



# **DEVELOPMENTALLY DELAYED LEARNER PROGRAM AT FAIRVIEW DEVELOPMENTAL CENTER**

## **PROGRAM REVIEW REPORT 2003-04**



**Submitted by**

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Dean, Special Programs and Services**

**March 22, 2004**



## EXECUTIVE SUMMARY

### **Program Review Report Developmentally Delayed Learner Program Fairview Developmental Center (FDC)**

Fairview Developmental Center (FDC) is one of five state-owned developmental centers (formerly called state hospitals), operated under the auspices of the Department of Developmental Services. This department serves the needs of individuals with developmental delays, meaning those with IQ scores of 70 and below.

Coastline has offered classes at FDC for over twenty-five years. Coastline's Special Programs and Services for the Disabled department currently offers 47 classes at FDC. During the 2002-2003 school year, Coastline's Special Programs and Services served 461 students in special classes at FDC, out of a total of 525 residents of the facility.

The 2003-04 allocation for Coastline's FDC program is \$831,833. These funds do not go through the regular Disabled Students Programs & Services (DSP&S) funding formula allocation. No general fund dollars support this program.

Throughout the course of the semester, the instructor assesses each student's progress on his or her learning outcomes as identified in the student's SEP. The instructor modifies the targeted learning outcomes as the student's progress indicates.

This program review involved surveying Coastline's instructional program at Fairview Developmental Center (FDC) from a variety of perspectives. Capable students as well as FDC staff and Coastline faculty were surveyed. Overall, respondents in all categories were satisfied or very satisfied with the quality of instruction, course content, appropriateness of classes to meet students' personal, academic and vocational needs.

The most significant finding of the report was that FDC's level-of-care staff have specific recommendations for class offerings which do not necessarily parallel their supervisors' perceptions of class preferences. This level of responsiveness can only be seen as an exciting new avenue of communication which Coastline's Special Programs personnel will wholeheartedly pursue.

Two significant goals for the future of the program have emerged from this program review process:

- Establish new protocol for communication with FDC staff. Create and maintain a healthy and robust channel of communication with FDC individualized program coordinators and level-of-care staff regarding students' programming needs, while continuing to maintain communication with administrators and supervisors.
- Modify schedule of classes to reflect input from level-of-care staff (with approval of FDC administrators).



Program Review Report  
**Developmentally Delayed Learner Program**  
**Fairview Developmental Center (FDC)**

**INTRODUCTION**

**Program Review Team**

Dean:	Dr. Stacey Hunter Schwartz
Department Chair:	Jody Hollinden
Regular faculty:	Barbara Darby (Special Education) Dr. Debra Secord (Emeritus, Health, Gerontology, Geology, P.E.)
Adjunct faculty:	Pat Piccari (Special Education) Maureen Cole (Special Education)
Classified Representative:	Erica Valle, DD Program Assistant
SAC Representative:	None

**Background on Fairview Developmental Center**

Fairview Developmental Center (FDC) is one of five state-owned developmental centers (formerly called state hospitals), operated under the auspices of the Department of Developmental Services. This department serves the needs of individuals with developmental delays, meaning those with IQ scores of 70 and below (i.e., having mental retardation). Such individuals may also have autism, cerebral palsy, epilepsy and other similar disabilities.

FDC is a multi-service residential agency located in Costa Mesa, California, licensed by the Department of Health Services to provide acute, skilled, and intermediate care. FDC serves people with developmental disabilities who need 24-hour health care supervision, a structured environment, and a habilitation program not currently available in their home community. Services include training in domestic, vocational, leisure, academic, communication, mobility, socialization, and community skills. This training is provided by Coastline Community College and Newport-Mesa Adult Education, as well as Fairview Developmental Center. Services are provided both on campus and in community settings.

FDC officially opened on January 5, 1959. Fairview's park-like campus features a swimming pool, work activity center, auditorium, and petting zoo.

FDC currently (March, 2004) houses 718 residents, although it is licensed for 1,228 residents.

The majority of residents have severe to profound developmental delays. Some have challenging behaviors as well or may be medically fragile. Many of the higher functioning residents have transitioned to living in group homes, due in part to the Coffelt settlement, which promoted greater independent living for this population.

Currently, the majority of **new** admissions into FDC are individuals that are dually diagnosed; they have mild mental retardation and mental health issues, often with learning disabilities as well. These individuals have challenging behaviors and have training programs that focus on impulse control, socially acceptable behavior, conflict management skills, accessing community settings in addition to traditional academic and work related training programs.

### **History of CCC Special Education Classes at FDC**

Coastline Community College has offered classes at FDC for over twenty-five years. Coastline program offerings at FDC have shifted over the history of the program, as the needs of FDC residents and the services provided by FDC staff have shifted. Class schedules have focused at times on primarily academic offerings, at other times on vocational preparation, or leisure, arriving at the mixture the college offers today at the facility. Current classes include music, art, math, reading, community resources, fitness, aerobics, rhythmic movement, food preparation, social adjustment, communication, health and critical thinking.

### **Program Review Process**

All instructors were asked to assess each student on their rosters for capacity to meaningfully respond to the survey. For any student identified as incapable, the instructor had to state the reason, such as too medically fragile, insufficient cognition, inability to communicate. Eighty-five students were identified as having the potential to complete the survey. Instructional aides with laptop computers containing the electronic survey were dispatched to these students' classrooms and residences. The aide then proceeded to read all questions to the students and input the student's responses into the computer. In some cases, students were unable to complete the survey because of behavioral difficulties, illness, absence or lack of communication. A total of 73 student surveys were collected, for a response rate of 86 percent.

In addition to surveying students, the program review team also surveyed FDC employees who interact daily with students and have responsibility for decision-making and schedule planning for the students, i.e., these FDC staff members select which Coastline classes are appropriate for their students. Many of these staff members also attend the Coastline classes at FDC along with their clients and function as instructional aides in the classroom.

Survey responses were requested of independent program coordinators and their supervisor, psychiatric technicians, senior psychiatric technicians/unit supervisors, program directors, program assistants, the director of clinical programming services, the

coordinator of vocational services, nursing supervisors, the standards compliance coordinator, day training coordinators, and the clinical director of FDC.

First, an attempt was made to have these FDC staff complete the survey online. Unfortunately, a majority of those surveyed had only FDC intranet access, not internet access. Therefore, the program review coordinator provided disks containing the survey; however, most could not make the program work on their computers. Paper versions of the survey were then provided to the remaining respondents, some of them at an Advisory Board meeting. Finally, a total of 53 out of 93 FDC staff responded to these efforts, for a response rate of 57%.

All 22 faculty members in the program were surveyed and responded, for a response rate of 100%. All except two completed the survey electronically at the discipline meeting of the Fall 2003 Faculty Meeting. The remaining two completed the survey on paper.

## QUANTITATIVE DATA

### Current Course Offerings

Coastline's Special Programs and Services for the Disabled department currently offers 47 classes at FDC. Of these, seven classes are stacked, some with multiple section numbers to reflect various levels of instruction in the classroom simultaneously. None are FTE-generating. Classes are grouped into categories below:

CATEGORY	SPECIFIC CLASSES	NO. OF CLASSES
Academics	Math, reading, writing, critical thinking	4
Communication Skills	oral communication	12
Community Resources	community resources	2
Daily Living Skills	food prep, health concepts, home maintenance	4
Fitness	aerobics, adult fitness, rhythmic movement	9
Leisure	vocal music, orientation to music, beginning instrumental music, art, customs/cultures/holidays	8
Social Skills	Personal/social adjustment, health concepts	8

Classes are offered Monday through Saturday, in the mornings, afternoons and evenings. Because of safety concerns and the functional level of the student population, class sizes are limited. Each class has a minimum of 12 students enrolled, but may range as high as 25 where appropriate.<sup>1</sup>

The department currently has 40 courses appropriate to the developmentally delayed learner which are in the college catalog. For twelve of these courses, the course outlines

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<sup>1</sup> Effective Spring 2003, for any class with fewer than 12 students enrolled, a memo is sent to the FDC administrator responsible for clients in the same geographical area of the FDC campus encouraging the enrollment of additional students in order to avoid class cancellation. In Spring 2003, approximately 10 classes increased enrollment as a result of these recruitment efforts.

have been revised with input from all instructors who currently teach the particular courses, and approval is expected by the college Curriculum Committee in May. Another twenty courses are currently targeted for revision during spring and summer of 2004 with committee approval expected in Fall 2004. The remaining eight courses have not been offered for some time, and faculty will be devoting time at discipline meeting of the Fall 2004 faculty meeting to determining which of the courses should be revised and which should be retired.

### **Number of Students Served**

During the 2002-2003 school year, Coastline's Special Programs and Services served 461 students in special classes at FDC, out of a total of 718 residents of the facility. Some of these residents were not appropriate to take Coastline classes because, perhaps, they were under age 18, or because their behaviors were too disruptive to the educational environment, etc.<sup>2</sup>

### **Cost**

Coastline, along with West Valley College and Porterville Community College, receives categorical funding to provide classes for developmental center residents. Per the funding mechanism established by SBS 851 in 1983, ADA is not generated and excess costs for activities conducted for educational programs in State Developmental Centers are funded through a block grant contained in the Governor's budget. The 2003-04 allocation for Coastline's FDC program is \$831,833. These funds do not go through the regular Disabled Students Programs & Services (DSP&S) funding formula allocation. No general fund dollars support this program, at least at Coastline.

Coastline Special Programs' FDC program employs two full-time, tenured faculty. In addition, one 55% contract, non-tenured faculty member currently works a temporary 100% contract, funded 75% by the FDC program to serve as department chair while instructing one FDC class<sup>3</sup>. The program employs 19 adjunct faculty. The adjunct cost (salary and benefits) for Fall 2003 was \$128,329.

Coastline's Special Programs also provides 32 temporary hourly instructional aides and one volunteer to assist in Coastline's classes at FDC. The cost of instructional aides for Fall 2003 was \$32,962.

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<sup>2</sup> During the Spring 2003 semester, Special Programs staff compiled data from FDC regarding all residents aged 18 or older to determine whether any currently not enrolled in Coastline classes might be appropriate for enrollment. For any resident without current enrollment, a request for information was sent to the administrator with programming responsibilities for that client, along with an invitation for that client to participate in Coastline classes. Many clients' residences had shifted, and every effort was made to track the current location of the resident. This technique did not prove as successful as was hoped.

<sup>3</sup> The other 25% of the department chair's load is funded by AB-77 (Disabled Students' Programs and Services-DSP&S) for work with the Developmentally Delayed Learner Program in the community.



Administrative functions for the program represent 75% of the salary of the developmental disabilities program assistant (range E-48)<sup>4</sup> and 50% of the office specialist II (range E-45). Forty percent of the salary for the dean of instruction for special programs is also borne by the program.

## QUALITATIVE DATA

### Need

The great majority of students who reside at FDC are unable to participate in mainstream classes for a variety of reasons, such as behavioral challenges, disabling medical conditions, and low cognition. Coastline is the only college that offers courses to the residents at FDC. Thus, the wide variety of classes we offer is very well attended and valued by students and FDC staff alike.

According to results of student and FDC staff surveys, current classes are very much appreciated, and more are requested. For years, FDC, out of logistical necessity, has directed Coastline staff to follow the protocol of relying on communication from administrators, not level of care staff, in assessing programming needs. Administrators have consistently approved and lauded Coastline's existing offerings, and declined offers for new or different classes.

Interestingly, as a result of this current program review, new information regarding need has surfaced. The "level of care" staff (those who deal with the students on a daily basis) overwhelmingly requested more classes (additional offerings as well as current offerings on additional days and times). Representative comments included:

- There could be more classes available. We had more in the past and students enjoyed them a lot: cooking class, fitness class and rhythmic movement class.
- There is no [sic] openings and some students wait a very long time for a spot.
- I have gotten several requests for reading programs or GED-type programs from some of the clients. This may be an area to explore.
- Yes, more evening classes—18:30-20:00.
- Coastline offers a great variety; however, I would like to see more sessions or more enrollment spots.

FDC staff suggestions for new classes included art, sign language, communication, vocational or self-help skills, safety training skills, recreational activities, reading and writing, performing arts, sex education and relationships, more community resources classes, self-grooming, anger management and interpersonal communication, housekeeping skills. These suggested topics correspond to curriculum that is either already being offered or already exists but is not currently being taught.

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<sup>4</sup> The other 25% is funded by AB-77 for work in the DDL-community program.

Additionally, FDC staff suggested wheelchair tap dance, a class which could be offered as part of the rhythmic movement class curriculum, assuming students who use wheelchairs would be able to coordinate sufficient leg movement.

The survey of students produced requests for classes in money management, writing, job training, Italian and Spanish. All are currently offered by Coastline at FDC except for the foreign language classes, which can be taken in the college at large.

Faculty suggested more exercise classes, possibly to be taught outdoors, American Sign Language classes and money management classes.

### **Student Learning Outcomes**

Instructors target student learning outcomes (SLO), as prescribed in course outlines. These outcomes are reflected on Student Educational Plans (SEP), which are part of the students Student Educational Contracts (SEC). Title V requires the Disabled Students' Programs and Services office to keep SEPs and SECs on file for all its students. A sample SEC/SEP is shown on the next page. Most students at FDC continue in a particular class for at least one academic year. The SEP reflects one year's progress. Each course objective is dated with respect to when it is targeted, satisfied/not satisfied, or deferred. Some of the needs might be targeted for immediate work and some of the needs might be targeted for work at a later date.<sup>5</sup>

In this program, faculty have long been accustomed to assessing their students' progress in quantitative ways and making individualized instructional modifications as needed. For example, in Fall 2002, Student A has already satisfied Objectives 1, 2, 7 and 8. The student can count to 10 and therefore his goal on Objective 3 might be to count to 20. If Student B can already count to 66, then her goal might be to count to 100. Each student would be directed to work on Objective 3, "Demonstrate ability to count," yet for each student, the learning outcome would be modified to meet his or her specific educational need.

Throughout the course of the semester, the instructor formally or informally assesses each student's progress on his or her learning outcomes as identified in the student's SEP. The instructor modifies the targeted learning outcomes as the student's progress indicates.

To continue the example above, suppose Student A met his initial learning outcome of counting to 20 in February, 2003, but does not want to continue work in this area. The instructor and the student would then select a learning outcome from the "deferred" column, such as Objective 9, "Tell time to the nearest hour and half-hour." The deferred

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<sup>5</sup> Special Education curriculum is currently being updated to incorporate the new SLO format. As described earlier, approximately one-third of the courses in this program are expected to receive approval from the college Curriculum Committee in May, 2004. The revised curriculum will result in revised SECs that reflect the current SLO language, replacing the current "course objective" terminology.

Name: John Doe SS#: xxx-xx-xxxx Academic Year: 2002-03

## Student Educational Contract

Long-Term Goal:  Academic  Vocational  Enrichment  Other \_\_\_\_\_  
 Special Classes  Regular Classes  Support Services

### EDUCATIONAL PLAN FOR SPED 412-MATHEMATICAL CONCEPTS

COURSE OBJECTIVES	DATES				
	Targeted	Satisfied	Not Satisfied	Deferred	N/A
1. Identify numerals and numbers		9/02			
2. Demonstrate simple concept of numbers		9/02			
3. Demonstrate ability to count	9/02	2/03			
4. Identify money denominations				9/02	
5. Compare value of bills and coins				9/02	
6. Recite days of week and month				9/02	
7. Demonstrate concept of time associated with an activity		9/02			
8. Give an example of time sequencing		9/02			
9. Tell time to the nearest hour and half-hour	2/03		5/03	9/02	
10. Identify day of week, month, and year				9/02	

#### TARGETED OBJECTIVES

Obj. No. **Evaluation criteria regarding student progress**

3 John will be able to correctly count from 1 to 20 three consistent times per class session for four consecutive weeks.

9 John will match the time on a clock face to the digital time on the computer screen w/75% accuracy one time per week for eight consistent weeks.

**COMMENTS:** John met Objective 3 with 95% accuracy. He made some progress on Objective 9. He obtained 50-75% accuracy but was not consistent with clock face matching. John continues to demonstrate an interest in his class work.

Student Signature John Doe

DSP&S Professional Ingrid Instructor

student learning outcome will now become the “new” student learning outcome. This new SLO will be the area of focus until the student either demonstrates mastery or until the academic year is over. The SEP was created to be a living document. The SEP allows for immediate redirection and refocus of the SLOs as the students’ needs and/or interests arise.

## **Student Satisfaction**

*Quality of instruction.* Student responses about the overall quality of instruction were overwhelmingly positive. At least 90 percent of students responded affirmatively to questions related to their satisfaction with classes, such as indicating that their classes were interesting (90%), that there were enough teachers and aides to help them (97%), that they were happy in their classes (99%), and that they were learning new things (92%). Student comments regarding quality of instruction included:

- I like to learn different skills and it teaches me how to think better.
- I love the work we do in class.

FDC staff members were satisfied with the adequacy of student to staff ratios in the Coastline classes at FDC (84%). Staff comments regarding quality of instruction included:

- Our population (skilled nursing) has many challenges. The Coastline teachers are wonderful. They all have enhanced the lives of the clients they serve.

Faculty indicated less satisfaction with staff to student ratios; only 76.19% were somewhat or very satisfied.

*Program satisfaction.* About the program in general, only 55 percent of students reported that there are enough different kinds of classes for them to take.

An impressive 94% of FDC staff respondents indicated satisfaction with the overall quality of the program. Three-quarters of the respondents indicated satisfaction with the marketing of classes. Over 77 percent of FDC staff respondents were either somewhat satisfied or very satisfied with the ease of registering for classes. A large majority of FDC staff indicated satisfaction with the helpfulness and availability of Special Programs office staff in general and specifically of the department chair and program assistant. Staff comments regarding program satisfaction included:

- Widens horizons. Enables greater interaction.
- Social skills and a feeling of “being normal!”
- Also, Jody and Erica are always there to help, offer suggestions, and do whatever it takes to offer more opportunities for our people. Thanks.
- You are doing a good job and clients benefit from it.

Faculty comments included:

- Please continue to fund this wonderful program. It offers the students at Fairview so many wonderful opportunities for success that they might not otherwise have had. Thank you.
- We need to start thinking out of the box.

*Contribution to goal attainment.* Student responses about the extent to which the program helps students achieve their goals were very positive, with 93% reporting that the classes help them with their job or things they need to do every day and 88% indicating that the classes help them get along better with people. Comments included:

- I am learning how to use the computer and how to solve problems.
- It teaches me how to control my anger
- I am learning how to cook better.

Over 86 percent of FDC staff respondents indicated that they were either somewhat satisfied or very satisfied with the relevance of classes to students' work or daily living skills needs. Over 92 percent were either somewhat satisfied or very satisfied with the relevance of classes to students' instructional needs and to their personal/social needs. Staff comments regarding the benefits of the classes to students included:

- Instruction that helps them for future placement.
- Self esteem and greater independence.
- Physical activities offered are very helpful in maintaining weight--that is a problem for a lot of residents.

Over 90% of faculty stated they were somewhat or very satisfied with the relevancy of courses to the vocational, academic or personal needs of students. Only 54.55% of faculty members were satisfied with the marketing of the program and its classes. The vast majority of faculty members were, however, satisfied with the helpfulness and availability of office staff (90 to 95%).

### **Program Resources**

FDC has dedicated four classrooms to the Coastline program, in addition to the many rooms which are made available for classes throughout the week. The four dedicated rooms are designated as a music lab, a fitness lab, an academic classroom and a computer lab. Other classes are held throughout the FDC campus at locations that best meet the students' logistical needs, i.e., near their residences.

The music lab contains sound equipment and a variety of musical instruments, including bells, tambourines, maracas and castanets. The fitness lab contains two electric treadmills, elliptical bicycles, standard stationary bicycles, step exercisers and free weights, as well as exercise videos and a VCR and television. The academic classroom,

with regularly updated colorful but age-appropriate bulletin board displays, contains tables and chairs and a wealth of academic and pre-vocational instructional supplies.

There are a total of twenty-nine Power Macintosh computer stations located in various classrooms at Fairview Developmental Center. Fifteen of these Power Macintosh Computers are situated in the Coastline Computer Lab. Six Power Macintosh Computers are assigned to the School Annex. Four are assigned to Goodell School Room 12. Two are assigned to Program 5 Residence 25, and two are assigned to Program 1 Third Floor. Each computer is housed in a locked cabinet which can only be accessed during Coastline class time. Specifications are shown below.

ITEM	QUANTITY	LOCATION
Power Mac G4 Cube (256 Ram 20GB HD)	14	Computer Lab
Power Mac G4 Tower (512 RAM 80GB HD)	1	Computer Lab
Power Mac 7300/180 (128 RAM 4.2GB HD)	4	School Annex
Power iMac G4 (256 RAM 38.15GB HD)	1	School Annex
Power Mac G3 (128 RAM 6.0GB HD)	1	School Annex
Power Mac 7600/132 (80 RAM 4.0GB HD)	4	Goodell School Room 12
Power Mac 7600/132 (80 RAM 4.0GB HD)	2	Program 5, Res. 25
Power Mac 7300/180 (128 RAM 4.2BG HD)	2	Program 1, Third Floor

Coastline instructors incorporate a wide variety of commercially available academic software into their curriculum. In addition, students benefit from software which has been specially designed by instructor Barbara Darby to address the instructional needs of lower-cognition adults in an age-appropriate and high interest format. Students utilize this software to meet individualized objectives. Some students have access to the computers using adaptive equipment or devices, e.g., switch activated by head or knee movement; touch screen; roller ball mouse.

### **Partnerships**

Our entire program at FDC is a partnership with the developmental center's employees. We work closely with 30 independent program coordinators and their supervisor, psychiatric technicians, senior psychiatric technicians/unit supervisors, program directors, program assistants, the director of clinical programming services, the coordinator of vocational services, nursing supervisors, special investigators, the standards compliance coordinator, day training coordinators, and the clinical director of FDC.

### **Professional Development**

The department chair identifies model faculty teaching particular classes in the program, such as Oral Communication or Rhythmic Movement, and other faculty are encouraged to observe these classes in session and to talk to the model instructors for ideas that can be incorporated into their own classes.

Faculty are informed of and encouraged to attend conferences such as the California State University Northridge Technology Conference and those presented by such organizations

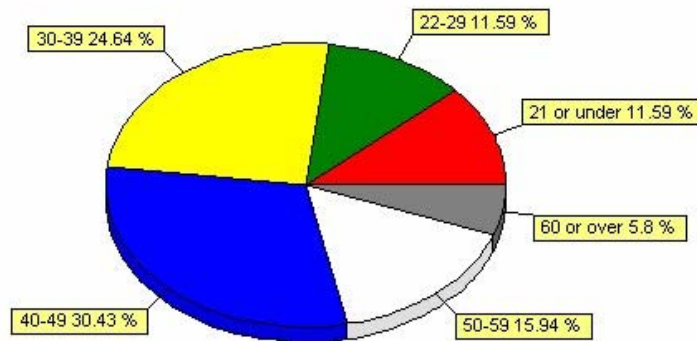
as the California Association of Postsecondary Educators for the Disabled (CAPED), the Association on Higher Education and Disability (AHEAD), and the Western Region American Music Therapy Association. Faculty members are given time off with pay and are reimbursed for such conference attendance as budgets permit.

During discipline meetings, faculty members have also had the opportunity to hear speakers on such topics as stress management, Adult Protective Services, and behavior management.

The department chair regularly provides written updates to faculty regarding effective completion of students' educational plans, and she also provided an inservice at a faculty discipline meeting.

