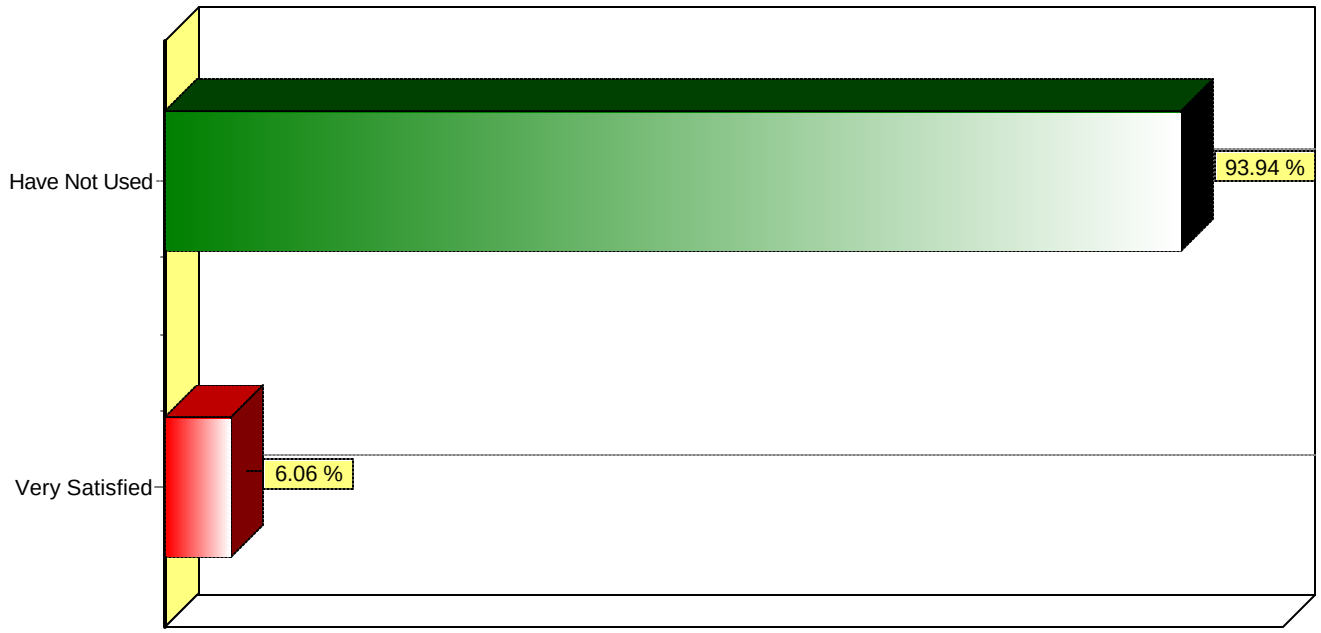


Table 3 Satisfaction with support services/accommodations - Use of sign language interpreter

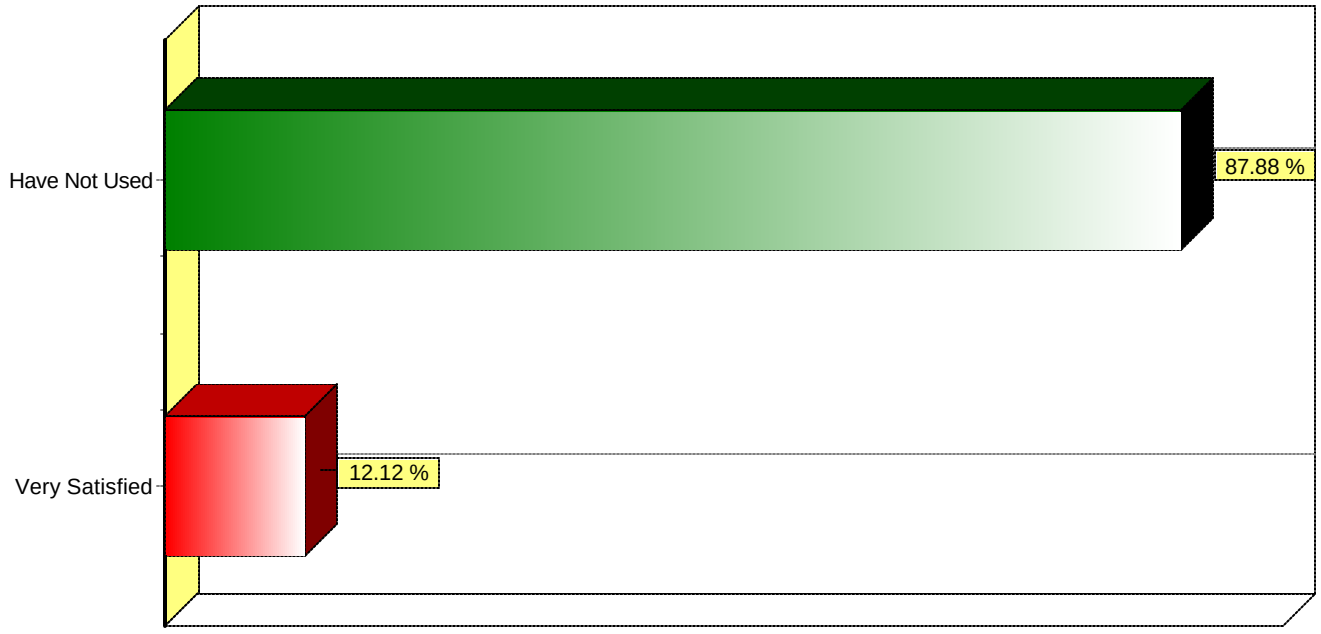


Table 3 Satisfaction with support services/accommodations - Books on tape

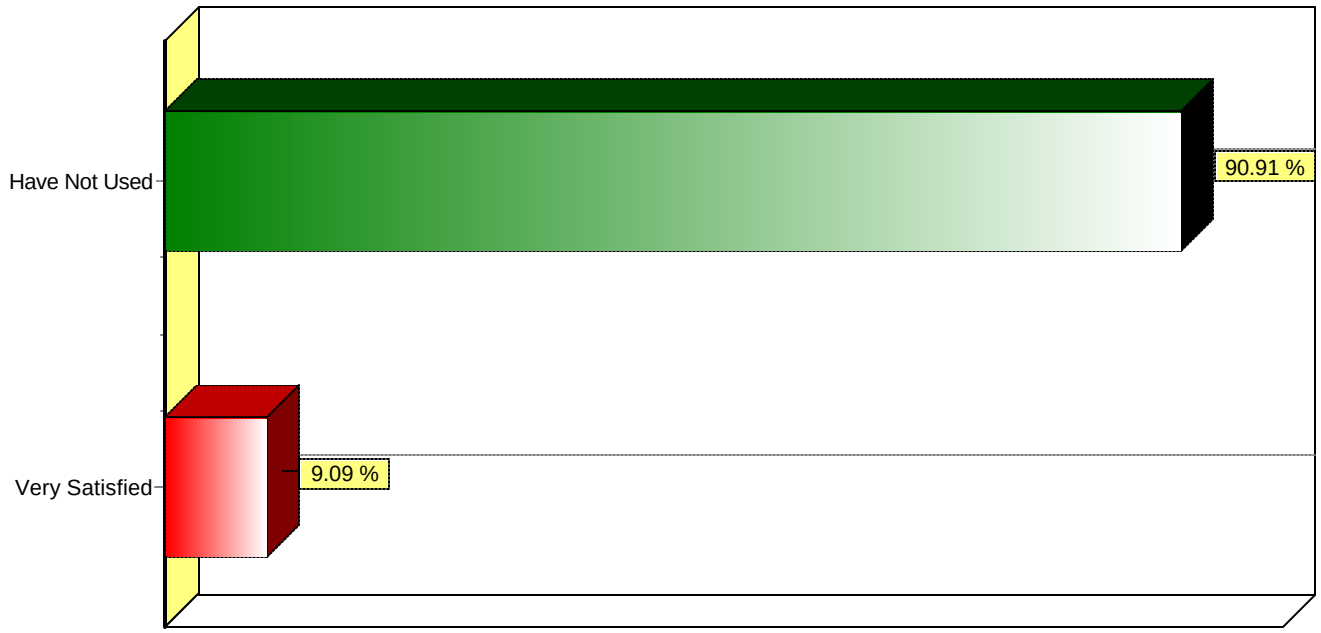


Table 3 Satisfaction with support services/accommodations - Tutors

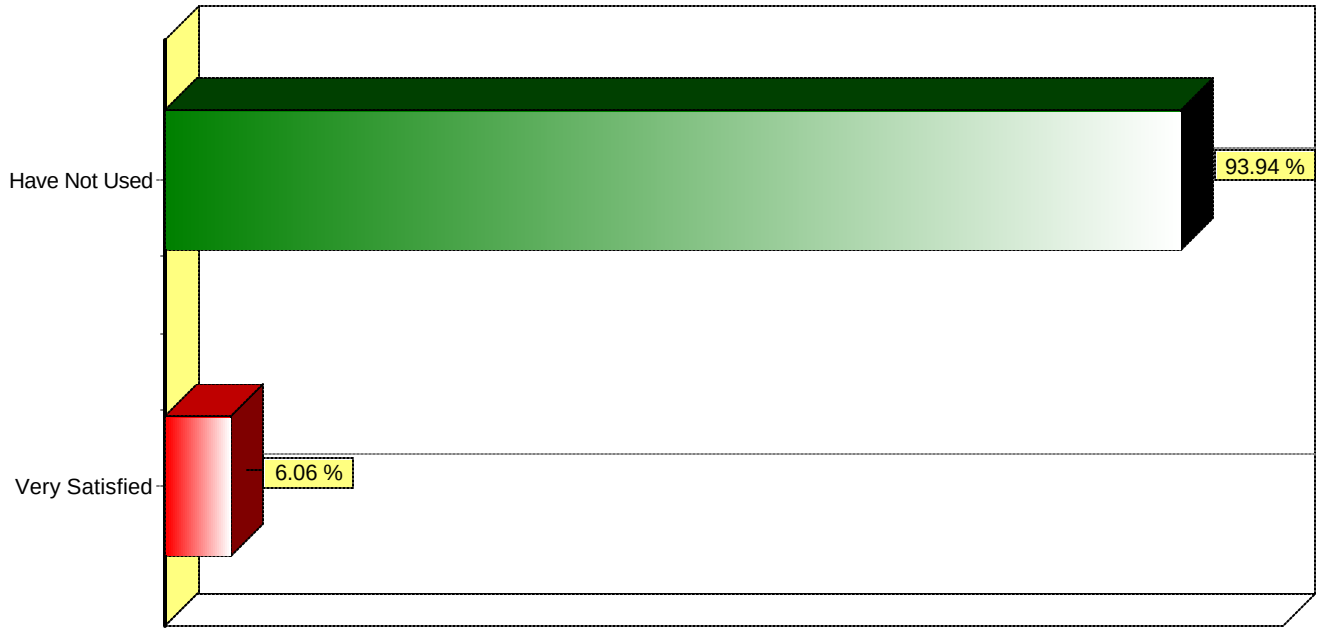


Table 3 Satisfaction with support services/accommodations - Advance syllabus