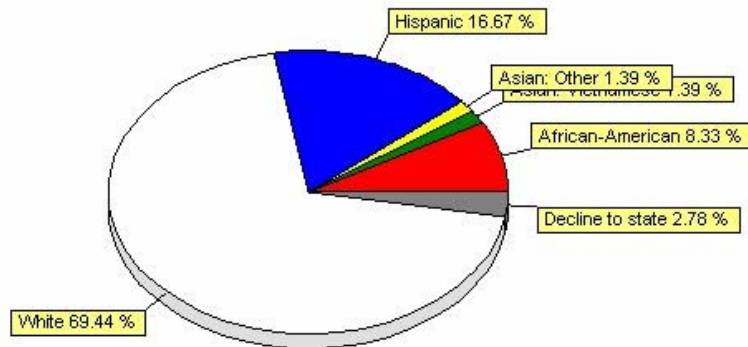
### Diversity

Students in Coastline's FDC classes are evenly split between gender (50/50). In addition, their age range is diverse, as shown below.



The ethnicity of the students in the program is not nearly as diverse, with over 69% of the students reporting "white" as their ethnicity, as shown on the next page.

It may be significant to note that this white majority does not correspond to ethnic figures for the developmentally delayed population in general. According to the Department of Developmental Services, in 2002 only 43% of Californians with developmental disabilities were white. Thirty percent were Hispanic, 10% were black, and 5% Asian. Ethnic data for FDC residents was unavailable, but one possible explanation for the apparent discrepancies might be that in some cultures, families may prefer to care at home for a loved one with a developmental disability, rather than to have the individual reside at a developmental center.



A logical diversity goal would be to achieve a distribution of Coastline students at FDC that parallels the distribution of FDC residents. Therefore, staff will pursue gathering this ethnic data from the FDC Clients' Records Department. If a discrepancy is found, then FDC staff responsible for enrolling clients in Coastline classes will be encouraged to consider Coastline classes for appropriate clients who are members of underrepresented ethnic groups.

## GOALS

The goals set in the 1995 program review have become extremely outdated and are irrelevant to the program at this time. Three significant goals for the future of the program have emerged from this program review process:

- Establish new protocol for communication with FDC staff. Create and maintain a healthy and robust channel of communication with FDC individualized program coordinators and level-of-care staff regarding students' programming needs, while continuing to maintain communication with administrators and supervisors.
- Modify schedule of classes to reflect input from level-of-care staff (with approval of FDC administrators).
- Explore possibility of increasing number of classes suggested by faculty (e.g., American Sign Language, money management, outdoor exercise class, combined music/art class).

Improved communication with level-of-care staff will result in students being offered classes which most closely address their life goals. Enhanced communication could also assist the instructors with targeting appropriate student learning outcomes (SLOs). Student progress towards those learning outcomes may also be increased if topics and strategies taught in class can be reinforced by FDC staff members who work with the students on their residences on a daily basis.



Similarly, faculty may be suggesting course offerings based on first-hand knowledge of students needs. If they are aware of requests for these classes, then responsiveness to student needs should result in increased student success.

These goals can be achieved with a minimum of resources. Only time, paper, and willingness to share ideas for best serving students' needs and interests are required.

## **CONCLUSION**

This program review involved surveying Coastline's instructional program at Fairview Developmental Center (FDC) from a variety of perspectives. Capable students as well as FDC staff and Coastline faculty were surveyed. Overall, respondents in all categories were satisfied or very satisfied with the quality of instruction, course content, appropriateness of classes to meet students' personal, academic and vocational needs.

The most significant finding of the report was that FDC's level-of-care staff members have specific recommendations for class offerings which do not necessarily parallel their supervisors' perceptions of class preferences. Most FDC staff respondents requested classes for which Coastline already has prepared curriculum; therefore, adjusting the class schedule to meet students' needs is feasible. This level of shared interest in meeting the students' needs can only be seen as an opening to an exciting new avenue of communication which Coastline's Special Programs personnel will wholeheartedly pursue.

## COMPLIANCE CHECKLIST

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

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

COASTLINE COMMUNITY COLLEGE AND  
FAIRVIEW DEVELOPMENTAL CENTER

ADVISORY COMMITTEE MINUTES

February 19, 2003

Present: Director CPS Judy MacDuff, Program One Director Michael McGuire, Program Two Director Sheila Buckingham, Program Three Director Doug Keller, Program Four Director Roberta Lee, Program Five Director Sandra Cavin, Program Six Director Jerry Savage, CPS Assistant Terri Smith Morse, Dean of Instruction and Special Programs Dr. Stacey Hunter Schwartz, Department Chair for Students with Developmental Delays Jody Hollinden

Meeting focus: The meeting was called to order to discuss Coastline class limitations due to proposed budget cuts.

Stacey Schwartz stated that unless we had a miracle/budget windfall, most likely there would not be any classes this summer. This would be the first time in over twenty years we have not had classes at Fairview during the summer.

The Program Directors at FDC said that they understood. They were also having to adjust to budgetary constraints.

Jody Hollinden said that a concern expressed by many instructors was that our students would be absorbed into other means of programming, such as the Work Activity Center and/or DTAC classes.

Sheila Buckingham said that they could not replicate the quality of programming that Coastline provided.

Jerry Savage stated that Coastline is an integral part of Fairview's programming. All of the program directors agreed.

Stacey Schwartz asked that if we were able to offer a few weeks of summer school, how much lead-time would they need?

Jerry Savage immediately responded, "48 hours."

Stacey Schwartz again stressed that any summer offerings at FDC was a very remote possibility.

Stacey then mentioned that there may also be some additional class cancellations for the 2003/04 academic year, but that we would not be able to give any concrete data until the Governor's May budget revision was available. FDC would be kept apprised of any relevant educational decisions that were made. She stated that, as always, we were open

to Fairview Program Directors' recommendations and requests regarding specific classes, instructors, days and times.

The program directors stated that they were very satisfied with the classes that they currently had.

Meeting adjourned.

JH/jh

COASTLINE COMMUNITY COLLEGE AND  
FAIRVIEW DEVELOPMENTAL CENTER

ADVISORY COMMITTEE MINUTES

February 26, 2004

Present: Director CPS Judy MacDuff, Program One Director Michael McGuire, Program Two Director Sheila Buckingham, Program Three Assistant Director Steve Buford, Program Four Director Roberta Lee, Program Five Director Sandra Cavin, Program Six Director Jerry Savage, CPS Assistant Terri Smith Morse, PA/CPS Michael Hatton, PA/CPS Debra Williams, Department Chair for Students with Developmental Delays Jody Hollinden

Meeting focus: Yearly update

Jody Hollinden thanked the individuals for coming. She stated that if they had not yet completed a **survey for Coastline's Special Programs and Services Program Review at FDC**, now would be the perfect time. She passed out paper surveys and a large manila envelope for them to place the completed surveys in. She stressed that the survey was confidential and that the envelope would be sealed and sent to the Coastline person responsible for compiling the data.

Jody Hollinden stated that there would be a **six week summer program at FDC**. It would begin on Tuesday, July 6 and would continue through Saturday, August 14, 2004. She handed out the CCC summer calendars, reflecting class dates. She also stressed that summer school would occur if Propositions 57 and 58 passed.

Jody stated that there had **been a dismal response from FDC administrators and level of care staff regarding the FDC/CCC Program Review surveys**. She asked that they remind their staff to please complete the survey. It only takes about 10 minutes.

Several Program Directors took the blank surveys and said that they would pass them to their staff and remind them to fill it out and return to our office ASAP.

Jody stated that having FDC staff act as instructional aides in Coastline classes appeared to be working well and that the instructors very much appreciated the FDC staff. Jody reiterated that **FDC staff were to handle toileting and behavioral needs as well as act as instructional aides in the CCC classes**. All program directors nodded their heads in agreement.

Jody said that she wanted to review some of the ideas and comments made at the CCC spring discipline meeting. Here are the following comments:

- One instructor stated that the class times needed to be longer in order to meet students' needs.

The Directors stated that in some instances it might be beneficial for students to have longer classes, but that all inquiries should come through the PDs or PAs.

Instructors stated that classes needed to be marketed better. Any Suggestions? Jody stated that, as always, if you would like to have a different class or more classes in your program, to let her know. If you have an instructor that you believe to be particularly good with your clients, you can certainly request to have more classes with this instructor. If you find that you are having difficulties with an instructor, please let me know.

Program Directors said that they would talk with their staff and let me know if any changes were desired.

Jody read a list of classes that the instructors wanted to be able to offer; more sign language and money management classes – there is a waiting list now; more exercise classes, possibly outdoors; campus wide food preparation classes. Last comment from the instructors – If the program does not continue to grow and change, the program will become stale and outdated.

Jody stated that 20 years ago Coastline was asked to provide more enrichment classes in the late afternoons and evenings. Then we were asked to teach more vocational classes during the day hours. Now, we teach enrichment and academic classes morning, afternoon, and evening, six days a week. What do you feel the students' need? What do you think the future trends will be?

Program Directors said that they are happy with the wide variety and quality of classes that they are currently receiving from Coastline.

Jody handed out the current schedule of classes and a listing of all curricula available to students. She also handed out the number of instructors teaching in each program.

Meeting adjourned.

JH/jh

A Review of Coastline Community College's  
**Developmentally Delayed Learner  
(DDL) Program at  
Fairview Developmental Center  
(FDC)**



*Submitted by Jody Hollinden, Department Chair  
and Stacey Hunter Schwartz, Dean  
Spring 2004*

## About FDC residents

- Currently 718 residents living on large, park-like "campus" in Costa Mesa
- Have developmental delays, meaning IQ scores of 70 and below (i.e., having mental retardation)
- May also have autism, cerebral palsy, epilepsy and other similar disabilities

## Overview of Coastline Program

- Part of Special Programs and Services for the Disabled
- One of two CCC programs for Developmentally Delayed Learners (DDL)
- Program over 25 years old
- 3 full-time + 24 adjunct faculty
- 47 classes (non-FTE generating)
- Categorical funding – no general fund \$\$ and no DSP&S \$\$

## Groups Surveyed for Program Review

- Students with ability to participate
- FDC staff responsible for those students
- FDC administrators
- Program faculty



## Class Categories

- Academics Skills (e.g., math, reading, critical thinking) **4 classes**
- Communication **12 classes**
- Community Resources **2 classes**
- Daily Living Skills **4 classes**
- Fitness **9 classes**
- Leisure (e.g., music, art) **8 classes**
- Social Skills **8 classes**

## Students

- No FTES generated
- 461 of 718 FDC residents take CCC classes



## Cost

- Program receives categorical funds (\$831,833 in 2003-04)
- Money earmarked for developmental center residents only
- No general fund or "regular" DSP&S categorical \$\$ spent on program



## Student Learning Outcomes

- Faculty complete Student Educational Plans (SEP) as part of their Student Educational Contracts (SEC; DSP&S Title V requirement)
- Requires assessment of specific, measurable objectives
- See Page 7 of report for sample

## Satisfaction

### *Quality of Instruction*

- Students:
  - Classes are interesting. (90% agree)
  - There are enough teachers and aides to help me. (97% agree)
  - I'm happy with my classes. (99% agree)
  - I'm learning new things. (92% agree)
- FDC Staff Comment:
  - "Our population (skilled nursing) has many challenges. The Coastline teachers are wonderful. They all have enhanced the lives of the clients they serve."
- Faculty:
  - 76% were somewhat or very satisfied with staff to student ratios.

## Satisfaction

### *Overall Program*

- Students:
  - Only 55 percent of students reported that there are enough different kinds of classes for them to take.
- FDC Staff:
  - An impressive 94% of FDC staff respondents indicated satisfaction with the overall quality of the program.



## Satisfaction

### *Student Goal Achievement*

- Students:
  - The classes help me with my job or with things I need to do every day. (93%)
  - The classes help me get along better with people. (88%)
- FDC Staff:
  - Relevance of classes to students' work or daily living skills needs (85% somewhat or very satisfied)
  - Relevance of classes to students' instructional and personal/social needs (92% somewhat or very satisfied)
- Faculty:
  - Relevance of courses to the vocational, academic or personal needs of students (90% somewhat or very satisfied)

## Student Comments

- "I like to learn different skills and it teaches me how to think better."
- "I love the work we do in class."
- "Widens horizons. Enables greater interaction."





## FDC Staff Comments

- General Comments
  - "Also, Jody and Erica are always there to help, offer suggestions, and do whatever it takes to offer more opportunities for our people. Thanks."
  - "You are doing a good job and clients benefit from it."
- FDC Staff regarding benefits to students:
  - "Instruction that helps them for future placement."
  - "Self esteem and greater independence."
  - "Physical activities offered are very helpful in maintaining weight--that is a problem for a lot of residents."
  - "Social skills and a feeling of "being normal!"

## Program Resources

### Rooms

- FDC has dedicated four classrooms to the Coastline program:
  - a music lab
  - a fitness lab
  - an academic classroom
  - a computer lab
- Other classes are held in rooms throughout the FDC campus.



## Program Resources

### Computers

- 14 Power Mac G4 Cube (256 Ram 20GB HD) + Power Mac G4 Tower (512 RAM 80GB HD) in computer lab
- 15 Power Macs in other classrooms across the campus in locked cabinets

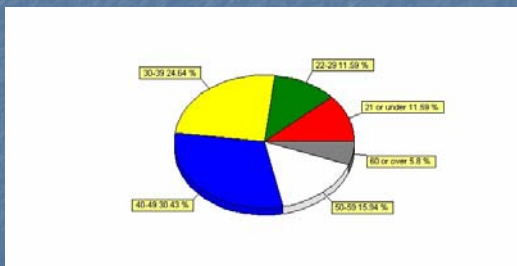


## Partners

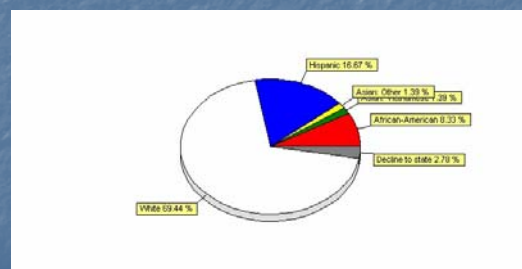
- 30 independent program coordinators and their supervisor
- psychiatric technicians
- senior psychiatric technicians/unit supervisors
- program directors
- program assistants
- the director of clinical programming services
- the coordinator of vocational services
- nursing supervisors
- special investigators
- the standards compliance coordinator
- day training coordinators
- the clinical director of FDC



## Age Diversity



## Ethnic Diversity



## GOALS

- Establish new protocol for communication with FDC staff. Create and maintain a healthy and robust channel of communication with FDC individualized program coordinators and level-of-care staff regarding students' programming needs, while continuing to maintain communication with administrators and supervisors.
- Modify schedule of classes to reflect input from level-of-care staff (with approval of FDC administrators).
- Explore possibility of increasing number of classes suggested by faculty (e.g., American Sign Language, money management, outdoor exercise class, combined music/art class).

## CONCLUSION

- Overall, respondents in all categories were satisfied or very satisfied with the quality of instruction, course content, appropriateness of classes to meet students' personal, academic and vocational needs.
- Most significant finding of the report: FDC's level-of-care staff members have specific recommendations for class offerings which do not necessarily parallel their supervisors' perceptions of class preferences.

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# Cumulative Count and Percent

## DDL Fairview Program Review--Facility Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Which best describes your position at Fairview?			Respondents: 49	
Unit Supervisor	9	18.37 %	9	18.37 %
Program Director	5	10.20 %	14	28.57 %
Program Assistant	4	8.16 %	18	36.73 %
Independent Program Coordinator	16	32.65 %	34	69.39 %
Other	15	30.61 %	49	100.00 %
<b>Total Responses</b>		<b>49</b>	<b>49</b>	<b>100%</b>
Quality of instruction			Respondents: 53	
Very Satisfied	30	56.60 %	30	56.60 %
Somewhat Satisfied	18	33.96 %	48	90.57 %
Somewhat Dissatisfied	1	1.89 %	49	92.45 %
Don't know or n/a	4	7.55 %	53	100.00 %
<b>Total Responses</b>		<b>53</b>	<b>53</b>	<b>100%</b>
Variety of classes			Respondents: 53	
Very Satisfied	23	43.40 %	23	43.40 %
Somewhat Satisfied	24	45.28 %	47	88.68 %
Somewhat Dissatisfied	4	7.55 %	51	96.23 %
Don't know or n/a	2	3.77 %	53	100.00 %
<b>Total Responses</b>		<b>53</b>	<b>53</b>	<b>100%</b>
Quantity of classes			Respondents: 50	
Very Satisfied	16	32.00 %	16	32.00 %
Somewhat Satisfied	26	52.00 %	42	84.00 %
Somewhat Dissatisfied	4	8.00 %	46	92.00 %
Very Dissatisfied	2	4.00 %	48	96.00 %
Don't know or n/a	2	4.00 %	50	100.00 %
<b>Total Responses</b>		<b>50</b>	<b>50</b>	<b>100%</b>

# Cumulative Count and Percent

## DDL Fairview Program Review--Facility Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Relevance of classes to student's work or daily living skills needs			Respondents: 53	
Very Satisfied	24	45.28 %	24	45.28 %
Somewhat Satisfied	22	41.51 %	46	86.79 %
Somewhat Dissatisfied	3	5.66 %	49	92.45 %
Very Dissatisfied	1	1.89 %	50	94.34 %
Don't know or n/a	3	5.66 %	53	100.00 %
<b>Total Responses</b>		<b>53</b>	<b>53</b>	<b>100%</b>
Relevance of classes to student's instructional needs			Respondents: 53	
Very Satisfied	27	50.94 %	27	50.94 %
Somewhat Satisfied	22	41.51 %	49	92.45 %
Somewhat Dissatisfied	1	1.89 %	50	94.34 %
Very Dissatisfied	1	1.89 %	51	96.23 %
Don't know or n/a	2	3.77 %	53	100.00 %
<b>Total Responses</b>		<b>53</b>	<b>53</b>	<b>100%</b>
Relevance of classes to student's personal/social needs			Respondents: 53	
Very Satisfied	32	60.38 %	32	60.38 %
Somewhat Satisfied	17	32.08 %	49	92.45 %
Somewhat Dissatisfied	2	3.77 %	51	96.23 %
Don't know or n/a	2	3.77 %	53	100.00 %
<b>Total Responses</b>		<b>53</b>	<b>53</b>	<b>100%</b>
Scheduling of classes (time of day, length of class sessions, days of week)			Respondents: 52	
Very Satisfied	28	53.85 %	28	53.85 %
Somewhat Satisfied	21	40.38 %	49	94.23 %
Somewhat Dissatisfied	1	1.92 %	50	96.15 %
Don't know or n/a	2	3.85 %	52	100.00 %
<b>Total Responses</b>		<b>52</b>	<b>52</b>	<b>100%</b>

# Cumulative Count and Percent DDL Fairview Program Review--Facility Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Marketing of classes and program			Respondents: 52	
Very Satisfied	14	26.92 %	14	26.92 %
Somewhat Satisfied	25	48.08 %	39	75.00 %
Somewhat Dissatisfied	5	9.62 %	44	84.62 %
Very Dissatisfied	4	7.69 %	48	92.31 %
Don't know or n/a	4	7.69 %	52	100.00 %
<b>Total Responses</b>		<b>52</b>	<b>52</b>	<b>100%</b>
Ease of registering for the class			Respondents: 53	
Very Satisfied	26	49.06 %	26	49.06 %
Somewhat Satisfied	15	28.30 %	41	77.36 %
Somewhat Dissatisfied	3	5.66 %	44	83.02 %
Very Dissatisfied	2	3.77 %	46	86.79 %
Don't know or n/a	7	13.21 %	53	100.00 %
<b>Total Responses</b>		<b>53</b>	<b>53</b>	<b>100%</b>
Helpfulness and availability of office staff			Respondents: 51	
Very Satisfied	26	50.98 %	26	50.98 %
Somewhat Satisfied	14	27.45 %	40	78.43 %
Somewhat Dissatisfied	4	7.84 %	44	86.27 %
Don't know or n/a	7	13.73 %	51	100.00 %
<b>Total Responses</b>		<b>51</b>	<b>51</b>	<b>100%</b>
Helpfulness of DDL Program Assistant (Erica Valle)			Respondents: 53	
Very Satisfied	22	41.51 %	22	41.51 %
Somewhat Satisfied	11	20.75 %	33	62.26 %
Don't know or n/a	20	37.74 %	53	100.00 %
<b>Total Responses</b>		<b>53</b>	<b>53</b>	<b>100%</b>
Helpfulness of DDL Department Chair (Jody Hollinden)			Respondents: 52	
Very Satisfied	34	65.38 %	34	65.38 %
Somewhat Satisfied	13	25.00 %	47	90.38 %
Don't know or n/a	5	9.62 %	52	100.00 %
<b>Total Responses</b>		<b>52</b>	<b>52</b>	<b>100%</b>

# Cumulative Count and Percent

## DDL Fairview Program Review--Facility Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Adequacy of student to staff ratio (teachers, instructional aides, and volunteers)			Respondents: 50	
Very Satisfied	27	54.00 %	27	54.00 %
Somewhat Satisfied	15	30.00 %	42	84.00 %
Somewhat Dissatisfied	6	12.00 %	48	96.00 %
Don't know or n/a	2	4.00 %	50	100.00 %
<b>Total Responses</b>		<b>50</b>	<b>50</b>	<b>100%</b>
Overall quality of the program			Respondents: 50	
Very Satisfied	26	52.00 %	26	52.00 %
Somewhat Satisfied	21	42.00 %	47	94.00 %
Somewhat Dissatisfied	1	2.00 %	48	96.00 %
Don't know or n/a	2	4.00 %	50	100.00 %
<b>Total Responses</b>		<b>50</b>	<b>50</b>	<b>100%</b>

# Listing of "other" Responses by Question

## DDL Fairview Program Review--Facility Survey

---

**Question:** Which best describes your position at Fairview?

IPC  
Standards Compliance Coord  
SPT  
Senior Psych. Tech.  
Day Training Coordinator  
Shift Supervisor  
SPT  
SPT  
DTAC Coordinator  
SPT  
RN  
SPT  
Senior Psych. Tech.  
Acting Supervising Reg. Nurse  
Shift Lead



# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Facility Survey

---

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

I'm not so sure about recent times, but I've seen classes in the past which would have up to 13-14 clients with only a few staff. Consideration should be given to having a better ratio.

It seems that at times a number is assigned regarding how many students should be enrolled in a class and not all factors are taken into consideration when assigning this number. This seems to be especially apparent in Program 1 and 2 where the students are in wheelchairs. It appears that it is sometimes very difficult or impossible to provide students with the level of interaction that they need and to even get them into the classroom when enrollment numbers are set high. I understand that this may be a funding issue, but if it is possible, it would be nice if more individualized consideration could be taken when determining what the enrollment for each class should be.

there could be more classes available - we had more in the past and students enjoyed them a lot: cooking class, rhythmic movements class, physical fitness, etc. They are not available for at least res 523 residents.

One concern I have is that there seems to be a high number of class cancellations each week for the clients at FVW. When classes are cancelled, there doesn't appear to be much communication about it either to the residences or to the college.

SOME IMPORTANT CLASSES HAVE BEEN CLOSED, THAT MY CLIENTS REALLY ENJOYED AND BENEFITTED FROM AND I BELIEVE BETTER RECRUITMENT OF STUDENTS COULD HAVE KEPT THE CLASSES OPEN.

I don't know that needs are truly being identified. We only have certain classes offered and have to pick the best candidate. The classes that might be best are not our choices.

Instructors do not have but only one aid usually and residence staff have to accompany the clients to class, and also be utilized to escort to class. This places a burden on Res. staff who are needed on the residence to provide active treatment to the remaining clients on the unit.

Always give the unit prompt response.

The last class I observed was a human awareness class. In this class the men were coloring with no relevant subject matter.

We need more classes available for our more challenging clients.

Some classes really meet the needs of our consumers. All classes require help from the LOC staffs. We have to provide staffs for those classes, so it creates an unsafe condition for the residence.

Would be nice to have more variety for my consumers. :)

There is no enough openings and some students wait for a very long time for a spot. Some classes are only available for students in specific program--not open for students from different program.

Class offerings are sporadic and it's hard to get up to date centralized enrollment information current class lists.