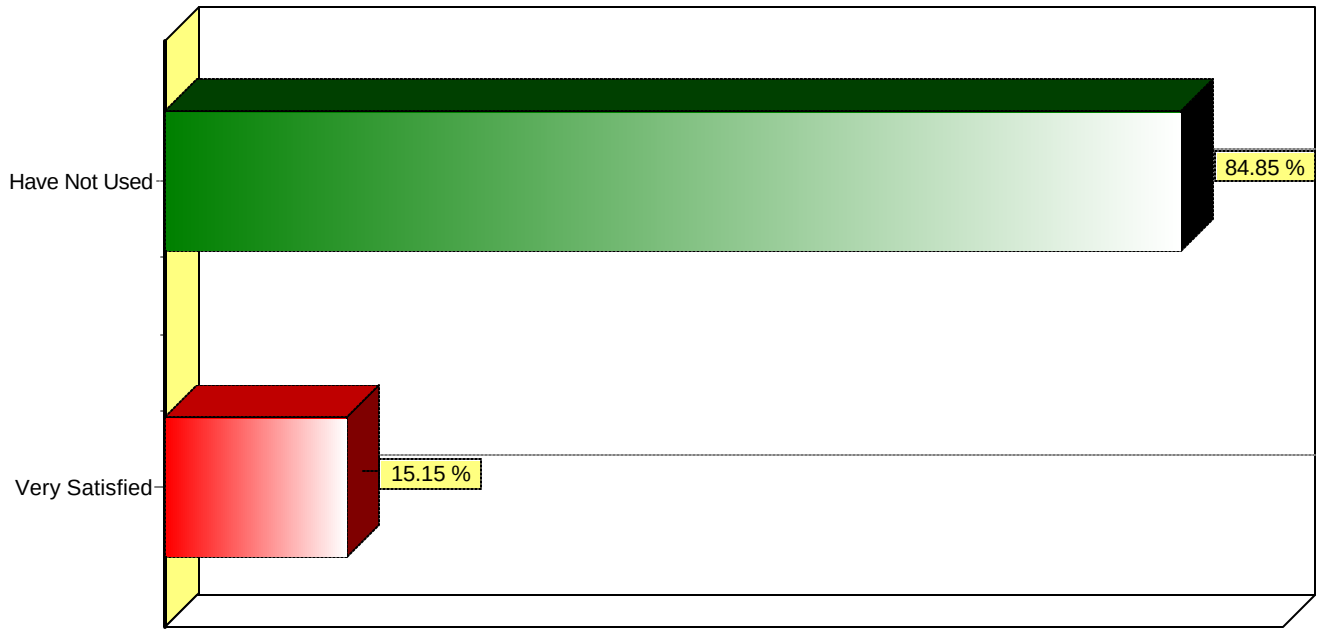


Table 3 Satisfaction with support services/accommodations - Course substitution or waiver

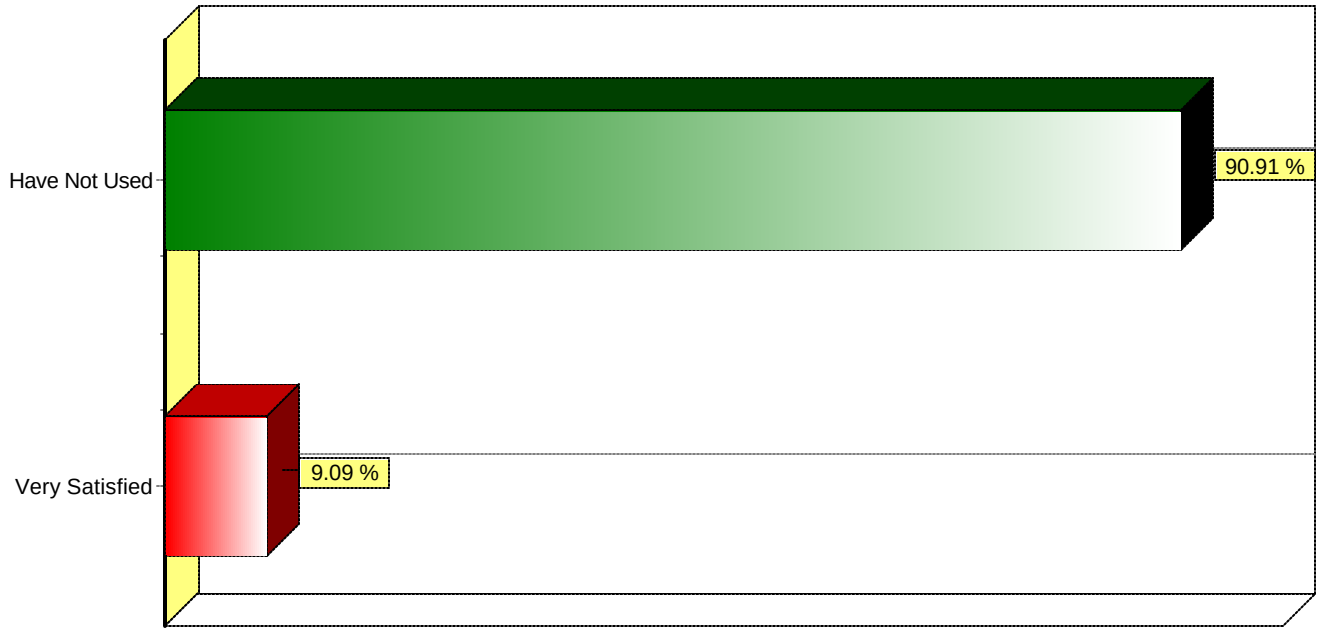


Table 4 Satisfaction with services and support - Equipment provided by the Special Programs and Services Office met my needs.

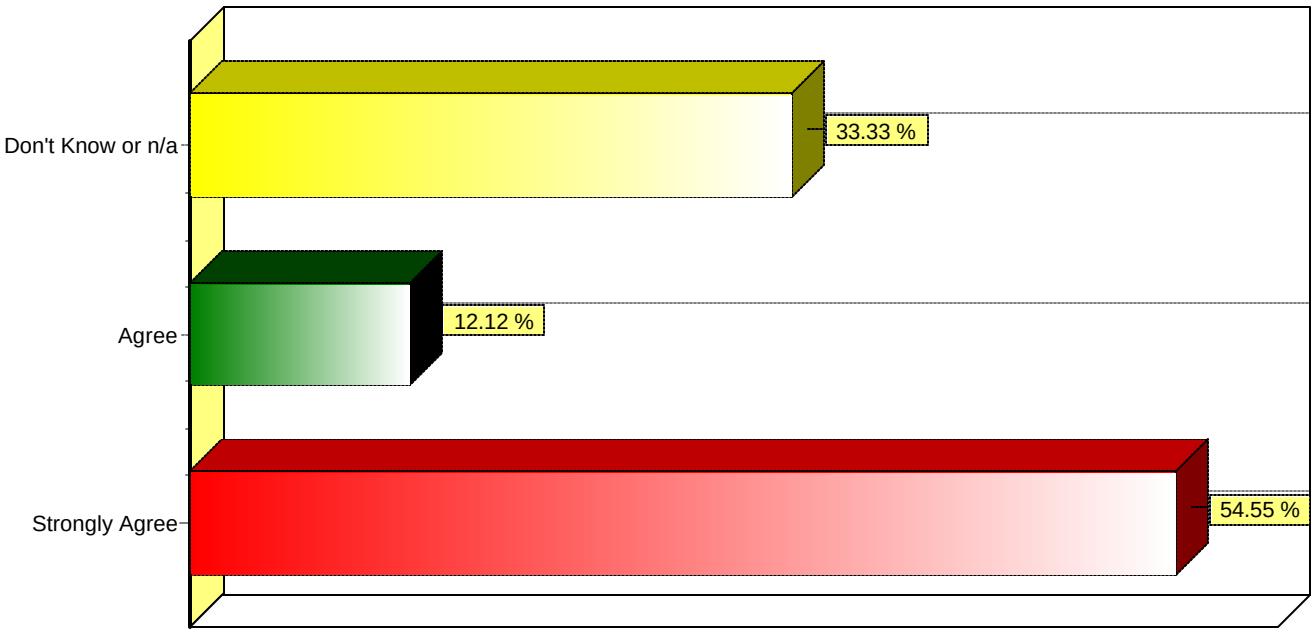


Table 4 Satisfaction with services and support - The Special Programs staff provided assistance in a timely manner.

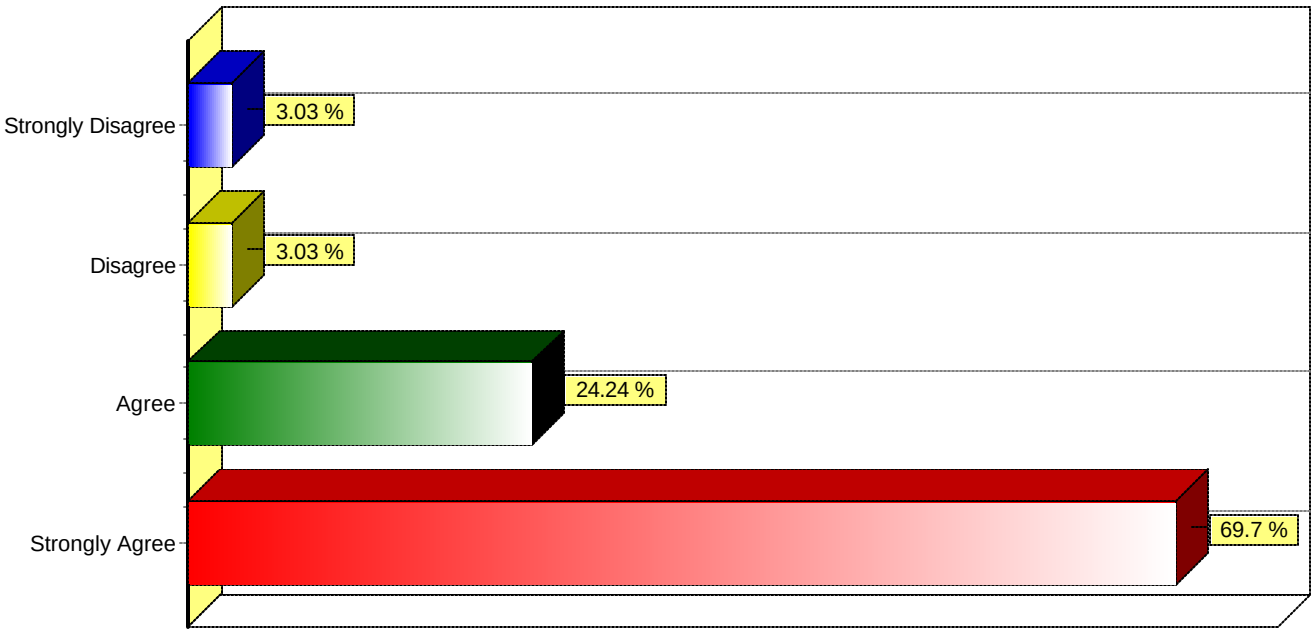


Table 4 Satisfaction with services and support - The Special Programs staff responded appropriately to my needs.