We could use more classes, maybe some that could focus on hygiene/grooming, pre-vocational skills.

Often residence staff are not aware of the classes offered to our clients. A flier or groupwise would be very helpful.

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Facility Survey

---

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

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Facility Survey

---

**Question:** Are there other courses or services that you would like Coastline to offer for Fairview residents?

Many of the clients in our program have much higher learning skill level. Consideration for basic computer classes would be welcomed. Also, basic reading, writing and arithmetic.

I have gotten several requests for reading programs or GED type programs from some of the clients. This may be an area to explore.

MAYBE ANY OTHER ACTIVITY THAT WILL PROVIDE CLEAR UNDERSTANDING TO CLIENT HOW TO INTRACT IN COMUNITY WITHOUT INSECURITY.

The ones listed on page 1.

Housekeeping skills (setting table for meals, preparing easy snack foods, clean up area).

none @ this time

More of "out off grounds during the weekends" activities.

Music classes seem to be of particular interest to our clientele, and classes that further communication, vocational or self-help skills are always a priority.

- 1)SURVEY THE ARTS
- 2)SIGN LANGUAGE

More safety training.

An exercise class geared towards people who don't really like to exercise but really need it.

Safety training skills such as recognizing traffic signals, crosswalks, pedestrian safety skills, etc.

Yes, more evening classes 1830-2000. Address specific learning needs classes.

Would like to have a class on T/Th 1330-1500.

More recreational activities.

I hope Coastline will have courses for the people who don't like to leave the unit.

Yes, I think yearly to get updates from staff and clients on suggestions for classes. How about an Arts & Crafts class or Physical Education class as in ball throwing, moving hands and legs as much as a client can.

Sign language for clients that needed and they can benefit from.

Reading and Writing. Performing Arts (acting? dance?)

Course in sex education and relationships. Appropriate conduct in the community, social skills, dating, etc.

Wheelchair tap dance class. Safety awareness. Have community resource class. Occupational therapy class.

More weekend activities. More evening activities. Money management. Expansion of community resource classes. Wheelchair tap dancing class. Expansion of food prep classes. Safety awareness. Occupational therapy classes.

Cooking classes. Make-up. Fashion. Aerobic. etc.

More weekend classes, more cooking classes--Home Ec, more beauty/self grooming classes, learning how to pick matching clothing that is weather appropriate, anger

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Facility Survey

---

**Question:** Are there other courses or services that you would like Coastline to offer for Fairview residents?

management, interpersonal communication classes.

Coastline offers a great variety, however, I would like to see more sessions or more enrollment spots.

Satisfied

Not for Program One

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Facility Survey

---

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

Quality interaction for students who are medically fragile and somewhat difficult to serve.

Any structured activity in which they can get away from the unit is of great benefit. The clients themselves would better at answering this.

Access to additional services in the form of classes, interaction with CCC staff and other students.

LEARNED HOW TO INTERACT IN COMMUNITY UNDER DAILY BASIS SITUATIONS.

Extra programming after the regularly scheduled activities with a lot of well trained assistance

Programs reach in activities that keep students involved

Fun classes.

Physical activities offered are very helpful in maintaining weight - that is a problem for a lot of residents.

Staff provides student friendly atmosphere with concurrent activities going on so students have a choice and/or can switch from activity to activity when done/bored.

The opportunity to share time with others who are not on their home residence is quite important, as I see it. This is great socialization and expands the horizons of the consumer, in my humble opinion.

>develop and increase their socialization/interaction skills

>build up confidence for acceptance in learning a new challenging task

>maximize potential of each client in expanding skills

Many of the clients enjoy the attention/interaction with others and seem to like learning new things.

Learning new skills, Enrichment in Personal-Social skills by getting to know people from different units, enrichment & nice addition to their daily activity schedule, participating in wider variety of activities than everyday.

They have the chance to leave the residence and enter into a structured class. This provides them people and experiences to look forward to.

I think they benefit from the socialization and skill learning.

KNOWLEDGE

SOCIALIZATION

SELF ESTEEM

PLEASURE

RELAXATION

A different environment and atmosphere.

Learning from different people--fills out their schedule with positive activities--the clients really enjoy going to college

A chance to learn new and important skills.

Socialization and exercise.

Instruction that helps them for future placement.

Self esteem and greater independence

Stimulation (i.e., auditory, sensory, visual) an spending time with peer/socialization

An improved quality of life.

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Facility Survey

---

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

With the tight budget, Coastline offers our clients opportunities to go to class and be provided with socialization and communication opportunities. Music classes are a wonderful addition to their lives.

A chance to get off the unit and participate in something outside the program.

These classes help to keep them busy, so less maladaptive behaviors noted.

Socialization

Involvement off res. interaction with other clients, social awareness. More music classes.

They can socialize with other clients and be self-confident.

The social interaction appears to be very important benefit for the clients on my case load.

Social aspect with peers, staying busy, learning appropriate ways to interact, etc.

To prepare them when they live out in the community.

Enhances their daily schedules. Allows more opportunity to meet with peers from all Fairview.

Widens horizons. Enables greater interaction.

They enjoy classes more than pre-voc and voc. programs. They make, create, socialize, share.... These are classes most students look forward to.

Being taught by professional educated staff vs. regular DTAC.

Enjoy meeting new people and time to be off the residence.

The variety of times classes are offered.

Social skills and a feeling of "being normal!"

Stimulation of cognitive functioning and the possibility of generalizing what is learned in the class to other critical life skill functions (e.g., socialization)

Stimulation of cognitive/socialization skills

Socialization. Sensory stimulation.

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Facility Survey

---

**Question:** Do you have any comments or recommendations?

Not at this time, other than to say that the staff I've had the priviledge of interacting with have always been professional and curteous. Especially Jody Hollinden. Thanks.

Generally, I am pleased with the services that CCC provides to the clients who reside at FDC. I certainly would like the services to at minimum stay at the current level and if possilbe that the classes offerred increase. I realize that due tot he budget crises this may not be possible; however, ideally that would be my wish.

I think that these classes have very little relevance to the population in our program. If more of our people had more ability, they might benefit from this time spent in class, but due to their developmental levels I think this is a waste of district resources in a time of severe limitations for people who are looking for an education.

OVER ALL I'M SATISFIED WITH COAST LINE SERVICES.

If the budget allows I would like to see cooking, dancing, singing, and physical exercise classes available.

Keep up the good work!

>Pls have more programs open.

>more computer classes / games for high functioning clients

The system of measuring an individual's progress is suspect. There is no real emperical evidence as to whether a person is improving or not. Otherwise, the classes are certainly an asset to the clients quality of life.

The Teachers were always very nice and helpful- trying to provide all possible information we needed. Thank You!.

Jody Hollinden has been wonderful about working with the IPCs and myself at Fairview to meet our needs. We really value her as a liaison. She listens to our concerns and acts quickly for resolution.

PLS REOPEN SURVEY THE ARTS OFFERED IN THE AFTERNOONS  
PLS KEEP THE EVENING SIGN LANGUAGE CLASS OPEN FOR SIGN LANGUAGE  
THAT CLASS WAS DOING SO WELL AND AS WELL AS LEARNING SIGN  
LANGUAGE, THEY WERE ALSO LEARNING READING AND SPELLING

Sometimes the roster for classes come after class have started.

Have 2 instructors per class with aids to accommodate supervised level of clients without the use of residence staff. Provide necessary on-going training for instructors/aids to effectively manage those individuals with difficult challenging behaviors so they can be better equipped to intervene.

You are doing a good job, and clients benefit from it.

Expand--offer more classes

Our population (skilled nursing) has many challenges. The Coastline teachers are wonderful. They all have enhanced the lives of the clients they serve. Also, Jody and Erica are always there to help, offer suggestions, and do whatever it takes to offer more opportunities for our people. Thanks. Margo.

More classes.

I feel Coastline play an important role in helping to implement activities for our clients.

None. Irrelevant to acute unit. [Respondent answered "Don't know or n/a" to all

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Facility Survey

---

**Question:** Do you have any comments or recommendations?

estions.]

This survey is irrelevant to our unit because we don't use your services. [Respondent answered "Don't know or n/a" to all questions.]

Keep up the good work. Would like more a.m. classes. Please ask clients parents and family what they would like as classes for their loved ones. Family wish to be involved also.

Thank you for htlping the consumers.

Just a note that L. Bryant seems like a great instructor!

None at this time excedpt that the clients would benefit really good with these classes.

Evening and weekend activities.

Expand the good work you are already doing--Create more activities for evening and especially weekends.

Some teachers (deleted) need to treat the IPCs with more respect and courtesy and willingly cooperate with IPC's efforts to retrieve course objectives.

No noted problems. Please continue with the great work. Thank you!

We cannot tell what classes are available, if they are only for certain programs or open to everyone.

Possibly adding more sessions of popular classes so that more clients are able to benefit from them.

More classes. P.M.s especially

Please continue the current curricula. Very satisfied.

Great!

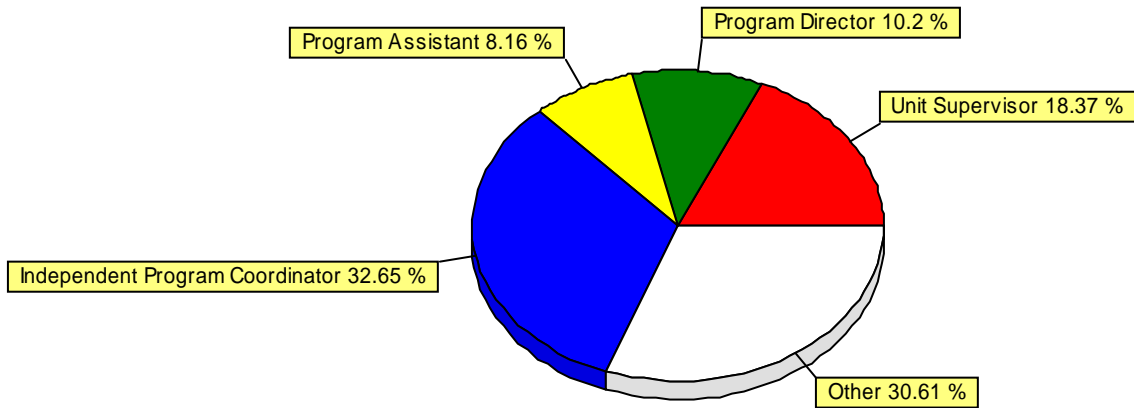


# Pie Charts

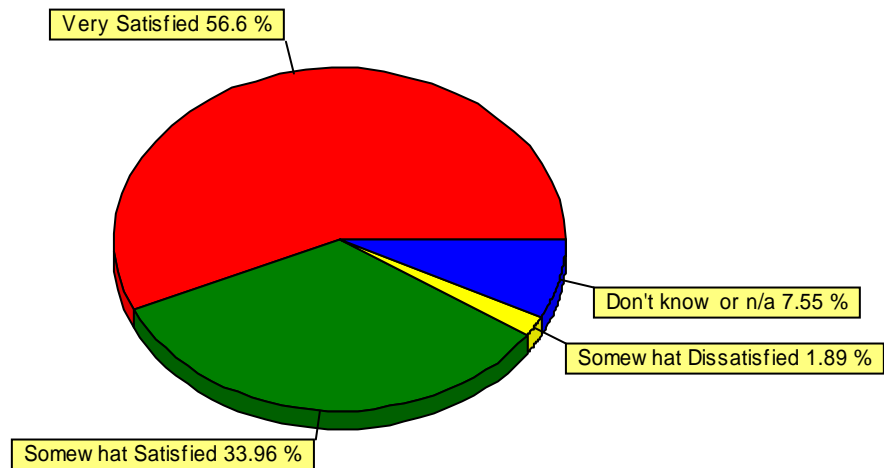
## DDL Fairview Program Review--Facility Survey

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Which best describes your position at Fairview?



Quality of instruction

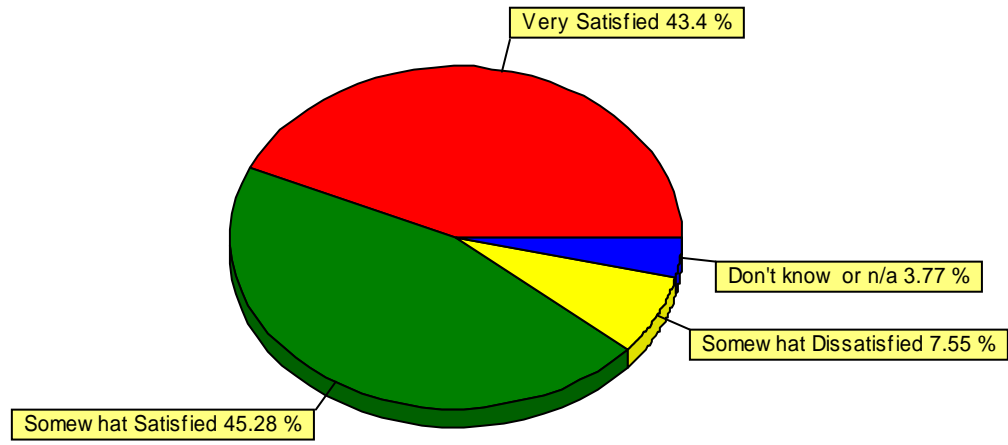


# Pie Charts

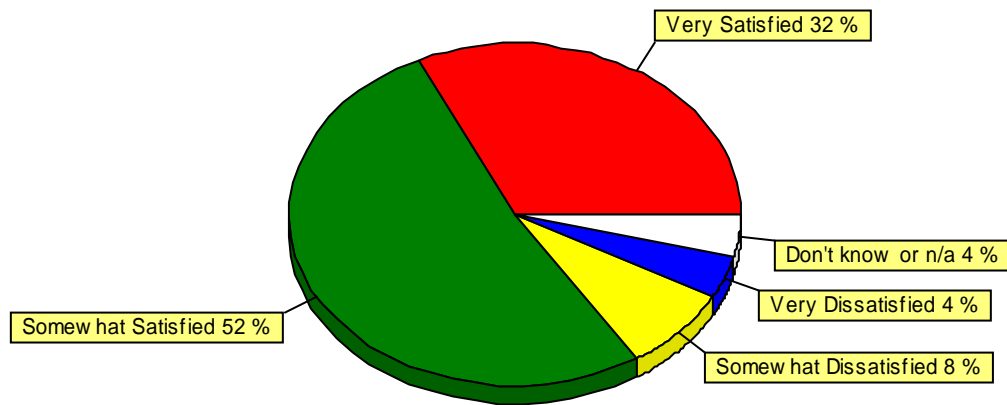
## DDL Fairview Program Review--Facility Survey

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Variety of classes



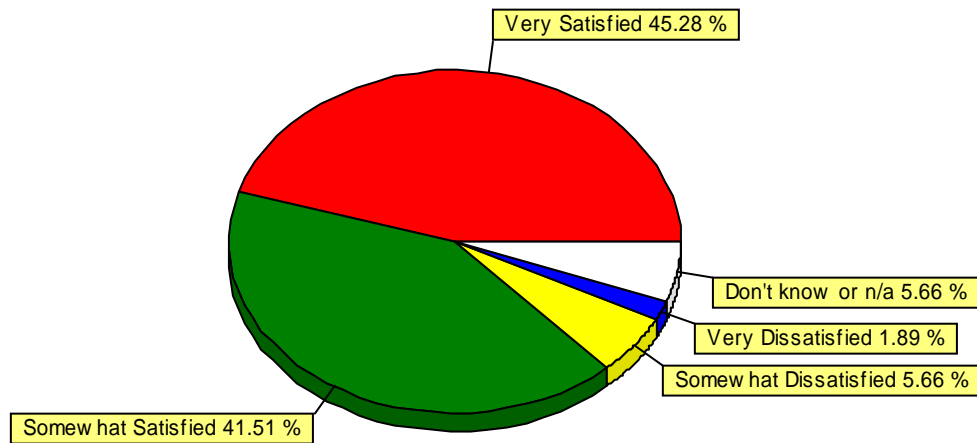
Quantity of classes



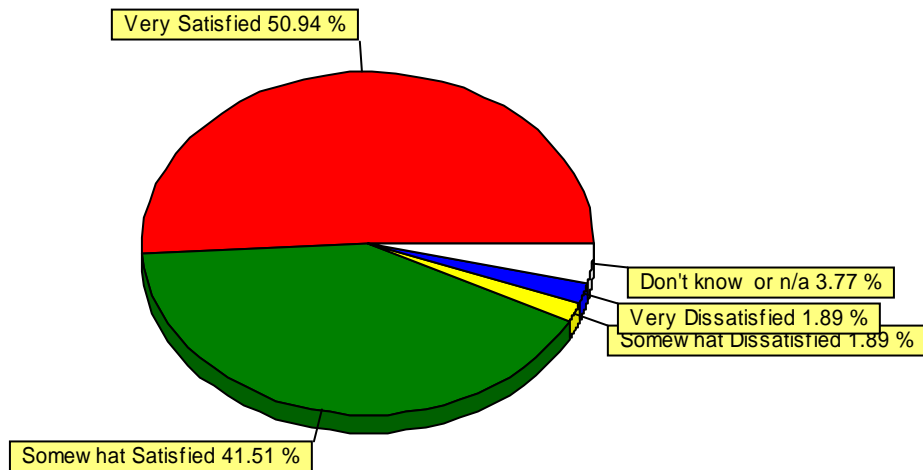
# Pie Charts

## DDL Fairview Program Review--Facility Survey

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



Relevance of classes to student's instructional needs

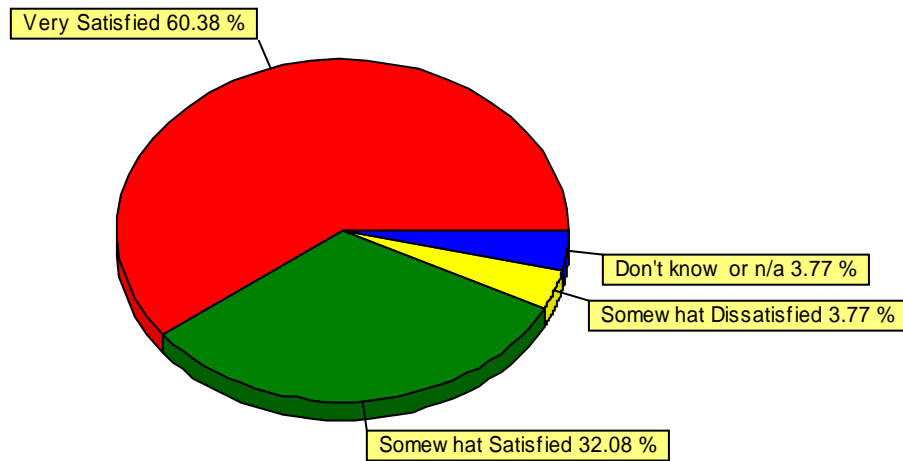


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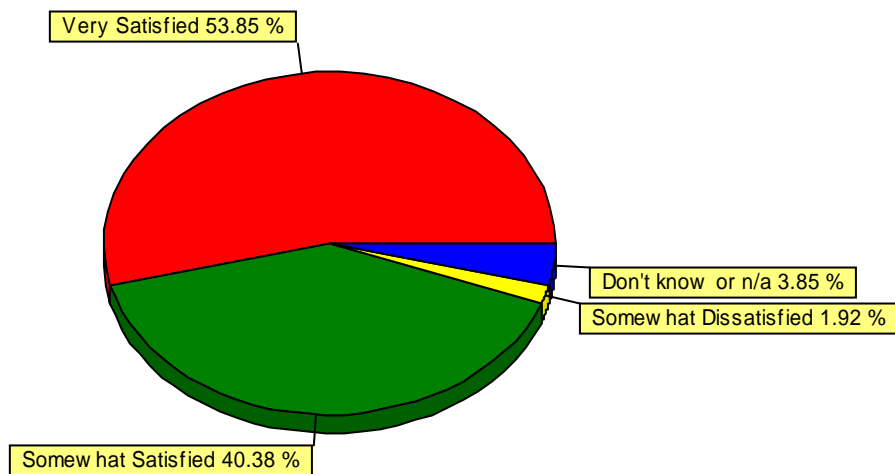
## DDL Fairview Program Review--Facility Survey

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Relevance of classes to student's personal/social needs



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

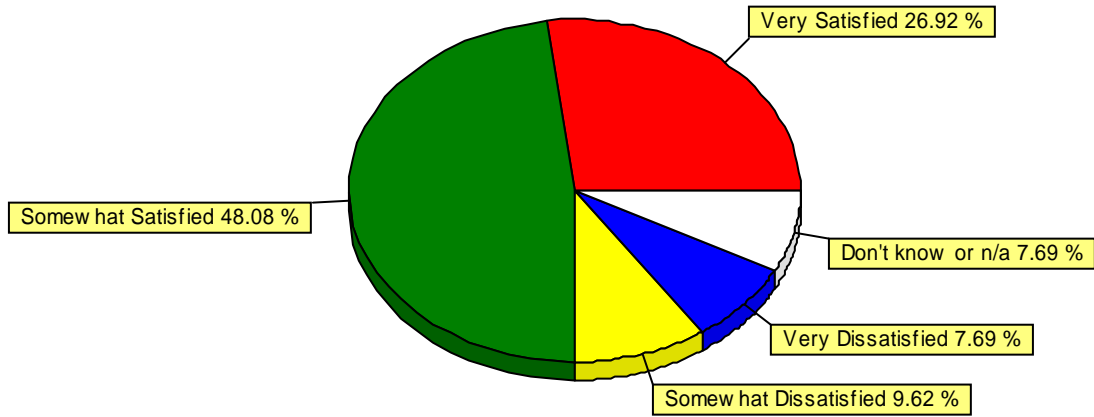


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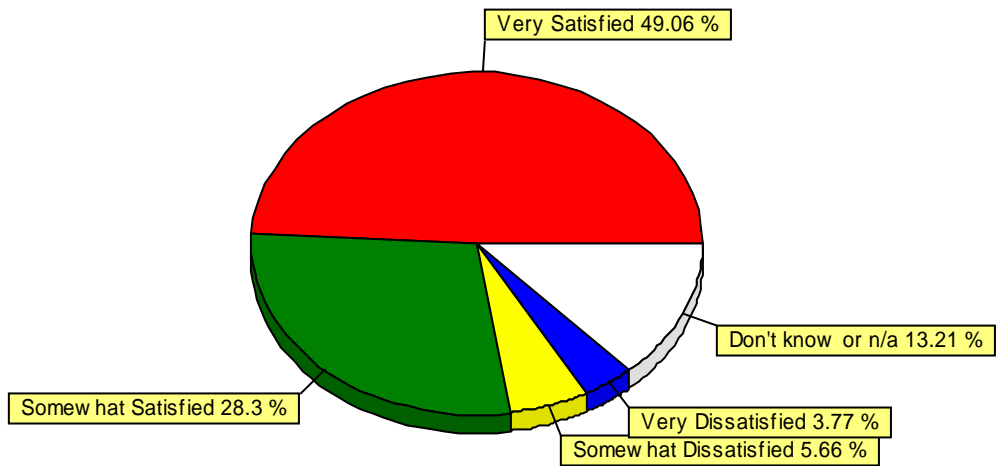
## DDL Fairview Program Review--Facility Survey

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Marketing of classes and program



Ease of registering for the class

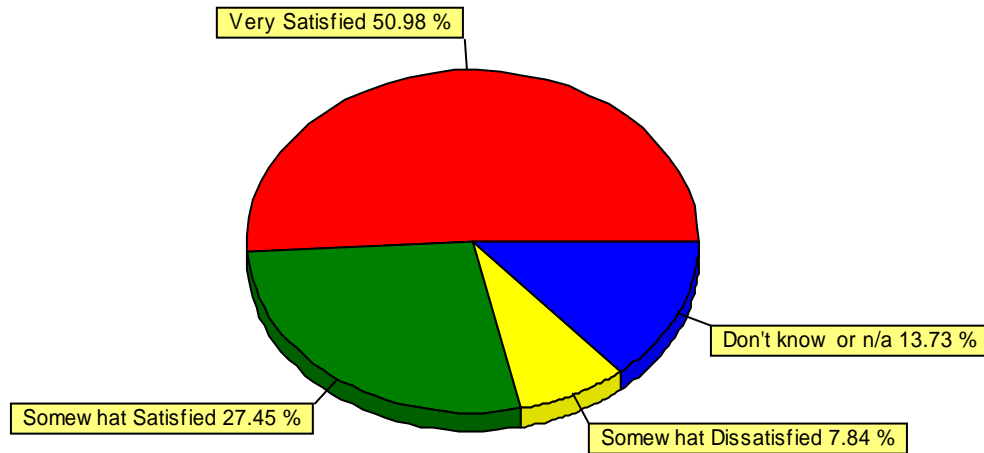


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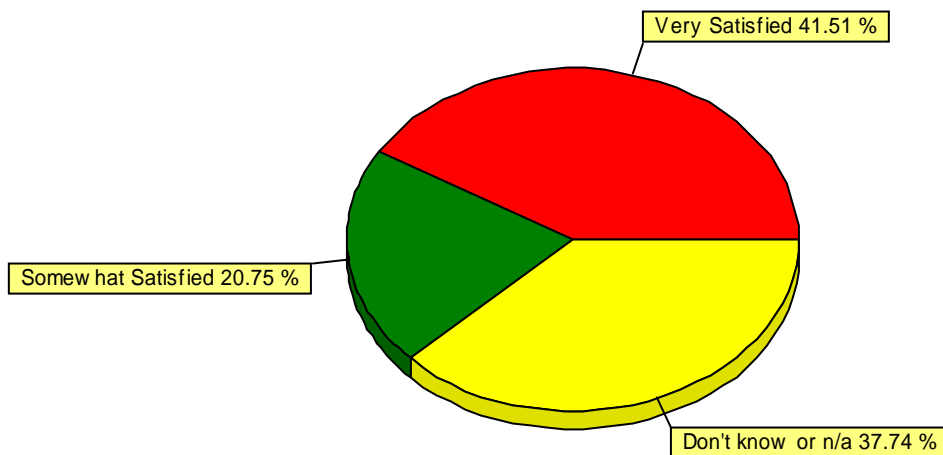
## DDL Fairview Program Review--Facility Survey

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Helpfulness and availability of office staff



Helpfulness of DDL Program Assistant (Erica Valle)

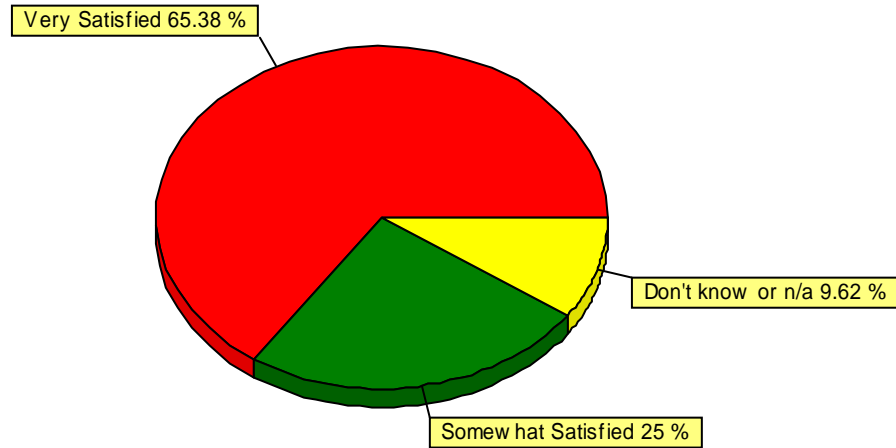


# Pie Charts

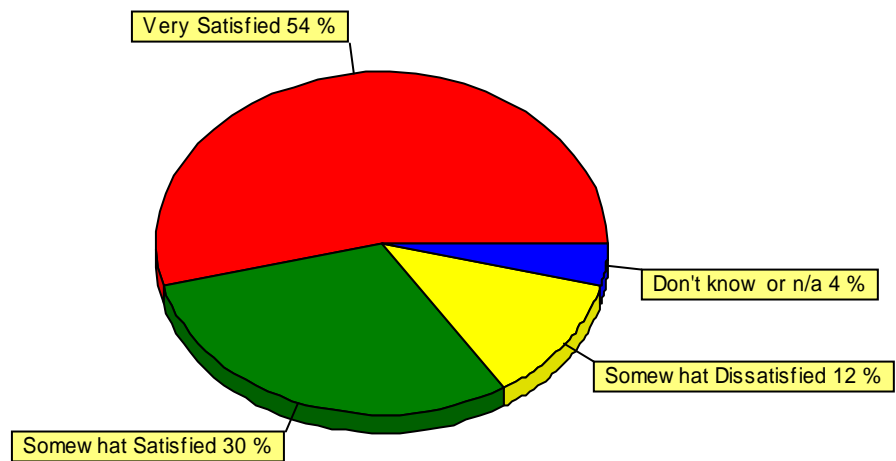
## DDL Fairview Program Review--Facility Survey

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Helpfulness of DDL Department Chair (Jody Hollinden)



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

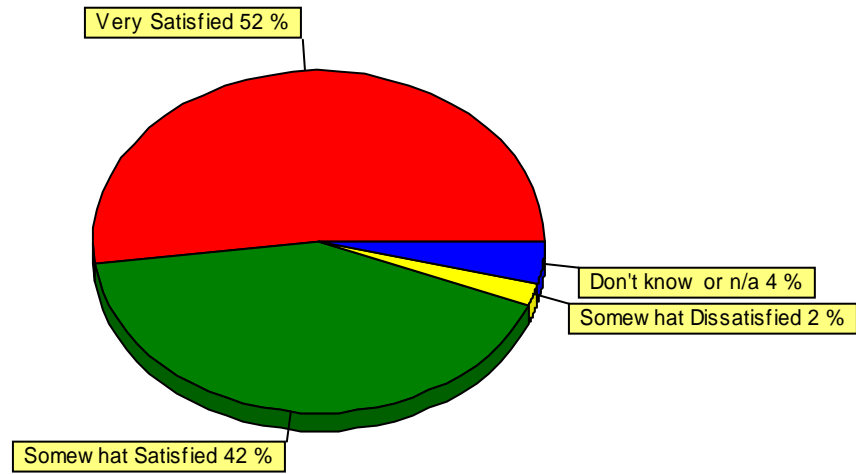


# Pie Charts

## DDL Fairview Program Review--Facility Survey

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Overall quality of the program





# Table of Contents

## DDL Fairview Faculty

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# Cumulative Count and Percent

## DDL Fairview Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Relevancy of courses to vocational, academic, or personal needs of students				
Very Satisfied	14	63.64 %	14	63.64 %
Somewhat Satisfied	6	27.27 %	20	90.91 %
Somewhat Dissatisfied	1	4.55 %	21	95.45 %
Very Dissatisfied	1	4.55 %	22	100.00 %

---

<b>Total Responses</b>	<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

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

Very Satisfied	14	63.64 %	14	63.64 %
Somewhat Satisfied	7	31.82 %	21	95.45 %
Very Dissatisfied	1	4.55 %	22	100.00 %

---

<b>Total Responses</b>	<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

Opportunity to provide program input (scheduling, curriculum, program review)

Very Satisfied	16	72.73 %	16	72.73 %
Somewhat Satisfied	4	18.18 %	20	90.91 %
Very Dissatisfied	1	4.55 %	21	95.45 %
Don't know or n/a	1	4.55 %	22	100.00 %

---

<b>Total Responses</b>	<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

Ease of obtaining class rosters

Very Satisfied	14	63.64 %	14	63.64 %
Somewhat Satisfied	6	27.27 %	20	90.91 %
Somewhat Dissatisfied	2	9.09 %	22	100.00 %

---

<b>Total Responses</b>	<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

Marketing of classes and programs

Very Satisfied	9	40.91 %	9	40.91 %
Somewhat Satisfied	3	13.64 %	12	54.55 %
Somewhat Dissatisfied	2	9.09 %	14	63.64 %
Very Dissatisfied	2	9.09 %	16	72.73 %
Don't know or n/a	6	27.27 %	22	100.00 %

---

<b>Total Responses</b>	<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

# Cumulative Count and Percent DDL Fairview Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Ease of student registration process				
Very Satisfied	12	54.55 %	12	54.55 %
Somewhat Satisfied	7	31.82 %	19	86.36 %
Somewhat Dissatisfied	3	13.64 %	22	100.00 %
<b>Total Responses</b>	<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>

Helpfulness and availability of office staff				
Very Satisfied	17	80.95 %	17	80.95 %
Somewhat Satisfied	3	14.29 %	20	95.24 %
Very Dissatisfied	1	4.76 %	21	100.00 %
<b>Total Responses</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>

Helpfulness of DDL Program Assistant				
Very Satisfied	18	85.71 %	18	85.71 %
Somewhat Satisfied	2	9.52 %	20	95.24 %
Don't know or n/a	1	4.76 %	21	100.00 %
<b>Total Responses</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>

Helpfulness of DDL Department Chair				
Very Satisfied	17	85.00 %	17	85.00 %
Somewhat Satisfied	2	10.00 %	19	95.00 %
Very Dissatisfied	1	5.00 %	20	100.00 %
<b>Total Responses</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

Availability of DDL Department Chair				
Very Satisfied	18	85.71 %	18	85.71 %
Somewhat Satisfied	1	4.76 %	19	90.48 %
Somewhat Dissatisfied	1	4.76 %	20	95.24 %
Very Dissatisfied	1	4.76 %	21	100.00 %
<b>Total Responses</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>

# Cumulative Count and Percent

## DDL Fairview Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Adequacy of student to staff ratio (instructional aides, volunteers, and teachers)				
Very Satisfied	7	33.33 %	7	33.33 %
Somewhat Satisfied	9	42.86 %	16	76.19 %
Somewhat Dissatisfied	5	23.81 %	21	100.00 %

---

<b>Total Responses</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>
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### Quality of classrooms (cleanliness, maintenance, lighting)

Very Satisfied	6	30.00 %	6	30.00 %
Somewhat Satisfied	9	45.00 %	15	75.00 %
Somewhat Dissatisfied	4	20.00 %	19	95.00 %
Very Dissatisfied	1	5.00 %	20	100.00 %

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<b>Total Responses</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

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

Very Satisfied	7	35.00 %	7	35.00 %
Somewhat Satisfied	10	50.00 %	17	85.00 %
Somewhat Dissatisfied	1	5.00 %	18	90.00 %
Don't know or n/a	2	10.00 %	20	100.00 %

---

<b>Total Responses</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

### Quality of equipment/materials supplied

Very Satisfied	6	30.00 %	6	30.00 %
Somewhat Satisfied	9	45.00 %	15	75.00 %
Somewhat Dissatisfied	4	20.00 %	19	95.00 %
Very Dissatisfied	1	5.00 %	20	100.00 %

---

<b>Total Responses</b>	<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

### Amount of equipment/materials supplied

Very Satisfied	6	28.57 %	6	28.57 %
Somewhat Satisfied	6	28.57 %	12	57.14 %
Somewhat Dissatisfied	5	23.81 %	17	80.95 %
Very Dissatisfied	4	19.05 %	21	100.00 %

---

<b>Total Responses</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

# Cumulative Count and Percent

## DDL Fairview Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
Ease of ordering/obtaining new supplies/equipment				
Very Satisfied	4	19.05 %	4	19.05 %
Somewhat Satisfied	6	28.57 %	10	47.62 %
Somewhat Dissatisfied	7	33.33 %	17	80.95 %
Very Dissatisfied	2	9.52 %	19	90.48 %
Don't know or n/a	2	9.52 %	21	100.00 %

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<b>Total Responses</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>
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Extent to which faculty and staff meet the needs of culturally diverse students

Very Satisfied	11	52.38 %	11	52.38 %
Somewhat Satisfied	5	23.81 %	16	76.19 %
Don't know or n/a	5	23.81 %	21	100.00 %

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<b>Total Responses</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

Overall quality of the program

Very Satisfied	12	57.14 %	12	57.14 %
Somewhat Satisfied	8	38.10 %	20	95.24 %
Somewhat Dissatisfied	1	4.76 %	21	100.00 %

---

<b>Total Responses</b>	<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

Have you ever taught a Coastline class at Fairview that included students from the community along with Fairview students?

Yes	11	50.00 %	11	50.00 %
No	10	45.45 %	21	95.45 %
Don't know	1	4.55 %	22	100.00 %

---

<b>Total Responses</b>	<b>22</b>	<b>100%</b>	<b>22</b>	<b>100%</b>
------------------------	-----------	-------------	-----------	-------------

To what extent do you think commingling community students and Fairview students in Coastline classes at Fairview creates a learning environment that is beneficial to your students?

Very beneficial	5	45.45 %	5	45.45 %
Somewhat beneficial	3	27.27 %	8	72.73 %
Limited benefit	3	27.27 %	11	100.00 %

---

<b>Total Responses</b>	<b>11</b>	<b>100%</b>	<b>11</b>	<b>100%</b>
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# Cumulative Count and Percent

## DDL Fairview Program Review--Faculty Survey

	Count	Percent	Cumulative Count	Cumulative Percent
What effect does commingling community students and Fairview students in the same class have on your lesson planning and teaching?				
Has no significant effect	4	33.33 %	4	33.33 %
Makes planning and teaching a little more difficult	8	66.67 %	12	100.00 %
<b>Total Responses</b>	<b>12</b>	<b>100%</b>	<b>12</b>	<b>100%</b>

# Count and Percent

## DDL Fairview Program Review--Faculty Survey

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	Count	Percent
<b>In which Fairview Programs are you currently teaching Coastline classes? (Mark all that apply.)</b>	Respondents: 22	
Program 1	3	13.64 %
Program 2	5	22.73 %
Program 3	5	22.73 %
Program 4	5	22.73 %
Program 5	8	36.36 %
Program 6	9	40.91 %
Extended Opportunity (EO)--Campus-wide	4	18.18 %
Other	2	9.09 %
<b>Total Responses</b>	<b>41</b>	<b>100 %</b>

	Count	Percent
<b>In which of the following professional development activities have you participated within the past two years? (Mark all that apply.)</b>	Respondents: 22	
CCC General Faculty Meeting	21	95.45 %
Discipline-related meetings	18	81.82 %
Technology-related workshops	5	22.73 %
Other workshops	9	40.91 %
Professional conferences	8	36.36 %
Graduate classes/program	4	18.18 %
Other classes	4	18.18 %
Professional training	7	31.82 %
Discipline-related reading	8	36.36 %
Technology-related reading	7	31.82 %
None of the above	1	4.55 %
<b>Total Responses</b>	<b>92</b>	<b>100 %</b>

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Faculty Survey

---

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

I have ordered materials in the past and never received them. Rumor has it that other teachers received the items.

The staff is very helpful and I feel very comfortable addressing any concerns I have with the program or students.

It is very difficult to obtain materials, and if you choose to use your own money and be reimbursed it can take several months.

We have no extra money to update some of our materials in sped, due to the state budget at this time.

Not enough aides. Low budget for supplies.

Classrooms are too crowded. Not enough money to order supplies. I have changed my class roster numerous times and it is never current....Would like class rosters at least a week if not two weeks in advance of class start date. Cash requests could be completed and supplies bought before the first day of class. I love teaching for Coastline and will always do the best with what I have! Thank you!

It is sometimes difficult to find new students for my classes. There seems to be a lack of awareness on the part of Fairview management.

There is a class that I am teaching that really could use an extra aide. The budget cuts have hurt us in this regard.

classes at times need to be longer do to students needs.

I supply my own equipment, with very minimal exceptions.

While some residences put students in classes which are relevant to student's needs and likes and abilities, other residences place students in classes so that they do not have to take students to more than one location.

I have not been asked about programming or scheduling. Classes appear to be placed in program on individual instructor's and/or residences' needs, and the program seldom seems to be looked at as a complete program.

In my experience classes are not really marketed.

While office staff appear to want to be available and helpful, I do not find that in major ways they are really listening and helpful in ways that matter to faculty.

While instructional aides are available for classes, training seems to always be during classes.

I am not really sure who the DDL Program Assistant is?

My personal experience with the DDL Program Chair is that she shows favoritism to certain faculty.

Not all faculty have access to technology, supplies, training on an equal basis.

I would like to be able to schedule more classes for myself or teach the one I do have 5 days a week.



# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Faculty Survey

---

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

no

Perhaps Communication I could also have some higher level objectives along with the lower level objectives. We have a variety of students coming to class, that have varying needs.

Personal Social Adjustment, Oral Communication -modified

No

none at this time

None

no

I feel that most of the course outlines need to be updated. However, I have not seen course outlines since they have been place in the lastest form utilized by the Curriculum Committee.

All course outlines need to be updated to meet the new format requirements. As I begin to go through the old course outlines I see areas that need updating and improvement. SPED 403, 404, and 405 - Oral Communications is such a grouping. The curriculum for 403 and 404 are basically for non-verbal communicators. Thus, the name of the course should be changed to something more reflective, like; total approach communicatins or verbal/non-verbal communications. Perhaps 403 and 404 might be combined to create one course to better meet the needs of the students.

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Faculty Survey

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

Music and art combined.

more exercise, possibly outdoors.

no

Exploring new courses that have never been taught before.

More ASL classes and Money Management. There is a waiting list for these two classes

An equal opportunity food preparation class would be nice to offer. This class has grown in popularity and class space for students has maxed out in the current class offering.

Not at this time.

none at this time

A course for parents of persons with special needs might be helpful. Topics might include navigating the Regional Center system; impact of having a loved one with special needs on the rest of the family, including the emotional toll on the parents; planning for the future of the special needs person; relevant legislation

no

I would like to see a review of the entire course offerings which have not been reviewed for at least ten years. While at the time these course outlines were written, they were state of the art. However, if the program doesn't continue to grow and change, the program becomes stale and outdated.

None at this time.

# Text and Paragraph Responses by Question

## DDL Fairview Program Review--Faculty Survey

---

**Question:** Do you have any other comments or recommendations?

More opportunities for faculty to get together.  
Information to faculty about the whole program, we are quite isolated.

Jody and Erica have been very prompt to see to my needs if and when they arise.

no

We need to start thinking out of the box. Start including some of the creativity that was shown in the film. Create a think tank that would explore new ideas and ways of teaching.

Please continue to fund this wonderful program. It offers the students at Fairview so many opportunities for success that they might not otherwise have had. Thank you.

I am very happy with Coastline's commitment to I think ,in meeting the needs of our special programs population.

none at this time

Thank you to everyone at SP&S. Everyone has worked so hard for the well being of our students, Fairview Developmental Center, and the faculty in a time of incredible uncertainty.

no

I would like to see more actual involvement of faculty in decisions about class schedules, budget allocations, and other facets of the program.

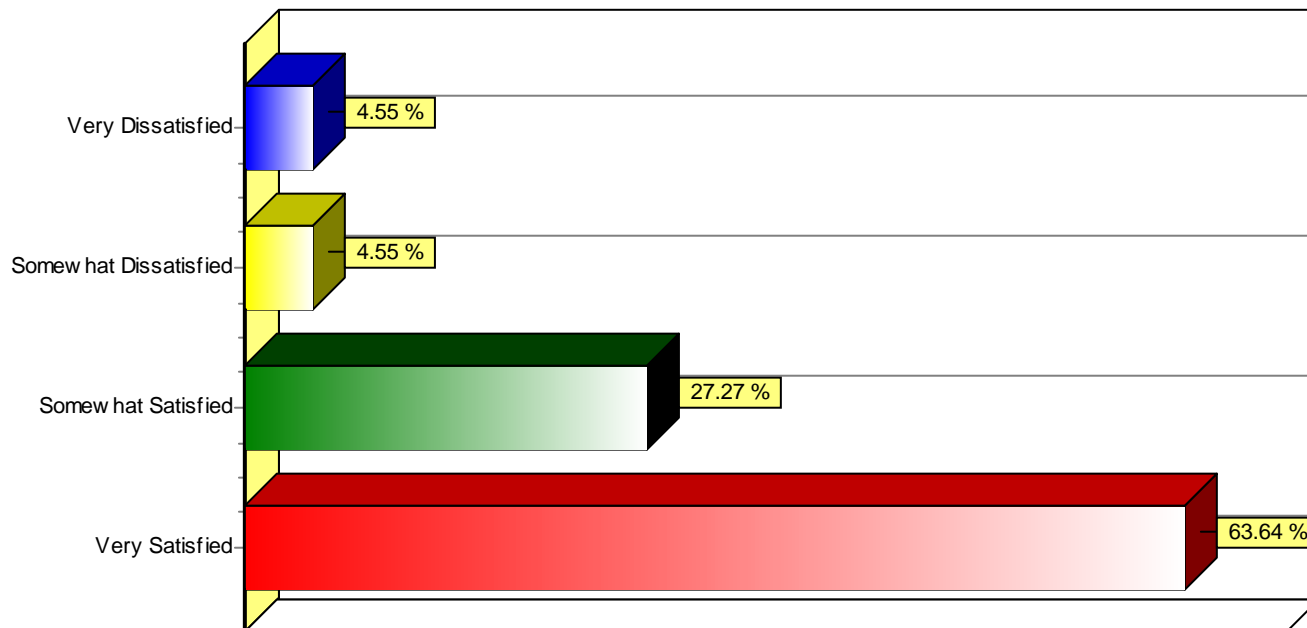
I feel that to be given this survey for Program Review, without any knowledge that this was going to take place, did not give time to reflect on answers, especially since we had time constraints for taking this survey during the Discipline Meeting at the Faculty meeting.