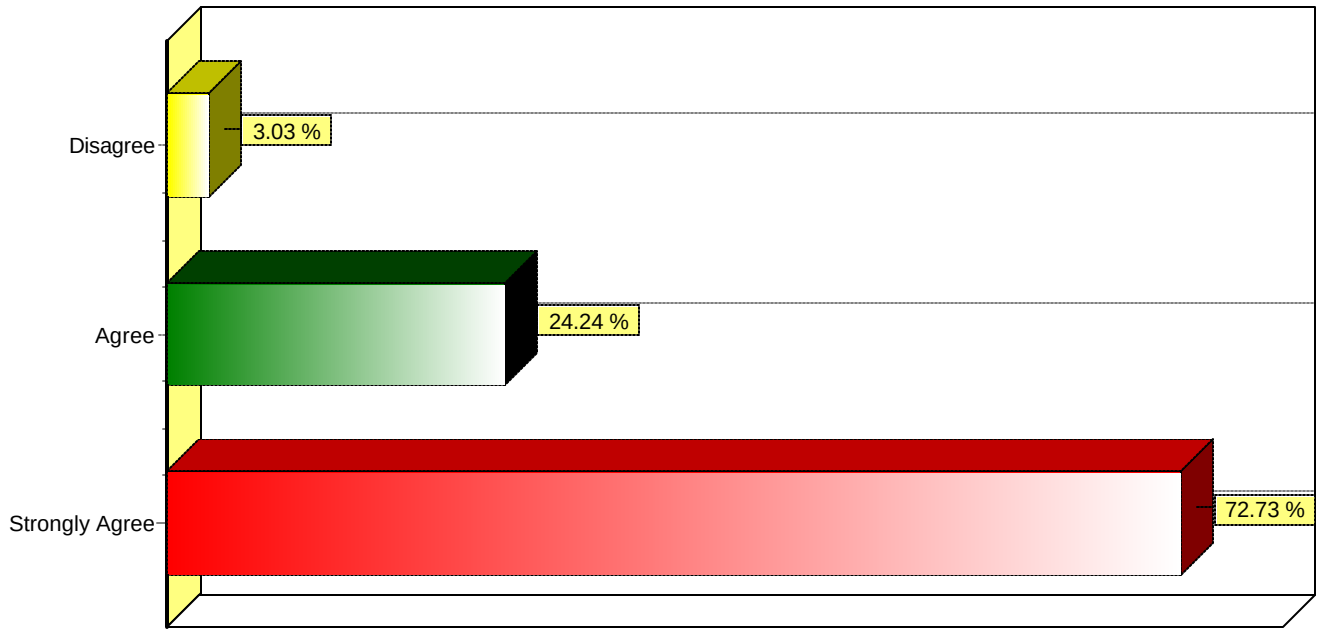


Table 4 Satisfaction with services and support - The Special Programs staff was friendly and supportive.

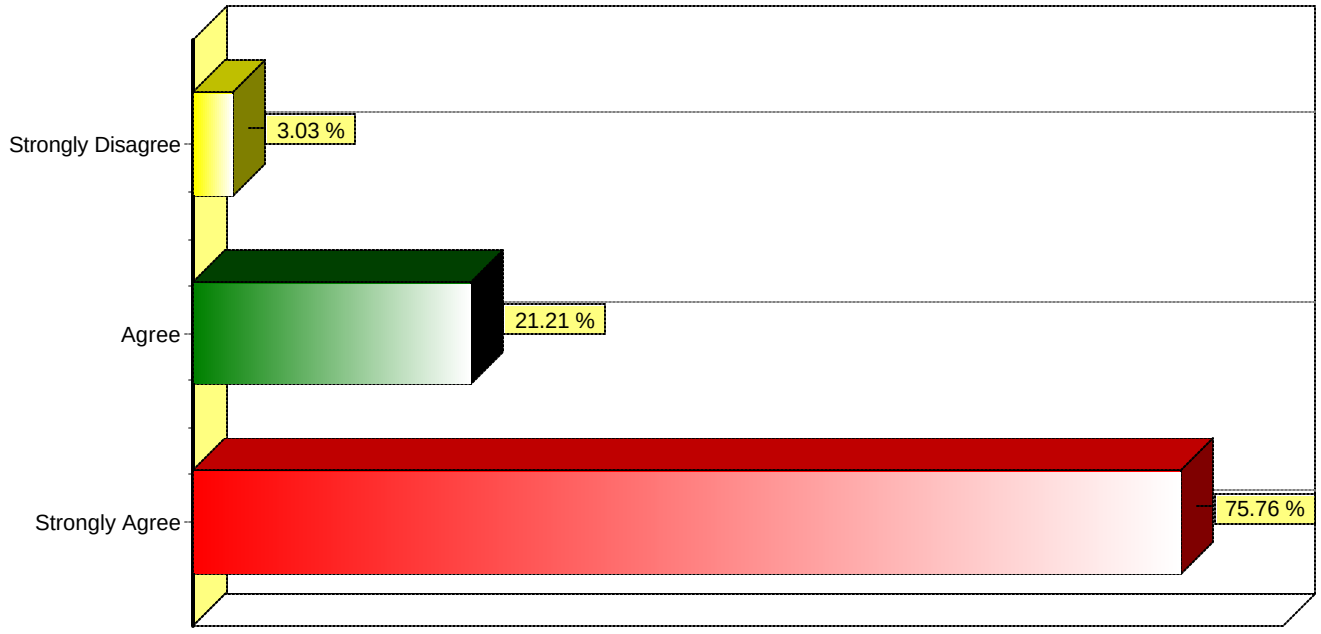


Table 4 Satisfaction with services and support - The Special Programs staff were flexible in meeting my needs.