# Bar Graphs

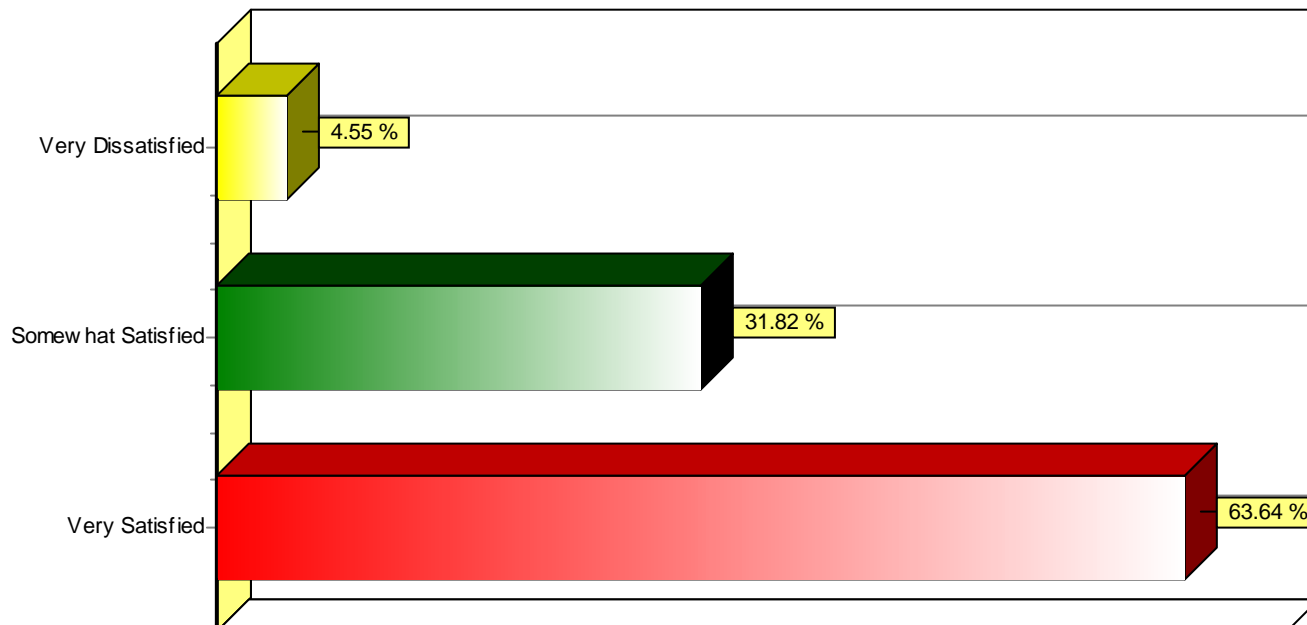
## DDL Fairview Program Review--Faculty Survey

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Relevancy of courses to vocational, academic, or personal needs of students



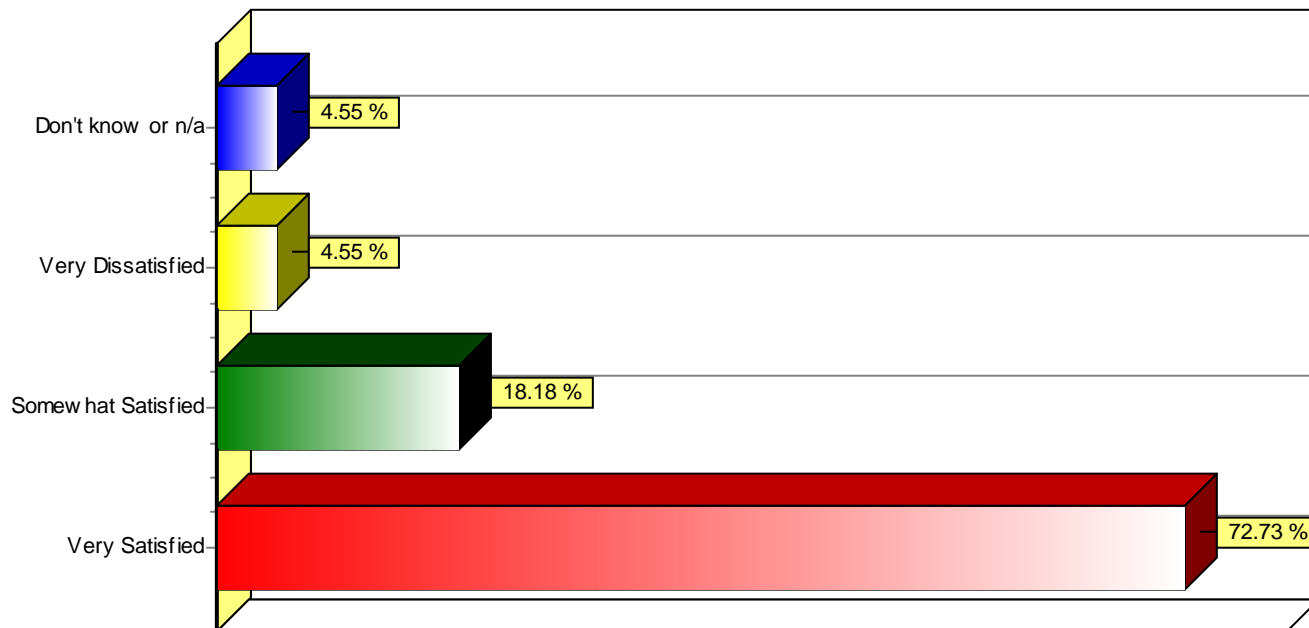
Scheduling of classes (time of day, length of class sessions, days of week)



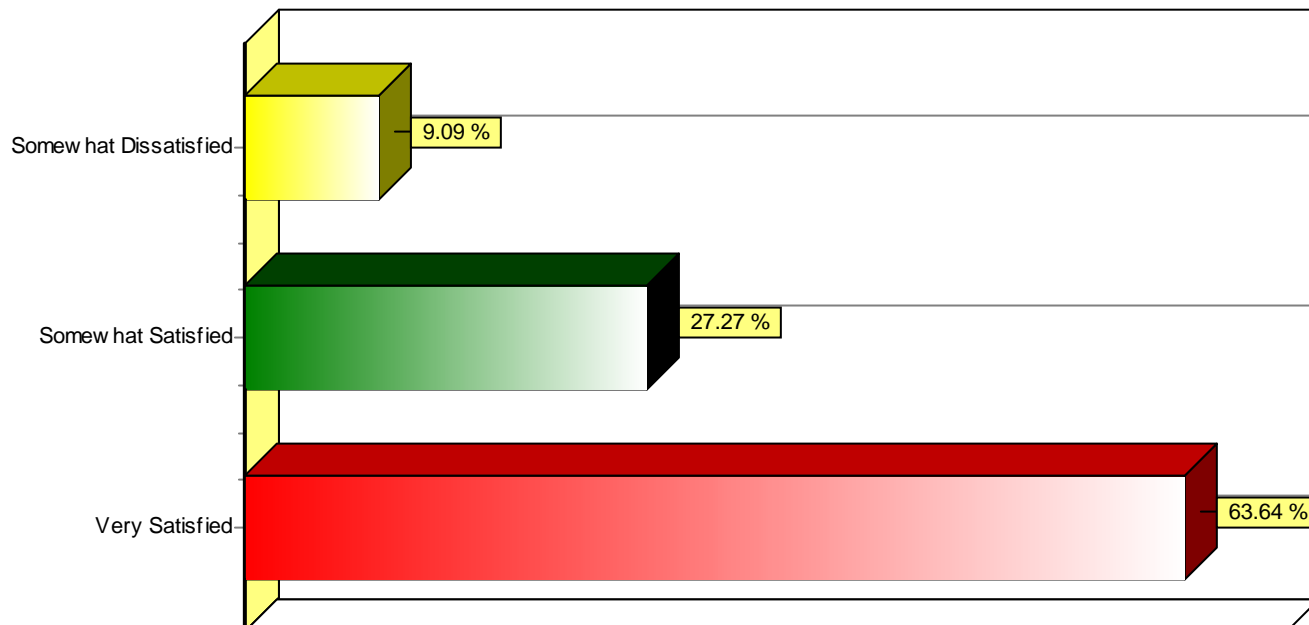
# Bar Graphs

## DDL Fairview Program Review--Faculty Survey

Opportunity to provide program input (scheduling, curriculum, program review)



Ease of obtaining class rosters

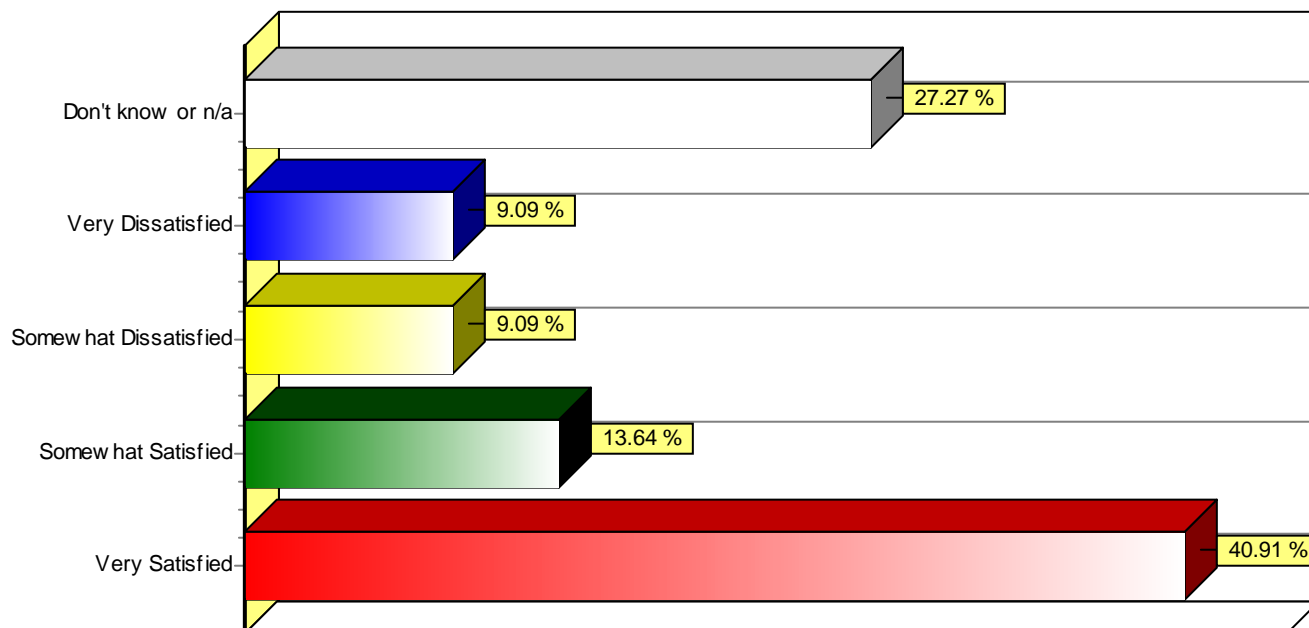


# Bar Graphs

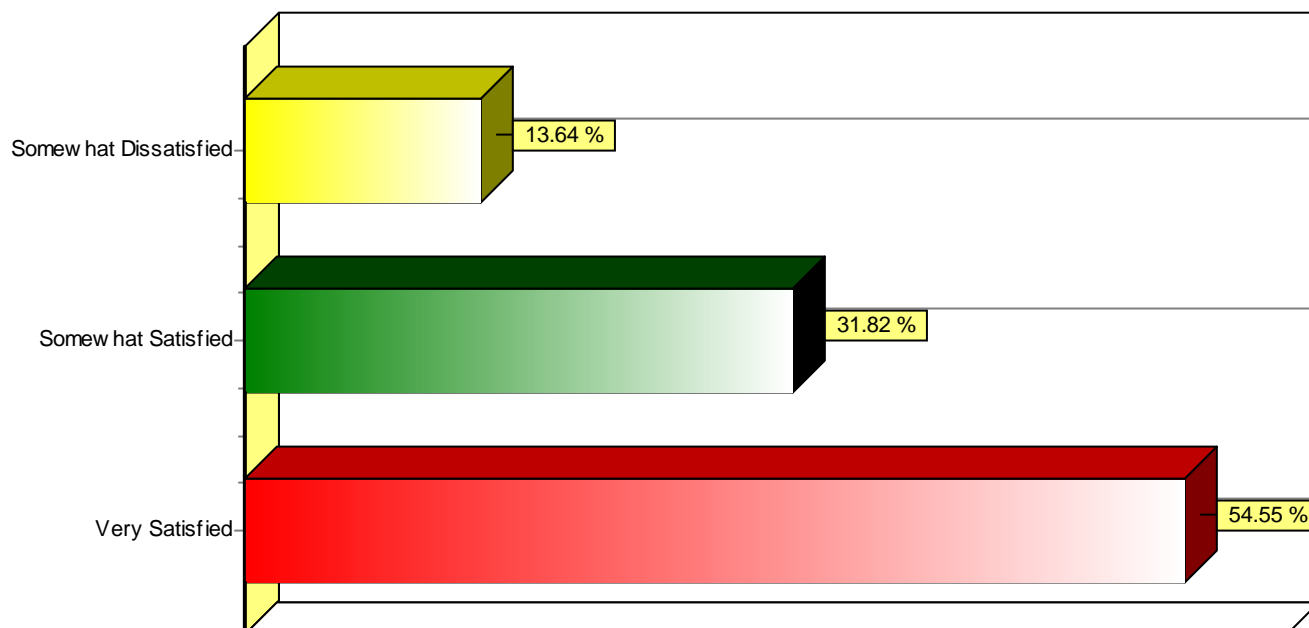
## DDL Fairview Program Review--Faculty Survey

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Marketing of classes and programs



Ease of student registration process

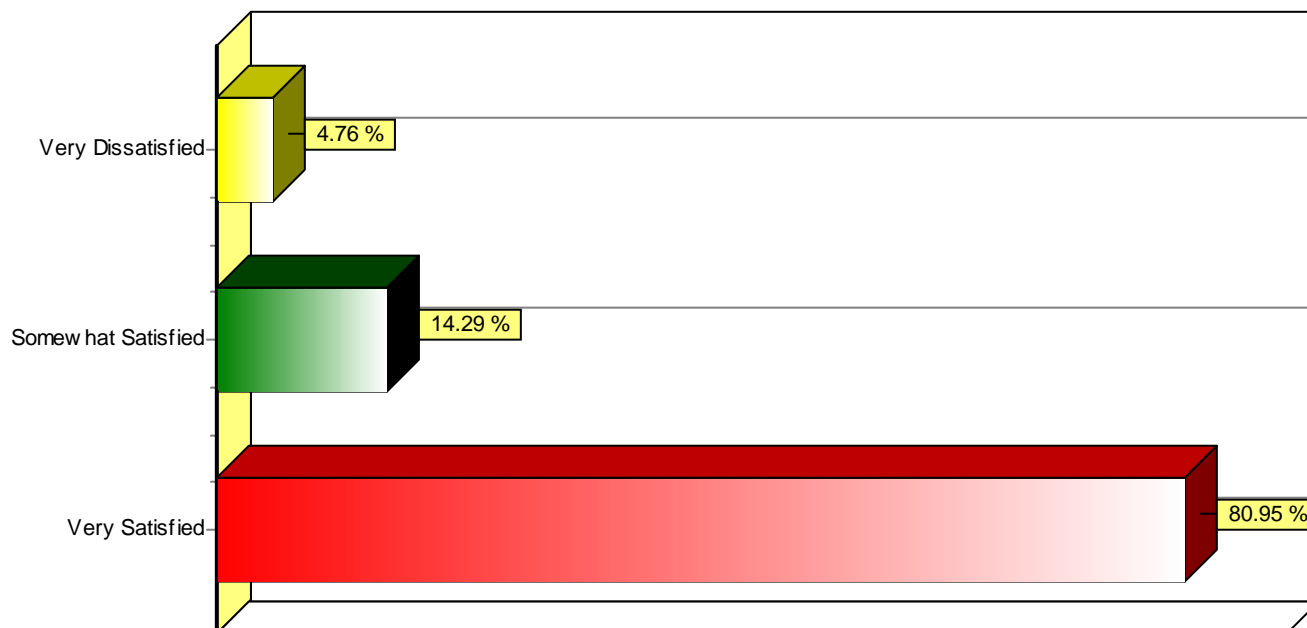


# Bar Graphs

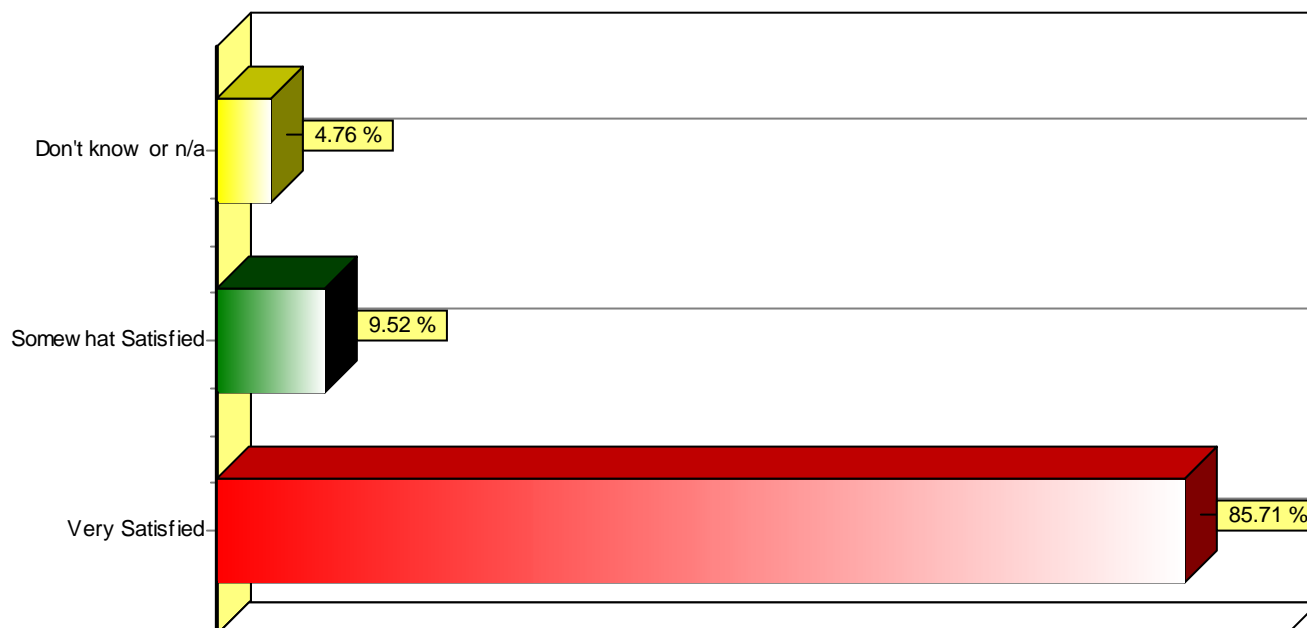
## DDL Fairview Program Review--Faculty Survey

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Helpfulness and availability of office staff



Helpfulness of DDL Program Assistant

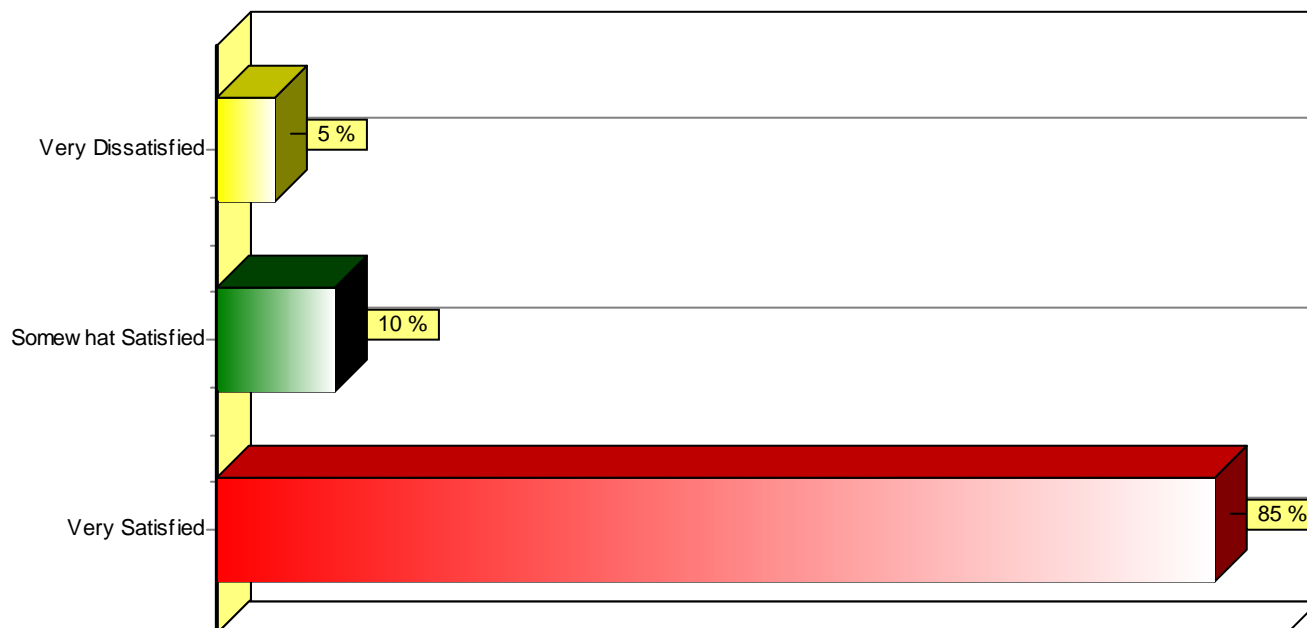


# Bar Graphs

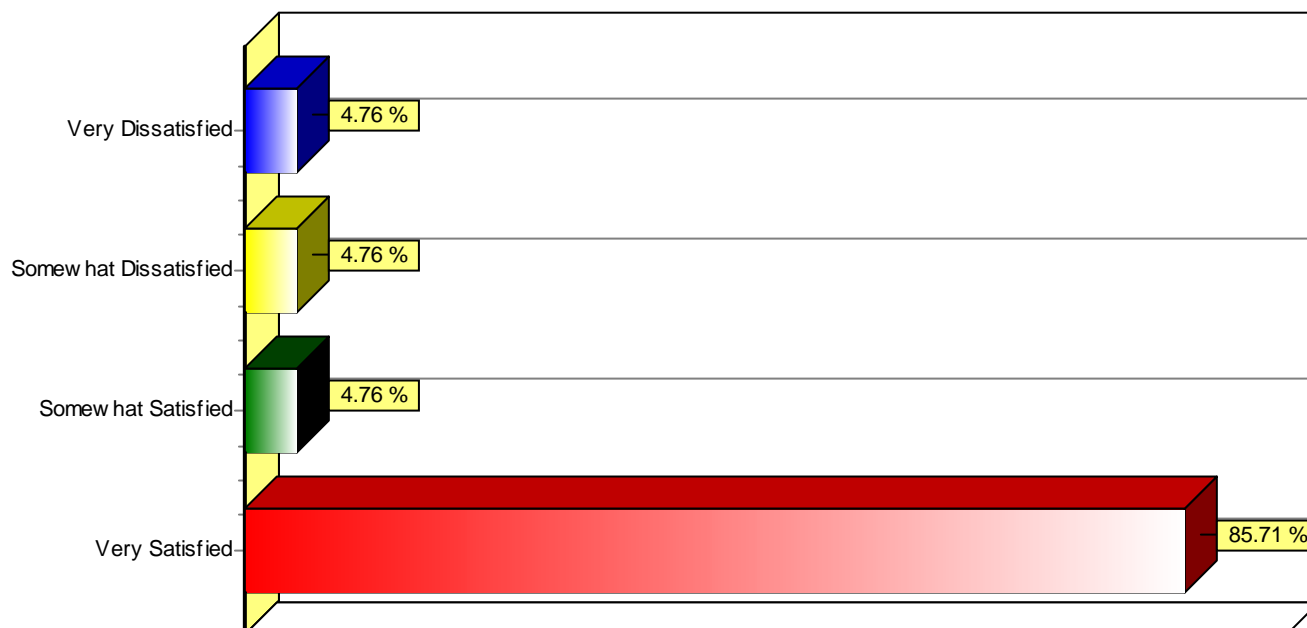
## DDL Fairview Program Review--Faculty Survey

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Helpfulness of DDL Department Chair