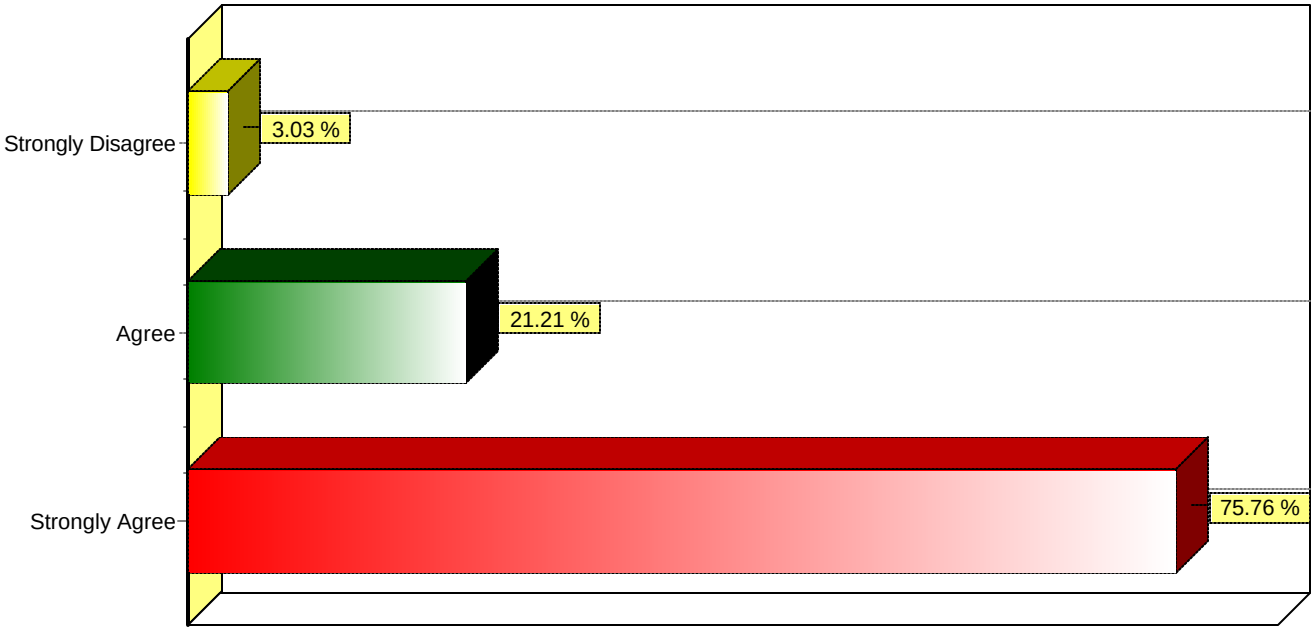


Table 4 Satisfaction with services and support - The Special Programs staff were knowledgeable about disabilities and the types of accommodations and services that would be appropriate.

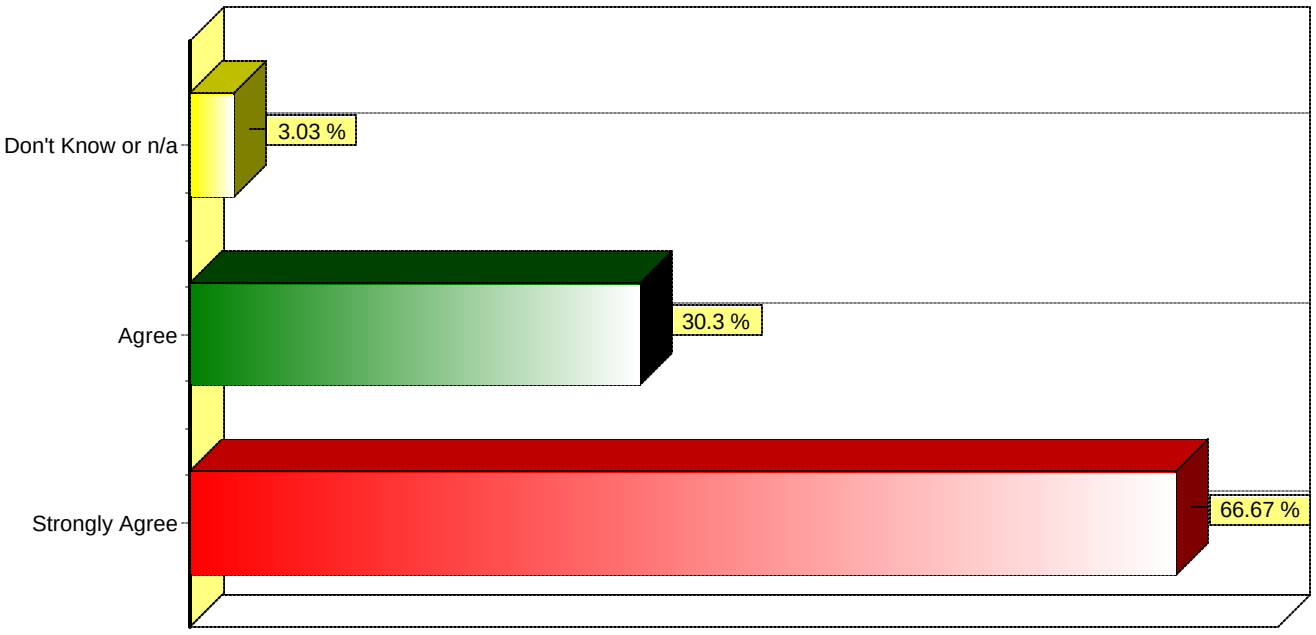


Table 4 Satisfaction with services and support - I was satisfied with the overall quality of services provided by the Special Programs staff.