Availability of DDL Department Chair

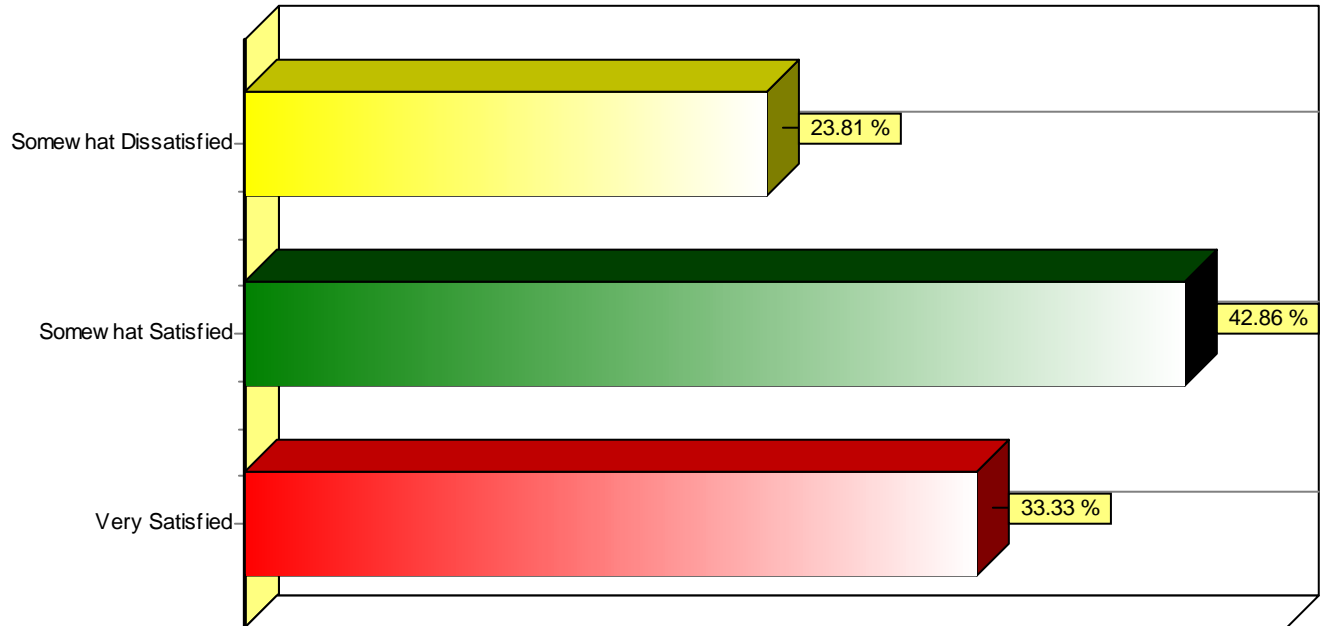




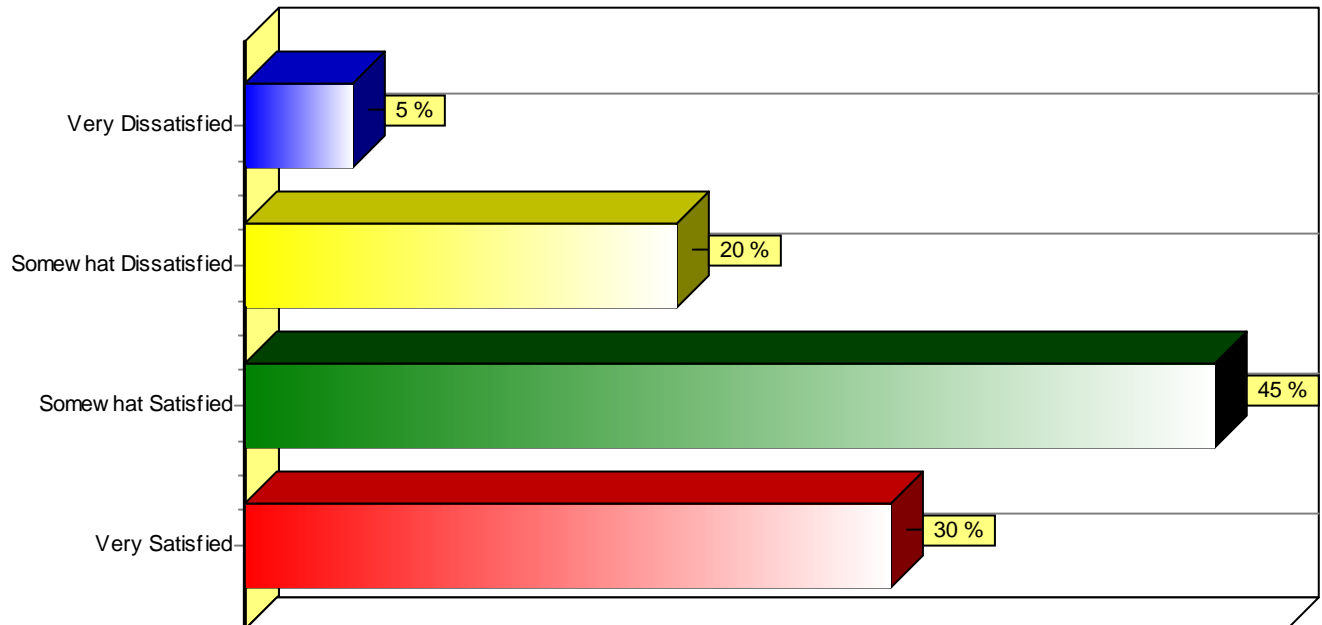
# Bar Graphs

## DDL Fairview Program Review--Faculty Survey

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



Quality of classrooms (cleanliness, maintenance, lighting)

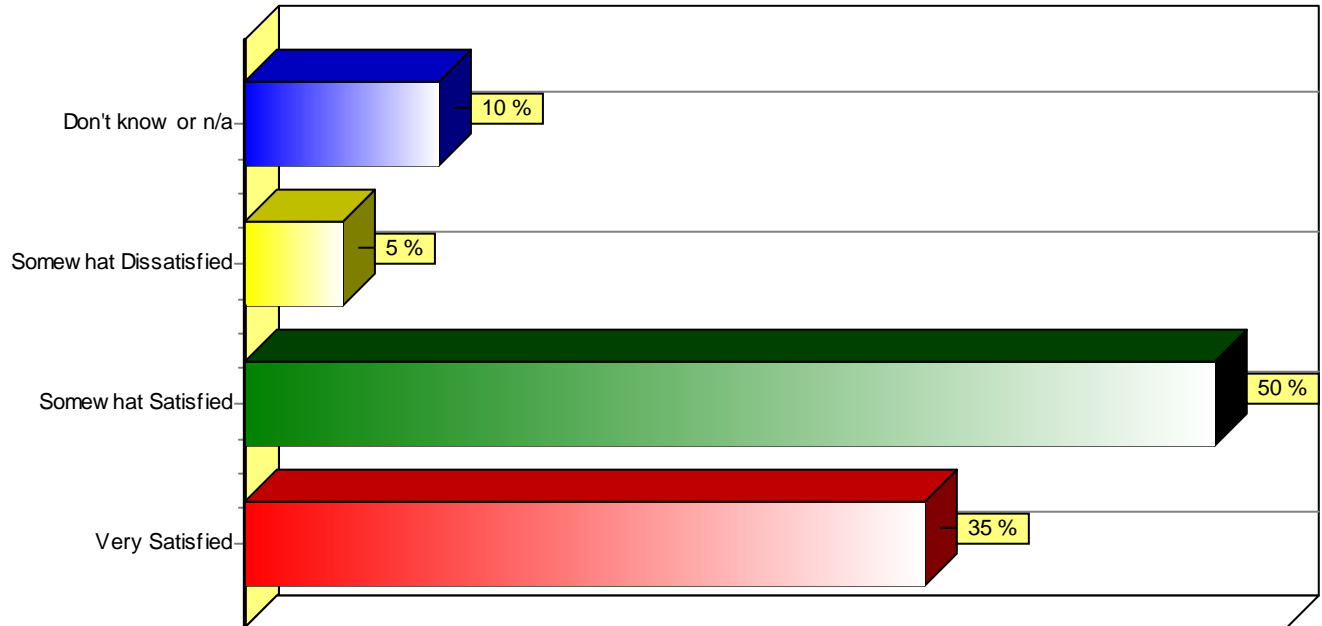


# Bar Graphs

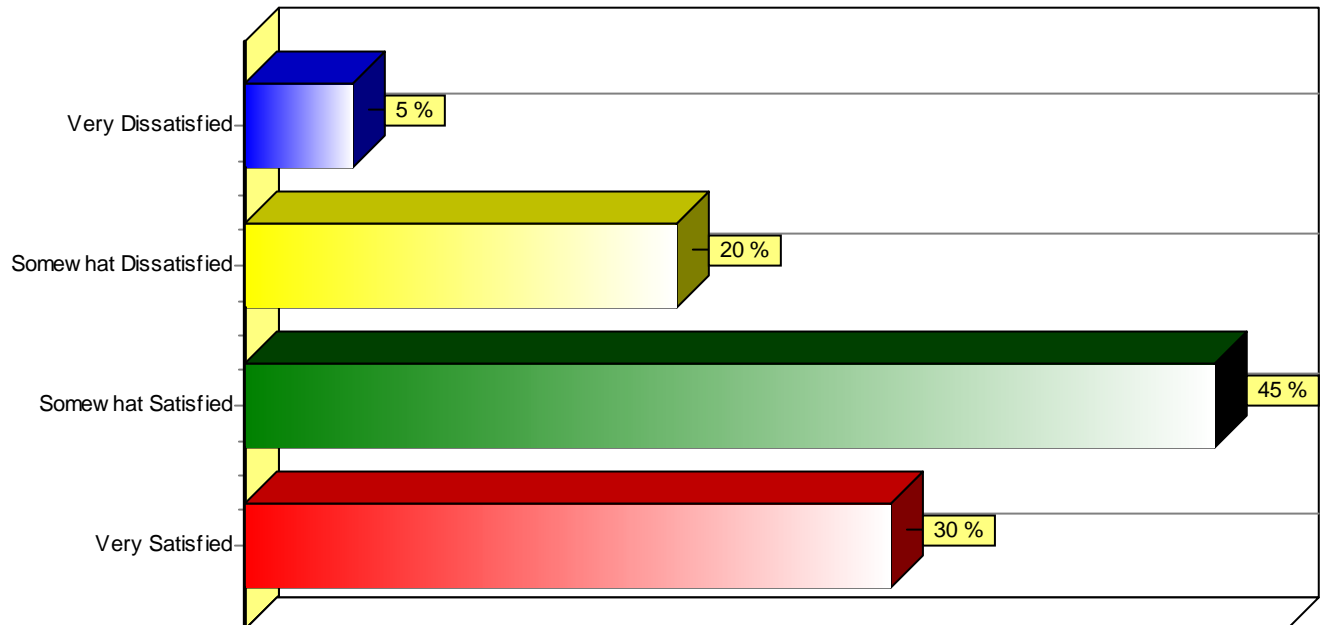
## DDL Fairview Program Review--Faculty Survey

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



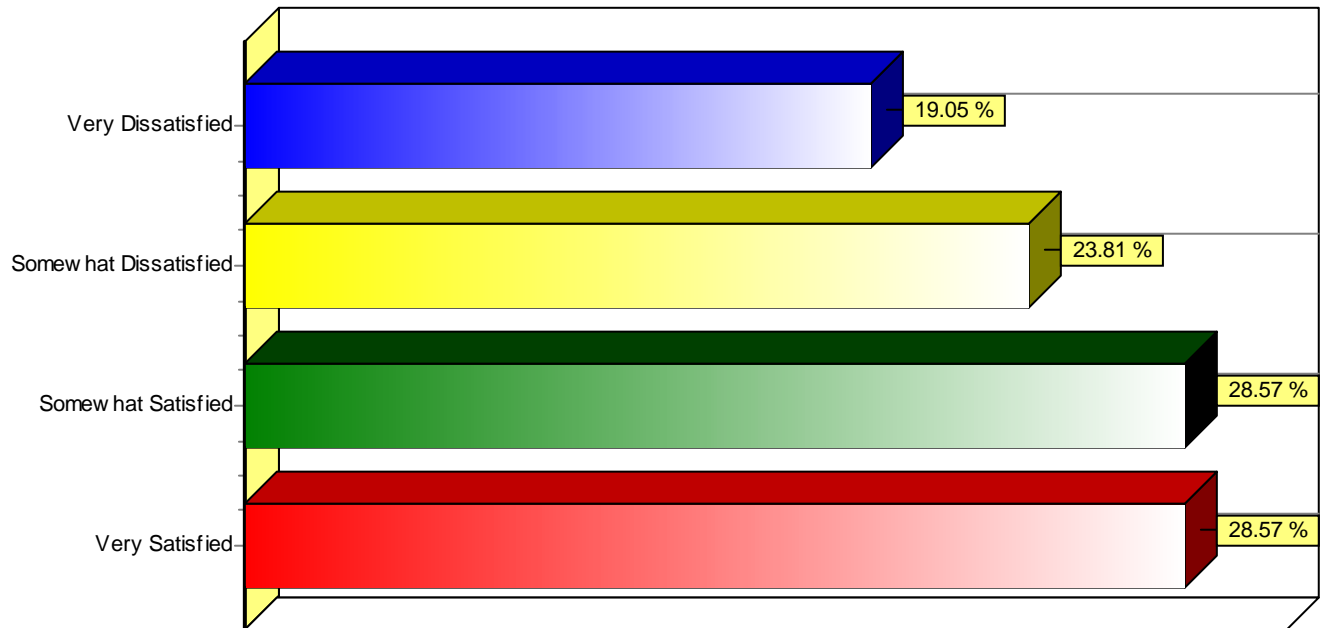
Quality of equipment/materials supplied



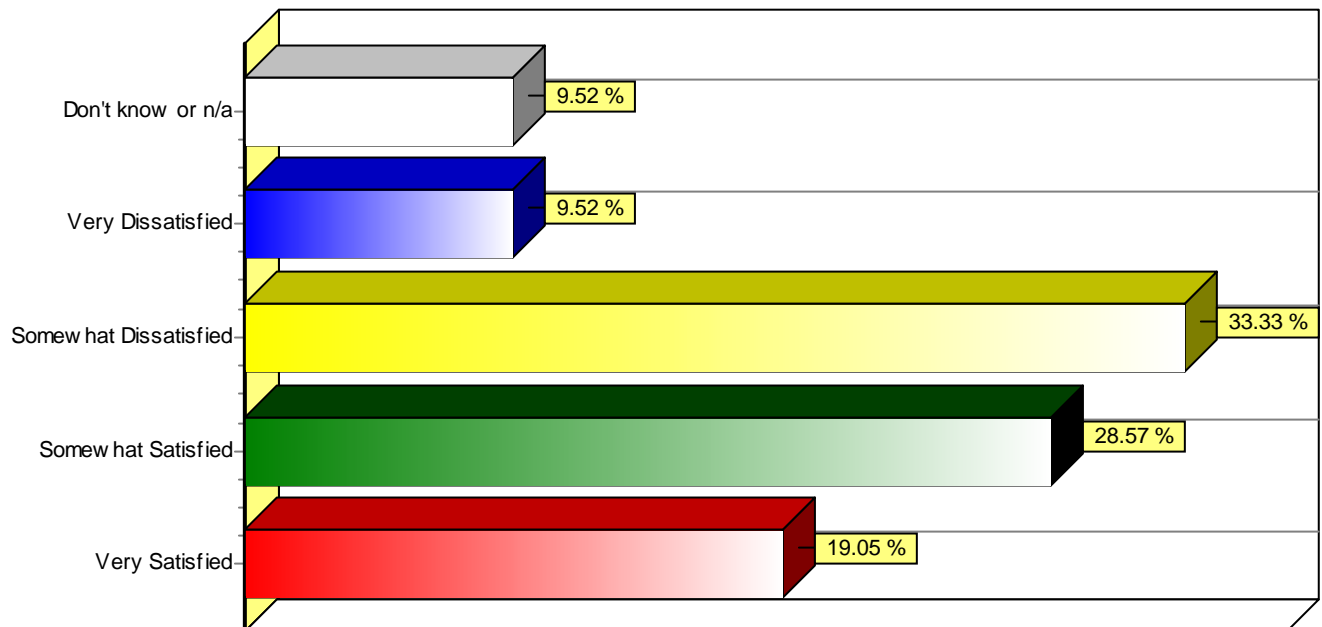
# Bar Graphs

## DDL Fairview Program Review--Faculty Survey

Amount of equipment/materials supplied



Ease of ordering/obtaining new supplies/equipment

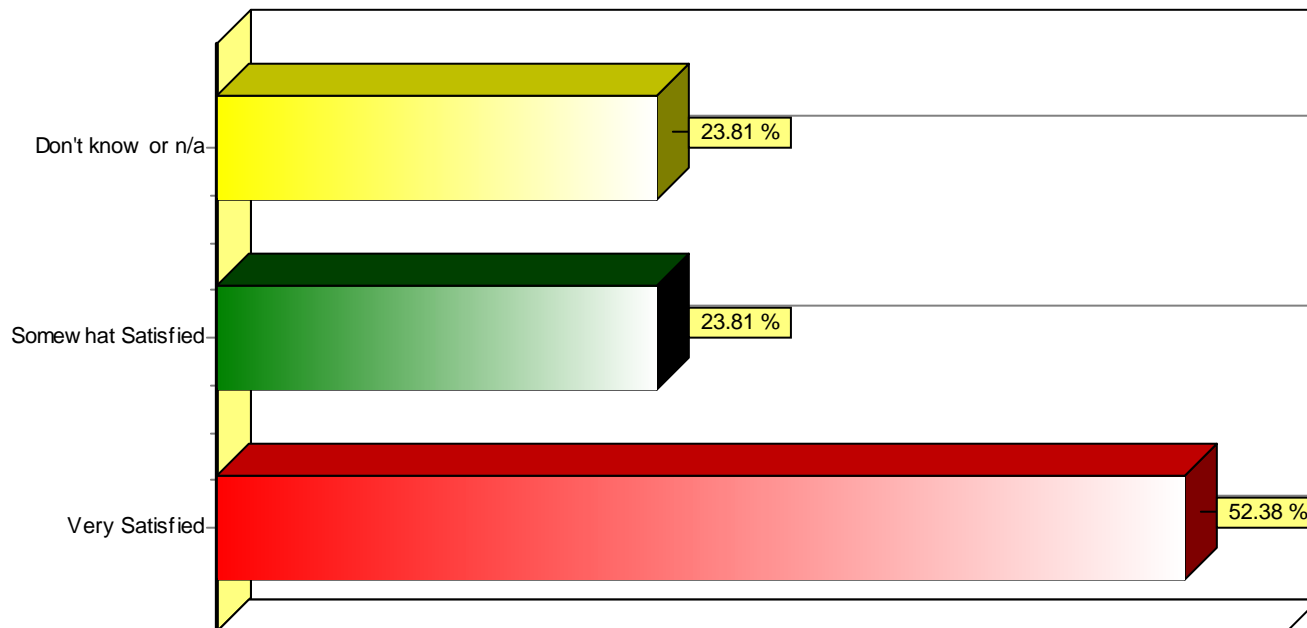


# Bar Graphs

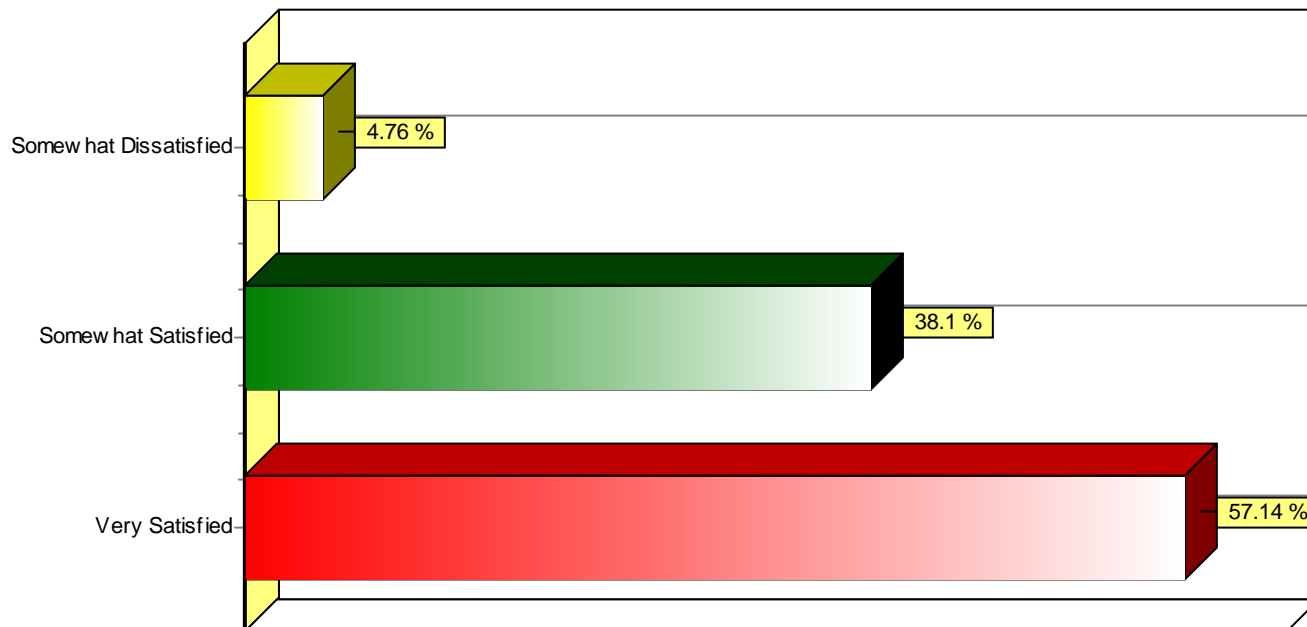
## DDL Fairview Program Review--Faculty Survey

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



Overall quality of the program

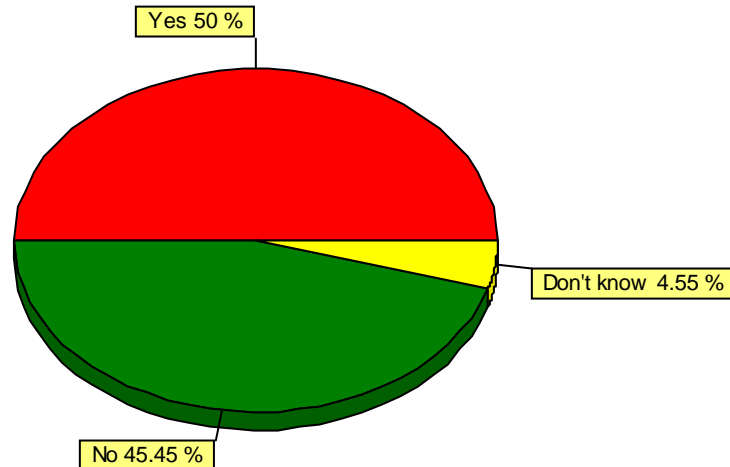


# Pie Charts

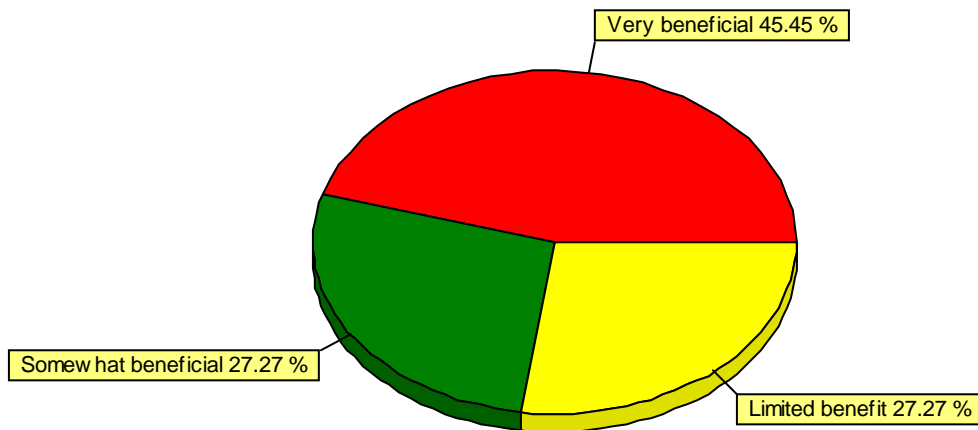
## DDL Fairview Program Review--Faculty Survey

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Have you ever taught a Coastline class at Fairview that included students from the community along with Fairview students?



To what extent do you think commingling community students and Fairview students in Coastline classes at Fairview creates a learning environment that is beneficial to your students?

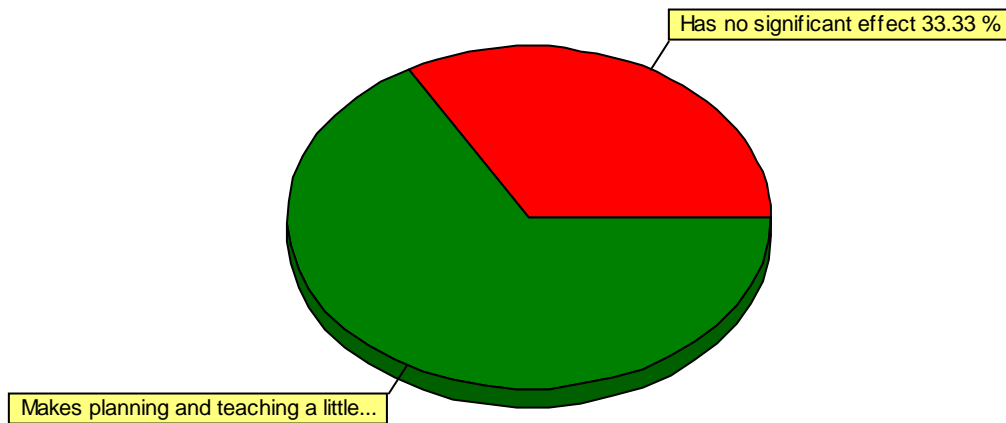


# Pie Charts

## DDL Fairview Program Review--Faculty Survey

---

What effect does commingling community students and Fairview students in the same class have on your lesson planning and teaching?



# Table of Contents

## DDL Fairview Student

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# Table 1: Count and Percent

## DDL Fairview Program Review--Student Survey 2003

	Count	Percent
<b>Table 1 General Satisfaction - Are your classes interesting?</b>	Respondents: 73	
Yes	66	90.41 %
Sometimes	6	8.22 %
Don't know or n/a	1	1.37 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 1 General Satisfaction - Do your classes help you with your job or things you need to do every day?</b>	Respondents: 73	
Yes	68	93.15 %
Sometimes	2	2.74 %
No	1	1.37 %
Don't know or n/a	2	2.74 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 1 General Satisfaction - Do your classes help you get along better with people?</b>	Respondents: 73	
Yes	64	87.67 %
Sometimes	3	4.11 %
No	1	1.37 %
Don't know or n/a	5	6.85 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 1 General Satisfaction - Do your classes meet at good times of the day for you?</b>	Respondents: 73	
Yes	65	89.04 %
Sometimes	4	5.48 %
No	1	1.37 %
Don't know or n/a	3	4.11 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>



# Table 1: Comments

## DDL Fairview Program Review--Student Survey 2003

---

**Question:** 1. If you answered "No" to any of the above questions, please tell why.

I get mad when other students finish first.

Classes don't pertain to work situation.

I get paid on thusdays and i like to stay longer at the canteen with my friends.

# Table 2: Count and Percent

## DDL Fairview Program Review--Student Survey 2003

	Count	Percent
<b>Table 2 General Satisfaction - Are the number of hours your class meets is good for you?</b>	Respondents: 73	
Yes	63	86.30 %
Sometimes	3	4.11 %
No	3	4.11 %
Don't know or n/a	4	5.48 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 2 General Satisfaction - Do you know about the different classes that you can take?</b>	Respondents: 73	
Yes	37	50.68 %
Sometimes	2	2.74 %
No	10	13.70 %
Don't know or n/a	24	32.88 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 2 General Satisfaction - Are there enough different kinds of classes for you to take?</b>	Respondents: 73	
Yes	40	54.79 %
Sometimes	2	2.74 %
No	3	4.11 %
Don't know or n/a	28	38.36 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 2 General Satisfaction - Are there enough teachers and aides in your class to help you?</b>	Respondents: 73	
Yes	71	97.26 %
No	1	1.37 %
Don't know or n/a	1	1.37 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 2 General Satisfaction - Is your classroom quiet enough for you to work?</b>	Respondents: 73	
Yes	57	78.08 %
Sometimes	5	6.85 %
No	10	13.70 %
Don't know or n/a	1	1.37 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 2 General Satisfaction - Do you have enough room to work in your classroom?</b>	Respondents: 73	
Yes	66	90.41 %
Sometimes	1	1.37 %
No	3	4.11 %
Don't know or n/a	3	4.11 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

## Table 2: Count and Percent

# DDL Fairview Program Review--Student Survey 2003

---

	Count	Percent
<b>Table 2 General Satisfaction - Is your classroom cool enough in hot weather for you to work?</b>	Respondents: 73	
Yes	63	86.30 %
Sometimes	4	5.48 %
Don't know or n/a	6	8.22 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 2 General Satisfaction - Are you happy with your classes?</b>	Respondents: 73	
Yes	72	98.63 %
No	1	1.37 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 2 General Satisfaction - Are you learning new things in your classes?</b>	Respondents: 73	
Yes	67	91.78 %
Sometimes	1	1.37 %
No	1	1.37 %
Don't know or n/a	4	5.48 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

## Table 2: Comments

# DDL Fairview Program Review--Student Survey 2003

---

**Question:** 2. If you answered "No" to any of the above questions, please tell why.

N/A

No response.

They've never told me.

noisy.

They dont tell me.

Brochures should elaborate what each class consists of. Each class description should provide enough information about the class materials needed and what the class content is about. As of now, the description is too brief without enough detail.

Unable to verbalize answers.

Unable to verbalize.

All i know is this one class that i'm taking.

N/A

My classroom is loud because of the other students.

To noisy.

My peers are screaming at times.

It's to crowded.

N/A

Not enough aides.

The class is to small.

# Demographics and Computer Classes: Count/Percent

## DDL Fairview Program Review--Student Survey 2003

	Count	Percent
<b>Where does your class meet?</b>	Respondents: 71	
Program 1	2	2.82 %
Program 2	3	4.23 %
Program 3	21	29.58 %
Program 4	7	9.86 %
Program 5	17	23.94 %
Program 6	12	16.90 %
Extended Opportunity (EO)--Campus wide	8	11.27 %
Other	1	1.41 %

**Total Responses 71 100 %**

	Count	Percent
<b>Why are you taking classes in this program at Coastline? (Mark all that apply.)</b>	Respondents: 73	
To learn to read and write better	25	34.25 %
To learn to do math better	18	24.66 %
To learn how to solve problems	50	68.49 %
To be able to do things for yourself	63	86.30 %
To learn new job skills	51	69.86 %
To learn how to use a computer	26	35.62 %
To meet people	59	80.82 %
Other	5	6.85 %

**Total Responses 297 100 %**

	Count	Percent
<b>Gender</b>	Respondents: 72	
Male	36	50.00 %
Female	36	50.00 %

**Total Responses 72 100 %**

	Count	Percent
<b>How old are you?</b>	Respondents: 69	
21 or under	8	11.59 %
22-29	8	11.59 %
30-39	17	24.64 %
40-49	21	30.43 %
50-59	11	15.94 %
60 or over	4	5.80 %

**Total Responses 69 100 %**

	Count	Percent
<b>What is your ethnicity?</b>	Respondents: 72	
African-American	6	8.33 %
Asian: Vietnamese	1	1.39 %
Asian: Other	1	1.39 %
Hispanic	12	16.67 %
White	50	69.44 %
Decline to state	2	2.78 %

**Total Responses 72 100 %**

# Demographics and Computer Classes: Count/Percent

## DDL Fairview Program Review--Student Survey 2003

	Count	Percent
<b>What language do you like to use?</b>	Respondents: 71	
English	70	98.59 %
Other	1	1.41 %
<b>Total Responses</b>	<b>71</b>	<b>100 %</b>

<b>Are you enrolled in a Coastline computer class at Fairview?</b>	Respondents: 73	
Yes	24	32.88 %
No	29	39.73 %
Don't know	20	27.40 %
<b>Total Responses</b>	<b>73</b>	<b>100 %</b>

<b>Table 3 Satisfaction with Computer Classes - Do the computers in your classroom work well?</b>	Respondents: 22	
Yes	22	100.00 %
<b>Total Responses</b>	<b>22</b>	<b>100 %</b>

<b>Table 3 Satisfaction with Computer Classes - Do you like the computer programs that are used in class?</b>	Respondents: 22	
Yes	21	95.45 %
Don't know or n/a	1	4.55 %
<b>Total Responses</b>	<b>22</b>	<b>100 %</b>

<b>Table 3 Satisfaction with Computer Classes - Does your teacher give you enough time to do your work?</b>	Respondents: 23	
Yes	20	86.96 %
No	1	4.35 %
Don't know or n/a	2	8.70 %
<b>Total Responses</b>	<b>23</b>	<b>100 %</b>

# Listing of "other" Responses by Question

## DDL Fairview Program Review--Student Survey 2003

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**Question:** Where does your class meet?

N/A

---

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

play games.

To learn how to Deal with Behaviors.

for better personal/social skills

no response

no response

---

**Question:** What language do you like to use?

sign with hands

# General Comments

## DDL Fairview Program Review--Student Survey 2003

---

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

Computer and music classes. I enjoy learning how to sing and use instruments. Meeting new people and interacting with teachers.

The teacher is very nice and beautiful and she teaches me very well.

playing with the computers

I like to work.

Doing the worksheets she gives us and the snacks are very good.

playing games and drawing.

looking at pictures

I like to work.

Preparing food.

I like snack time.

I like going to school.

snacks.

I like doing papers and also breaktime.

I enjoy the instructors (ex: Marie Cole, Jody Holliden), the content being disclosed, and the amount of learning that each class facilitates. Interacting with students and staff is fun and interesting.

I'm learning how to use computers and solve problems.

The teacher is nice.

It teaches me how to control my anger.

The reading and writing.

no answer.

I am learning how to cook better.

Don't know.

no answer.

snacks

getting out of the unit

I am learning how to cook.

computer classes.

We cook good food

We learn fun stuff in dance class.

Snacks, and also you like helping the teacher and you like doing work.

I LIKE THE COMPUTER CLASS NOW, BECAUSE I AM LEARNING PHONICS, MATH AND I LIKE MY TEACHER.

no reponse.

What I enjoy best is the work related and the instructors. The instructors provide



# General Comments

## DDL Fairview Program Review--Student Survey 2003

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

excellent service and are very open to suggestion.

no answer

Walking and playing Basketball

i dont know.

Going to school.

I like to learn different skills and it teaches me how to think better.

That they teach me different things.

work.

taking pictures

I like cooking class,because it teaches me how to cook.

I like computer class because it teaches me math reading,how to use money and my techers are very nice and healful.

No answer.

I get to learn alot.

it help me solve problems.

I enjoy the Community classes being offered. I enjoy learning new things and spending time with other students/staff.

I love it,its a nice class,i have fun.

no answer

meeting new people and learning new things.

no reponse.

Using the computers.

i like to work and learn.

Sue martin class

My cooking class.

no answer

I like the classes a lot,teachers are nice to me.

I like to learn how to cook.

I learn how to get along with my peers.

# General Comments

## DDL Fairview Program Review--Student Survey 2003

---

**Question:** Is there anything else you would like Coastline to offer or do?

No answer.

no.

a computer class.

I would like to learn Math and Spelling.

help other people.

no.

No response.

no.

no.

Math and playing games.

no.

no.

Construct better facilities and use state-of-the-art PCs. I would like Coastline to offer job-training courses and/or classes that facilitate job preparedness.

math reading classes.

no.

no.

no.answer.

no.

no.

no.

no answer.

no.

no.

no response.

Yes. money management.

A writing class.

no answer.

I wish that Coastline would provide electric doors in the restrooms for wheelchair-bound students. If sensors are placed in both the main doors and stalls, accessibility would be improved. Improve overall infrastructure maintenance.

no answer

Math

a reading class.

A writing class and how to be a fireman.

# General Comments

## DDL Fairview Program Review--Student Survey 2003

---

**Question:** Is there anything else you would like Coastline to offer or do?

spanish class would be nice.

she wants to be in a computer class.

writing class.

coloring books.

I'll like to take a class to learn italian.

papers in workshop.

no.

no.

no answer

no.

no aswer.

math class.

no.

How to do more work.

no.

no answer.

A math and reading class.

no.

# General Comments

## DDL Fairview Program Review--Student Survey 2003

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**Question:** Is there anything else you want to say about your classes?

I love the work we do in class.

no.

no.

I really like my class.

no.

no.

No response

The classes are cool.

no.

no.

no.

no.

I get along with my classmates and staff. I enjoy every class and am very happy with Coastline's plans.

computer class is fun.

no.

no.

no.

no.

no.

no.

no.

no.

no.

It's ok.

no.

no.

I love Sue martins class.

no.

no.

no.

no.

I am good at shredding paper.

no.

no.

# General Comments

## DDL Fairview Program Review--Student Survey 2003

---

**Question:** Is there anything else you want to say about your classes?

no.

no.

All my classes are fun,i learn different things in all my classes.

no.

no.

no.

no answer

no.

no.

no.

no.

no.

no.

I enjoy my classes.

no.

Get more staff in my cooking and dance class.

# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

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Table 1 General Satisfaction - Are your classes interesting?

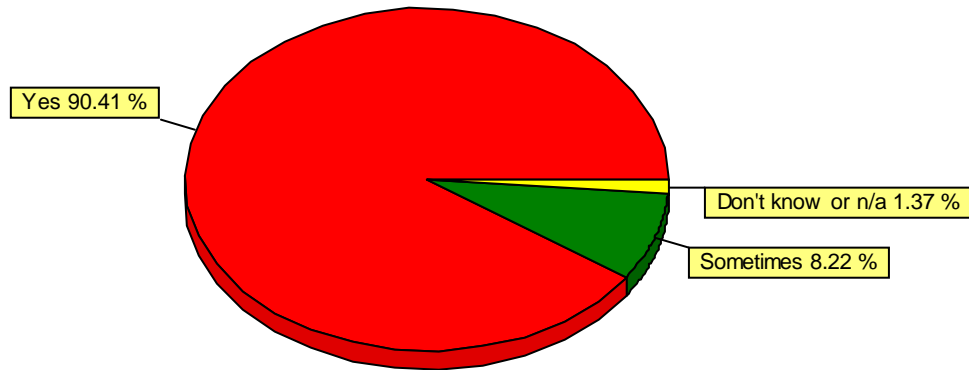


Table 1 General Satisfaction - Do your classes help you with your job or things you need to do every day?



# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

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Table 1 General Satisfaction - Do your classes help you get along better with people?

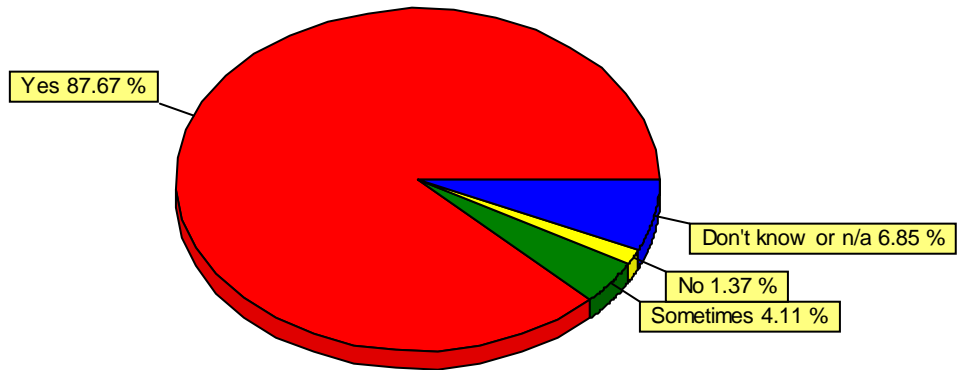
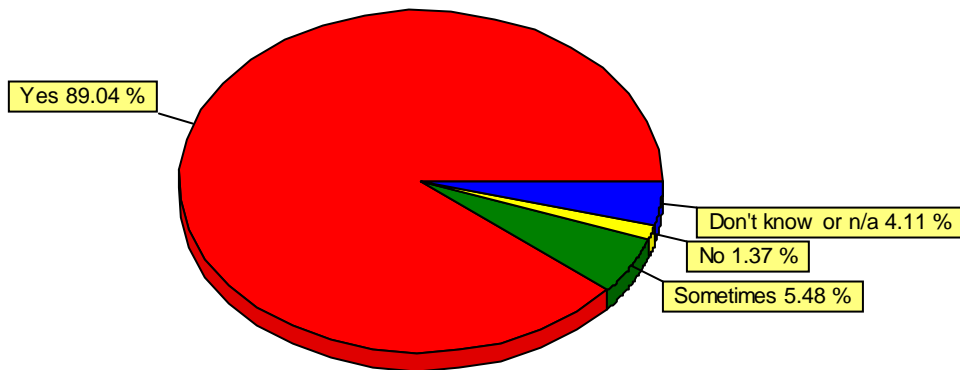


Table 1 General Satisfaction - Do your classes meet at good times of the day for you?



# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

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Table 2 General Satisfaction - Are the number of hours your class meets is good for you?

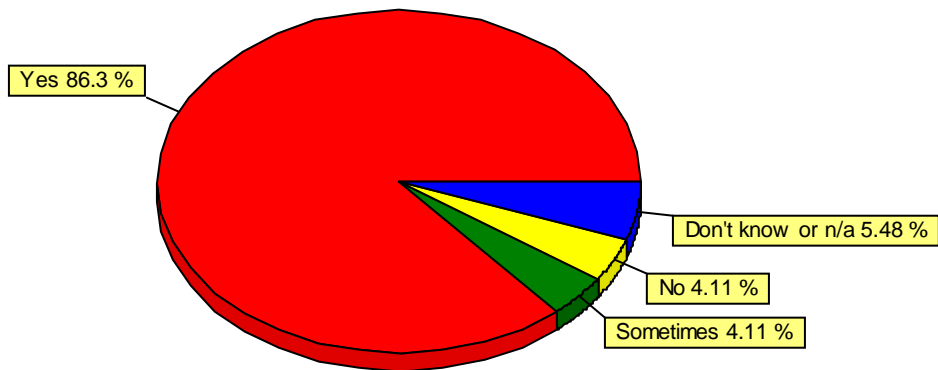
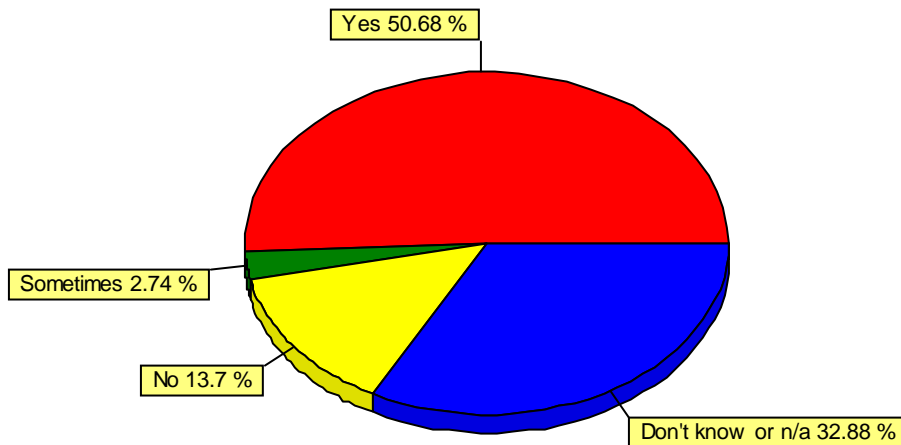


Table 2 General Satisfaction - Do you know about the different classes that you can take?





# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

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Table 2 General Satisfaction - Are there enough different kinds of classes for you to take?

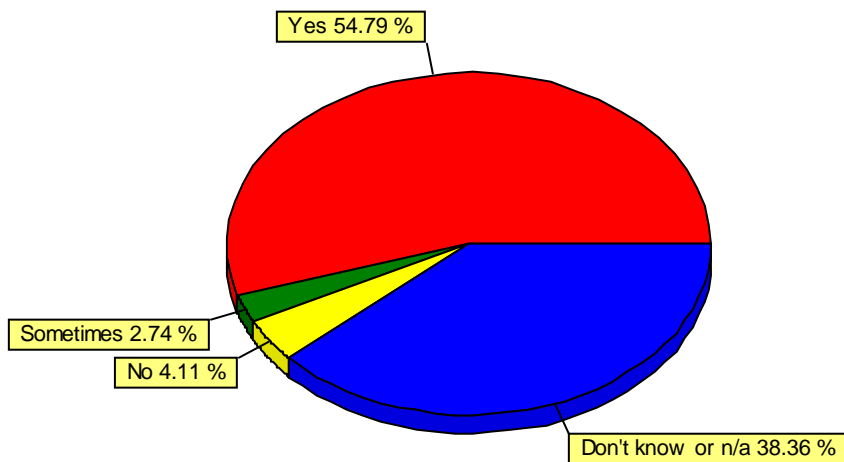
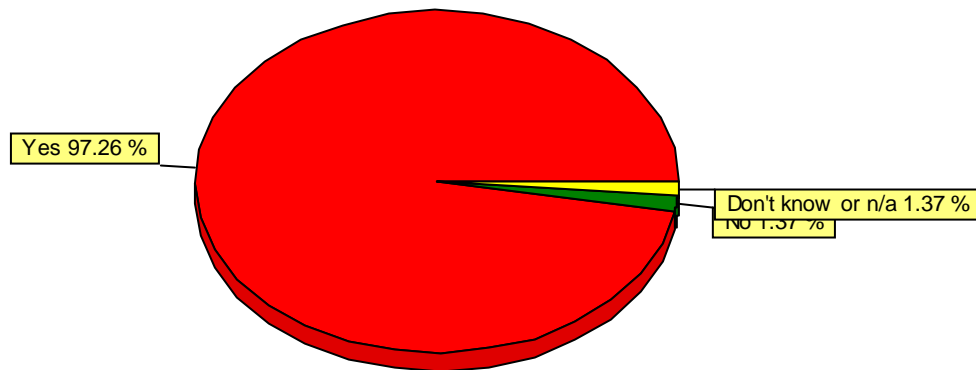


Table 2 General Satisfaction - Are there enough teachers and aides in your class to help you?



# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

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Table 2 General Satisfaction - Is your classroom quiet enough for you to work?

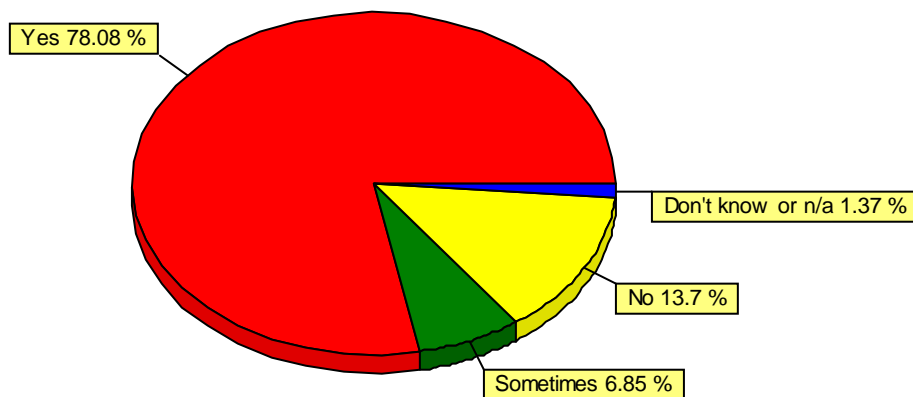


Table 2 General Satisfaction - Do you have enough room to work in your classroom?



# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

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Table 2 General Satisfaction - Is your classroom cool enough in hot weather for you to work?

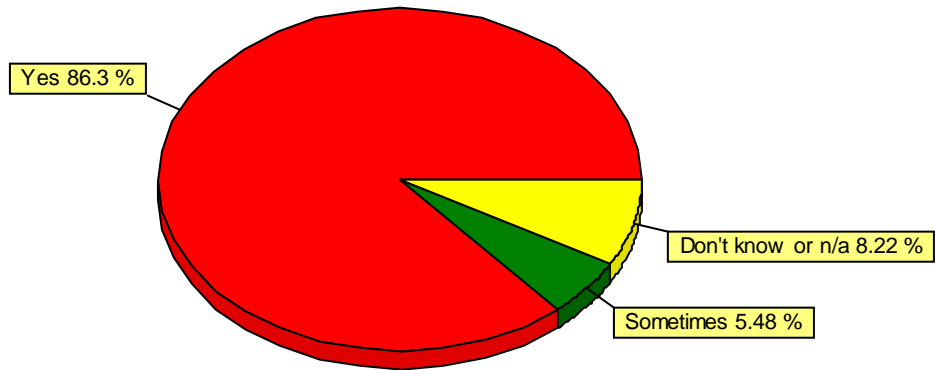
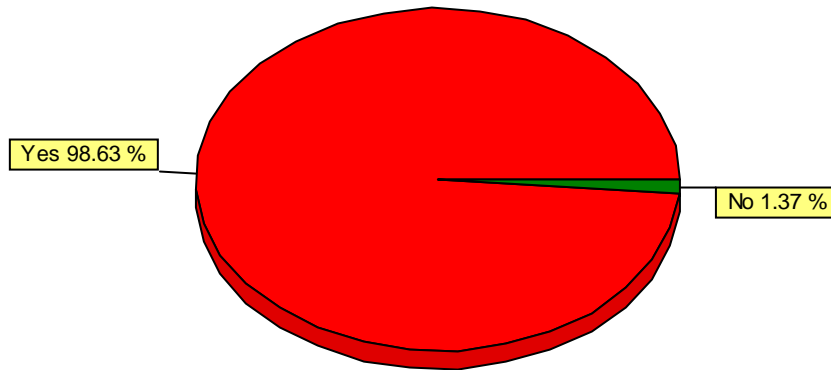


Table 2 General Satisfaction - Are you happy with your classes?