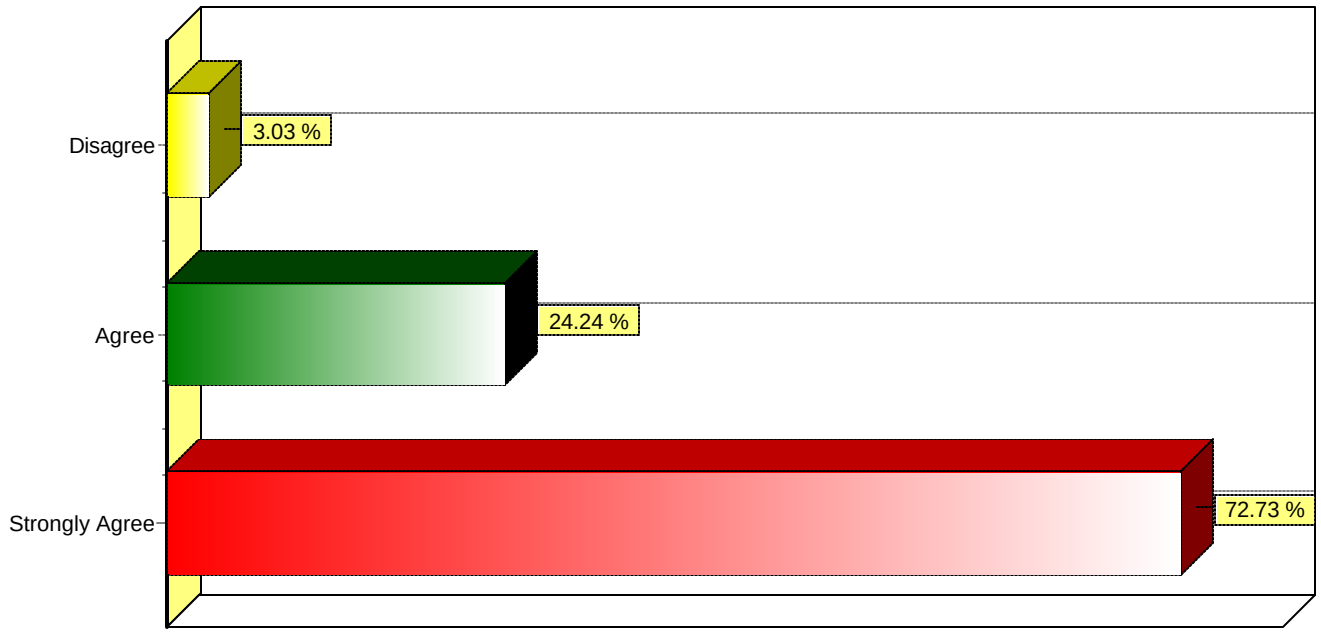


Table 4 Satisfaction with services and support - The services and accommodations I received from the Special Programs Office helped me succeed in my class(es).