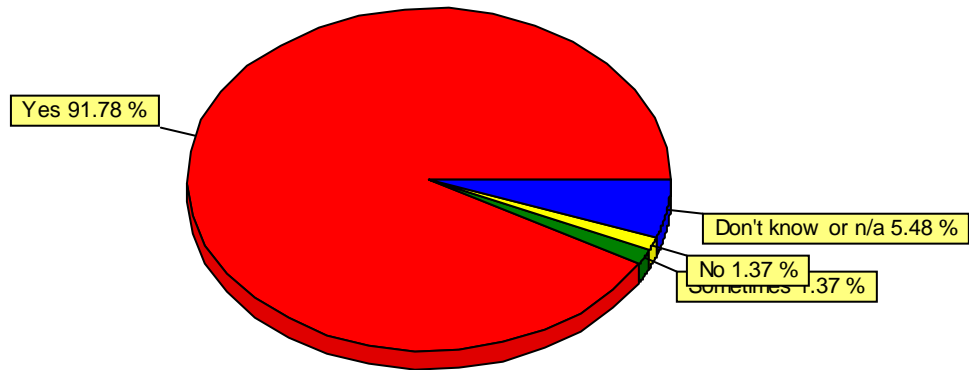


# Pie Charts

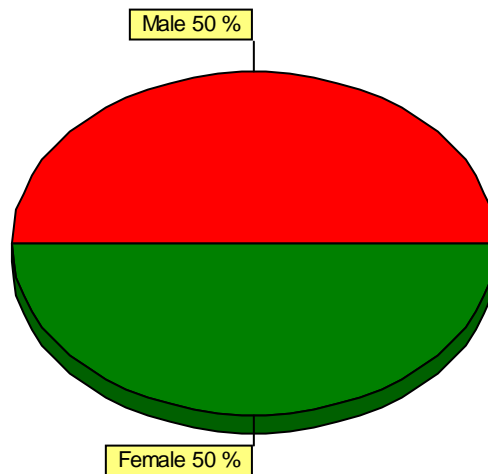
## DDL Fairview Program Review--Student Survey 2003

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Table 2 General Satisfaction - Are you learning new things in your classes?



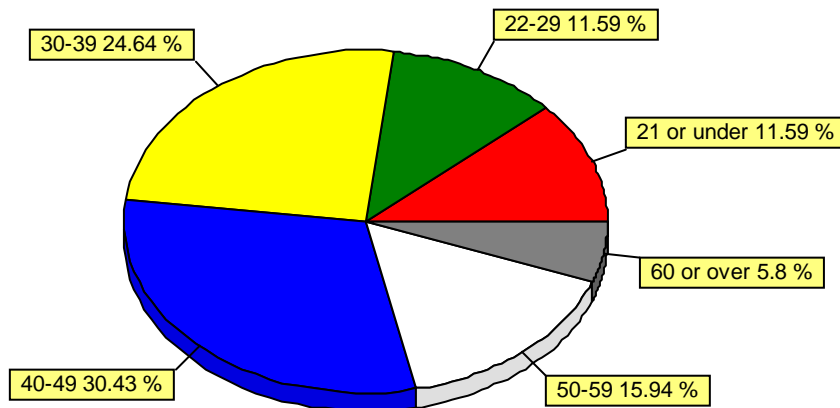
Gender



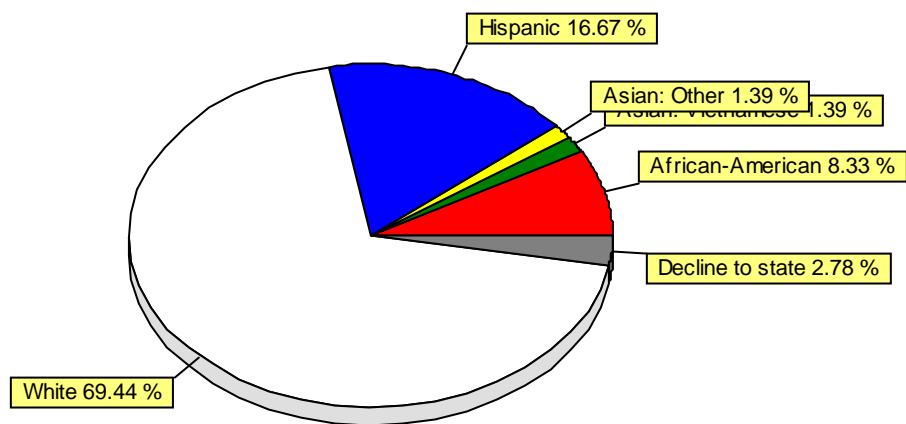
# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

How old are you?



What is your ethnicity?

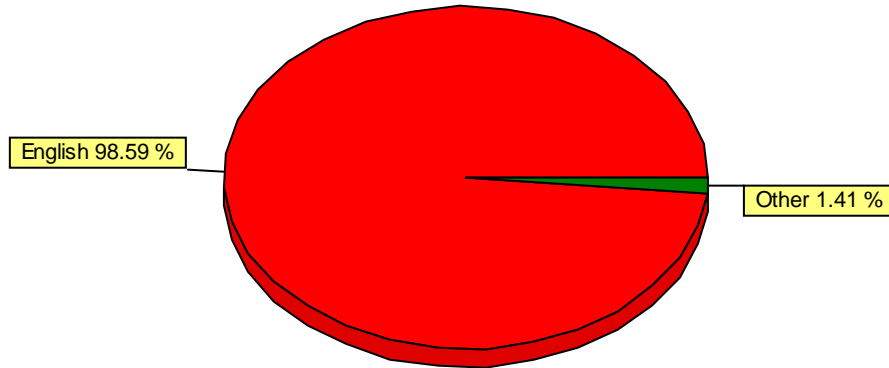


# Pie Charts

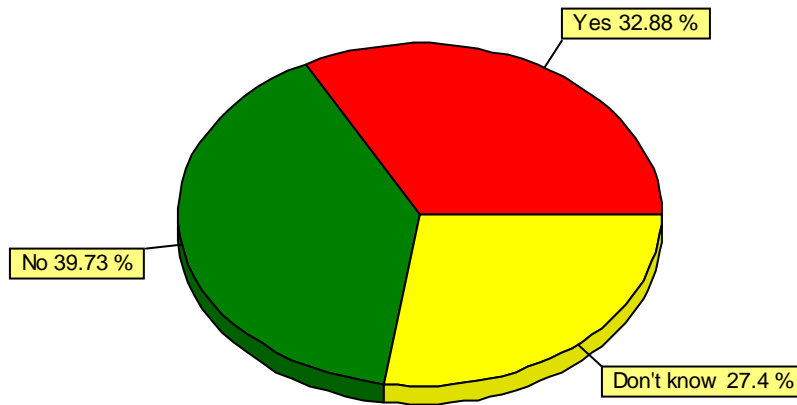
## DDL Fairview Program Review--Student Survey 2003

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What language do you like to use?



Are you enrolled in a Coastline computer class at Fairview?



# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

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Table 3 Satisfaction with Computer Classes - Do the computers in your classroom work well?

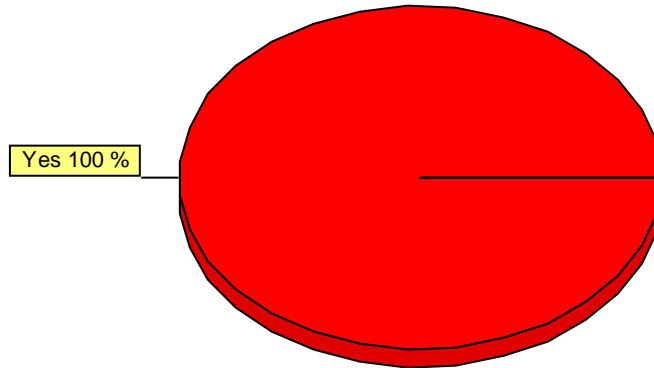
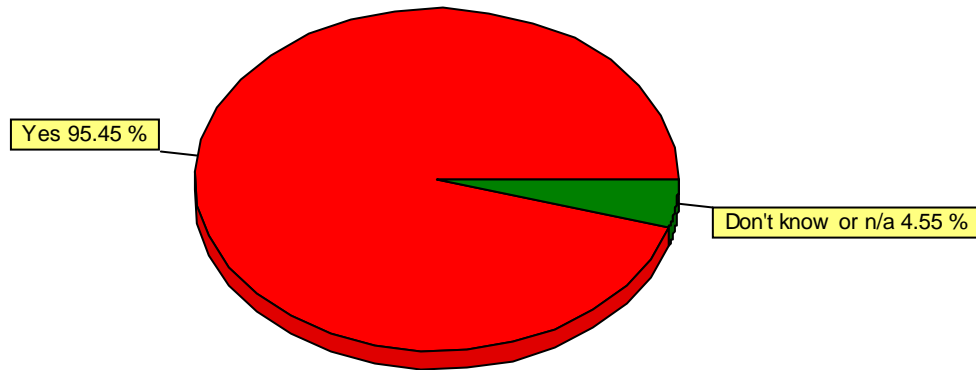


Table 3 Satisfaction with Computer Classes - Do you like the computer programs that are used in class?

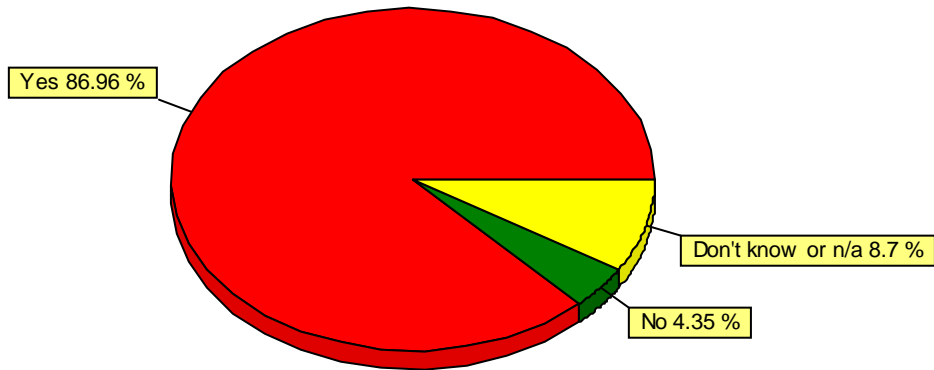


# Pie Charts

## DDL Fairview Program Review--Student Survey 2003

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Table 3 Satisfaction with Computer Classes - Does your teacher give you enough time to do your work?





A Review of Coastline Community College's  
**Developmentally Delayed Learner  
(DDL) Program at  
Fairview Developmental Center  
(FDC)**



*Submitted by Jody Hollinden, Department Chair  
and Stacey Hunter Schwartz, Dean*

*Spring 2004*

# About FDC residents

- Currently 718 residents living on large, park-like "campus" in Costa Mesa
- Have developmental delays, meaning IQ scores of 70 and below (i.e., having mental retardation)
- May also have autism, cerebral palsy, epilepsy and other similar disabilities

# Overview of Coastline Program

- Part of Special Programs and Services for the Disabled
- One of two CCC programs for Developmentally Delayed Learners (DDL)
- Program over 25 years old
- 3 full-time + 24 adjunct faculty
- 47 classes (non-FTE generating)
- Categorical funding – no general fund \$\$ and no DSP&S \$\$

# Groups Surveyed for Program Review

- Students with ability to participate
- FDC staff responsible for those students
- FDC administrators
- Program faculty



# Class Categories

- Academics Skills (e.g., math, reading, critical thinking) **4 classes**
- Communication **12 classes**
- Community Resources **2 classes**
- Daily Living Skills **4 classes**
- Fitness **9 classes**
- Leisure (e.g., music, art) **8 classes**
- Social Skills **8 classes**

# Students

- No FTES generated
- 461 of 718 FDC residents take CCC classes



# Cost

- Program receives categorical funds (\$831,833 in 2003-04)
- Money earmarked for developmental center residents only
- No general fund or "regular" DSP&S categorical \$\$ spent on program



# Student Learning Outcomes

- Faculty complete Student Educational Plans (SEP) as part of their Student Educational Contracts (SEC; DSP&S Title V requirement)
- Requires assessment of specific, measurable objectives
- See Page 7 of report for sample



# Satisfaction

## *Quality of Instruction*

- Students:
  - Classes are interesting. (90% agree)
  - There are enough teachers and aides to help me. (97% agree)
  - I'm happy with my classes. (99% agree)
  - I'm learning new things. (92% agree)
- FDC Staff Comment:
  - "Our population (skilled nursing) has many challenges. The Coastline teachers are wonderful. They all have enhanced the lives of the clients they serve."
- Faculty:
  - 76% were somewhat or very satisfied with staff to student ratios.

# Satisfaction

## *Overall Program*

- Students:
  - Only 55 percent of students reported that there are enough different kinds of classes for them to take.
- FDC Staff:
  - An impressive 94% of FDC staff respondents indicated satisfaction with the overall quality of the program.



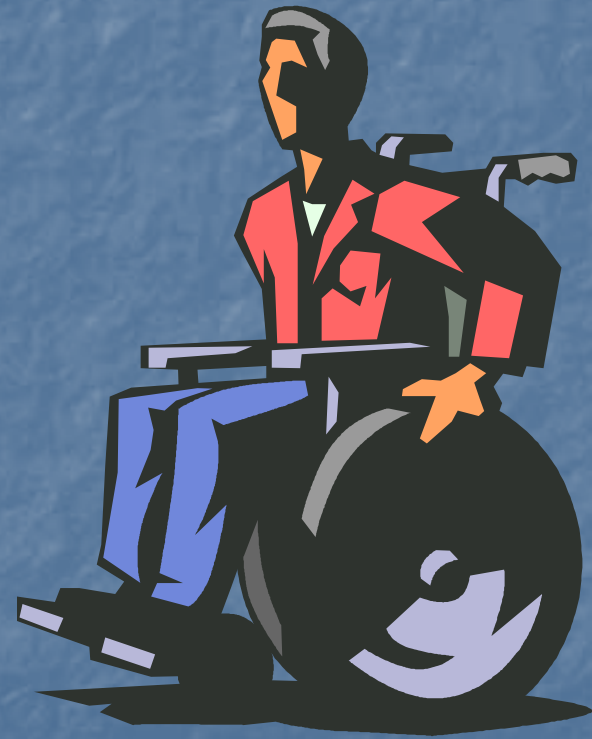
# Satisfaction

## *Student Goal Achievement*

- Students:
  - The classes help me with my job or with things I need to do every day. (93%)
  - The classes help me get along better with people. (88%)
- FDC Staff:
  - Relevance of classes to students' work or daily living skills needs (86% somewhat or very satisfied)
  - Relevance of classes to students' instructional and personal/social needs (92% somewhat or very satisfied)
- Faculty:
  - Relevance of courses to the vocational, academic or personal needs of students (90% somewhat or very satisfied)

# Student Comments

- "I like to learn different skills and it teaches me how to think better."
- "I love the work we do in class."
- "Widens horizons. Enables greater interaction."



# FDC Staff Comments

## ■ General Comments

- "Also, Jody and Erica are always there to help, offer suggestions, and do whatever it takes to offer more opportunities for our people. Thanks."

- "You are doing a good job and clients benefit from it."

## ■ FDC Staff regarding benefits to students:

- "Instruction that helps them for future placement."

- "Self esteem and greater independence."

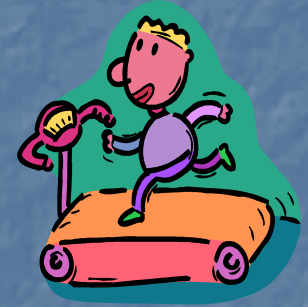
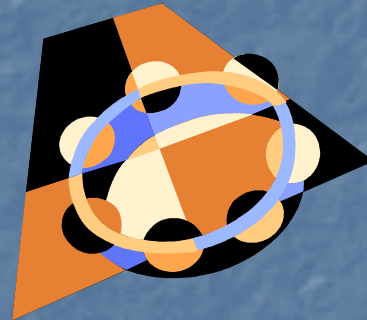
- "Physical activities offered are very helpful in maintaining weight--that is a problem for a lot of residents."

- "Social skills and a feeling of "being normal!"

# Program Resources

## *Rooms*

- FDC has dedicated four classrooms to the Coastline program:
  - a music lab
  - a fitness lab
  - an academic classroom
  - a computer lab
- Other classes are held in rooms throughout the FDC campus.



# Program Resources

## *Computers*

- 14 Power Mac G4 Cube (256 Ram 20GB HD) + Power Mac G4 Tower (512 RAM 80GB HD) in computer lab
- 15 Power Macs in other classrooms across the campus in locked cabinets



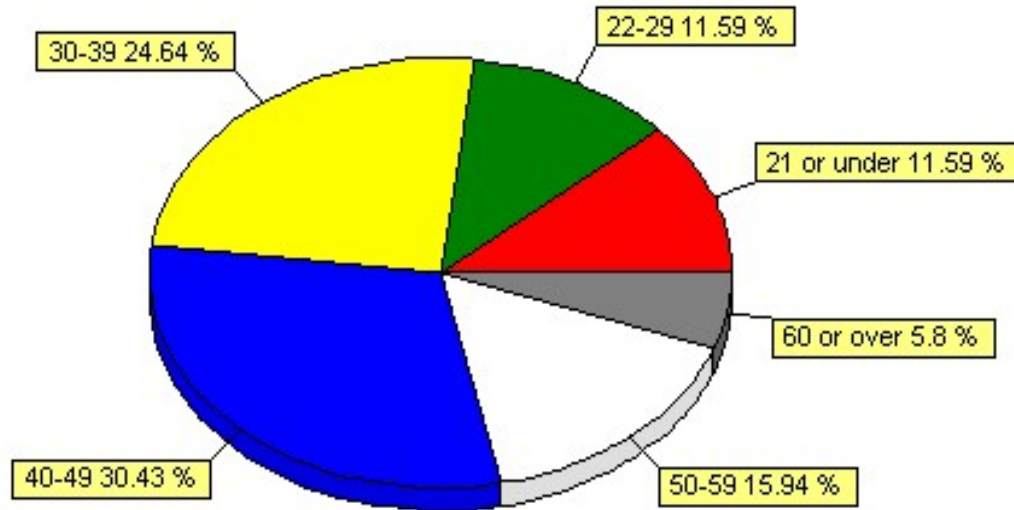
# Partners

- 30 independent program coordinators and their supervisor
- psychiatric technicians
- senior psychiatric technicians/unit supervisors
- program directors
- program assistants
- the director of clinical programming services
- the coordinator of vocational services
- nursing supervisors
- special investigators
- the standards compliance coordinator
- day training coordinators
- the clinical director of FDC

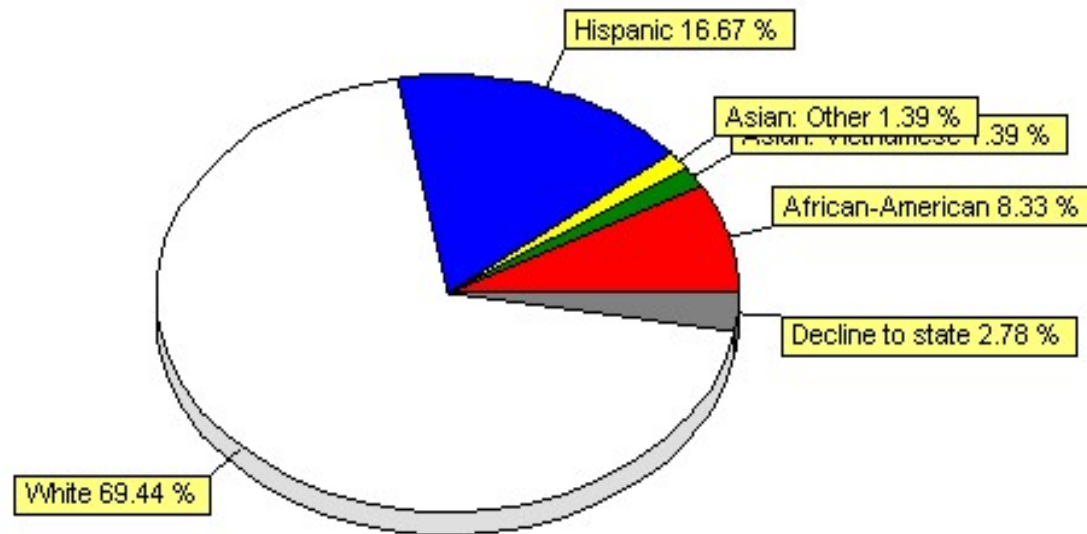




# Age Diversity



# Ethnic Diversity



# GOALS

- Establish new protocol for communication with FDC staff. Create and maintain a healthy and robust channel of communication with FDC individualized program coordinators and level-of-care staff regarding students' programming needs, while continuing to maintain communication with administrators and supervisors.
- Modify schedule of classes to reflect input from level-of-care staff (with approval of FDC administrators).
- Explore possibility of increasing number of classes suggested by faculty (e.g., American Sign Language, money management, outdoor exercise class, combined music/art class).

# CONCLUSION

- Overall, respondents in all categories were satisfied or very satisfied with the quality of instruction, course content, appropriateness of classes to meet students' personal, academic and vocational needs.
- Most significant finding of the report: FDC's level-of-care staff members have specific recommendations for class offerings which do not necessarily parallel their supervisors' perceptions of class preferences.

Coastline Community College  
Program Review 2003-04  
Validation Written Report

## DDL Program (Fairview)

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

Yes    No

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

Does the data substantiate the conclusions and recommendations made?

Yes    No

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

2. List the most significant things (issues, trends, concerns, etc.) that are apparent from this report:

- A. Population has changed with more dual-diagnosis residents in recent years
- B. Comprehensive surveying of Fairview staff has augmented the "big picture" provided by program supervisors with additional program planning information and recommendations from "level of care" staff.
- C. Out of 718 residents, more than 400 are taking Coastline classes

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

Yes    No

If yes, note these areas or points:

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

Yes    No

4. List any (realistic) suggestions the Steering Committee may have for the program based on information in the self-study.
  - A. Investigate feasibility of developing certificates or mini-certificates to encourage completion of a program of study, particularly for higher-ability students.
  - B. Follow up on stated goals, plus two areas apparent from the compliance checklist: continue to explore the diversity question and complete the curriculum revision updates.
  
5. List program accomplishments and ways the program can be commended:
  - A. Excellent job in working and partnering with large bureaucracy that includes 30 or more independent program coordinators and myriad specialists to meet diverse student needs and achieving very high levels of satisfaction
  - B. Tenaciousness and inventiveness of team in getting survey results back; variety of perspectives solicited
  - C. Degree of appreciation for the classes which was expressed by staff and students (99% of students are happy with their classes); surveys reflected high quality of classes and program
  - D. Degree to which CCC staff track residents' participation in Coastline classes
  - E. Department Chair is to be commended for her energetic and enthusiastic support for her respective faculty, students, and program