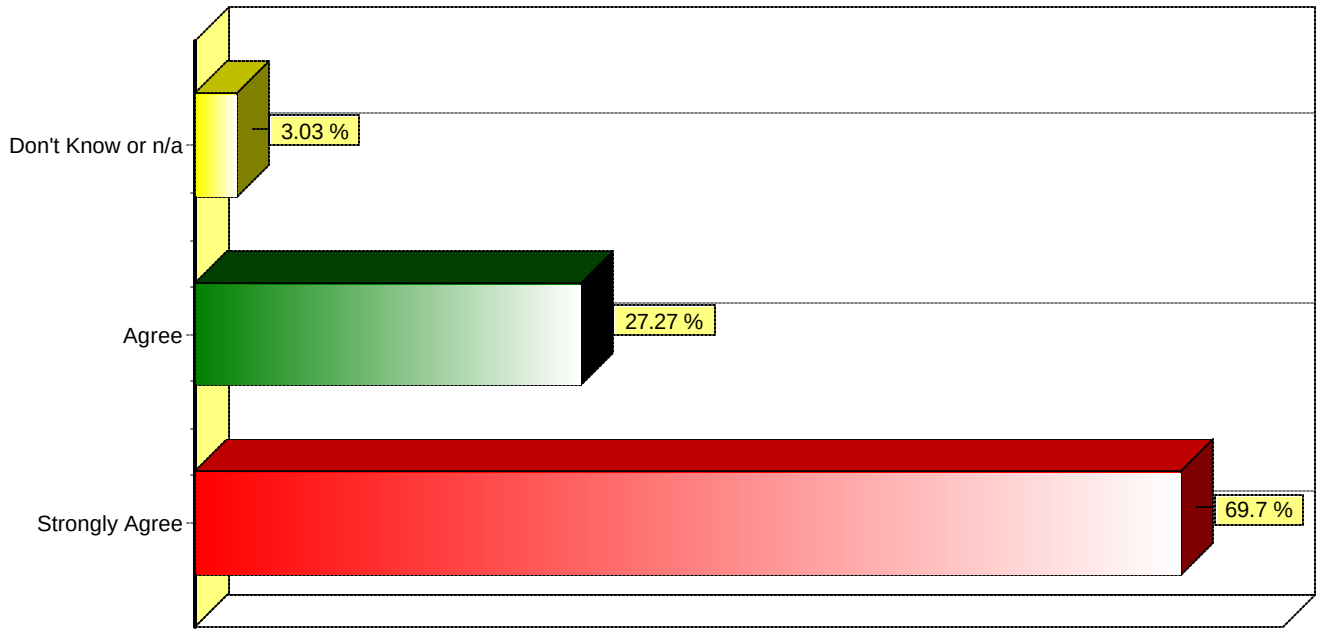
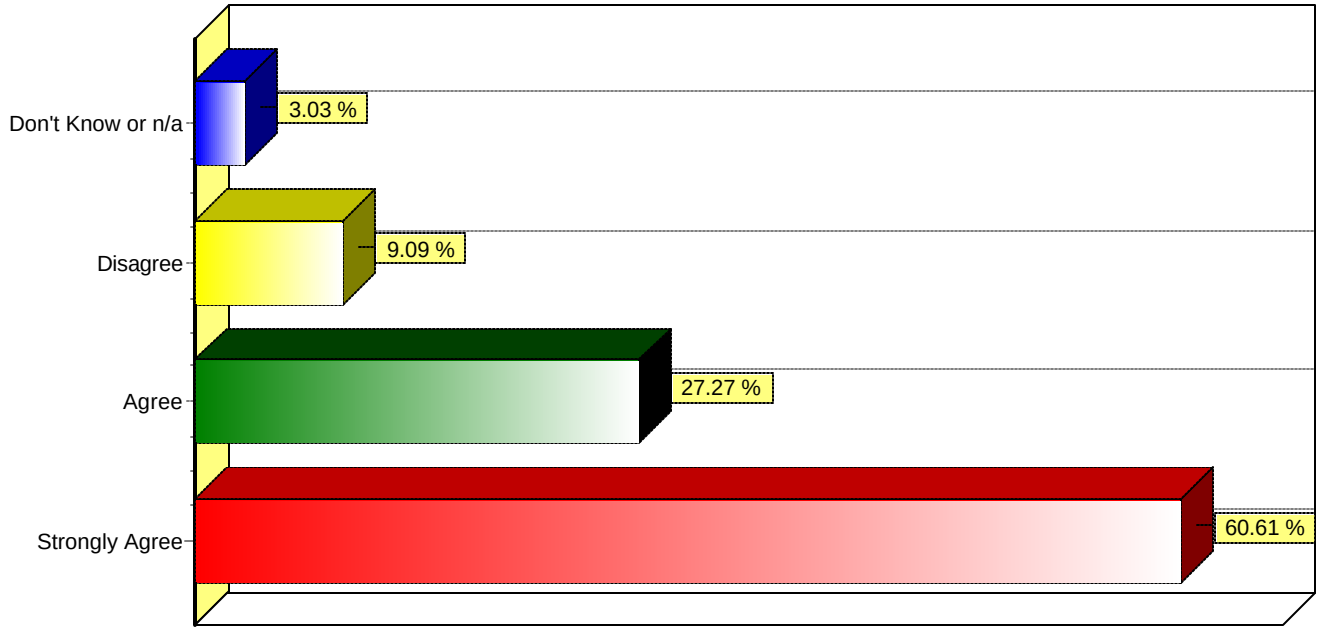


Table 4 Satisfaction with services and support - I would not have been able to take the class(es) if I had not received support services or accommodations.



Coastline Community College
Program Review 2002-03
Validation Written Report

Mainstream Support

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

   _X__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?

   __X_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. Tripling in number of students receiving mainstream support services within last four academic years; corresponding increase in FTES growth generated by these students

   B. Faculty and staff are becoming increasingly aware of the availability of services

   C. The majority of students are female (65%) and white (71%).

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

   __X_Yes ___No

   If yes, note these areas or points:

   A. It is unclear if specific marketing efforts have been undertaken to reach diverse students; plans should be identified to address this area.

   B. The degree of student academic success was not included; as the report noted, additional tracking would be required to collect this info.

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

___Yes __X_No, but these areas should be pursued as part of the program's five-year goal plan.

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

   A. Follow through on all program goals/recommendations.

   B. Work with ADA compliance officer, instructional managers and Academic Senate leadership on strategies for proactively orienting all faculty to the legal rights of persons with disabilities, to the concept of "accommodation" and to the faculty's role.

   C. Talk with editors of the Academic Senate "News & Views" and the SAC "Voices" newsletter and arrange for an article or informative faculty or student user interview.

   D. Pursue marketing efforts, including development of a redesigned brochure and expanded efforts to assure that underrepresented ethnicities are aware of the availability of services.

5. List ways the program accomplishments and ways the program can be commended:

   A. Ability to serve significantly increased numbers of students with no increase in number of staff

   B. High percentage of satisfied students who are receiving services

   C. High degree to which DSP&S staff is getting word out about the availability of mainstream support services

   D. Symbiotic relationships with several external agencies and internal departments

   E. Integration into New Faculty Orientation program

   F. As one faculty survey respondent said, "Kudos to Celeste Ryan. She is awesome ... and a tremendous asset to the program."

   G. Commitment of the department to providing high quality services in an area that requires substantial work on a student-by-student basis – great job!